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**GLOBAL COMPETENCE LEARNING:
BREAKING BARRIERS BEYOND LIMITS**

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Organized by



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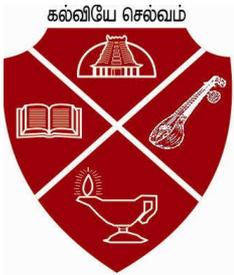
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National Level Seminar on "Global Competence Learning: Breaking Barriers Beyond Limits"



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“INTERVENTION STRATEGIES TO IMPROVE PROFICIENCY IN LEARNING”

V. Deena Juliet Sheela

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Abstract

There are critical issues pertaining to current and future challenges for university students and their educators, regarding L2 reading skills, classroom instruction and test taking. At first, this paper explores research into the processes involved for learners of English when accessing L2 texts, and then describes current research directions into learning strategies and reading intervention including web-based literacy instruction. The vulnerability of many students' own lack of awareness to successfully apply reading strategies efficiently and timely, seems particularly relevant to Japanese students, coping with daily reading comprehension tasks both within and outside the classroom setting and who regularly take placement tests.

Introduction

In the current climate of increasing competition between university graduates in Japan, coping with the educational needs of these students is, and will continue to be a challenge for tertiary educators. Particularly with regard to foreign language faculties, these pedagogues' duties are multi-functional, providing instruction that focuses on all language skills, and that might place emphasis on conversational, grammatical or literacy content. As both entry and exit criteria to and from most universities typically rely upon placement tests based on textual evaluation or multiple-choice TOEIC/TOEFL exams with minimal oral content, high-level literacy skills in particular, continue to be important attributes for Japanese students entering university or the work-place.

Defining Reading Ability

Reading ability can be defined as the efficiency ...to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002, p.09). However this definition does not adequately explain affecting variables such as the purposes for reading that will require different skills and strategies, or the criteria involved that explain general reading comprehension skills. It also does not indicate the varying linguistic and cognitive factors involved such as the metaphorical models of bottom-up, top-down and interactive processes. Finally with regard to the second language (L2) reader, it fails to explain whether texts are accessed in the same manner as for first language (L1) readers, and show whether meaning accessed is proportional or not to the language proficiency of the L2 reader.

Factors Affecting L2 Literacy

Theoretical approaches to L2 literacy have been divided, with some (Cumming, 1990), taking the position that literacy in a second language is a cognitive function, whilst others (Walace, 1986; Gillespie 1993), see it as a social function. Some researchers even consider there to be multiple literacy as a function of varying social and discourse contexts. There have also been various theories put forward to explain the relationships affecting L2 literacy. Alderson (1984) described two factors that might cause difficulties in L2 reading ability, namely L1 reading and L2 linguistic proficiency, which led towards two opposing hypotheses being put forward. The '*linguistic threshold hypothesis*' states that a certain threshold of L2 linguistic ability is necessary before L1 reading ability can be transferred to a second language, whereas the '*linguistic interdependence hypothesis*' allows for any L1 reading ability to be transferred from L1 to L2 regardless of L2 linguistic proficiency.

Teacher Strategies to Promote Learning

Instructional Match. Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and invested in learning.

Scaffolding. Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to master a new task or keep up with more advanced learners. Examples of scaffolding strategies include reducing the number of problems assigned to a student, permitting the student to use technological aids (e.g., word processing software which predicts student word selection to reduce keyboarding), and using cooperative learning groups that pool the group's knowledge to complete assignments.

Step-by-Step Strategies. For complex, conceptually difficult, or multi-step academic operations, break these operations down into simple steps. Teach students to use the steps. When students are just acquiring a skill, you may want to create a poster or handout for students to refer to that lists the main steps of strategies that they are to use.

Modeling & Demonstration. Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them.

Performance Feedback. Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement. Prompt guidance and feedback will prevent students from accidentally 'learning' how to perform a skill incorrectly!

Opportunities to Drill & Practice to Strengthen Fragile Skills. As students become more proficient in their new skills and can work independently, give them lots of opportunities to drill and practice to strengthen the skills. Whenever possible, make student practice sessions interesting by using game-like activities; coming up with real-world, applied assignments; or incorporating themes or topics that the student finds interesting.

Student 'Talk-Through' Activities. When students appear to have successfully learned a skill, set up activities for them to complete and ask the students to 'talk' you through the activity (i.e., announce each step that they are taking, describe their problem-solving strategies aloud, describe any road-blocks that they run into and tell you how they will go about solving them, etc.).

Periodic Review. Once students have mastered a particular academic skill, the instructor will quickly move them on to a more advanced learning objective. However, the teacher should make sure that students retain previously mastered academic skills by periodically having them review that material. Periodic review is often overlooked but is a powerful method for keeping students' academic skills sharp.

Progress Monitoring. Teachers can verify that students are making appropriate learning progress only when they are able to measure that progress on a regular basis. The instructor may want to consider information from several assessment approaches to monitor student progress: e.g., curriculum-based assessment, accuracy and completeness of student assignments, student 'talk-through' demonstrations of problem-solving, etc.

Conclusion

L2 readers at tertiary level are currently at risk of not being able to achieve attainable goals is due in part to the lack of awareness of their own language proficiency skills and low self-esteem. They bring with them various literacy experiences from their previous learning environments as well as different expectations about what they hope, or expect to achieve in an unfamiliar environment.

References

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2. <http://www.nyu.edu/classes/keefe/waoe/englishs.html>.
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TEACHER STRATEGIES TO PROMOTE LEARNING

S. Immaculate Mary

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Introduction

Many course learning outcomes and the associated assessment tasks require some level of proficiency in a wide range of generic academic skills. Some of these capabilities are so embedded in academia that we may assume student competency and not explicitly help students to develop them. Academic reading, academic writing and all its associated components, research strategies and the ability to engage with ideas critically are core expectations in most fields of study. Teachers can help to enhance these abilities by using simple strategies that can form part of their day to day teaching. Complementing these generic competencies are the unique requirements associated with reading, writing and methods of inquiry in particular disciplines.

Definition

“Education has but one main purpose-to prepare students for the real world. To do that we need to get “real ” in education. It’s Imperative that we provide ongoing. Authentic learning opportunities to our students

Teacher Strategies to Promote Learning

Here are some teacher strategies that research indicates can be very effective in helping struggling learners to successfully master new academic skills:

Instructional Match. Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and invested in learning.

Scaffolding. Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to master a new task or keep up with more advanced learners.

Step-by-Step Strategies. For complex, conceptually difficult, or multi-step academic operations, break these operations down into simple steps. Teach students to use the steps. When students are just acquiring a skill, you may want to create a poster or handout for students to refer to that lists the main steps of strategies that they are to use.

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Easy-to-Use Classroom Management Techniques

These easy-to-use classroom management techniques allow teachers to maintain classroom control while they effectively handle even the most troublesome classroom behaviors.

- Give the student the "evil eye."
 - Walk toward the student.
 - Stand close to the student.
 - Eye contact and a shake of the head indicating "No."
 - A gentle hand upon the shoulder of the student.
 - A statement indicating disfavor.
 - Change the student's location.
 - Statement of misplaced behavior.
 - Using an I-message.
 - Teacher sets limits by describing what he/she allows/does, or provides, without telling the students what to do about it.
 - Provide choices.
- There are three desired outcomes for this paper.
1. To introduce and clearly define three instructional strategies that are evidence based, and can have positive effects on all students. Also to share one teaching model that when done well can enhance the learning of all students in a classroom.
 2. To define key components for achieving successful implementation of each strategy. Teachers who have a clear understanding of the important details before using a strategy result in higher student achievement (Greenwood, Delquadri, & Carta, 1997).
 3. To provide an example for each strategy that will aid in connecting the strategy with "real world" scenarios. These lessons will allow teachers to connect key ideas with usefulness in the classroom

The Most Effective Interventions for ELL Students

The information below represents rigorous research, reviews of existing research, meta-analyses, and/or policy/research briefs. The following references and resources have been selected based on date of publication (with a preference for research from the last ten years), source and funding, and accessibility.

Readers and Writers Workshop

An Instructional Model: The workshop model for English instruction combined with an extended 60 minutes of ELT support for my struggling students provides an excellent springboard to plan and implement individualized instruction in my class. Readers and Writers Workshop is an instructional model that focuses on students as learners, as well as readers and writers in practice. As readers and writers, students are mentored, working in a supportive and collaborative environment with their mentor on touchstone texts. There is an inherent reading-writing connection with this instructional delivery system that includes the following phases:

1. Mini-lesson (10-15 minutes)

This phase involves a teacher modeling a reading or writing strategy for the students to practice. It could also involve a "do now" to tap into students' prior knowledge. Students might build a schema around a specific strategy that the teacher had modeled previously -- or do an activity to see what they retained of the day's lesson.

2. Guided or independent student practice (40-45 minutes)

This is a student work time allocated for practicing the modeled strategy. During this phase the teacher circulates the room conferring with individuals and small groups. He takes notes, makes informal assessments, and provides one-on-one support to struggling learners.

3. Reflection (5-10 minutes)

This phase allows the whole class to regroup and review the lesson objectives, share learning, and reflect on what worked or did not work. The workshop model provides for both independent and collaborative learning, and thus fosters student ownership of the learning process. This approach strongly emphasizes a student-centered approach to learning.

Reaching All Learners in the ELA Classroom

As a middle school ELA teacher, I continue to collaborate with my peers in the building and across the school district. I participate in planning and designing instruction, inquiry-based studies, and collaborative coaching and learning. These activities have provided me with a repertoire of research-based best practices to engage the readers and writers in my ELA classroom. We use the following strategies:

1. Encourage independent reading

From the first day of school, we encourage students to choose the books they read. We model how to choose and review a book for reading. We also encourage students to choose books at their independent reading level rather than

at their frustration or difficult level. Students read for 30 minutes daily and complete an entry on the reading. Students are not only expanding their knowledge as good readers, they are also building reading stamina.

2. Design product-driven reading and writing instruction

Plan units that are product-driven. Have a key or an essential question that instruction seeks to address in the unit. It should become the epicenter of instruction, thus allowing for mastery. Students become stakeholders when they know the instructional objectives and learning outcome.

3. Pre-reading and pre-writing strategies

Infuse pre-reading and pre-writing strategies to build schema. "What I know, what I want to know, and what I learned" (KWL), quick-writes, and vocabulary activities before reading and writing are very useful for tapping into students' prior knowledge and making connections in learning. Quick-writes also provide excellent seed ideas for writing. Expand students' word choice by previewing text vocabulary before reading and providing opportunities for students to find at least three synonyms for unfamiliar words.

4. Making meaning

Provide instruction in basic reading strategies using reciprocal teaching practice that includes predicting, visualizing, questioning, clarifying, and summarizing. As students master these strategies, have them read in small groups of three or four, applying the strategies to their readings. Students should be encouraged to rotate roles. As they interact with the text, they are making meaning and comprehending the text.

5. Text annotation

Teach students to mark or highlight text for main ideas and also for answers to specific questions. Text annotation is an excellent method to make meaning and provide evidence to support answers.

6. Ask text-based evidence questions

Challenge students to provide specific evidence to support their answers. Use t-chart graphic organizers to have them identify specific lines from a text and explain their thoughts about the lines.

7. Immerse students in the genre

Provide adequate opportunity -- one to two weeks -- for students to examine text features and structures, and to read and learn from mentor texts and literature before writing.

8. Provide options for writing

As students examine mentor texts in their reading, provide a variety of writing samples for them to learn from. Teach a variety of genres. Encourage learning and practicing the craft of authors through modeling, conferring, and collaboration.

9. Analyze and interpret

Teach strategies that emphasize analysis and interpretation -- examine author styles and use of language through literal and figurative analysis to get meaning from text.

Conclusion

I apply this model to ELT by working with kids twice a day. In the morning class, it is strictly curriculum-driven; students are using the workshop as a means to their own learning. In the afternoon, I guide them to help remediate the skills they need to improve their comprehension.

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EDUCATION FOR GLOBAL COMPETENCE FOR INCLUSIVE WORLD

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Introduction

Globalization brings innovation, new experiences and higher living standards; but it equally contributes to economic inequality and social division. Automation and internet business models may have encouraged entrepreneurship, but they may also have weakened job security and benefits. For some, cross-border migration means the ability to commute between continents; for others, it means escaping from poverty and war – and the long struggle to adapt to a new country. Around the world, in the face of widening income gaps, there is a need to dissolve tensions and re-build social capital.

Definition of Global Competence

The literature, theories and frameworks on intercultural competence, global competence and global citizenship emerge predominantly from a Western context. However, related concepts exist in many countries and cultures around the world. The word is found in a Zulu proverb, meaning that a person is a person because of others. This concept of Ubuntu can be used to illustrate a collective identity, as well as connectedness, compassion, empathy, humility, and action. There are other similar concepts to Ubuntu found in different cultures around the world including in indigenous cultures in the Andes and in Malaysia. Collective identity, relationships, and context (as impacted by historical, social, economic, and political realities) all become major emphases in other cultural discourses on global competence. In summarizing some key themes across different cultures in regard to global competence, respect, listening, adaptation, relationship building, seeing from multiple perspectives, self-awareness and cultural humility are explicitly included as critical filters through which individuals process information about others' differences and the world, and are key references for critical and informed judgment. While Global Competence clearly has many different components, the main focus of this first PISA assessment would be on the cognitive components, i.e. on the knowledge and understanding, and on the analytical and critical thinking skills that can be rated on cognitive scales. The data collection, through the student questionnaire, would also provide information on the skills (e.g. empathy) and attitudes (e.g. openness) that people need to effectively use their intercultural knowledge and skills. Based on the current scientific evidence, these skills and attitudes are best measured and compared (within and between countries) through a descriptive analysis based on -type scales. The analysis of these components would be similar to what PISA has already delivered on academic engagement, motivation and self-beliefs and would use cluster analysis to compare students in different countries.

Dimensions of Global Competence

A first dimension of Global Competence represents the knowledge and understanding that individuals need in order to deal with the challenges and opportunities posed by globalisation and intercultural encounters². "Knowledge" may be defined as the body of information that is possessed by an individual, while "understanding" may be defined as the comprehension and appreciation of meanings. Global Competence requires knowledge and understanding of global issues, as well as intercultural knowledge and understanding.

Skills

The second dimension represents "skills", defined as the capacity for carrying out a complex and well-organised pattern of either thinking (in the case of a cognitive skill) or behaviour (in the case of a behavioural skill) in order to achieve a particular goal. Global Competence requires numerous skills, including the ability to: communicate in more than one language; communicate appropriately and effectively with people from other cultures or countries; comprehend other people's thoughts, beliefs and feelings, and see the world from their perspectives; adjust one's thoughts, feelings or behaviours to fit new contexts and situations; and analyse and think critically in order to scrutinise and appraise information and meanings. An individual may have a large range of knowledge, understanding and skills, but lack the disposition to use them. The attitudes to use knowledge, understanding and skills to produce competent behaviour constitute the third dimension of Global Competence. An "attitude" may be defined as the overall mind-set which an individual adopts towards an object (e.g. a person, a group, an institution, an issue, a behaviour, a symbol, etc.) and typically consists of four components: a belief or opinion about the object, an emotion or feeling towards the object, an

evaluation (either positive or negative) of the object, and a tendency to behave in a particular way towards that object. Globally competent behaviour requires an attitude of openness towards people from other cultures or countries, an attitude of respect for cultural otherness, an attitude of global-mindedness (i.e. that one is a citizen of the world with commitments and obligations towards the planet and towards other people irrespective of their particular cultural or national background), and an attitude of responsibility for one's own actions. Attitudes themselves can be structured around values. A "value" may be defined as a general belief that an individual holds about the desirable goals that should be striven for in life; values transcend specific actions and contexts, have a normative prescriptive quality about what ought to be done or thought in different situations, and may be used to guide individuals' attitudes, judgements and actions. In this framework, valuing human dignity and valuing cultural diversity

Interconnected Dimensions of Knowledge

Understanding, skills and attitudes, subject to the conditions set by valuing human dignity and cultural diversity. An example can help to illustrate the interrelations between the three dimensions of Global Competence, as well as the important role of values to motivate and guide action. A student sees that one of his classmates is being bullied in the classroom and excluded from joint activities because he wears old and stained clothes. He knows that the boy and his family are poor due to his father losing his job after a local factory closed. He takes action to defend the boy. His decision to act is triggered by the fact that he understands that human dignity is a fundamental value, and is sustained through empathizing with the boy's feelings and a sense of responsibility towards other people who are less fortunate than himself (his intercultural attitudes). In challenging the act of bullying, the student draws on his knowledge and understanding of the economic circumstances of the boy's family, and uses his linguistic and communicative skills to persuade the perpetrators to stop their victimization. Thus, effective behavior in response to bullying requires the orchestration of a wide range of different components drawn from all the dimensions of Global Competence.

Conclusion

The concept of Global Competence is a response to these questions. Global Competence includes the acquisition of in-depth knowledge and understanding of global and intercultural issues; the ability to learn from and live with people from diverse backgrounds; and the attitudes and values necessary to interact respectfully with others. The driving ideas are that global trends are complex and require careful investigation, that cross-cultural engagement should balance clear Communication with sensitivity to multiple perspectives and that global competence should equip young people not just to understand but to act. These objectives already feature in the curricula of many countries. But they now need further evolution, in response to changing imperatives. The greatest of these is the need to find a new concept of growth. This may not be a quantifiable concept, based solely on maximizing economic gains, but a multidimensional concept that includes care for the environment and social harmony, as well as acceptable levels of security, health, and education. It will cover quantitative and qualitative indicators, including subjective well-being and quality jobs. It will ensure that the benefits of growth are fairly shared across society.

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UNIVERSAL PROBLEMS ON TEACHING AND LEARNING

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Introduction

Teaching and learning are the two sides of the same coin which enhances the process of education and it paves the way for the development of the country as well. But now a days we have been facing so many problems in the process of teaching and learning and it seriously affects the development of the country also. Let us see about the problems arise in during the course of teaching and learning.

Primary Problems

Promotion of Rat Race

Our education system rewards for scoring more rather than better understanding. A student who mugs up early in life may end scoring more than a child with better understanding encouraging the one who mugged to do more of it and discourages the one who actually understands better.

What is Taught Vs What is Needed

The education methodologies and curriculum still belong to an era when India needed to produce a large number of clerks and services professional. This age old curriculum is not keeping up with the age we live in creating a huge disparity between what is actually taught and what actually needs to be taught.

One-Size-Fits-All Education

A student might understand well in a classroom setup, another learns better by watching videos, another does activities and learns best. Yet, all these three might be forced to sit in the same classroom learning the same way using the same method. Education cannot be one size fits all because every child has a unique learning requirement.

Low Quality Institutions

Given there is huge gap between demand and supply in education, a vast array of businessmen, politicians, realtors have put in money to open substandard educational institutions with the focus to mint money. Such schools many a times lack basic infra, quality teachers, and maybe just a single building complex cramming students.

Life Skills Lessons

Money, taxes, loans, insurance, banking, written & spoken English, good behaviour, and many more such skills are never taught to students in schools. Each of these skills become a necessary part of our lives as we grow up. But a lack of necessary life skills in real life lead to disastrous problems for many since these life skills were never mandatorily taught to them.

Problems on Teaching and Learning in India

Old-Traditional System: Almost of the places have the same education systems that were established ages ago, i.e., in the 90s, when the computers hardly existed in common. The framework and syllabus lacks to contain the recent topics and content of learning in the subjects. Still, some systems have updated their portions but it doesn't matter as most of the teachers and the institutes themselves lack most of the basic knowledge. The things have to be done as they are. Students have to copy-write and complete or you can say fill the journals just for the sake of submission to the system. The rote- learning method benefits the system in many ways. Student has to purchase the notebooks from the institute and just fill them and return them back, known as submissions. The system profits twice by this method.

Unaccess of Knowledge: The topic is being taught but the concepts are hardly covered. Teachers teach superficially and hardly make the student understand the true reason behind the stuff. No creativity and practical knowledge is found in students. The student's projects are made by elders and others and the student gets marks and he walks off without any skills or mental aptitude.

Discrimination among Students: The system discriminates on the basis of castes. Ironically, the teachers mostly focuses more on the students who know the topic instead giving attention to those who need to learn and understand the thing. The students must be classified on the basis of intelligence and their capabilities of absorbing things, instead of discriminating them according to the marks and grades.

Exams and Tests: The students are technically hardly tested by this system. Written exams that are taken can be cracked just by mugging up things and vomiting them on the day of test. Practical, oral and other examinations are just for the name-sake. Students walk out and pass and they forget the studies after few months.

Use of Technology: The system doesn't make the most of the technology in teaching students through Audio-Video methods and virtual experiences.

These are some drawbacks and faults in the system. But in most of the places in India, education system doesn't even exist. Those who exist fail to teach the students truly and completely.

The Challenges of Teaching

- The challenge of Behaviour Management
- The challenge of Planning and programming
- The challenge of Assessment
- The challenge of communication with parents
- The challenge of Technology

Conclusion

The problems arise in the process of teaching and learning can be uprooted by implementing proper measures. The teacher should be a man of principle and he should influence his students through his good deeds. The problems in the learning can be uprooted by providing a positive environment to the students in which they feel secure and are free to pursue their dreams. Learning by doing should be encouraged and bookish knowledge should be taken away from our education system. Let us say good-bye to discrimination and rote learning.

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TECHNO PEDAGOGY IN TEACHING AND LEARNING

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Introduction

Effective learning comes from integrating technology as a learning tool.

Transition, transformation and revolution are the scenario of today's educational system. All the processes of teaching and learning are crossing the boundaries and barriers. This tendency requires a change in knowledge competencies and skills to deal with technological advancement. Technology had made inroads into every sphere of human activity, including the field of education. So technology is the means to enhance teaching – learning quality.

Techno Pedagogy

Techno pedagogy refers to weaving the techniques of the craft of teaching into the learning environment itself. It requires conscious recognition of the mediated learning environment in order to maximize ease and clarity in the transformation of education. Techno pedagogical proficiencies will make teaching and learning a pleasurable exercise as it would lessen the pressure on the teachers and enable the students to delve deeper into the domain of knowledge.

Significance of Technology in Teaching Learning Process

The technology has facilitated learning of the learner by catering to the varied styles that the learners possess. Some students learn by doing, some by reading, and some by observing. This kind of variation in learning capability creates a rather large hurdle for educators to overcome in their attempts to reach and engage all learners. Before the induction of technology in education, teachers had to spend many nights developing lessons, trying their hand at drawing 3D visuals for the students, and repeating the concepts delivered in the class. The use of technology in the classroom by the teacher reduces the 'generation gap between teacher and students as the students would feel that their teacher is moving with the times and is well equipped to prepare them for the 21st century skills.

Effective Uses of Technology in Education

- Students can visually watch the actual phenomena and process.
- Distance education is easier nowadays as laptops and internet connectivity have the universities faster means of reaching more students.
- Progress at their own rate and gain access to necessary learning resources.
- Take responsibility in their own learning and strive to reach higher expectation.

Techno Pedagogy in Teaching and Learning

Online Media

- The aim of ICT is to provide high quality personalized and interactive learning for higher education students.
- Generate high quality e-content for the target group of learners.
- Connectivity along with provision for access devices for institutions and learners.
- Online education provides facilities of performing experiments through virtual laboratories, online testing and certification.
- Edusat network has the potential to cover all the schools in the state to impart online education.

Computer Assisted Instruction

CAI is compatible with like teaching. It can be used side by side. It is a flexible system of instructions. It can very promptly evaluate the performance of individual students. The new learning emphasizes "read, respond and check" are the keywords. They teach in small increments.

Digital Library

The conventional libraries, with huge buildings and having different sections harbouring books on varied subjects, are being slowly replaced by digital library. Digital library has already become the accepted part of present-day higher education. The students are adapted to read the softcopy of textbooks and other reading materials. Many institutions have even stopped subscription of hardcopies of many journals and magazines. Even the publisher prefers e-journals

and books, as the cost of publishing hardcopy is high. A major advantage of digital library is that it can be accessed from any part of the world. The e-journal consortium of UGC, for example, has been of great use for many students in remote places where there is no proper library facility.

Multimedia

Multimedia can take into account to different learning styles. It allows for self pacing and discovery. It helps in higher order thinking skills. It provides the students with flexibility of anywhere and anytime learning. It helps in developing group and interpersonal skills.

Interactive Whiteboard

An interactive white board provides touch control of computer application. These enhance the experience in the classroom by showing anything that can be on the computer screen. The students can draw, write or manipulate images on the interactive white board.

Question Banks

Question bank are large database of suitable question that are coded by subject area instructional level. Computerized question banks are very useful in test development. The usage of techno pedagogy in teaching and learning go on and on.

Benefits of Technology

One major apprehension about virtual labs and examinations is that malpractice may take place and hence may be difficult to judge the quality of students. On the contrary, digitalised examination will reduce the malpractice by the students as well as the teachers' point of view. Even if some manipulations are made, one could easily be apprehended. The pace of technological change has generated much soul-searching about how internet-delivered courses will change the art of learning. It will make higher education more accessible by lowering its cost and enhancing its impact across our great and highly diverse society. Technological advancement in education may necessitate transformation in teaching community, not the replacement.

Conclusion

Globally educational systems are under great pressure to adopt innovative technologies in the teaching learning process, to prepare students with the knowledge and skills they need in the 21st century. Learning happens by doing, not by mere intellectual comprehension. One may read as much literature as one wants about how to climb a ladder, but one would never learn until one does it. When learning becomes experiential, knowledge is not something that resides within texts and books, but something that is created through the transformation of experience.

“Children are not only natural learners, but can also own and construct their own paths.”

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UNIVERSAL PROBLEM ON TEACHING AND LEARNING

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Introduction

In many teaching situations, TAs are responsible for helping students solve problems in their disciplines. Whatever the instructional setting you are in, the basic strategy for addressing problems remains similar. First, explain principles in your discipline for assessing a situation and making sense of the given information. Then, explain how to apply these general principles to a particular problem. Whether the discipline is Political Science or Engineering, the problem solver must first represent the problem and then devise and implement a strategy for solution.

Framework

The purpose of the representation step is to help students organize the data, define the problem and identify key issues. In this phase, you might ask students to:

- frame the problem in their own words
- define key terms and concepts
- determine statements that accurately represent the givens of a problem
- identify analogous problems
- determine what information is needed to solve the problem

In the solution phase, one develops and then implements a coherent plan for solving the problem. As you help students with this phase, you might ask them to:

- identify the general model or procedure they have in mind for solving the problem
- set sub-goals for solving the problem
- identify necessary operations and steps
- draw conclusions
- carry out necessary operations

In all cases, the more you get the students to articulate their own understandings of the problem and potential solutions, the more you can help them develop their expertise in approaching problems in your discipline.

Strategies

A few different ways you can introduce a problem to students include:

- demonstrate a problem solution by systematically explaining each step and its rationale
- ask the students how they would approach solving the problem
- ask the students to help you solve the problem by posing questions at key points in the process
- have the students work together in small groups (3 to 5 students) to solve the problem and then have the solution presented to the rest of the class (either by you or by a student in the group)

Selecting Models and Strategies

- Higher education is inundated with ever-changing e-learning methods and strategies. The learning curve and long-term investment vary significantly from model to model. Amid changing requirements, institutions struggle to make sense of how to balance the different approaches while operating within constrained budgets and resources. They must take an iterative approach to implementation to determine which models produce quantifiable results and positive learning outcomes.
- As an institution considers implementing an e-learning model, academic technologists must work within the institutional culture and determine the key constituents, whose involvement will ultimately determine the success of the project, as will effective communication of the final strategy. Constituents may include students or consumers of the service or product, faculty, information and learning technology experts, support personnel, and administrators.
- Academic technologists must consider organizational needs and align e-learning strategies to address them while recognizing faculty's diverse needs. Sustainability, central support, and mainstream adoption must be balanced with individual needs and sound pedagogy. Our role is to help advance the use of technology to

support the institution's instructional mission, with the priority of matching solutions with faculty needs. We also need to empower faculty to progress in a self-directed manner. In addition, we must proactively identify tools and strategies before they are widely needed by faculty.

- A successful e-learning strategy does not exist in isolation—it should address a number of organizational goals while being both sustainable and scalable. Academic technology units will be asked to select strategies that focus on problem areas that can be addressed via e-learning. For instance, they may be expected to provide additional support for key program areas or assistance with institutional issues such as access, affordability, effectiveness, and accountability.

Understanding Our Evolving Role

The traditional roles of academic technologists on campuses are changing. Once a position focused on assisting the early adopters in instructional design or educational technology, the academic technologist today faces an increasing set of expectations. The rapidly changing nature of technology, students, and faculty require us to look at new paradigms for providing sustainable and scalable teaching and learning support.

After decades of promises that instructional technology can improve instruction, institutions want results. They've become skeptical of large investments and expect a more complete assessment of performance. Academic technology is also a victim of its own success: once seen as a competitive advantage or "nice" activity, it is now a fundamental campus component. To meet these new demands for accountability and usability, the role and skills of academic technologists must evolve.

First and foremost, the academic technologist is expected to act as an expert resource on best practices in educational technology. Awareness of a broad research base is essential to working with faculty. In addition to developing computer workshops, learning materials, and Web-based multimedia resources, the academic technologist is expected to provide executive summaries to administrators and serve on key institutional committees.

The traditional role of providing knowledge and leadership in instructional development and delivery will persist—academic technologists must maintain knowledge of online methodologies, instructional design, Web and multimedia design, accessibility and adaptive learning technologies, and learning styles—plus acquire new knowledge of emerging technologies and student preferences. With the trend toward increased accountability, academic technologists must also occasionally serve as assessment specialists, defining the standards by which learning materials and tools are evaluated. They may lead efforts to evaluate large, complex, or highly specialized systems related to the teaching and learning enterprise. They may also be asked to conduct independent research on instructional design, learning theory, or instructional technology topics and evaluate effectiveness on an organizational level.

Conclusion

As the academic technology profession has matured over the past decade, expectations have risen for accountability, effectiveness, facilitation, and implementation. Collaboration, stewardship, ethics, and change are becoming part of everyday life for academic technologists. Today's top-ten issues facing academic technologists provide a unique opportunity for the profession to shape and contribute to campus priorities and solutions. ACTL hopes the critical issues in teaching and learning identified here will help our community create professional development opportunities and programs that effectively address the needs of the "Instruction 2.0" world.

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BARRIERS IN LANGUAGE PROFICIENCY

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Introduction

English as a second or foreign language is the use of English by speakers with different native languages. Instruction for English-language learners may be known as English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL). English as a foreign language (EFL) is used for non-native English speakers learning English in a country where English is not commonly spoken. The term ESL has been misinterpreted by some to indicate that English would be of secondary importance. However, it simply refers to the order in which the language was learned, consistent with the linguistic terminology of second-language acquisition. The way English learners are instructed depends on their level of English proficiency and the programs provided in their school or district. In some programs, instructions are taught in both, English and their home language. In other programs, instructions are only in English, but in a manner that is comprehensible to the students (Wright, 2010). Yet, there are other programs in which ELLs are pulled out of the classroom for separate English instruction, or the instruction can also be given in the classroom itself (Wright, 2010).

English as a language has great reach and influence; it is taught all over the world. In English-speaking countries, English language teaching has evolved in two broad directions: instruction for people who intend to live in countries where English dominates and instruction for those who do not.

The Aims and Objectives

The main aim of this study is to investigate the nature of challenges and barriers Experienced by learners with a limited proficiency in English and for whom the Language of learning and teaching is not their mother tongue. The study also aims to meet the needs of the second-language learners by offering Suggestions as to how these learners could be assisted to learn and achieve According to their full potential.

Difficulties for Learners

Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English (a contrastive analysis approach). A native speaker of Chinese, for example, may face many more difficulties than a native speaker of German, because German is more closely related to English than Chinese is. This may be true for anyone of any mother tongue (also called first language, normally abbreviated L1) setting out to learn any other language (called a target language, second language or L2). See also second language acquisition (SLA) for mixed evidence from linguistic research. Language learners often produce errors of syntax, vocabulary, and pronunciation thought to result from the influence of their L1, such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends. This is known as L1 transfer or "language interference". However, these transfer effects are typically stronger for beginners' language production, and SLA research has highlighted many errors which cannot be attributed to the L1, as they are attested in learners of many language backgrounds (for example, failure to apply 3rd person present singular -s to verbs, as in 'he make' not 'he makes'). Some students may have very different cultural perceptions in the classroom as far as learning a second language is concerned. Cultural differences in communication styles and preferences are also significant. For example, a study looked at Chinese ESL students and British teachers and found that the Chinese learners did not see classroom discussion and interaction as important but placed a heavy emphasis on teacher-directed lectures.

Communicative Competence

Brown (1994:227) says, the term communicative competence was coined by Dell Hymes and is that aspect of our competence that enables us to convey and interpret messages and to negotiate meaning interpersonally within specific contexts". According to the Pocket Oxford Dictionary (1978:162), the term competent is defined as "having adequate ability, knowledge, power, and qualifications, etc;

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native speaker of Chinese, for example, may face many more difficulties than a native speaker of German, because German is more closely related to English than Chinese is. This may be true for anyone of any mother tongue (also called first language, normally abbreviated L1) setting out to learn any other language (called a target language, second language or L2). See also second language acquisition (SLA) for mixed evidence from linguistic research. Language learners often produce errors of syntax, vocabulary, and pronunciation thought to result from the influence of their L1, such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends. This is known as L1 transfer or "language interference". However, these transfer effects are typically stronger for beginners' language production, and SLA research has highlighted many errors which cannot be attributed to the L1, as they are attested in learners of many language backgrounds (for example, failure to apply 3rd person present singular -s to verbs, as in 'he make' not 'he makes'). Some students may have very different cultural perceptions in the classroom as far as learning a second language is concerned. Cultural differences in communication styles and preferences are also significant. For example, a study looked at Chinese ESL students and British teachers and found that the Chinese learners did not see classroom discussion and interaction as important but placed a heavy emphasis on teacher-directed lectures. Effective". Therefore, communicative competence can be defined as having an adequate ability to use language for communication functions in all domains, for all functions and at all levels. Communicative competence comprises two categories of language competence

Language Competence

What do we mean when we say that we know a language? Knowing a language implies far more than only knowing its grammar. To know a language, is to be able to use it for communicative functions. Bachman demonstrates the components of language.

Levels of Language Proficiency

Cummins (1979), proposed that there will be a distinction between communicative proficiency that the learner needs in daily life situations outside the classroom, to which he refers to as Basic Interpersonal Communicative Skills (BICS), and language proficiency that children need in the classroom for learning and understanding exercises and tests, called Cognitive Academic Language Proficiency (CALP). Cummins (1981, in Brown, 1994:227) revisited the issues of Basic Interpersonal Communicative Skills. BICS and CALP, and modified the two terms based on the context in which language is used.

Differences between Spoken and Written English

For further discussion of English spelling patterns and rules, see Phonics.

As with most languages, written language tends to use a more formal register than spoken language.

Spelling and pronunciation: probably the biggest difficulty for non-native speakers, since the relation between English spelling and pronunciation does not follow the alphabetic principle consistently. Because of the many changes in pronunciation which have occurred since a written standard developed, the retention of many historical idiosyncrasies in spelling, and the large influx of foreign words (mainly from Norman French, Classical Latin and Greek) with different and overlapping spelling patterns, English spelling and pronunciation are difficult even for native speakers to master. This difficulty is shown in such activities as spelling bees. The generalizations that exist are quite complex and there are many exceptions, leading to a considerable amount of rote learning. The spelling and pronunciation system causes problems in both directions: a learner may know a word by sound but be unable to write it correctly (or indeed find it in a dictionary) or they may see a word written but not know how to pronounce it or mislearn the pronunciation. However, despite the variety of spelling patterns in English, there are dozens of rules that are 75% or more reliable. There is also debate about "meaning-focused" learning and "correction-focused" learning. Supporters for the former think that using speech as the way to explain meaning is more important. However, supporters of the latter do not agree with that and instead think that grammar and correct habit is more important.

Technology

Language has a very significant role in our lives. It symbolizes the cultures in our societies where individuals interact and use it to communicate between each other. The development of transportation has influenced global relations to be more practical where people need to interact and share common interests. However, communication is the key power to facilitate interactions among individuals which would provide them with stronger relationships. In places like the United States where immigration plays a role in social, economic and cultural aspects, there is an increase in the number of new immigrants yearly. "The number of non-native English speaking children in U.S. public schools continues to rise

dramatically. Although many non-English speakers tend to practice English classes in their countries before they migrate to any anglophone country to make it easier for them to interact with the people, many of them still struggle when they experience the reality of communicating with a real Anglophone. Therefore, society forces them to improve their communication skills as soon as possible. Immigrants cannot afford to waste time learning to speak English especially for those who come with certain financial issues. The most common choice people make to build up their communication skills is to take some ESL classes. There are many steps that need to be followed in order to be successful in this aspect. However, the use of new technology makes the learning process more convenient, reliable and productive.

Conclusion

It seems evident that in the case of India and elsewhere, multiple languages ought to be taught and be taught well to allow individuals not only to operate in a globalized world but to also bring together local communities that have been fractured and segregated by the economics of language. It remains the obligation of the local governments to guarantee the enfranchisement of the people, remove the artificial socioeconomic barriers of language, and encourage social mobility. In the mean time, Indians have private sector ingenuity to thank for the advancement of their languages.

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TECHNO PEDAGOGICAL CONTENT KNOWLEDGE

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Introduction

Techno-pedagogy refers to electronically mediated courses that integrate sound pedagogic principles of teaching or learning with the use of technology. Technology in the professional develops specific techno- pedagogical competencies allows faculty to make the work practitioners at the centre of professional study in a community of practice. The techno-pedagogical knowledge is a collaboratively developed frame work of scholars and researches seeking to conceptualize and clarify the competencies that evolve from the intersection between pedagogy and technology. Investments and interactive technologies in education require both the technological and pedagogical skills to use them. This paper deals with the content knowledge and related issues.

Content Knowledge

The term 'Content knowledge' is widely used by educators, content knowledge refers to the body of information that teachers teach and that students are expected to learn in a given subject or content area, such as English language arts, mathematics, science or social studies. Content knowledge generally refers to the facts, concepts, theories and principles that are taught and learned, rather than to related skills – such as reading, writing or researching – that students also learn in academic courses. In elementary schools, teachers have traditionally taught multiple content areas to a class of students, and most elementary schools continue to use this model. Some schools, however, are assigning teachers to subject- specific courses or lessons based on their particular expertise and training, and students are moved from class to class or teacher to teacher throughout the day. When used with younger students, this approach can be controversial, since some educators and parents believe that moving students from teacher to teacher can inhibit the development of strong relationships with adults and adversely affect learning.

Pedagogic Knowledge

Pedagogical knowledge is deep knowledge about the processes and practices or methods of teaching and learning and how it encompasses overall educational purposes, values and aims. This is a generic form of knowledge that is involved in all issues of student learning, classroom management, lesson plan development and implementation, and student evaluation. It includes knowledge about techniques or methods to be used in the classroom; the nature of the target audience; and strategies for evaluating student understanding. A teacher with deep pedagogical knowledge understands how students construct knowledge and acquire skills; develop habits of mind and positive dispositions towards learning. As such, pedagogical knowledge requires an understanding of cognitive, social and developmental theories of learning and how they apply to students in their classroom.

Technology Knowledge

Technology knowledge is knowledge about standard technologies such as books and chalk and blackboard, as well as more advanced technologies such as the internet and digital video. This would involve the skills required to operate particular technologies. In the case of digital technologies this would include knowledge of operating systems, and computer hardware, as well as the ability to use standard set of software tools such as word processors, spread sheets, browsers, e mail etc. Technology knowledge would include knowledge of how to install and remove software programs, create and archive documents. Most standard technology workshops and tutorials tend to focus on the acquisition of such skills.

Content-Based Web Resources

The concept of a web resource is primitive in the web architecture, and is used in the definition of its fundamental elements. The term was first introduced to refer to targets of uniform resource locators (URLs), but its definition has

been further extended to include the referent of any uniform resource identifier or internationalized resource identifier. In the semantic web, abstract resources and their semantic properties are described using the family of languages based on Resource Description Framework (RDF). The concept of a web resource has evolved during the web history, from the early notion of static addressable documents or files, to a more generic and abstract definition, now encompassing everything or entity that can be identified, named, addressed or handled, in any way whatsoever, in the web at large, or in any networked information system. The declarative aspects of a resource and its functional aspects were not clearly distinct in the early specifications of the web, and the very definition of the concept has been the subject of long and still open debate involving difficult, and often arcane, technical, social, linguistic and philosophical issues.

"Technological progress is like an axe in the hands of a pathological criminal."

- Albert Einstein

Technology in Teaching and Learning –The advent of digital technology has dramatically changed routines and practices in most areas of human work. Routines and practices in Education have undoubtedly encountered changes. It has become clear...that in Education, the reality has lagged far behind the vision.

Current Teacher Training

"The only thing that interferes with my learning is my education."

- Albert Einstein

Current Teacher training A tendency to look only at the technology and not how it is used. A conceptually based theoretical framework about the relationship between technology and teaching [like TPCK] can transform...teacher education, teacher training, and teachers' professional development. Relationships between teaching and technology and complex and contextually bound – there is no one-size-fits-all approach.

TPCK framework as a guide to more effective teacher training "We can't solve problems by using the same kind of thinking we used when we created them." -Albert Einstein

TPCK framework as a guide to more effective teacher training Old-school trends in teacher education Content Pedagogy

TPCK framework as a guide to more effective teacher training Newer-school trends in teacher education Content Pedagogy Pedagogical-content Knowledge

TPCK framework as a guide to more effective teacher training Technological trends in teacher education Pedagogical-content Knowledge Content Pedagogy Technology

TPCK framework as a guide to more effective teacher training TPCK at a Glance Pedagogical-content Knowledge Technological Pedagogical content Knowledge Content Pedagogy Technology Technological Content Knowledge Technological Pedagogical Knowledge

TPCK framework as a guide to more effective teacher training Content Knowledge facts, information, concepts, theories, the what Pedagogical Knowledge Method, processes, practices, techniques, the how Pedagogical Content Knowledge How to teach "the what" framework as a guide to more effective teacher training Technological Knowledge Knowledge about standard technologies – how to use them Whiteboard, books, internet, digital video Technological Content knowledge How the subject matter can be changed by the application of technology Technological Pedagogical Knowledge Knowledge about how a range of technological tools can support teaching.

TPCK framework as a guide to more effective teacher training Technological Pedagogical Content Knowledge The basis of good teaching with technology Pedagogical techniques that use technologies in constructive ways to teach content Knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face Knowledge of how technologies can be used to build on existing knowledge and to develop new epistemologies or strengthen old ones TPCK in Action "Imagination is more important than knowledge." -Albert Einstein . TPCK in Action Learning Technology by Design The development of TPCK co-evolved with an effort to teach courses that develop teachers' understanding of technology. Learning is best supported when the content is part of a context that the students can perceive as meaningful, assign value to the subject matter, and develop an understanding of the relation of it with their lives (Lave, 1997) Design-based activities provide a rich context for learning.

Conclusion

"Education is what remains after one has forgotten everything he learned in school."

- Albert Einstein

To guide observation (p1039) To make sense of the complex web of relationships that exist when teachers attempt to apply technology to the teaching of subject matter To allow us to conceptualize and discuss To give us the language to talk about it To allow us to understand what good teaching with technology is about and also to make predictions about contexts under which such good teaching will occur To tell us how we can apply the ideas to the real

world To allow us to critique simplistic approaches toward developing teacher knowledge and assist us in developing better learning environments “The goal of teacher education is not to indoctrinate or train teachers to behave in prescribed ways, but to educate teachers to reason soundly about their teaching as well as to perform skillfully.”

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TECHNO – PEDAGOGY IN TEACHING AND LEARNING**J. Mariya Saral***St. Justin's College of Education, Madurai***Introduction**

Techno pedagogy is the way to enhance teaching and learning performance. Different innovative teaching methods are now in use across the globe. Hybrid teaching includes e learning in addition to the face to face teaching. Use of technology and multimedia is described in details. Use of smart gadgets for different tasks like teaching, designing question papers, assessment of student, feedback and research methodology is discussed.

Teaching with Technology

Teaching with technology engages students with different kinds of stimuli- involve in activity based learning. Technology makes material more interesting. It makes students and teachers more media literate. Technology is a means to justify the end of composition outcomes and has become a seamless extension of the curriculum in the classroom. Technological Pedagogical Content Knowledge captures the qualities of this new hybrid educator who must find his or her place between the intersections of these qualities. To most effectively teach technology, we must model that technology within our disciplines and classes

Voice Threads to Build Student Engagement

Voice Thread is a web service that allows users to upload PowerPoint slides, videos, photos, et al. and add voice narration to create a multimedia presentation. Voice Thread is an application that runs inside your web browser (no software to download, install, or update) and it allows you to transform collections of media, like images, videos, documents, and presentations, into a place for a conversation.

Blogging

Blogging is a public post. Blogging for study sessions is to be practiced. Students can post case studies in a class blog. Students can be asked to post notes on class blog. You can analyze, evaluate and create the material.

Prezi–Your Presentations

Prezi is a new way to do the presentations. Prezi is a versatile app that lets you make professional-looking presentations. It's like a free, pared-down version of PowerPoint. Prezi lets you make presentations that are as casual or as professional as you want them to be.

Social Media into Education

A social media where individuals are in communities that share ideas and interests. Some popular communities are: Face book, MySpace, YouTube, Twitter and delicious.

Smart Boards

Smart products bring learning to life, helping students experience a deeper level of engagement and understanding by making course content interactive and visual. The ease of use built in to each product enhances instructional efficiency.

Cool Gadgets for Classrooms

Smart pens are able to Capture transmitted information, replay it and sent it. It is like wireless transfer of your ideas anywhere, anytime and ready to share with students and vice versa. During lecture smart pen helps students, when teacher talk fast, student can record and understand all the left out things.

Social Bookmarking

Bookmarking is the simple process of saving the address of a website in the favorite folder of your web browser so that you can find it again later. Social-bookmarking takes these process two steps further. Firstly, instead of saving the bookmarks to your favorite folder, it saves them online.

Podcast in Classroom

Podcasts are serial recordings, posted regularly online. Basically, producing podcasts is the technology-based equivalent of oral lectures. Much as lectures and news have been shared with listeners, who download the files online. The advantage of podcast is its flexibility, reusability of your lecture. It is advantage for the hearing impaired students.

Screencast

Screen casts have emerged as a prominent teaching tool on the Internet. Screencasts are an effective way to share ideas, deliver content, and obtain student feedback. Screencasts can be used for describing a step-by-step process, explaining a particular concept, or presenting a PowerPoint presentation with narration and multimedia elements. A screencast can be used in any class as a part of real-time instruction or as the lesson itself as in the flipped teaching model.

Smart board-Interactive Whiteboard

Transform your learning spaces into interactive, collaborative environments where students are both inspired and focused. With a SMART Board interactive whiteboard, instructors can interact with dynamic multimedia content and write notes in digital ink, then save them instantly and distribute this material to students with ease. SMART Board interactive whiteboards make learning a visual, engaging experience for students, which helps deepen understanding and promote retention of course material.

Wikipedia in the Classroom - Tips for Effective Use

Studies have shown the Wikipedia is about as accurate as Britannica. Writing articles transforms students into teachers, which improves outcome. Creating public work improves motivation and performance. Receive feedback from Wikipedia editors-FA team. Good article- one on 800 and feature article- one in 2000 More than 20 universities have projects in Wikipedia. With number of hits per month, you understand value of your work.

Moodle

It is Open source system to help design your session. Moodle is Virtual Learning Environment which provides staff and students with access to electronic teaching and learning materials such as lecture notes and links to useful websites and activities such as discussion forums, group assignments, reflective journals and quizzes.

Evernote

It is something that lets you capture your experience, note, website, photos. Evernote is also a great tool for teachers and students to organize all of their own content. One can download the application. They can organize all of their notes and handouts in an Evernote notebook—it are portable, searchable, and indestructible. Even if you they lose their phone, their data is safe in the Cloud. In addition to systematizing notes for class, it's a great tool to use for research activities—students can store images, PDFs, and even hand-written notes.

Many Teaching Options

- Chat rooms
- Discussions board
- Webinars
- Emails
- Social media in class rooms
- Image creators

Personal Learning Environment-Learning beyond Classroom

- Create an environment to think beyond
- Allow students to think beyond in assignments
- Let them design their imagination Effective use of videos and creative way of thinking to boost learning. Remixing technology and creativity and education gives excellent results.

Conclusion

Any teaching method without destroying the objective could be considered as innovative methods of teaching. The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the

students. There are a number of ways that teachers can bypass the system and offer students the tools and experiences that spur an innovative mindset.

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TECHNO PEDAGOGY IN TEACHING AND LEARNING

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Introduction

Teacher Education is to learn to teach and teach to learn. Recent evidence indicates that reforms of teacher education creating more tightly integrated programs with coursework on learning and teaching produce more effective and more likely to enter and stay in teaching. An important contribution of teacher education is its development of teacher's abilities to examine teaching from the perspective of learners who bring diverse experiences and frames of reference to the classroom. **Pedagogy is the art (and science) of teaching.** Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations.

Why is it important? Pedagogy is the "how" the teaching and learning occurs. Students are not empty vessels to be filled with our expert knowledge.

Pedagogy

The Communicative strategies found in this review could be tested out through an intervention but getting further details of teacher's feedback and attention, group work and use of TLMs, demonstration and explanation in Large classrooms.

Teacher Education

Studies looking specifically at how teacher educators are trained, how they develop their own practice and PCK over time or how they develop their own practice and PCK over time or how they develop a community of practice through collaboration in networks and individual and collective reflection, would fill a visible research gap.

Curriculum and Assessment

Few studies analysed the forms of assessment, both formative and summative, that teachers used in relation to the curriculum. Studies using a mixed methods approach to understand assessment practices and their relationships to pedagogy and student learning over time would fill this gap.

Dissemination and Impact of Research

Examples of how a particular piece of research directly impacted on teachers' practices or on policy would be of considerable interest.

Techno-Pedagogical Skills Improve Quality of Education

Acquiring techno-pedagogical proficiencies will make teaching and learning a pleasurable exercise as it would lessen the pressure on the teachers and enable the students to delve deeper into domain of knowledge. Technology had made inroads into every sphere of human activity,

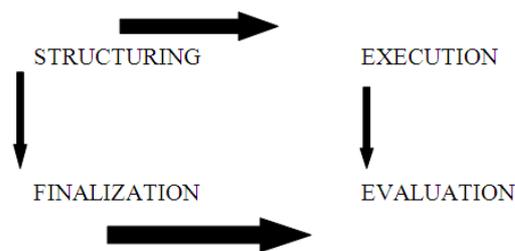
Importance of Techno-Pedagogical Skills for Teacher Educators and Training Graduates

Technology is a broad and constantly changing skill-set required of faculty, and selecting the appropriate techno-pedagogical strategies to effectively engage students in the content is a separate skill-set. Media literacy influences student development, and developing a critical analysis of media consumption is an important skill for students.

Five Standards of Effective Pedagogy

- Joint Productive Activity
- Language Development
- Contextualization
- Challenging Activities
- Instructional Conversation

What do we Mean by "Technology" The term "technology" refers to advancements in the methods and tools we use to solve problems or achieve a goal.

ING- Learning Process**Teaching with Technology**

Teaching with technology can deepen student learning by supporting instructional objectives.

Role of Techno – Pedagogy in Higher Education

The main applications of the techno- pedagogy in higher education is teaching and learning (Vajargah, Jahani and Azadmanesh, 2010). The prospects can be categorized as the aspects relating to role of techno-pedagogy, such as it helps to

- Enhance linguistic abilities
- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction
- Plan specific pedagogy
- Support in Distance Education through e-learning
- Guide can counsel for career choices
- Stimulate self learning ability
- Enhance enrolment and examination process
- Assist in research activities
- Reinforce for cognitive learning
- Development of life skills
- Develop aesthetic sensibility

How can Technology Help You

- Online collaboration tools
- Presentation software
- Tablets
- Course management tools
- Clickers and smart phones
- Lecture- capture tools

Centre for Teaching and Learning

CTL can help with the pedagogical methods for deploying technologies in your teaching. We offer workshops in partnership with UW-IT, individual consultations, and can prepare a custom workshop for you group or department.

Principles of Learning and Teaching

The learning environment is supportive and productive.

The learning environment promotes independence, interdependence and self-motivation.

Students needs, back grounds, perspective and interests are reflected in the learning program.

Students are challenged and supported to develop deep levels of thinking and application.

Assessment practices are an integral part of learning and teaching.

Learning connects strongly with communities and practice beyond the classroom.

Centre for Teaching and Learning

Center for Teacher and learning

Teaching resources

Engaging students in learning
Teaching with technology

External Links and Additional Resources

Online publications, virtual communities and more blogs

- Campus Technology,
- EDUCAUSE is an online research community
- EdTech: Focus on Higher Education
- eLearn Magazine
- Learning through Digital Media
- HASTAC: Humanities, Arts, Science and Technology advanced collaborator

Conclusion

Any teaching method without destroying the objective could be considered as innovative methods of teaching. The researchers believe that the core objective of teaching is Passing on the information or knowledge to the minds of the students. There are a number of ways that teachers can bypass the system and offer students the tools and experiences that super an innovative mindset.

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UNIVERSAL PROBLEMS ON TEACHING AND LEARNING

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Introduction

Now-a-days technology, information and knowledge explosion have led to the increase of teaching and learning English as an international language. Teaching and learning English in different countries have been faced with some problems. English has been taught in schools in Iran since many years ago. But the point is that although our students spend a long time in language classes, they do not achieve a desirable level in various language skills and are not able to say some English sentences. Teachers and students have lost their time and costs and most learners have not used their precious life in learning English and as a result it has had adverse effects on people's lives. Due to the deficiencies that exist in language teaching and despite the efforts, the desired result cannot be achieved, so it can be said that English teaching has a decorative aspect and it has no academic consequences. This paper studies the problems of English teaching and learning in students.

Disadvantages of Learning English

Low Hours of English Language Teaching

Educational literatures which are taught in schools are not up to date, and are mainly old and boring. Even pictures of books are not attractive for students. Today's needs of students in English are not considered, while language is a dynamic phenomenon and the most educational contents are not different from 20 years ago. Some experts complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time. Because the students' learning motivation is low and on the other hand the content volume is high and teaching in the short term is very difficult. In fact, the main problem of teachers is related to the first year of secondary school. Because teachers need to teach the basics of the English alphabet in 2 hours a week, in the case we have one week off then there will be a 14-days interruption between two sessions. In addition, the studies on the state of language teaching in schools, some teachers and experts suggest that the content, examples and illustrations of language books are not diverse and the provided exercises do not strengthen language skills (reading, writing, speaking and listening). It should be noted that 90% of the exam questions have no resemblance to the book exercises, in other words solving the exercises in books do not mean the readiness for the exam. And teachers are forced to solve the exercises and give and solve different sample questions to prepare students for the exam. On the other hand, despite the English teaching over 7 years (3 years in secondary school, three years in high school, and one year in pre-university), they do not have the required skills, including listening, writing, speaking and reading. Students pass the course just by memorizing the contents of these books and eventually forget all the material after a few months or perhaps keep them in mind for the entrance exam. After the entrance exam, they should think about required English learning.

Lack of Interest and Motivation for Learning English

This factor is the most important obstacle in learning English. Most students are not interested in learning the language and just think about passing the course, thus because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly, because they are tired of its repetition. English teacher should encourage the students to learn the language by repeating. This encouragement should not be verbalized, but some awards should be considered to increase the motivation and interest in students. Students should be encouraged to repeat the language, because the language can be learned only by repetition.

Lack of Concentration in Class

The second factor is the lack of concentration. When students do not have the concentration cannot learn the material. Concentration depends on these factors:

1. Fatigue and insomnia
2. Environment
3. Family problems

When all these factors are eliminated, the student can do his best to learn the language and gain a good score.

Students Who Are Ahead of Others

Another difficulty in English teaching relates to those students who attend English classes outside of school. These students have higher academic level than others and listening to repetitive low-level content for them is unattractive and boring.

Most English Teachers Lack the Proficiency in the English Language

Unfortunately, most high school teachers are not fluent in English and they are unable to teach the English language orally. They teach English in the form of written language to students and this is not a hundred percent learning. English teaching is best done when the teachers teach the language orally and have Very little use of the Persian language in classroom So that students could imagine they are in a foreign country. Therefore the student will be obliged to speak English and he/she can learn it better.

Lack of Repetition and Frequent Practice of Students

Since students are not interested to learn English, so they will be tired of repeating and practicing the language. If the language is taught by the use of audio and video, then the students will learn it within a short period of time. We should use the specific methods which are from the experiences of teachers in order to motivate the students in learning English.

The Role of Teachers in English Teaching

Some students mentioned that learning English is the function of the teachers' characteristics, so that if students love their teachers and use his motivation and creativity, they will be more interested in English. Although this is an accepted scientific principle and is true for all subjects, but we must accept that this is more prominent in practical lessons. When the students love their teachers, they will be more interested in learning. So in some schools, the lack of motivated and creative teachers and the lack of access to equipment and limited contents of incomplete course books minimized the students' performance. However, certain problems of teachers such as economic problems and so on are also effective in this issue and some fundamental and lasting measures must be considered in this regard. But teachers also have the right, because at the end of the semester the exams contain questions from the course content not the contents that students like. Therefore the classes seem a bit boring and non-functional that this issue will adverse influence on teaching and Learning English. In fact it is not the fault of teachers. The value of this course is unknown and the society has not felt a need to this course. Some experts believe that teachers teach many things, and do not teach some things and it's so true, because due to the interest rates and different incentives the limited time will be fewer and fewer and flaws and shortcomings will be exacerbated.

Basic Skills in Learning English

According to the linguists, basic skills in learning English are as follows:

1. listening
2. speaking
3. reading
4. writing

In cases where English is taught as a foreign language, there is no opportunity to use the skills in the classroom. English language would be required to get a degree at the high school or university entrance exam. In that case, English language will be considered as a subject such as mathematics and science .For these learners the concept of needs outside the classroom has very little significance. The present decade and the past century are different from what is known to the history. Very deep and broad changes which have never been seen in the past have affected all human activities and teaching is no more based on the transfer of constant information to passive students. Minds filled with Inflexible material cannot figure out the present and future complexity and dynamic. Teaching English indifferent countries have faced with many problems and Iran is no exception. Although most teachers and students spent many hours in classrooms to teach and learn the language, they have not had success in this area. Despite a great experience, most teachers still have not really found what is important in language teaching and learning in the classroom they usually ignore the most important element of any training session that includes providing a valuable learning experience which has a significant contribution in the development of second language performance. It should be noted that teachers teach a set of individuals and any teaching process must enrich the emotions of both student and teacher.

Methods of Teaching English

The organizing the learning method is to meet a specific educational goal. Programmed teaching, lectures, and practical display are considered as examples of teaching methods. Teaching method is different from the concept of "educational medium"(a means of exposing the students to a data source, such as textbooks, TV, PC, or the teacher and other students). In fact several different teaching methods may be used in an educational medium (Such as programmed teaching, lectures, and practical display on TV) Or a specific teaching method in several different educational mediums (Such as the use of programmed teaching in text books or TV). Teaching method is a set of procedures and experimental activities performed to achieve a certain goal. The best method is the one which spends the least time and with there sources available, and thus achieves the highest returns. Teaching method is a set of activities that are carried out according to the conditions and possibilities to provide the most favorable area for the effective and desirable teaching. Learning is any constant change in behavior which comes from the experience. It must be considered that teaching does not mean learning and any teaching necessarily lead to learning. Four categories of Phonetic and Sound Systems Which Affect the Process of Language Learning and Teaching

1. Factors related to the speaker: number of speakers, their speed and variety of accents
2. Factors related to the listener: role of listener, understanding there sponse, Interest rates relative to the subject.
3. Content (text): the complexity of the data structure, grammar and vocabulary.
4. Supplies and Support: in pictures, graphs and other visual and auditory instruments

But we have to admit that a particular culture of language learning should be formed. And not to provide a learning platform, students do not grow in this area, because students forget the knowledge and language they learn this process is completely natural and it is true in other courses. Now a days there is need to learn a foreign language due to the increase of growing media and communication equipment, such as network and Internet...

Conclusion

If language is taken from the human society, human civilization will be destroyed, thus teaching and learning language is apriority in the field of education. Nowadays, with the advancement of science and technology, English is essential as an a international language. So in this new millennium, language is the guiding fact or fort rading, politics, economy, science and technology. Extending the English learning is a prerequisite due to the growing development in the field of science and technology and the need to become aware of them through the mass media. This will be achieved by the development of English language teaching in a principle manner. And second language teachers need special training to learn how to teach the language.

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QUALITY OUTLOOK ON TEACHING LEARNING AND EVALUATION

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Introduction

Teachers are the most important school-level factor in student success—but as any parent knows, all teachers are not created equal. Reforms to the current quite cursory teacher evaluation system, if done well, have the potential to remove the worst-performing teachers and, even more important, to assist the majority in improving their craft.

Quality Teaching

Quality teaching is focused on student achievement (including social outcomes) and facilitates high standards of student outcomes for heterogeneous groups of students. **Quality teaching** is focused on raising student achievement (including social outcomes). This best evidence synthesis has produced ten characteristics of quality teaching derived from a synthesis of research findings of evidence linked to student outcomes. The central professional challenge for teachers is to manage simultaneously the complexity of learning needs of diverse students. The concept of 'diversity' is central to the synthesis. This frame rejects the notion of a 'normal' group and 'other' or minority groups of children and constitutes diversity and difference as central to the classroom endeavor and central to the focus of quality teaching. Diversity encompasses many characteristics including ethnicity, socio-economic background, home language, gender, special needs, disability, and giftedness. Teaching needs to be responsive to diversity within ethnic groups. We also need to recognize the diversity within individual students influenced by intersections of gender, cultural heritage(s), socio-economic background, and talent. Evidence shows teaching that is responsive to student diversity can have very positive impacts on low and high achievers at the same time. The ten characteristics are interdependent and draw upon evidence-based approaches that assist teachers to meet this challenge. The ten research-based characteristics of quality teaching derived from the research are generic in that they reflect principles derived from research across the curriculum and for students across the range of schooling years. How the principles apply in practice is, however, dependent on the curriculum area, and the experience, prior knowledge and needs of the learners in any particular context. The body of this synthesis provides examples from the research on learning and teaching to illustrate the principles for different curricular areas across schooling from junior primary to senior secondary classes.

Some of the characteristics generated out of the synthesis are summarized below.

Quality teaching is focused on student achievement (including social outcomes) and facilitates high standards of student outcomes for heterogeneous groups of students.

- Quality teaching is focused on raising student achievement (including social outcomes).
- Quality teaching facilitates the learning of diverse students and raises achievement for all learners.

Pedagogical practices enable classes and other learning groupings to work as caring, inclusive, and cohesive learning communities.

The learning community concept has arisen out of the research literature and denotes both a central focus on learning and the interdependence of the social and the academic in optimizing learning conditions.

- Pedagogical practices create an environment that works as a learning community.
- Student motivation is optimized and students' aspirations are supported and extended.
- Caring and support is generated through the practices and interactions of teacher(s) and students.
- Pedagogical practices pro-actively value and address diversity.
- Academic norms are strong and not subverted by social norms.
- The language and practices of the classroom are inclusive of all students.

Effective links are created between school and other cultural contexts in which students are socialized, to facilitate learning.

Teachers ensure that student experiences of instruction have known relationships to other cultural contexts in which the students have been/are socialized.

- Relevance is made transparent to students.
- Cultural practices at school are made transparent and taught.
- Ways of taking meaning from text, discourse, numbers or experience are made explicit.

Quality Teaching is Responsive to Student Learning Processes

Teachers have knowledge of the nature of student learning processes in the curriculum area, can interpret student behavior in the light of this knowledge and are responsive, creative and effective in facilitating learning processes.

- Examples of teaching approaches that are intended to exemplify this characteristic are the dynamic or flexible literacy models, the numeracy strategy focus and the Interactive Teaching Approach in science education.
- Classroom management enables the teacher to be responsive to diverse learners.
- Responsive teaching is important for all learners and particularly critical for students with special needs.

Opportunity to Learn is Effective and Sufficient

- Quality teaching provides sufficient and effective opportunity to learn.
- Management practices facilitate learning (rather than emphasizing compliant behavior or control).
- Curriculum enactment has coherence, interconnectedness and links are made to real life relevance.
- Curriculum content addresses diversity appropriately and effectively.
- Quality teaching includes and optimizes the effective use of non-linguistic representations by teacher and students. (This assumes the concurrent and rich use of oral language and text as central to literacy across the curriculum.)
- Students have opportunities to resolve cognitive conflict.
- Students have sufficient and appropriate opportunities for practice and application.
Curriculum goals, resources including ICT usage, task design, teaching and school practices are effectively aligned
- Pedagogical strategies are evaluated in relation to curricular goals.
- ICT usage is integrated into pedagogical practice across the curriculum.
- Quality teaching is optimized when there is whole school alignment around evidence-based practices
- Whole school alignment minimizes disruptions to quality teaching and sustains continuous improvement.
- School policies and practices initiate, and support teachers in maintaining, school-home partnerships focused on learning.
Pedagogy scaffolds and provides appropriate feedback on students' task engagement.
- Tasks and classroom interactions provide scaffolds to facilitate student learning (the teacher provides whatever assistance diverse students need to enable them to engage in learning activities productively, for example, teacher use of prompts, questions, and appropriate resources including social resources).
- Teaching develops all students' information skills and ensures students' ready access to resources when needed to assist the learning process.
- Students receive effective, specific, appropriately frequent, positive and responsive feedback. Feedback must be neither too infrequent so that a student does not receive appropriate feedback nor too frequent so that the learning process is subverted.

Pedagogy promotes learning orientations, student self-regulation, metacognitive strategies and thoughtful student discourse.

- Quality teaching promotes learning orientations and student self-regulation.
- Teaching promotes metacognitive strategy use (e.g. mental strategies in numeracy) by all students.
- Teaching promotes sustained thoughtfulness (e.g. through questioning approaches, wait-time, and the provision of opportunities for application and invention).
- Teaching promotes critical thinking.
- Teaching makes transparent to students the links between strategic effort and accomplishment.

Quality Learning and Assessment

To define high quality learning we must have some concept of what actually is happening when a person is acquiring knowledge and understanding the ability to share competently their understandings, opinions and ideas. The learning activity must incorporate development of attitude, essential skills, essential learning areas, values. Assessment practices improve learning.

- Teachers and students have clear information about learning outcomes.
- Students have a strong sense of involvement in the process of setting specific learning goals.
- Pedagogy scaffolds and provides appropriate feedback on students' task engagement.
- Teachers ensure that their assessment practices impact positively on students' motivation.

- Teachers manage the evaluative climate, particularly in context of public discussion, so that student covert or overt participation is supported and challenged without students being humiliated.
- Teachers manage the evaluative climate so that academic norms are not undermined but supported by social norms.
- Teachers adjust their teaching to take account of the results of assessment.

Conclusion

I conclude that the first step to achieving a quality education, which is so critical for the future of young people and our nation, is to lift the quality, professionalization and status of the teaching profession.

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TECHNO PEDAGOGY IN TEACHING AND LEARNING

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Introduction

“ARISTOTLE” says “education is the creation of sound mind in a sound body. It develops man’s faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists”. “CLARKE” defines “teaching refers to activities that are designed and performed to produce change in student behavior”.

“SMITH” defines “learning is the acquisition of new behavior or the strengthening or weakening of old behavior as the result of experience”. This paper is about techno pedagogy in teaching and learning.

Meaning of Techno Pedagogy

Techno pedagogy refers to weaving the techniques of the craft of teaching into the learning environment itself. It requires conscious recognition of the mediated learning environment in order to maximize the ease and clarity in the transmission of information.

Key elements of ICT based pedagogical design:

- The learning needs
- The public target
- The learning objectives
- The content
- How to measure the outcomes in the specific case of ICT
- The level of technology knowledge of the students
- How can we use technology to improve the experience of learning.

ICT in Classroom

The classroom must have facilities for technological learning such as

- Computers in classroom:
For teaching, learning, evaluating, and tutoring the students with the use of computer.
- Class websites:
Creating class websites for learning, assignments. It makes the teacher as well as students have a good contact. Learning takes place in an effective manner.
- Class blogs:
It is a part of website. Here we can bring out our views and ideas.
- Wireless micro phones:
It is used to give a talk to big mass. It has clarity, helpful and leisurely talk.
- Mobile devices:
For mobile learning. Also it is helpful in teaching, learning, evaluation.
- Self learning material:
It is also known as personalized system of instruction. It is one of the recent innovation which has been successfully introduced in higher education for individualize instruction.
- Interactive white board:
Means smart board. We can have video and audio conferencing.

For Teaching

For teaching process the teachers can promote

- Power point presentation:
Through this the teacher can make the class in a lively manner. Here the teacher can use animations, audio and video clippings to motivate the learners.
- Multimedia packages:

Multimedia is the combination of visual and audio representations. These representations can include elements such as texts, graphic arts, sound, animation, and video.

- YouTube:
For visual learning and innovative ideas.

For Learning

The teacher should create the learning environment for the students with the use of ICT such as

- E-learning :
It is defined as 'learning facilitated and supported through the use of information and communications technology.
- Virtual learning environment:
A virtual learning environment is an e-learning education system based on the web that models conventional in-person education by providing equivalent virtual access to classes, class content, tests, homework, grades, assessments and other external resources such as academic or museum website links.
- Blended learning:
This refers to learning models that combine traditional classroom practice with e-learning solutions. For example, students in a traditional class can be assigned both print-based and online materials, have online mentoring sessions with their teacher through chat, and are subscribed to a class e-mail list.
- Personalized system of instruction:
This system of instruction which is person oriented. The instruction is tailored to the need and ability of the individual learner.
- Learner centered instruction:
Here the center of attraction is learner. The learning takes place according to interest and potential of the students.

Impact of ICT

- Higher order thinking
- Divergent thinking
- Learning by doing
- Real & concrete experiences
- Learner centered teaching and learning
- Concept of multiple intelligence
- Both IQ & EQ develops
- Equal opportunity to all
- Considering individual difference
- Co-operative & collaborative learning

Quality of Education

ICT is used to improve the quality of education. Some measures are,

- Motivating to learn
- Facilitating the acquisition of basic skills
- Active learning
- Creative learning
- Integrative learning
- Evaluative learning

Conclusion

Thus I conclude my paper that we are in the modernized and computer world we must update ourselves with technological issues. The method of teaching should be adaptable to the current world then only learning takes place in an useful and effective manner.

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UNIVERSAL PROBLEMS ON TEACHING AND LEARNING

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Introduction

We all know that the human brain is immensely complex and still somewhat of a mystery. It follows then, that learning—a primary function of the brain—is understood in many different ways. Here are ten ways that learning can be described. An individual starts learning as soon as he is born. He continues learning throughout his life. Learning is the acquisition of habits, knowledge, attitudes and skills. It involves new ways of doing things and attempts to adjust to new situations. It shows progressive change in behavior as the individual reacts to a situation. It is an effort to adopt his behavior effectively to demands made upon him. It thus enables him to satisfy interests or to attain goals.

Definition of Teaching

Teaching means interaction of teacher and students. They participate for their mutual benefits. Both have their own objective and target is to achieve them.

Meanings of Teaching

Teaching includes all the activities of providing education to other. The person who provides education is called teacher. The teacher uses different method for giving best knowledge to his students. He tries his best to make understand students. His duty is to encourage students to learn the subjects. In teaching, three main aspects come in our front

1st is teacher

2nd is students

3rd is education

Nature and characteristics of teaching:

1. The main character of teaching is to provide guidance and training.
2. Teaching is interaction between teacher and students.
3. Teaching is an art to give knowledge to students with effective way.
4. Teaching is a science to educate fact and causes of different topics of different subjects.
5. Teaching is continues process.
6. Teacher can teach effectively, if he has full confidence on the subject.
7. Teaching encourages students to learn more and more.

Definitions of Learning

“A change in human disposition or capability that persists over a period of time and is not simply ascribable to processes of growth” by *Robert Gagne*. “A process that leads to *change*, which occurs as a result of *experience* and increases the potential of improved performance and future learning” by *Susan Ambrose*.

Characteristics of Learning

Yoakman and Simpson have described the following nine important characteristics of learning.

(1) Learning is growth

The individual grows as he lives. This growth implies in both physical as well as mental development of the learner. The individual gains experiences through various activities

(2) Learning is adjustment

Learning enables the individual to adjust himself properly, with the new situations. The individual faces new problems and new situations throughout his life and learning helps him to solve the problems encountered by him.

(3) Learning is purposeful

All kinds of learning are goal-oriented. The individual acts with some purpose. He learns through activities. He gets himself interested when he is aware of his objectives to be realized through these activities. Therefore all learning is purposive in nature.

(4) Learning is experience

The individual learns through experiences. Human life is full of experiences. All these experiences provide new knowledge, understanding, skills and attitudes.

What's the Difference between Learning and Teaching?

Differentiating learning and teaching is very easy. In direct definition, teaching is giving lessons about a particular subject to a group of learners. While learning is gaining knowledge by studying, being taught and experiencing. Many will assume that teaching is more important than learning, the truth is, learning is more important because it's the end goal of teaching. Students can learn without teachers, but teachers can't teach without learners.

Component	Teaching	Learning
Definition	As the act of giving lessons on a subject to a class or pupils.	Used in the sense of acquiring knowledge.
Performer	It is performed by the teacher.	It is performed by the student.
Period	Teaching does not take place throughout a person's life.	a process that takes place throughout the lifespan of an individual.
Effort	In most occasions, teaching is a conscious effort.	Both a conscious and an unconscious effort.
Motivation	By the teachers, friends and parents.	Motivation can come from within the individual or from external factors, such as teaching by another individual.

Universal Problems on Teaching and Learning

The top 3 education problems in public schools can be vastly different, depending on where you are teaching. Often it comes down to socio-economic status of the school population. However, there are some universal issues that impact all teachers, no matter where they are:

- 1. Student apathy:** The gurus of Best Practices in teaching assure us that all we have to do to get students to value their education is to make instruction engaging for them. Discussing the historical relevance of the Alamo to the eventual formation of modern-day Mexico is not their first choice in how to spend a fun half-hour.
- 2. Parental negligence of child-rearing duties:** Speaking of forgetting what it's like to be an eleven-year-old, I am always amazed at how many parents appear to truly believe that their little Prince or Princess could never be guilty of dodging responsibility, lying about it, or being mean to another kid. It's always someone else's child who is the problem.
- 3. Confidentiality, Stigma, and Disclosure:** A student's disclosure of a disability is always voluntary. However, students with disabilities may feel nervous to disclose sensitive medical information to an instructor. Often, students must combat negative stereotypes about their disabilities held by others and even themselves.

Problems on Learning

The National Joint Committee for Learning Disabilities defines the term "Learning disabilities" (LD) as a group of disorders evidenced by noticeable difficulties in the attainment of listening, speaking, reading, writing, reasoning or mathematical skills." At any given time, there are upwards of eighty percent of today's students who are experiencing some type of reading disability alone.

- 1. Not Result of Behavior Issue:** Many children who experience behavior issues in the classroom also have learning difficulties. A child who is experiencing difficulty in math may feel unable to ask for help, especially when he or she is used to excelling in other academic areas.
- 2. Not Result of Poor Environment:** Children who experience frequent moves or who live in poor circumstances such as neglect often show signs of a learning disability. In reality, the lack of being on par with the majority of students is a lack of consistency in learning environment.
- 3. Not the Same as Intellectual or Physical Disorders:** Children with intellectual issues may make it difficult for a child to learn but that is normally seen over the entire spectrum of learning, not just in one area. Having hearing or sight problems may make a child appear slow learning when it is simply a lack of being able to process the information because it is presented in a way that the child must see or hear the information.
- 4. Dyslexia – reading disabilities.**

This is one of the most common LDs; it is thought that approximately 5-17% of the population of the US suffers from dyslexia. It is considered a neurological condition not an intellectual one. Ex: Reversing letter shapes and the letters in words, Problems learning the alphabet, below average spelling.

5. **Dyscalculia** – disabilities in mathematics. Children with this LD often have problems learning mathematical concepts, such as: Quantity, place value and time. Numerical organization.

6. **Dysgraphia** – writing disabilities. As the name suggests, this condition involves difficulties in handwriting, but these problems can extend beyond a sensory deficit and typically encompass a combination of difficulties such as: Illegible writing, Spelling problems.

Conclusion

Learning disabilities can be worked around when they are pinpointed. Today there are many aids that can help in a classroom, giving these students a wonderful chance of learning at a level that in the past may have been impossible.

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TECHNO – PEDAGOGY IN TEACHING AND LEARNING

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Abstract

Technology has become an integral part of our life and learning patterns in 21st century. The internet, blogs and smartphone are some examples of tools that we use to grow in our knowledge and understanding. The role of technology in the debate for creativity and innovation in education has become an important one over the past decade. The recent rise of social media is also having an influential impact on education. These application have shifted the way user seek information and create and connect knowledge. The present paper focus into the benefits of techno pedagogy in teaching and learning.

Introduction

Today, information and communication technologies (ICTS) secured the place In classrooms around the world. Research says that the current generation of students on an average spend 6.5 hours each day saturated printed and multi-media resources. Our newest generation is demonstrating the impact of having developed under the digital wave. Adopting and integrating techno-based instructional strategies has a long history of challenges, but it has become the strong basement to achieve the learners.

Technology based Learning Methods

The technologies enable new ways of teaching and learning rather than simply allow teachers and students to do, what they have done before in a better way. It constitute a shift from teacher centered pedagogy in it's worst form characterized by memorization and rote learning to one (i.e) learner-centered.

- **Active learning:**

ICT gives practical information about the subject learnt, thus providing a platform for students inquiry, analysis and construction of new information. In contrast to memorization based or rote learning, ICT-enhanced learning promotes increased learner engagement.

- **Collaborative learning:**

ICT supported learning encourages, interaction and co-operation among students, teacher and experts. It provides learners the opportunity work with people from different spheres of life.

- **Creative learning:**

ICT supported learning promotes the manipulation of existing information and the creation of real world products rather than the regurgitation of received information.

- **Integrated learning:**

- ICT enhanced learning promotes a thematic integrative approach to teaching and learning.
- This approach eliminates the artificial separation between the different disciplines and between theory and practice that characterize traditional approach classroom.

- **Evaluated learning:**

- ICT enhanced learning is student directed and diagnostic.
- The learning recognize that there are many different learning pathways and different articulation of knowledge.
- ICT'S allow learners to explore and discover rather than merely listen and remember.

Role of ICT in Education

- Children taught practical ICT skills that are transferable into the work place.
- Teacher upload course document, so that misses a lesson, they can download information and do the work in their own time.
- Special facilities pupils with disabilities.
- Computer in schools provide wider access to ICT and encourages new ways of learning.
- Interactive learning packages are available on CD's for different subjects.
- Children can learn in varied ways in the classroom.

Role of Teacher in ICT Environment

There is an ongoing debate as to whether teachers are becoming redundant as a consequence of the use of ICT in education or whether a teacher less classroom is just a myth.

- Create effective computer-based presentations.
- Integrate ICT tools into student activities across the curriculum.
- Demonstrate knowledge of ethics and equity issues related to technology.
- Keep up-to-date as far as educational technology is concerned.

Benefits of using Technology in the Classroom

The impact that technology has had on today's school has been quite significant. This widespread adoption of technology has completely changed how teachers teach and students learn. Teachers are learning how to teach with emerging technologies, while students are using advanced technology to shape how they learn.

1. Technology in the classroom makes learning more fun.
2. Technology prepares students for the future.
3. Improved retention rate.
4. Technology helps students learn at their own pace.
5. Technology connects with students.
6. Ways to integrate technology.
7. Use of educational application.
8. Interactive classroom website [2.0]
9. M-learning targets the mobility of learners, interacting with portable technologies.

Hindrances Related to Effective use of Technology

- Lack of trained professionals
- Lack of resources
- Preference for traditional approach
- Lack of basics

Suggestion

- Making use of technology while teaching should be made compulsory for the schools.
- In-service training of use of technology for the teachers.
- The experts of the respective field should be called for adequate time to provide proper training.

Conclusion

Technology changes by the minute, and as educators we need to keep up with the times in order to best prepare our students for this ever-changing world that we live in when you do, you will find that technology can have a profound impact on your students' learning.

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UNIVERSAL PROBLEMS ON TEACHING AND LEARNING

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Introduction

The growing emphasis on a culture of evidence is reflected in this maturation of academic technology. The profession is moving beyond the early stages of providing "novel" implementations and random acts of progress. As academic technologists, has increasingly expected to become more systematic and reflective in our approaches to transforming and assessing teaching and learning. there occurs certain problems which we see it below....

Problems on Teaching and Learning

1. Establishing and supporting a culture of evidence
2. Demonstrating improvement of learning
3. Translating learning research into practice
4. Selecting appropriate models and strategies for e-learning
5. Providing tools to meet growing student expectations
6. Providing professional development and support to new audiences
7. Sharing content, applications, and application development
8. Protecting institutional data
9. Addressing emerging ethical challenges
10. Understanding the evolving role of academic technologists

Within the list of 10 issues, themes appear. For example, questions of assessment and best instructional practices figure prominently. And, as with any evolving profession, ethics, privacy, and data stewardship issues continue to grow . Each of the top-ten teaching and learning issues is explored below.

1: Establishing a Culture of Evidence

Americans are attending colleges and universities at an unprecedented rate despite the increased cost of a college education. The average cost of attending a four-year public university has risen to \$12,796 per year, up 35 percent from five years ago; the average cost of attending a private college jumped to \$30,367 annually. Compounding the problem of increased cost is the steady increase in time to degree completion. For the graduating class of 2000, the average degree-completion time was 6.2 years in a four- As we look to academic systems to support accountability efforts, academic IT leaders must assist the campus community in focusing the scope of the efforts, setting priorities, and determining appropriate implementation phases. Academic technologists must catalyze frequent exchanges between institutions on improving and measuring student learning. Based on these discussions, academic technologists can help institutions ask the right questions and find appropriate, scalable solutions. Academic technologists should consider the following questions when exploring accountability:

- What kind of administrative leadership and support might be required?
- What learning outcomes need to be tracked at the course, program, department, college, and institution levels? What evidence is necessary to demonstrate progress in learning and improvement of educational quality?

2: Demonstrating Improved Learning

Technology and its uses in learning, research, and student service are accepted as an integral part of the higher education landscape. Active dialogue and research on technology-enhanced teaching and learning are under way at numerous institutions. Through the efforts of educators at institutions across the nation, our collective understanding of learning is being enhanced along with our understanding of the value that technology brings to higher education instructional environments. Moreover, the importance of providing a technology-rich environment will arguably increase as members of the Net Generation bring with them new expectations and understandings of the world that surrounds them. As we continue to explore and document the integration, effectiveness, and value of technology in education, it is important to ask questions such as:

- How does technology augment learning? How can be it used while preserving the quality associated with traditional faculty-student interaction?

- What roles can virtual environments play in the lives of our faculty (such as facilitating office hours and improving student communication)?

3: Translating Learning Research into Practice

Learning is a terribly complex process that is influenced by the conditions under which it occurs. Summarizing, simplifying, and shortening information without distorting the facts is an extremely difficult and time-consuming endeavor. Even with well-crafted summaries, capturing the faculty's attention is challenging. Finding the right method to reach faculty amid the constant flood of training opportunities, e-mail messages, and flyers they receive can be difficult.

- How do we develop a common vocabulary? What exchanges will facilitate communication and enable the research and practitioner communities to "speak the same language"?
- What kinds of experiences will allow faculty and staff to bridge research and practice? Are traditional face-to-face events effective? Or do learning experiences need to incorporate hands-on demonstrations along with discussion and reflection? Can online resources provide just-in-time support as individuals have questions?

4: Selecting Models and Strategies for E-Learning

Higher education is inundated with ever-changing e-learning methods and strategies. The learning curve and long-term investment vary significantly from model to model. Amid changing requirements, institutions struggle to make sense of how to balance the different approaches while operating within constrained budgets and resources. They must take an iterative approach to implementation to determine which models produce quantifiable results and positive learning outcomes.

Questions to ask before you select a particular e-learning model or strategy include:

- What are the organization's short-and long-term goals for e-learning? How does the strategy address them?
- What are the learners' characteristics (educational preparation, desired outcomes, preferred delivery modality, technology skills, services and support needed)?

5: Providing Tools to Meet Student Expectations

As technology is integrated into contemporary society, higher education must balance the expectations of a new generation of technology-savvy students with the perspectives of an older generation of faculty. Often referred to as the Net Generation or Millennials, today's students have grown up in a rich digital environment where technology is both transparent and ubiquitous. Technology has always been part of their lives, from the Internet to laptops, iPods, games, instant messaging (IM), cell phones, and pagers. They take technology for granted—they expect it to be integral to their lives and to serve them, including in education.

In serving the new generation of students, academic technologists should consider:

- To what degree should the institution accommodate the new generation of students (versus teaching them additional learning strategies)?
- What type of support will the next generation of faculty expect?
- What are the most effective strategies for keeping academic technologists up-to-date with incoming students?

6: Providing Professional Development and Support to New Audiences

Approximately 20 percent of higher education faculty will retire over the next 10 years.⁵ Consequently, academic technologists must attend to the professional development (PD) and support of the next-generation professoriate, many of whom are currently teaching assistants and graduate students. Most graduate programs effectively prepare students as researchers but inadequately prepare them as teaching and learning scholars. Academic technologists have the opportunity to examine current PD programs and resources to address these issues.

- What teaching skills do new faculty need? What technology skills do they need?
- Can we afford to wait until someone becomes a faculty member to provide professional development?
- How do we provide support that is customized to academic disciplines and varying entering skill levels?

7: Sharing Content, Applications, and Application Development

The issues facing academic technology units are increasingly complex and interdependent, requiring individuals and institutions to work together. Collaboration allows us to benchmark with our peers, develop affinity groups and consortia, and use resources more effectively.

- What problems are being faced by multiple institutions?
- What are the expectations of the collaboration (information sharing, content sharing, application development)?

8: Protecting Institutional Data

Information is recognized as an important asset in business. Competitive, economic, and strategic intelligence all begin with the aggressive collection and effective use of information. The academic world has joined the information

movement and is finding innovative and productive ways to analyze and mine its information resources, combining data from heretofore unrelated sources to yield insights, early alerts to new trends, decision support, better targeting of "products," and increased productivity.

Academic technologists' evolving role as data stewards raises questions institutions should examine, including:

- What sources of data are currently housed within the academic technology unit? What data should be retained?
- How can the data be used to improve teaching and learning? How should other parts of the university be made aware of this data?
- How will staff be trained on proper data handling? What training is necessary for academic technology staff? How will access to the data be provided?

9: Addressing Emerging Ethical Challenges

Ethical issues are perennially debated in higher education, yet the academy has not taken a systematic look at ethical issues related to teaching or the support of teaching. As the demands for accountability increase and as technology provides unique insights into students' efforts and aptitudes, the ethical issues associated with academic success and retention will likely move to the forefront.

- Should students be told their behaviors are being tracked?
- How much information should be provided to students or faculty?
- How should the faculty react to the data? Should faculty contact students? Will the data influence faculty perceptions of students and the grading of assignments?

10: Understanding Our Evolving Role

The traditional roles of academic technologists on campuses are changing. Once a position focused on assisting the early adopters in instructional design or educational technology, the academic technologist today faces an increasing set of expectations. The rapidly changing nature of technology, students, and faculty require us to look at new paradigms for providing sustainable and scalable teaching and learning support.

- What role will academic technologists play in accountability efforts?
- How well do academic technologists understand the scholarship of teaching and learning? How do they maintain current knowledge in the field?

Conclusion

As the academic technology profession has matured over the past decade, expectations have risen for accountability, effectiveness, facilitation, and implementation. Collaboration, stewardship, ethics, and change are becoming part of everyday life for academic technologists. Today's top-ten issues facing academic technologists provide a unique opportunity for the profession to shape and contribute to campus priorities and solutions. ACTL hopes the critical issues in teaching and learning identified here will help our community create professional development opportunities and programs that effectively address the needs of the "Instruction 2.0" world.

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PROBLEMS IN TEACHING LEARNING PROBLEMS IN TEACHING ENGLISH AS A SECOND LANGUAGE

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Introduction

Electronic media, immigration, and ease of travel are making the world increasingly international and bringing us into contact with people from other cultures. This means that being able to communicate across cultural boundaries is more important than ever. The single most important step we can take towards doing this effectively is to learn another language. In many countries, learning more than one language is the norm. Learning any language is worthwhile, but the rationale for learning a specific language (rather than other possible languages) will vary greatly. Learning a language is not just about opening up opportunities for work and travel – it is likely to prove a journey of personal discovery. Experience of other cultures can help us understand and appreciate our own.

Rationale for Learning English

Students often choose to study a language to which they have an existing cultural, family, or community connection. But there are many other possible reasons. For example, students might be interested in:

- travelling to other countries and learning about other cultures
- learning about celebrations, festivals, and cuisines of other cultures
- exploring and enjoying films, fashion, music and the popular culture of another country
- communicating more effectively with members of their own family who do not speak English
- learning more about how languages work
- communicating with friends from around the world via social networking opportunities
- participating in cultural and sports exchanges.

Learning a second language can bring a great deal of personal satisfaction and pleasure. It can also open up a much broader range of future work opportunities by:

- making it easier to work, travel, and study in other countries
- making it easier to communicate and understand business culture, both inside and outside New Zealand
- developing the skills to work across cultures
- providing access to a wider range of ideas and knowledge
- generally strengthening literacy skills.

Teaching English as a Foreign Language

Teaching English as a foreign language is a challenging, yet rewarding career choice. As an English as a Second Language (ESL) teacher, you must learn to constantly adapt to your students' needs. Many times, this means dealing with a variety of problems in the classroom, many of which are all too common occurrences. A good ESL teacher must be able to recognize these common problems, and work to find solutions. Even a small tweak in your teaching methods can help to create a more productive and casual environment for both you and your students. The following will outline 10 of the most common classroom problems faced when teaching English as a foreign language, and just how to solve them.

10 Common Classroom Problems

1. Students become overly dependent on the teacher: Many times, students will automatically look to the teacher for correct answers instead of trying themselves. If the teacher obliges them with the answer each time, it can become a detrimental problem. Instead, focus on giving positive encouragement. This will help to make students more comfortable and more willing to answer (even if incorrectly).

2. Persistent use of first-language: When teaching English as a foreign language, this is possibly the most common problem. As an ESL teacher, it's important to encourage students to use English, and only English. However, if students begin conversing in their first language, move closer. Ask them direct questions like "do you have a question?" Another idea is to establish a set of class rules and develop a penalty system for when they use their first language. For

example: if someone is caught using their first-language three times, have them recite a poem in front of the class (in English). Remember, for the 1-2 hours they are in English class, it must be English only.

3. Student is defiant, rowdy, or distracting of others: This will happen, no matter what, in every classroom. If the entire class is acting up, it may be the fault of the teacher, i.e. boring material or poor classroom management. If it is one particular student, you should react swiftly to show dominance. In order to resolve the issue, an ESL teacher must be strict and institute discipline if needed. If it continues to happen, further disciplinary action through the school's director could be pursued.

4. Students "hijack lesson"—The lesson doesn't go where you want it to: When teaching English as a foreign language, you can always count on students hijacking a lesson. To some extent, this can be a good thing. It shows that students interest, and as long as they are participating and conversing in English, it is a productive experience. However, if the lesson strays too far off topic, in a direction you don't want it to go, it's important to correct the problem by diverting the conversation.

5. Personalities clash: Not everyone in an ESL classroom will become the best of friends. If drama arises between certain students, the easiest solution is to separate them from one another. If the tension persists, switching a student to another classroom may be your only option.

6. Students unclear what to do, or do the wrong thing: This happens far too often when teaching English as a foreign language. The fact is, it's often the fault of the teacher. If your instructions to an assignment yield looks of confusion and soft whispers among students, don't worry: there is a solution. In order to avoid this problem, it's important to make sure your instruction are clear. Use gestures, mime, and short concise sentences. Speak clear and strong. Most importantly, use models and examples of the activity. You can use pictures, miming, gestures etc. to model the entire activity exactly how you want the students to do it.

7. Students are bored, inattentive, or unmotivated: Many times, it is the teacher's fault that class is boring. Fortunately, with proper planning, this problem can be solved. Choose a juicy theme to the lesson; one that the students can relate to and one you know they will enjoy. This will automatically give them some motivation and interest. Get to know your pupils and identify their interests and needs, then design your course accordingly.

8. Strong student dominance: As an ESL teacher, you will encounter learners with different capabilities and language skills. While it is good to have some students who excel in the classroom, it is important that they don't take away from others. If certain students begin to constantly "steal the show," take care. Focus on calling on weaker students in the class to answer questions. Encourage, but gently deflect some answers from the strong students and give production time to other not-so-strong members of the class.

9. Students are unprepared: The last thing you want as an ESL teacher is for learners to drop out simply because they felt lost and/or unprepared. Concentrate on a more shared learning experience. Make sure students are all on the same page before moving onto a new topic by concept checking multiple times, and encouraging individual participation.

10. Tardiness: Tardiness is not only rude, it can be distracting and disruptive to other students. If tardiness becomes a problem for members of your class, make sure they are disciplined. Set rules about tardiness and penalties for breaking them.

Conclusion

Staying awake and interested in class can be difficult. But what's even more difficult is being responsible for keeping students awake and interested. This is the job of an ESL teacher first and foremost. In order to be a great ESL teacher, one must not only teach, but inspire and empower. The goal is to excite the students about learning, speaking, reading, writing, and comprehending English. Keep the advice in this article as a tool to be used often, and you will be one step closer to that goal.

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BARRIERS IN LANGUAGE PROFICIENCY

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Introduction

“A language is not a subject which can be taught; it is a subject it must be learned”.

English as a subject in the school curriculum in the given grade prominence by the authority its study is compulsory for every one naturally there are good many teacher soft his subject in the schools but it is rather sad to not e that there is something wrong with the teaching of English in the school a the student does not bother about knowledge or learning of the language. He does not want learning rather than he want sprize money status etc .The standard of English are fast deteriorating.

Barriers

1. Lack of purpose:

Every time the teachers as well as the learners consider it as a knowledge subject and not as as skill subject. The teacher is a like sail or who doesn't know his destination and the people is like a rudderless vessel which may be drifted long any show.

2. Faulty methods of teaching

The translation method of teaching is used almost in all the schools they simply enable the students to pass the examination. The teacher feels that his job is finished as soon as he has translated something into mother tongue.

3. Faulty examination systems:

The students as well as the teachers have become examination minded. They do everything for the sake of examination. There is no examination for the spoken English. So everybody ignores this important aspect of learning the language.

4. Overcrowded classes:

Another thing that hampers learning of English is the overcrowded classes .In such crowded classes , the teacher cannot pay individual attention to the learners. In such situations, the teacher cannot do full justice to his duty and work.

5. Lack of audio-visual aids

For teaching English well to the students ,there is need of audio visual aids like linguaphones ,tape recorder, filmstrips ,epidiascope etc .But usually we find that these aids are not available in the schools .In the absence of these aids , the sounds of English and correct pronunciation cannot be taught.

6. Faulty textbooks

The textbooks have many defects in them. A number of students find themselves in troubles while reading these books. The subject teachers also find many shortcomings in them. These books in the hands of average English teachers fail to deliver the goods. The students hardly feel any attraction for the subject matter is hardly related to the surrounding environment of the learners.

Barriers Among School Students in Language Proficiency

These are the barriers which were faced by the student teachers while in training:

1. Medium of instruction.
The students want to be taught in translation method.
2. Lack of motivation
The teachers motivation is less in English language.
3. Inferiority complex
The students have the inferiority to learn the language.
4. Social and economic background
They have the poor social and economic background.
5. Uneducated parents.
The children's parents are illiterate.
6. Lack of self confidence
The student doesn't have the self-confidence to face the challenges.

7. Having threat while speaking English
The students having fear to speak English.
8. Hesitation.
The students hesitate for everything to learn English.

Suggestions:

These are the suggestions given by the student teachers:

1. Proper motivation by the teachers to the students.
2. Learning should be student centered
3. Free participation of the students in classroom
4. Good interaction between teacher and student.
5. Giving vocabulary practices in the English class
6. Instead of giving project works the teacher can conduct activity based on improving language.

Conclusion

Thus I conclude my paper by overcoming these barriers we can improve and inculcate language proficiency among learners and give good citizen to the upcoming modern era.

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BARRIERS IN LANGUAGE PROFICIENCY

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Introduction

According to Webster's Dictionary, Language is "a systematic means of communicating ideas" or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.

Language influences human thought. It plays a unique role in capturing the breath of human thought and endeavor. And it is a means of communication which links different sectors of society.

Language Proficiency

Language proficiency is to be proficient in the language. So the English teacher must be proficient in pronunciation, expression, use of words and sentence structure.

Barrier: Barrier is anything which makes it difficult for someone to do something, especially to send goods from one place to another.

Type of Barriers

- Physical Barriers
- Communication Barriers
- Systemic Barriers
- Attitudinal Barriers

Language Barriers

"It's Greek to me" is a well-known phrase. For communication to work, a message must be understood by the receiver. When two people cannot understand one another, they experience a language barrier. Language barriers occur when a breakdown in language and communication happens at either the sender side or the receiver side of a message. A language barrier can occur within a language or between speakers of different languages.

Causes of Barriers

There are many reasons why interpersonal communications may fail in many communications, the message (what is said) may not be received exactly the way the sender intended. It is, therefore important that the communicator seeks feedback to check that their message is clearly understood.

Examples of Language Barriers

Examples of language barriers that prevent individuals from effective communication include:

- Dialects - While two people may technically speak the same language, dialectal differences can make communication between them difficult. Examples of dialectal language barriers exist worldwide. Chinese, for example, has a variety of dialects that are commonly spoken, including Cantonese and Mandarin.
- Language Disabilities - Language disabilities are physical impediments to language. Physical language disabilities that cause language barriers include stuttering, dysphonia or an articulation disorder and hearing loss.

Language Learners

Language barriers always exist between speakers of different languages. So language learners experience language barriers often as they acquire a new language. The language barrier occurs at both the sender and receiver levels. The unfamiliar vocabulary as well as idioms used in a language present language difficulties for new speakers of all languages.

Language Barriers to Communication

Language is needed for any kind of communication, even people with speech impairments communicate with sign language and brail. Communication becomes difficult in situations where people don't understand each others' language. The inability to communicate using a language is known as language barrier to communication. Language barriers are the most common communication barriers which cause misunderstandings and misinterpretations between

people. Most of the people in the world do not speak English or, even if they use, it is their second or their language. If the speaker and receiver do not use same language and words, there is no meaning to the communication. Not using the words that other person understands makes the communication ineffective and prevents message from being conveyed.

Language barrier and Migration

Language barriers also influence migration. Emigrants from a country are far more likely to move to a destination country which speaks the same language as the emigrant's country. Thus, most British emigration has been to Australia, Canada, or New Zealand, most Spanish emigration has been to Latin America, and Portuguese emigration to Brazil. Even if the destination country does not speak the emigrant's language, it is still more likely to receive immigration if it speaks a language related to that of the emigrant.

Language Barrier for International Students in Us

Now, more and more students prefer to study in abroad. Along with all the problems that are internationally faced, language barrier becomes the biggest problem for international students, especially in America. In addition, that kind of language barrier make many students feel helpless and over stressed. Many researches show the difficulty of language barrier for international students.

Barriers to Communication in the Classroom

Communication barriers in the classroom make it difficult for students to get the most out of their education. Some teachers fail to create engaging lessons and struggle to connect to their students on a one-to-one basis. Students with unaddressed language or speech difficulties often have trouble communicating with their teachers and classmates. Personality differences and peer pressure add to the mix. Making some classroom interactions feel awkward or forced

Difference in Language

Difference in language is the most obvious barrier to communication as two people speaking two different languages cannot communicate with each other. For example, an American goes to China. The person does not understand Chinese and most people in China do not understand English. So, when the person speaks, the communication is worthless as the other Chinese person doesn't understand it.

12tips to Overcome Language Barriers

- Always show respect for the local language
- Know which language is spoken
- Make an effort to learn some words
- Use technology
- Learn local customs
- Carry a common phrase book
- Speak slowly
- Speak proper English
- Carry a notebook
- Ask for clarification
- Avoid idioms
- Use gestures wisely

Principles of Language Teaching

- Speech before writing
- Basic sentences
- Sound system for use
- Vocabulary control
- teaching the problems
- writing as representation by speech
- Language practice versus translation
- Authentic language standards
- Practice

- Shaping of responses
- immediate reinforcement
- content
- Teaching for learning outcome

Strategies to Reach Every Student, Regardless of Language Barrier

Helping every student experience meaningful, deep learning is a constant challenge, in no small part because no two learners are alike. To reach students who are particularly challenged — whether because of their ability to speak English or some other reason — educators can find a way in by tapping into students' interests and passion. Every student at an International school is an English Language Learner, but not all have a common mother tongue. International schools give students projects that involve complex thinking in both English and native languages.

“The key thing about deeper learning for the kids we work with is not whether they can do it, but how can we structure classrooms so they can be successful.”

Conclusion

Effective learning of language depends on the effective teaching of it. But effective teaching, in turn, depends on the application of general principles of language teaching. An English teacher may have the knowledge of several methods and approaches for teaching the language and overcoming the language barriers. So one should follow and apply the scientific principles in order to be proficient in language.

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TECHNO PEDAGOGY IN TEACHING AND LEARNING

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Introduction

“Education is not the filling of a pail, but the lighting of a fire.”

Education may be defined as a systematic process of determining the extent in which the objectives are achieved by the public. According to Tagore, “Education is that which does not merely give us information but makes our life in harmony with all existence.” As the twenty-first century approaches, the literate citizen is increasingly expected to use computer technology to access and manipulate information. Knowing how to manage electronic information from an ever-widening array of resources and in proliferating formats is essential. The education system was now witnessing a paradigm shift from the traditional chalk- and-board teaching methodology to digitizing the pedagogical approach through technical devices. A transformation would not only increase the capability of the teachers but would also widen the knowledge base of students so as make them competitive in the international arena. Therefore the technology orientation needs to improve in order to equip themselves to face the students belong to the digital era and also to face the challenges in the modern classroom.

Techno-Pedagogy

Techno-Pedagogy decides whether an Education media product is successful or not. Pedagogy refers ‘Science and Arts of teaching’. Techno derived from Latin word ‘Texere’ means ‘weave or construct’. Techno-Pedagogy refers to weaving the techniques of teaching into the learning environment itself. Education Technology provides approximate designing learning situations, holding in view the objectives of the teaching and learning bring the best practices/means of instructions which effect on learning.

Techno-Pedagogical Skills Improve Quality of Education

Acquiring techno-pedagogical proficiencies will make teaching and learning a pleasurable exercise as it would lessen the pres- sure on the teachers and enable the students to delve deeper into domain of knowledge. Technology had made inroads into every sphere of human activity, including the field of education. It had totally transformed the face of didactic teaching and brought about far reaching changes in the way in which knowledge was being shared. As the Teachers knew the significance of technology as it had made easier for students to understand. When it came to teaching theories, the Teachers should give up the mechanical approach and make it interesting by simulating problems and finding solutions to such imaginary issues. In such a context, the terms “pleasure and pressure” should not get blurred and the distinction could be kept intact if the teachers with appropriate techno-pedagogical skills make teaching a “pleasurable” experience without feeling much of “pressure.”

Importance of Techno-Pedagogical Skills for Teacher Educators and Training Graduates

Teacher Education holds the most crucial position and helps in the success of any educational system. A teacher educator is the topmost academic and professional person in the educational pyramid who shapes the future teachers and the onus of quality of teachers therefore rests on the teacher educators themselves. Technology is a broad and constantly changing skill-set required of faculty, and selecting the appropriate techno-pedagogical strategies to effectively engage students in the content is a separate skill-set. Media literacy influences student development, and developing a critical analysis of media consumption is an important skill for students. In understanding how technology and media intersect with learning, consider the compatibility between theories of technology and education, and how that relates to the content. There is a need for Teacher Educators and Training Graduates, as well as the institutional level, to identify and articulate the occupational realities when technology and competencies inter- sect, while understanding and communicating how technological resources and strategies can engage students and enhance student learning.

Developing Techno-Pedagogical Skills in Teaching-Learning Process

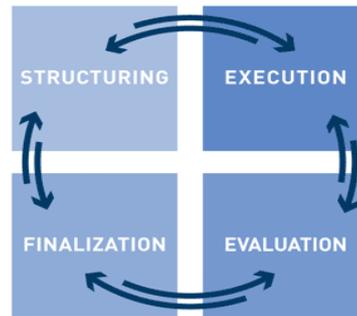


Figure: The four educational aims of the techno-pedagogical program

The Technological Pedagogical Content Knowledge is a collaboratively developed framework of scholars and researchers seeking to conceptualize and clarify the competencies that evolve from the intersection between pedagogy and technology. Investments in new and interactive technologies in education require both the technical and pedagogical skills to use them. Instruction takes place in an innovative online learning environment where teacher educators and training graduates explore technology, learn technical skills, evaluate the appropriateness of various technologies in their subject areas, and devise creative and meaningful approaches to incorporating technology into sound pedagogy. The focus is on developing both the technological skills and the critical and reflective thinking skills necessary to continue using the most up-to-date technologies in the class- room. Therefore, in order to provide targeted and appropriate professional development and support for faculty, the Center for Teaching Excellence uses the Technology, Pedagogy and Content Knowledge (TPACK) framework for identifying interrelated competencies related to teaching with technology. New technologies can create new, open learning environment in which the instructional role can be shifted from a teacher-centered to a learner-centered. Teachers move from being the major source of information and deliverers of knowledge to co-learners and collaborators.

Teacher Competences and Training Guidelines

Teacher education has centred on questions of how best to help teachers to integrate technologies into their classroom practice. The crucial role of teacher education in developing teachers' awareness of technical and pedagogical affordances of tools and resources, as well as their ability to use them effectively in the classroom. These abilities have been referred to as "techno-pedagogical skills" or "techno-pedagogical competences".

Conclusion

Education plays a vital role in enriching the society and human resource. Teacher educators and training graduates can play an effective role only if they are prepared in a creative, resourceful and efficient manner to use techno-pedagogical skills to nurture the students as per the demand of the changing times. Teacher educators and training graduates must also adapt and change and be familiar with using emerging technologies that can encourage student participation. Teaching with use of modern technical facilities enhances student's knowledge and improves the teaching-learning process in this fast changing complex world.

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GLOBAL COMPETENCY FOR AN INCLUSIVE WORLD

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Introduction

Globalization brings innovation, new experiences and higher living standards; but it equally contributes to economic inequality and social division. Automation and internet business models may have encouraged entrepreneurship, but they may also have weakened job security and benefits. For some, cross-border migration means the ability to commute between continents; for others, it means escaping from poverty and war – and the long struggle to adapt to a new country. Around the world, in the face of widening income gaps, there is a need to dissolve tensions and re-build social capital.

Definition

The Global Competence Global Competence is a complex learning goal. To be made tangible, it needs to be broken down into separate and measurable learning objectives (Deardorff, 2014). The OECD proposes to deconstruct the macro domain of global competence into “dimensions” which are in turn broken down into distinct “components” that can then be measured. Global competence is the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human Dignity Dimensions of Global Competence. A first dimension of Global Competence represents the knowledge and understanding that individuals need in order to deal with the challenges and opportunities posed by globalisation and intercultural encounters². “Knowledge” may be defined as the body of information that is possessed by an individual, while “understanding” may be defined as the comprehension and appreciation of meanings. Global Competence requires knowledge and understanding of global issues, as well as intercultural knowledge and understanding. The second dimension represents “skills”, defined as the capacity for carrying out a complex and well-organised pattern of either thinking (in the case of a cognitive skill) or behaviour (in the case of a behavioural skill) in order to achieve a particular goal. Global Competence requires numerous skills, including the ability to: communicate in more than one language; communicate appropriately and effectively with people from other cultures or countries; comprehend other people’s thoughts, beliefs and feelings, and see the world from their perspectives; adjust one’s thoughts, feelings or behaviours to fit new contexts and situations; and analyse and think critically in order to scrutinise and appraise information and meanings.

Global Competence

A growing concern among world leaders is preparing students for cross-cultural collaboration in today’s globalized environment. Beginning in 2018, OECD intends to incorporate a “Global Competence” section into PISA, measuring how well fifteen-year-olds around the world can understand and utilize perspectives different from their own.

- *PISA Tests to Include ‘Global Skills’ and Cultural Awareness* – Read BBC’s article about this newly introduced section of PISA.
- *OECD Proposes New Approach to Assess Young People’s Understanding of Global Issues and Attitudes Toward Cultural Diversity and Tolerance* – Read OECD’s introduction to the global competence section.
- *Global Competency for an Inclusive World* – Read OECD’s proposal for the global competence section.

Educating for Global Competence: Learning Redefined for an Interconnected World The world in which today’s students will live and work is fundamentally different from the one in which their parents and teachers grew up. Rapid economic, technological and social changes are creating a world that is ever more interconnected and interdependent.

Globalization of economies, the digital revolution, mass migration, and the prospect of climate instability are triggering new concerns and demanding a new kind of graduate. At the dawn of the 21st century we are recasting our understanding of economics, communication, security, cultural identity, citizenship, and the environment. There is an increasing call for a more powerful and relevant learning in response to these new demands and opportunities (Gardner, 2007, Reimers, 2009, Stewart, 2007). To succeed in this new global age, our students will need capacities that include but go beyond reading, mathematics and science – they will need to be far more knowledgeable and curious about world regions and global issues, attuned to diverse perspectives, able to communicate across cultures and in other

languages, and disposed to acting toward the common good. Put simply, preparing our students to participate fully in today's and tomorrow's world demands that we nurture their global competence which herein is defined as the capacity and disposition to understand and act on issues of global significance. Specifically, globally competent students are able to perform the following four competences: Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research. Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers. Take action to improve conditions, viewing themselves as players in the world and participating reflectively. I.

A Rationale for Global Competence

The global competence essential for today's youth? A broad range of forces are transforming the global landscape requiring these new capacities and dispositions. Here we examine three of the most salient: the flattened global economy and changing demands of work; migration and immigration creating more culturally and linguistically diverse societies, and climate instability and the growing need for global environmental stewardship. These three areas of transformation illustrate a world in transition—and illuminate the new educational demands that world presents. The rationale for global competence also rests on the value of studying the world and how it works as a potent means of engaging students deeply in learning. World cultures, transnational systems, and global issues can provide the relevance to today's world that 3 grabs and holds students' interest. Developing global competence can thus be both a critical outcome of learning and a pathway for achieving foundational disciplinary and interdisciplinary knowledge and skills much of which have been articulated in the Common Core State Standards. The flattened global economy and changing demands of work Finally consider the changing face of the business world. A company in one country employs workers in another one. Consumers in a third country buy the goods produced. Transactions are aided by high-speed internet communication, the lowering of import tariffs, and government incentives for foreign investment. The result of these ordinary interconnections is a process of globalization—one of unprecedented reach and breathtaking speed and consequence. Globalization, the accelerating traffic of goods, ideas, people, and capital around the world, has changed the face of labor (Coatsworth, 2004). Much has been written about the importance of preparing a competitive workforce, able to revitalize economic growth.

Understanding the changing nature of labor matters to educators seeking to ensure economic opportunity for our youth. Perhaps most importantly, understanding changing economies in a multipolar world matters to youth themselves if they are to participate thoughtfully in tomorrow's economies. In a survey of large U.S. corporations, the Committee for Economic Development, a non-profit organization of more than 200 business leaders and university presidents, found that nearly 30 percent of companies believed they had failed to fully exploit their business opportunities due to insufficient personnel with international skills. Eighty percent expected their overall business to increase notably if they had more internationally competent employees on staff. CED concluded, "to compete successfully in the global marketplace, both U.S.-based multinational corporations as well as small businesses, increasingly need employees with knowledge of foreign languages and cultures to market products to customers around the globe and to work effectively with foreign employees and partners in other countries." Therefore, "the educated American of the twenty-first century will need to be conversant with at least one language in addition to his or her native language, and knowledgeable about other countries, other cultures, and the international dimensions of issues critical to the lives of all Americans."

(Committee for Economic Development, 2006). Increasingly, employers are looking for competent, reliable individuals who will work at an attractive cost—regardless of location. A new distribution of labor is in the making. Jobs that involve routinized tasks or scripted responses are being done by computers or workers in the developing world—with little training and at a very low cost. Yet jobs that demand expert thinking and complex communication will remain in growing demand the world over. At the beginning of the 20th century only five percent of the jobs in America required specialized

Global Competence for Inclusive World

- Students' capacity to become globally competent is more than a sum of their study abroad experiences. Language learning and travel abroad are not necessarily at the core of what it takes to be globally competent. (Hunter, 2006)
- Having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's environment" (Hunter, 2006, p. 277).

- A globally competent person must be able to identify cultural differences to compete globally, collaborate across cultures, and effectively participate in both social and business settings in other countries” (Hunter, 2006, p. 283).
- An important first step in becoming globally competent is to develop an in-depth understanding of one's own cultural norms and expectations. Once a person has established this self-awareness, the next step is to explore social, cultural, and linguistic diversity and to develop a nonjudgmental and open attitude towards difference. Further, to become globally competent, one must develop a firm understanding of the concept of globalization and world history. (Hunter, 2006)
- Kevin Hovland (AAC&U, 2009) proposes the careful and intentional alignment of global learning goals with the essential learning outcomes of a liberal education. (*Kevin Hovland's article is included in the plenary packet.*)
- Global learning” encompasses both everyday intercultural interaction on campus and the formal study of global cultures and issues across the curriculum...Institutions are defining global learning as a vehicle for integrating multiple disciplinary perspectives and weaving together existing commitments to explore diversity, build capacity for civic engagement, and prepare students to take responsibility for common global problems

Conclusion

Inclusion is an effective strategy for teaching special education students.

- Benefits outweigh negative implications when strategy is used properly.
- Though it requires intensive preparation on the teacher's end, helping students of all ability levels succeed is one of the highlights of teaching.

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RESEARCH PAPER ON BARRIERS OF ENGLISH LANGUAGE PROFICIENCY AMONG B.ED STUDENTS

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Need for the Study

“Language is the garment of thought” –Dr. Samuel Johnson

Language is needed for any kind of communication, even people with speech impairments communicate with sign language and brail. Most of the people in the world do not speak English or, even if they use, it is their second or third language. Language barrier is a figurative phrase used primarily to indicate the difficulties faced when communicating with others while speaking multiple languages. Typically, little communication occurs unless one or both parties learn a new language, which requires an investment of much time and effort. People travelling abroad often encounter a language barrier. A common struggle for people who do not speak English is to communicate what they want or even get necessary information regarding products or services. ESL generates negative emotional and cognitive responses, and prevents people from taking certain actions such as seeking necessary information or complaining about service failures. These people struggle with not only reading and writing English but as well as listening and speaking to others. Many people become to feel as an outcast in the world and limit themselves to the people they interact with and in many cases become antisocial. Learning Barriers In many cases students get so focused on the grammar that they get nervous and don't bother to learn how to speak English. According to the National Center for Education Statistics, the number of children between the ages of five and 17 who did not speak English at home grew from 4.7 million in 1980 to 11.2 million in 2009. They have discovered that children are approximately 12 years old before they fully master their native language meaning it is difficult for a child to succeed as a language minority student without having a solid foundation in his first language. Negative effect on Students. Many students experience emotional stress while trying to learn English which leads to performing poorly in school and attaining very low and bad grades. In many cases the student is required to repeat a grade because they are so behind in school work assignments due to not understanding it. Many students tend to give up and not try because they are afraid of being laughed at by their classmates. The United Nations Educational, Scientific and Cultural Organization discovered that 50 percent of students who dropped out of school did not speak the language in which they were being educated. Research done has also proven that students learning English as a second language are at an increased risk of graduating late or dropping out of high school. Language barriers can cause many negative effects on a student but they can be successfully overcome. Knowing one's background may help us to break the barriers and solve the problems. Hence the need for the study.

Barriers: refers to the blocks faced by students in attaining proficiency in the language

Language: refers to English Language which is learnt as second language and medium of instruction for some students in tamilnadu state.

Proficiency: refers to the competence in the English Language.

B. Ed students: refers to the group of students in higher education who are trained to become teachers for the secondary level.

Background of the study: Since English language is seen as a threat in learning, many efforts have been made to rectify and remedial measures taken. This paper has the scope to reach out to English teachers to focus on the barriers in mastering the language.

Objectives of the Study

1. To find out the various barriers in language proficiency among B.Ed students
2. To find out the significant differences among B.Ed students in terms of the following

Variables

- a) Gender
- b) Locality
- c) Medium of instruction
- d) Type of institution
- e) Major subject

Hypotheses:1

1. There is no language barrier for B.Ed students to attain English Language Proficiency.
2. There is no significant difference in the mean scores of B.Ed students in their barriers to Language Proficiency in variables in terms of
 - a) Gender
 - b) Locality
 - c) Medium of instruction
 - d) Type of institution
 - e) Major subject

Method: Normative survey method was used in this study; Interview conducted to the Samples.

Tool used

“Barriers of English Language Proficiency” tool which was self constructed was used for the study. Interview conducted to the samples to know their barriers.

Samples:100 B.Ed students from all over Madurai were selected as samples of the study.

Analysis and Interpretation

Hypothesis 1: There is no language barrier for B.Ed students to attain English Language Proficiency.

Table1:Showing the Percentage of Barriers in Language Proficiency among B.Ed Students

	Variable	Mother Tongue		Lack of Opportunity		Lack of qualified Teacher		Lack of Confidence	
		N	%	N	%	N	%	N	%
Gender	Male	73	97	71	94	69	92	73	97
	Female	74	98	74	98	71	94	71	94
Locality	Rural	75	100	75	100	67	89	75	100
	Urban	72	96	73	97	56	74	69	92
Medium of Instruction	Tamil	75	100	75	100	74	98	74	98
	English	59	78	43	57	58	77	68	90
Type of Institution	Govt	74	98	75	100	66	88	63	84
	Private	48	64	68	90	37	49	64	85
Major Subject	English	69	92	57	76	18	24	68	90
	Others	73	97	72	96	70	93	72	96

Interpretation

The above table shows that the barriers faced by B.Ed students are above 90% except English Medium , Private Institution and English Major students who have less than 90 % . This shows that these barriers affect the B.Edstudents to a greater level in getting language proficiency. The factors : **Mother Tongue other than English, Lack of Opportunity, Lack of qualified teacher and Lack of Confidence** in students have been identified as the major barriers for language proficiency among B.Ed students. Hence the hypothesis, “There is no language barrier for B.Ed students to attain English Language Proficiency” is rejected.

Hypothesis 2: There is no significant difference in the mean scores of B.Ed students in their barriers to Language Proficiency in variables in terms of :

- a) Gender
- b) Locality
- c) Medium of instruction
- d) Type of institution
- e) Major subject

Table 2: Difference in the Mean Scores of B.Ed Students in Having Language Barriers in Terms of the Variables

	Variable	N	Mean	SD	t	Result
Gender	Male	75	53.1	6.45	1.46	NS
	Female	75	52.9	6.92		

BARRIERS IN LANGUAGE PROFICIENCY

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If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart. - *Nelson Mandela*.

Introduction

Children with learning disabilities (LDs) in reading and youngsters who are English language learners (ELLs) both are at risk for low reading achievement, but for different reasons. Children with genuine LDs in reading have intrinsic learning difficulties or differences, often related to problems in phonological processing that impact their word identification skills. ELLs usually can learn to read normally in their native language, but they lack sufficient exposure to both spoken and written English, which can adversely affect their development of English literacy. When both situations coexist for the same youngster---when a child with a learning disability happens also to be an English language learner the issues surrounding identification and remediation can be very complex.

Identification of Barriers

1. Evaluations of English language learners for possible LDs must consider many variables, including native language and literacy skills, English language and literacy skills, cultural factors that may influence test and school performance, family and developmental history, educational history, and the nature of previous reading instruction.
2. Whenever possible, formal assessments should include tests administered in and developed for the native language; translations of English tests are highly problematic and should not be used.
3. Formal native-language assessments are quite feasible for certain languages, such as Spanish. However, dozens of different languages may be represented in a major metropolitan center, and unfortunately, for many of these languages, no formal assessments may be available.
4. English-language assessments should always be interpreted with great caution, as they often simply reflect lack of exposure to English or normal developmental patterns involved in acquiring a second language. Nevertheless, the right assessments can be useful for planning an educational program.
5. Information from parents about the prior history of the child and family should be used to supplement any formal assessment data. For instance, parents should be asked about whether the child had difficulties or delays learning to talk in the native language; about the educational history of both the child and the family. For an English language learner experiencing difficulty with English reading skills, patterns such as the following suggest the possibility of a learning disability:
 - The child has a history of oral language delay or disability in the native language.
 - The child has had difficulty developing literacy skills in the native language (assuming adequate instruction in the native language).
 - There is a family history of reading difficulties in parents, siblings, or other close relatives (again, assuming adequate opportunity to learn to read).
 - The child has specific language weaknesses, such as poor phonemic awareness, in the native language as well as in English.
 - The child has had research-based, high-quality reading intervention designed for English language learners, and still is not making adequate progress relative to other, similar English language learners.

Remediation

Several studies have suggested that English language learners with LDs can benefit from interventions known to benefit monolingual youngsters with learning disabilities. These interventions include explicit phonemic awareness instruction, structured and systematic phonics instruction, explicit instruction in comprehension strategies, and peer-assisted learning. The extent to which this instruction should happen in the native language initially, if feasible, is still a matter of debate.

ELLs with LDs also have some specific instructional requirements related to their status as English language learners, such as needing an emphasis on English vocabulary development and the use of sheltered English techniques to aid English comprehension. Examples of sheltered English techniques are the use of visual aids, such as props, pictures, gestures, and facial expressions, to help convey meaning; encouraging children to expand and elaborate their responses to help develop oral expression abilities. Although much remains to be learned about ELLs with LDs, currently there is a great deal of interest in this population in the research community, with a number of ongoing studies. In the future, this research should increase our knowledge about the best ways to identify and teach English language learners with learning disabilities.

Conclusion

Though English is a foreign language in India, it plays a vital role in the life of the people. It has changed the culture and employment of the people. It has made the native Indians to be globalized and the quality of living has been raised. It give status to one's life. Therefore it is important to find out the above barriers and to remedy them .Proficiency can be attained this way.

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TECHNO-PEDAGOGY IN TEACHING AND LEARNING

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Introduction

The devolvement of information technologies creates opportunities to use innovations in teaching environments. The integration of information and communication technologies into education is becoming more important every day with the effect of theoretical transformation and communication technological developments in the teaching and learning process.

Technological content knowledge understands technology in a specific subject or discipline and represents technology.

Pedagogical content knowledge blends the content and the pedagogy into understanding of how these area associated for successful teaching.

Tecnology and Education

The technological revolution has prompted a fundamental shift in our understanding of pedagogy and its related practices. Techno-pedagogy demands that life world experience be enmeshed in hyper learning.

Techno-Pedagogy

Techno pedagogy refer to electronically mediated courses that integrate soon pedagogic principle of teaching and learning with the use of technology. the techno pedagogical knowledge is collaboratively developed frame work of scholars and researches seeing to conceptualized and clarity the competencies that involves from the intersection between pedagogy and technology. Investment and interactive in education require both the technology and pedagogical to use them.

Needs of Techno-Savvy

Technology allows students to be actively involved in the process of constructing their own knowledge, facilitating the development of a "learner center" classroom .teacher can use technology to engage the learner ,support instructional strategies ,deliver instruction ,enhance their teaching strengths and weakness. a successful teacher has repertoire of teaching techniques and strategies and a broad knowledge of teaching tools and materials gained through training and experience .hence there is an imperative need to spread among teacher the awareness of the effective role played by multimedia. The process of learning can become more target oriented. More partaking ,supple in time and space ,unaffected by distance ant tailored to individual learning styles and make better association between the teacher and the taught to yield better proficiency in English.

Need for Content Based Web-Resources

Teacher and student must be able to navigate the internet to find appropriate materials with the explosion in popularly of the internet in general and the worldwide in particular. one is bombarded by URL's at every turn. Sources for websites include television. Radio, newspaper, magazines, colleagues. friends and family. Integrating technology into a curriculum requires that teachers and students have access to sufficient software and internet resources which fit course and curriculum objectives. The internet is a terrific sources of materials which can be used in content based courses. However, there are some needs in using the internet as a source for classroom instruction. The needs for content based web resources are;

- # to find appropriate sites related to content.
- # to develop classroom activates which effectively utilize the sites for content and language instruction.
- #. Provide students and other teachers dependable and easy access to the accompanying teaching materials.

Ways of Using Web Resources

These content based web resource should be useful for the classroom teacher who wants to collect materials fir using in content based teaching There are several ways of using web resources.

- Collecting, organizing and making sites available to teachers and students.
- It provides ways to find information on the internet.

National Level Seminar on

Global Competence Learning: Braking Barriers Beyond Limits

- To integrate the internet into the curriculum.
- To use online activities targeted at learners.
- To find and use internet based project for education.

The Status of Prospective Teacher

Prospective teacher can reach higher levels of cognition when they apply personal learning style instilled with innovative techniques to achieve their goals. Witness that students with varying learning style become engaged with educational technology and find success that had eluded them when using other teaching tools and strategies

Techno-Pedagogical Devices as Language Enhancers

The language taught through techno pedagogical devices would enable the learner acquire proficiency in protective and respective skills. Prospective teacher should be aware of the availability of the technical resources such as interactive encyclopedias, micro soft Encarta ,digital multimedia format books in cd rom format is a potential of pedagogical tool of listening skills. The web offers students access to radio , television programmed news reports songs speeches ,interview ,biographies And movie trailers well as reading stories and essays potential for listening practice etc..

Conclusion

Traditional teacher center pedagogy has proven to be out dated and a constraint to technological learner. Techno teacher must adopt new approaches with learner's at heart .technological language teaching and learning is dynamic and understanding change all the time just like technologies do .The urgent need at present seems to a radical shift of pedagogy towards an individualized small group orientated multi-dimensional model of Teaching.

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TECHNO-PEDAGOGY IN TEACHING AND LEARNING

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Abstract

Teacher Education is to learn to teach and teach to learn. Recent evidence indicates that reforms of teacher education creating more tightly integrated programs with coursework on learning and teaching produce more effective and more likely to enter and stay in teaching. An important contribution of teacher education is its development of teacher's abilities to examine teaching from the perspective of learners who bring diverse experiences and frames of reference to the classroom. It is important to recognize that, Teacher Educators and Training Graduates are becoming more knowledgeable of Information and Communication Technology outcomes (ICTs), they continue to have knowledge or skill with which to integrate those technologies into their teaching practice. This paper discusses and outlined the importance of developing Techno-pedagogical skills in Teacher Education.

Introduction

“Education is not the filling of a pail, but the lighting of a fire.”

Education may be defined as a systematic process of determining the extent in which the objectives are achieved by the public. According to Tagore, “Education is that which does not merely give us information but makes our life in harmony with all existence.” As the twenty-first century approaches, the literate citizen is increasingly expected to use computer technology to access and manipulate information. Knowing how to manage electronic information from an ever-widening array of resources and in proliferating formats is essential. The education system was now witnessing a paradigm shift from the traditional chalk-and-board teaching methodology to digitizing the pedagogical approach through technical devices. A transformation would not only increase the capability of the teachers but would also widen the knowledge base of students so as to make them competitive in the international arena. Therefore the technology orientation needs to improve in order to equip themselves to face the students belong to the digital era and also to face the challenges in the modern classroom.

Techno-Pedagogy

Techno-Pedagogy decides whether an Education media product is successful or not. Pedagogy refers ‘Science and Arts of teaching’. Techno derived from Latin word ‘Texere’ means ‘weave or construct’. Techno-Pedagogy refers to weaving the techniques of teaching into the learning environment itself. Education Technology provides approximate designing learning situations, holding in view the objectives of the teaching and learning bring the best practices/means of instructions which effect on learning

Techno-Pedagogical Skills Improve Quality of Education

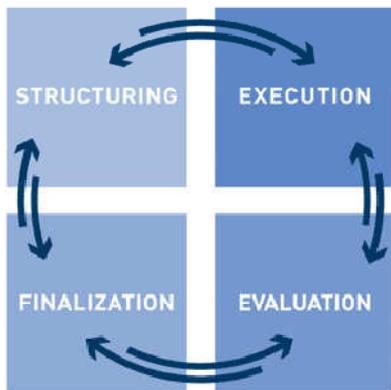
Acquiring techno-pedagogical proficiencies will make teaching and learning a pleasurable exercise as it would lessen the pressure on the teachers and enable the students to delve deeper into domain of knowledge. Technology had made inroads into every sphere of human activity, including the field of education. It had totally transformed the face of didactic teaching and brought about far reaching changes in the way in which knowledge was being shared. As the Teachers knew the significance of technology as it had made easier for students to understand. When it came to teaching theories, the Teachers should give up the mechanical approach and make it interesting by simulating problems and finding solutions to such imaginary issues. In such a context, the terms “pleasure and pressure” should not get blurred and the distinction could be kept intact if the teachers with appropriate techno-pedagogical skills make teaching a “pleasurable” experience without feeling much of “pressure.”

Importance of Techno-Pedagogical Skills for Teacher Educators and Training Graduates

Teacher Education holds the most crucial position and helps in the success of any educational system. A teacher educator is the topmost academic and professional person in the educational pyramid who shapes the future teachers and the onus of quality of teachers therefore rests on the teacher educators themselves. Technology is a broad and constantly changing skill-set required of faculty, and selecting the appropriate techno-pedagogical strategies to effectively engage students in the content is a separate skill-set. Media literacy influences student development, and developing a critical analysis of media consumption is an important skill for students. In understanding how technology and media intersect with learning, consider the compatibility between theories of technology and education, and how that relates to the content. There is a need for Teacher Educators and Training Graduates, as well as the institutional

level, to identify and articulate the occupational realities when technology and competencies intersect, while understanding and communicating how technological resources and strategies can engage students and enhance student learning.

Developing Techno-Pedagogical Skills in Teaching-Learning Process



The Technological Pedagogical Content Knowledge is a collaboratively developed framework of scholars and researchers seeking to conceptualize and clarify the competencies that evolve from the intersection between pedagogy and technology. Investments in new and interactive technologies in education require both the technical and pedagogical skills to use them. Instruction takes place in an innovative online learning environment where teacher educators and training graduates explore technology, learn technical skills, evaluate the appropriateness of various technologies in their subject areas, and devise creative and meaningful approaches to incorporating technology into sound pedagogy. The focus is on developing both the technological skills and the critical and reflective thinking skills necessary to continue using the most up-to-date technologies in the classroom. Therefore, in order to provide targeted and appropriate professional development and

support for faculty, the Center for Teaching Excellence uses the Technology, Pedagogy and Content Knowledge (TPACK) framework for identifying interrelated competencies related to teaching with technology. New technologies can create new, open learning environment in which the instructional role can be shifted from a teacher-centered to a learner-centered. Teachers move from being the major source of information and deliverers of knowledge to co-learners and collaborators.

Teacher Competences and Training Guidelines

Teacher education has centred on questions of how best to help teachers to integrate technologies into their classroom practice. The crucial role of teacher education in developing teachers' awareness of technical and pedagogical affordances of tools and resources, as well as their ability to use them effectively in the classroom. These abilities have been referred to as "techno-pedagogical skills" or "techno-pedagogical competences".

Conclusion

Education plays a vital role in enriching the society and human resource. Teacher educators and training graduates can play an effective role only if they are prepared in a creative, resourceful and efficient manner to use techno-pedagogical skills to nurture the students as per the demand of the changing times. Teacher educators and training graduates must also adapt and change and be familiar with using emerging technologies that can encourage student participation. Teaching with use of modern technical facilities enhances student's knowledge and improves the teaching-learning process in this fast changing complex world.

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WEB BASED TECHNO- PEDAGOGYIN TEACHING LEARNING PROCESS

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Abstract

21st century rightly called the "Technological Century" where globalization and communication technologies have caused the growth of each other and have influenced one another in complex and multiple ways. New trends in education have also come about and new challenges have been thrown up to reckon with. At the same time there is an indisputable need to maintain continuity, change and growth. Society has been credited with creating technology, but technology is simultaneously creating society. These observations would also suggest the technologist beginning to exercise a benevolent tyranny over humankind. People have become 'Compulsive Information Consumers' who favor the passive reception of information as a form of entertainment. The nature and applications of computer technology continue to expand rapidly the range of resources available for any subject - specific learning. Telematic (computers connected to network) revolution has brought in revolutionary transformation and difference in the lifestyle of people. No area is left untouched by information technology. The emerging technology incorporates the group qualities of interactive, classroom-based learning while providing individual student the flexibility to participate in an educational programme at his/her own time and place. Conducive to self-learning, the technology seems to provide a viable, cost-effective solution to the dilemma of delivering education to remote areas. The world has now entered an information age and the developments in communication, information and technology have opened up new vista in higher education so as to meet the demands of information explosion, fast changing nature of occupation and lifelong education. The most recent impetus to microprocessor development is the Internet, particularly the World Wide Web. Internet is considered as a technological social and cultural phenomenon that has brought out fundamental changes in handling the information that is useful for education and research. This article dwells on how web based technology helps in improving the quality of education.

Key Words: Globalization, World Wide Web, Computer Assisted Instruction, Web-Based Learning, Web-Base Teaching

21st century is an age of knowledge explosion and exploration. Rapid progress in computer technology has invaded the arena of education. Technology has a significant effect on the education system for many years. In recent years there has been a groundswell of interest in how computers and the internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non formal settings. Now ICT is playing remarkable role in the education sector. Earlier, computers education concentrated on individual instruction involving Computer Assisted Instruction (CAI). But the recent developments in education technology call for a more holistic and integrated models and approaches to the educational process. The new instructional technologies have brought about changes in pedagogy and curriculum content, and have been instrumental in increased academic productivity and teaching effectiveness. Techniques like electronic lectures, collaborative learning and teaching, tele- teaching, student self-assessment through automated interactive online testing, use of digital resource libraries and the Internet and World Wide Web are the educational tools and techniques of the future. As we know, the teaching learning technology has progressed from classroom lectures to seminars to videodiscs and CD-ROMs to web-based training and wireless communication through various learning objects. Learning objects include CDs electronic books (e books), electronic journals (e- journals), audiovisual aids etc. Improving the quality of education is a critical issue, particularly at the time of educational expansion. Web based activity can enhance the quality of education in several ways; by increasing learner motivation and encouragement, by facilitating the acquisition of basic skills and by enhancing teacher education also.

The World Wide Web

WWW consists of "graphic and text files published on the internet that offer clickable links to other pages and sites". It is a rich storehouse of information "virtual reference library on the net". The chief advantages of the web for the online learners are:

- Variety of colorful and attractive textual and graphic materials with animation
- Authentic language in real contexts
- Provision for interaction on the part of the learner.
- Continuously updated learning material.

Web-Based Learning (WBL)

Generally web-based learning, e- learning uses streaming media, text, and graphics to develop exciting learning environment that is deployed right on the user via the internet. It's great way to e- learning for the large group of people scattered across the globe, but it can present the same deployment challenge that the audience encounters in dial-up

connection. Web-based learning can supplement or replace traditional distance educational opportunities, which have been provided in the past through postal correspondence, printed material and television. The move to online education via Internet is likely to substantially reduce the cost of education, thereby creating new learning opportunities for students and researchers throughout the world. The internet is rapidly becoming a new source of information in the classroom and provides an unparalleled opportunity to a vast amount of informational resources. It is being used to enhance the educational experience of the students as well as to stimulate interaction activities using e-mail. Teaching is no more confined to four walls with rows of desks facing an authoritative podium. E-mail is the most basic form of communication on the internet and by far the most popular one used in education and research. It also facilitates communication from one person to another in the form of non-interactive transmission of text, data, graphics, etc. It is very fast, confidential and instills a sense of connectedness. The message is received within a few seconds irrespective of the distance between them. Documents can also be attached to e-mail message.

Web-Based Teaching (WBT)

According to Aggarwal (2000), during the past two decades, telecommunication technologies combined with Web-enabled technologies have created a new technology-based focus called Web-based teaching and learning. This new area has changed the concept of education around the world, creating new challenges and opportunities offered by this new technology-based concept. Web-based teaching technology can be utilized to enhance the teaching and learning environment (Fulantelli *et al*, 1999). There is little doubt that the World Wide Web is the most successful educational tool to have appeared in a long time. It combines and integrates text, audio, and video, with interaction amongst participants. It can be used on a global scale and is platform independent. While largely an asynchronous medium, it can also be used for synchronous events. It is not surprising, therefore, those trainers, distance education provides and teaching institutions at all levels are increasingly using the web as a medium for delivery (Keegan, 2002).

One way of using the web for supporting teaching and learning is to simply transfer aspects of one's normal practice as a teacher onto the medium of the web. For example, at the most basic level course content such as course notes, lecture notes and administrative detail can simply be posted on the web, and at a more complex level, relevant web-based resources can be linked to course notes and lecture notes to form interactive learning materials. Discussion groups can also be set up using web-based conferencing software; students can be required to produce assignments on the web; and multimedia simulations can be made available via the web (Maddux, 1999). By using the web as a delivery or communication method as mentioned in the instances above, teachers actually make learning easier and more flexible for students to gain access to learning opportunities and resources. However, the standard processes of teaching and learning in higher education remain the same as teachers continues to direct what is to be taught, in what sequence, and how. That is the content of learning remains under the teacher's control (Martin, 1998).

In web-based teaching courses, the role of teacher changes from that of instructor to that of a facilitator. They need to be competent in using computers and in accessing the Internet. They got to learn how to operate and design web-based teaching courses, as well as generate and disseminate knowledge and information through web-based teaching (Newton *et al*, 1998). They should be encouraged to plan curricula, discuss innovative instruction methods, and exchange ideas with other teachers, either within or outside their institutions. Furthermore, they need to provide instructional resources and materials which they help students to access. Finally, they may need to guide and facilitate students' critical and creative thinking in a collaborative learning environment (Aggarwal, 2000).

Impact of Web-Based Teaching

With Web-Based Teaching, course materials for traditional classroom courses can be delivered on the web. These materials can be updated frequently and can even be interactive. Since the course material is always available, there is no longer a need for students to incessantly take notes in class. Students who are shy to speak up in class can use the web technology to foster better dialogue with their teachers by asking questions related to the subject taught through the e-mail, discussion group, etc. The privacy and individual attention afforded by a computer can relieve some students of the embarrassment of giving an incorrect answer publicly or of going more slowly through lessons than other classmates. The simple act of making the learners aware of the learning objectives, including the criteria for evaluation and the conditions under which they will be evaluated, helps them develop confidence. WBT courseware can free teacher time from some classroom tasks so that a teacher can devote more time to individual students (Johnson, 1991).

WBT provides perhaps the best opportunity for student self-guided learning. It is self-paced and self-planned, with the students themselves choosing their own paths through the mass of information encompassed by the package. Successful use of such packages will increase students' knowledge as well as require them to develop other important skills, such as self-assessment and planning of studies, information technology, skills, creativity and self-motivation (Rosen, 2000). Interactive web-based courseware represents a move towards active learning, that is, student self-guided teaching and

can be used as a constantly available learning resource for students. Conducting a class with WBT can free-up some of the teachers' curriculum time for developing more web-based courseware. The web can also provide information resources that are very current and that might otherwise be difficult to find. Teachers and students can communicate via the web with other students, teachers and experts in a particular field online conferencing, e-mail, newsgroups and chat rooms (Newby, 2000). Students and teachers can access valuable resources and a wealth of up-to-date information located far beyond the walls of the college building. This information is available on the Web in the form of databases, documents, government information, online bibliographies, publications and computer software. Students and teachers alike will need to develop skills that will enable them to effectively wade through all of the possibilities to find which is most relevant and determine its quality. Here are a few examples of how the unlimited information can be accessed to enhance students' learning experiences (Newby, 2000):

- Monitor current events through online newspapers and magazines. The web allows students and teachers to get up-to-the minute information on critical news stories from a variety of sources. Besides, students can also access and read what their local newspapers have to say about some current event and immediately compare that with what is being written by the national news organisations and those from countries around the world.
- Finding information on what to teach and how to teach is now easy. Databases of teaching methods, instructional strategies, and lesson plans are now readily available and accessible on the web to give ideas to both new and experienced teachers.

The web is a quick and inexpensive method for sharing ideas. Students' work and teachers' teaching ideas can be posted on the web for people around the world to read. Many schools, teachers, and students have their own home pages nowadays. An increasing number of schools and colleges are using the web to post their students work for public viewing. This idea can be very motivating to the students and posting students' hypermedia projects to the web gives parents, grandparents and members of the community an opportunity to keep tabs on what is happening in the school and college. Students and teachers development of web pages offer many opportunities for classroom activities (Newby, 2000).

Advantages and Disadvantages of Web-Based Teaching

Advantages

WBT courses provide students with access to resources and expertise outside their own institution. No space or time restrictions are present in a virtual course. Web-based materials are easily distributed across multiple platforms; they can be accessed by Apple Macs or IBM PCs. The technology is relatively easy to use. Sources are available across the entire web. Web-based materials are easy to update, providing student access to current information. The web provides a student-centered learning environment and a variety of learning opportunities can be provided to accommodate learning style differences (Martin, 1998). WBT is a powerful solution to many of the issues that confront teachers in secondary and higher education such as the need to innovate in course delivery and to accommodate increasing number of students, sometime at physically distant sites, without an associated increase in resources. On-line, interactive WBT delivered via the World Wide Web (WWW) is a dynamic open learning resource that has many, advantages over pre-authored, fixed platform CAL packages. Besides being of advantage to students, such system also provides powerful and flexible tools for course administration (Cann, 2000). Web-based type of courseware has many advantages, those including:

- They are available outside normal class hours with limitations only by necessary security arrangements. They are also available to students any where on any computer platform.
- They allow self-administered learning/revision/assessment and students can learn at their own pace, with no direct teacher involvement.
- They provide visual images which are important elements in many subject areas. The visual images are a mix of diagrams, full colour images and text with interaction by means of hypertext indicators.
- They allow selectivity. Hypertext enables individual students to either concentrate on a particular topic or browse more widely through the subject.
- Last but not least, they allow adaptability. Unlike expensive CD-ROM materials, which are platform-restricted and liable to become rapidly outdate, in web-based courseware new CAL material can be easily incorporated and present materials can be updated.

Disadvantages

Courses may focus on the technology rather than the content. Web-based course materials may be time consuming for teachers to develop. Teachers must change their mindsets and accept a new teaching paradigm, that is from teaching to facilitating and managing learning rather than disseminating of information. Some students are techno phobic just like some teachers. The active learning required by web-based course activities may be difficult for students conditioned by prior courses

to be passive. Copyright violations may be easier to commit on the web and are certainly more public. Students without web access are excluded. The financial cost incurred to access the internet and to use the computer could be very high and it varies from institution to institution and from individual to individual (Martin, 1998).

Web Authoring Tools for Developing Instructional Materials and their Strengths and Weaknesses

- Today's web authoring tools can give anyone, from an experienced coder to a relative novice, the power to build an interactive, animated, state-of art web site suitable for anything from a personal Web page to a midsize business site. An authoring tool is software that lets us create CAL courseware without the need for high-level programming. There are many authoring tools available and it may be difficult to know which one to choose. Some are expensive, so it is important to choose carefully to avoid a costly mistake. Important tools are classified into three categories as low-end, medium-end and high-end authoring tools are listed below under each category.
- **Low - end authoring tools:** A low end authoring tool contains only the basic features that are necessary for creating Web pages. They are Adobe Page Mill, Altrax the web publisher, Drumbeat, Net Objects Fusion, Homes!- Hot Dog professional, HoT Metal PRO,HTML Assistant Pro, Hyper Studio and Microsoft Front Page Editor 2000.
- **Medium - end authoring tool:** A medium end authoring tool contains some advanced features (not available in the low end authoring tool) for creating multimedia content in web pages, E.g. Macromedia Author ware Professional.
- **High - end authoring tools:** High end authoring tool is more efficient than the low and medium end authoring tools. It has more sophisticated features for creating web-based courseware and e-learning environment. Some of these high-end tools have developed using the low end tool (e.g. FrontPage) to be integrated into their web authoring tools (e.g. Blackboard). They are Dream weaver 4, Tool Book II Instructor, Director, Blackboard 5 and Course Builder

Conclusion

We are on the road to a big leap in higher education. Many universities and colleges are heavily investing in multimedia technologies, computer, CD-ROMs Internet, and high speed networks (ISDN). With the emergence of relatively cheap multimedia delivery systems, many universities in developed and developing countries started their distance education programs. Although multimedia courseware is originated on standalone platforms with custom configurations, the internet has solved several problems and delivering multimedia content across networks. Multimedia technology provides major benefits over conventional teaching for the distributed learning:

- Less instructional cost and reaching more students in less time.
- Provides effective institution learning.
- Multimedia courseware prepared by a single source can be utilised by many users.
- Large number and geographically diverse population can participate in the distributed learning.
- Lower cost of instruction.
- Improved learning.
- Anybody can access these instructional materials from any place and time.
- Universities, business houses, hospitals, transports, government offices, etc., to train or educate.
- Encryption provides the security to authorized learners and protects data.
- Multimedia courseware allows students to interact with the instructor almost real time with the help of new technologies. The web is emerging as the global distributing multimedia courseware for distance learning.

With the emergence of computer TVs, online educational institutions, virtual schools, colleges and universities will be able to provide instruction at home to all the people (including rural areas) in a much more cost effective way.

Finally, the observation of Manoj Kumar (2008) 'the education is one of the most important inputs that influence the all round development of any nation-economic, physical, social, cultural ethical and spiritual. With General Agreement on Trade in services (GATS) becoming fully operational under the WTO regime it will be difficult for India to survive as a nation without developing our intellectual knowledge through diligent monitoring expansion, strengthening with new technologies and reorientation of our educational system as per the ever-increasing demands of the market' is really a timely reminder that cannot go unnoticed. As web-based education has become so exiting and enjoyable in the present day digital world, Xingfu Ding (2002), China's eminent distance education expert puts a question to the world of educationists "Will the web-based teaching and learning become the only form of education and training in the future

instead of the face-to-face provision in the past several centuries?" however, our answer to Ding's optimistic question is partly yes.

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INTERVENTION STRATEGIES TO IMPROVE PROFICIENCY IN LEARNING AMONG PRIMARY SCHOOL CHILDREN IN INCLUSIVE SCHOOLS

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Learning to read is one of the most important skills a child must acquire during early elementary grades; this language-based task is difficult for many children to learn. Reading is a complex behavior that relies heavily on cognitive and linguistic aspects (Swank & Catts, 1994). Reading is a language-based skill and is highly dependent on an individual's language abilities; therefore without adequate language skills reading could not sufficiently develop (Gillon, 2000). Since English is a language that relies a great deal on grapheme-phoneme relationships, children need to have a strong phonological awareness structure in order to learn this correspondence and to be able to decode unfamiliar words, therefore children with phonological awareness deficits are more likely to demonstrate reading difficulties (Bird, Bishop & Freeman, 1995).

Skills Involved in Phonemic Awareness

Phonemic awareness relates to the ability to distinguish and manipulate individual sounds, such as /f/, /□/, and /t/ in the case of foot. The following are common phonemic awareness skills practiced with students:

Phoneme isolation: which requires recognizing the individual sounds in words, for example, "Tell me the first sound you hear in the word paste" (/p/).

Phoneme identity: which requires recognizing the common sound in different words, for example, "Tell me the sound that is the same in bike, boy and bell" (/b/).

Phoneme substitution: In which one can turn a word (such as "cat") into another (such as "hat") by substituting one phoneme (such as /h/) for another (/k/). Phoneme substitution can take place for initial sounds (cat-hat), middle sounds (cat-cut) or ending sounds (cat-can).

Oral segmenting: The teacher says a word, for example, "ball," and students say the individual sounds, /b/, /□□/, and //.

Oral blending: The teacher says each sound, for example, "/b/, /□□/, //" and students respond with the word, "ball."

Sound deletion: The teacher says word, for example, "bill," has students repeat it, and then instructs students to repeat the word without the first sound, "ill".

Onset-rime manipulation: which requires isolation, identification, segmentation, blending, or deletion of onsets (the single consonant or blend that precedes the vowel and following consonants), for example, j-ump, st-op, str-ong.

Strategies to improve Proficiency in Learning

Research indicates the following strategies are very effective for the primary school students to master in learning language skills.

Instructional Methodology

Providing optimal instructions will ensure their success and confident in learning.

Scaffolding

Providing individual instructional modification which will suit all the learners (even for backward students) and it is necessary to help them to learn a new task to cop up along with advanced learners.

Step by step Stratagem

For the difficult concept, multi academic operations like writing a long essay breakdown the essay in to simple paragraph or make it with points will help the to acquire skills. The steps can be written in the poster or in handouts will help the students to refer and to memorize easily.

Modeling & Demonstration

Model and demonstration will help to explicit strategies to learn academic material or to complete the assignments. But for these strategies should provide under the supervision to understand the concept clearly.

Giving Feedback

Provide enough opportunities to complete the task, after completion of the task need to provide immediate feedback and encouragement. Also the promoting and guidance is helpful necessary to perform the skill correctly.

Providing Opportunities for Drill and Practice to Reinforce Weak Skills

After the students become more skillful in their new skills give them opportunities to work independently, and the frequent drill and practice will strengthen the weaker skills. If possible allow the students to practice in groups through play way method. Assign topics for assignments.

Talk-Through Activities

After successfully learned the skills set up activities for them to complete and ask the students "Talk" through a activity as a group activity.

Periodic Review

Soon after the mastered in a particular skill the teacher can move them to a more advanced taining goal. It is necessary to have a periodical review is often needed to sharp the academic skills.

Progress Monitoring

Teachers can verify the students learning progress to measure the progress on regular basis by providing assignments, demonstration activities and by talk through and problems solving activities and etc.

Final Thought

Research studies indicated positive correlation between developments of phonetic skills and reading level among school children with low achievers, average achievers and high achievers. This may also enhances development of appropriate communication skills in English. It is the responsibility of the teacher to plan the individualized educational plan to achieve cent percent inclusion of these children in the class.

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TECHNO-PEDAGOGY IN TEACHING AND LEARNING

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Introduction

Education plays a vital role in enriching the society and human resource. Teachers and students can play an effective role only if they are prepared in a creative, resourceful and efficient manner to use techno-pedagogical skills to nurture the students as per the demand of the changing times. Teachers and students must also adapt and change and be familiar with using emerging technologies that can encourage student participation. Techno-Pedagogy decides whether an Education media product is successful or not. Pedagogy refers 'Science and Arts of teaching'. Techno derived from Latin word 'Texere' means 'weave or construct'. Techno-Pedagogy refers to weaving the techniques of teaching into the learning environment itself. Education technology provides approximate designing learning situations, holding in view the objectives of the teaching and learning bring the best practices/means of instructions which effect on learning.

Techno pedagogy, there are three areas of knowledge, namely: content, pedagogy, and technology. Content is the subject matter that is to be taught. Technology encompasses modern technologies such as computer, Internet, digital video and common place technologies including overhead projectors, blackboards, and books. Pedagogy describes the collected practices, processes, strategies, procedures, and methods of teaching and learning. It also includes knowledge about the aims of instruction, assessment, and student learning. Techno pedagogical knowledge is an understanding of how teaching and learning changes when particular technologies are used. This includes knowing the pedagogical affordances and constraints of a range of technological tools as they relate to disciplinarily and developmentally appropriate pedagogical designs and strategies. Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Technology encompasses modern technologies such as computer, Internet, digital video and commonplace technologies including overhead projectors, blackboards, and books. Pedagogy describes the collected practices, processes, strategies, procedures, and methods of teaching and learning. It also includes knowledge about the aims of instruction, assessment, and student learning.

Need and Importance of Techno Pedagogy Skill

- Today the techno pedagogical competency is very much needed for teachers in teaching and learning process, as it facilitates effective teaching and learning. The techno pedagogical competency is nothing but the ability of the teachers to make use of technology effectively in teaching. The teachers develop techno pedagogical competencies then they may try to make use of this often in teaching and it will in turn make the learning process simple and effective.
- Techno pedagogical competency needs to be improved in order to equip teachers to face the students. Every teacher should know how to use technology, pedagogy and subject area content effectively in their daily classroom teaching. It is clear that merely introducing technology to the educational process is not enough. One must ensure technological integration since technology by itself will not lead to change. Rather, it is the way in which teachers integrate technology that has the potential to bring change in the education process. For teachers to become fluent in the usage of educational technology means going beyond mere competence with the latest tools to developing an understanding of the complex web of relationships among users, technologies, practices, and tools.
- Pedagogical knowledge is deep knowledge about the processes and practices or methods of teaching and learning and how it encompasses, among other things, overall educational purposes, values, and aims. This is a generic form of knowledge that is involved in all issues of student learning, c, lesson plan development and implementation, and student evaluation. It includes knowledge about techniques or methods to be used in the classroom; the nature of the target audience; and strategies for evaluating student understanding.
- A teacher with pedagogical knowledge understands how students construct knowledge, acquire skills, and develop habits of mind and positive dispositions toward learning. As such, pedagogical knowledge requires an

understanding of cognitive, social, and developmental theories of learning and how they apply to students in their classroom.

- Pedagogical knowledge is the set of skills that teachers must develop in order to manage and organize teaching and learning activities for intended learning outcomes. This knowledge involves, understanding how students learn, understanding of classroom management activities, the role of student motivation, lesson planning, using teaching and learning instructional aids and assessment of learning.

Conclusion

Teaching with use of modern technical facilities enhances student's knowledge and improves the teaching-learning. Students become more responsible. Technology helps students take more control over their own learning. They learn how to make their own decisions and actually think for themselves. Techno pedagogical skills helps the teachers prepare students for the real world environment. As our nation becomes increasingly more technology-dependent, it becomes even more necessary that to be successful citizens.

ACHIEVEMENT GAP ANALYSIS AMONG B.ED TRAINEES IN MADURAI DISTRICT

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Abstract

The study examines how the B.Ed students fulfill the achievement gap now a days because at present the students are unable to fulfill the achievement gap due to family circumstance, physical barriers and some other barriers in this paper we are going to see about the particular barriers in the name of 'ACHIEVEMENT GAP ANALYSIS AMONG B.ED TRAINEES'

Introduction

Closely related to learning gap and opportunity gap, the term achievement gap refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students, such as white students and minorities, for example, or students from higher-income and lower-income households.

Statement of the Study

The investigator thought of conducting the present study entitled "achievement gap analysis among B.Ed trainees in Madurai district".

Objectives of the Study

1. To find out the level of achievement gap analysis among B.Ed trainees with respect to gender b) Locality c) discipline d) Martial status
2. To find out whether there is any significant difference male and female in the achievement gap analysis among B.Ed trainees with respect to in terms of gender b) Locality c) disciplined) marital status e) percentage analysis in their UG f) father's Education

Hypotheses of the Study

1. The level of achievement gap analysis among B.Ed trainees with respect to a)gender b) Locality c) discipline d)Martial status
2. There is a significant difference male and female in the achievement gap analysis among B.Ed trainees with respect to in terms of gender.
3. There is a significant difference rural and urban in the achievement gap analysis among B.Ed trainees with respect to in terms of Locality.
4. There is a significant difference Arts and Science in the achievement gap analysis among B.Ed trainees with respect to in terms of discipline.
5. There is a significant difference married and unmarried in the achievement gap analysis among B.Ed trainees with respect to in terms of martial status.
6. There is a significant difference among percentage analysis in their UG for the achievement gap analysis among B.Ed trainees.
7. There is a significant difference among percentage father's Education in their achievement gap analysis among B.Ed trainees.

Review of Related Literature

Jeynes, William H.(2015) a study conducted on A Meta-Analysis on the Factors That Best Reduce the Achievement Gap. A meta-analysis was undertaken to determine the factors that are most related with reducing the achievement gap. The meta-analysis included 30 studies that examined attempts to bridge the achievement gap between White students on one hand and Black and Latino students on the other. The results indicate that several factors are associated with a reduced achievement gap that could help bridge the gap. A number of these factors go beyond the bounds of the school. These findings suggest that social scientists may need a broad and multidisciplinary approach to the achievement gap, in which they consider a variety of factors can potentially reduce the gap. In addition, the results suggest that social scientist may consider combining educational, psychological, and sociological factors to develop a more comprehensive approach to narrowing the achievement gap. The significance of these results is discussed.

Methodology

Population the Study

The population for the study consists of all B.Ed. trainees in the academic year 2016-18 Thiagarajar college of preceptors, Madurai district, under the Tamil Nadu teacher Education University, Chennai.

Sample for the Study

The investigator has used stratified random sampling technique. all B.Ed. trainees in the academic year 2016-18 Thiagarajar college of preceptors, Madurai ,under the Tamil Nadu teacher Education University, Chennai. The investigator selected randomly 50 B.Ed trainees are randomly selected in Thiagarajar College of preceptors, Madurai.

Tools Used in the Present Study

As the study aims at the achievement gap analysis among B.Ed trainees, the investigator has used the Achievement Gap Analysis scale (AGAS). The investigator himself has developed the tool, with the help of the guide Mr. C.Muthukrishnan.

Scoring

The Achievement Gap Analysis scale (AGAS) consists of 15 objective type questions. There is no right or wrong answers to these questions. Each answer mentions Achievement Gap Analysis. Students' selection of the 1st, 2nd, 3rd and 4th options for item indicates 1. Strongly Agree 2. Agree 3. Disagree 4. Strongly disagree correspondingly and the scoring / the mark allotment are 3, 2, 1 and 0 respectively.

Academic Achievement

The investigator collects the students' marks in their UG examinations in all the subjects.

Data Analysis

Statistical techniques are necessary for understanding of the general trends and group characteristics from a variety of individual characters. The investigator has used following statistical techniques for analysis of data. Mean Standard deviation:, 't' test, ANOVA Pearson's Product Moment Correlation

The Level of Achievement Gap Analysis among B.Ed Trainees With Respect to Background Variables

Table .1 Level of Learning Styles of X Standard Students

Background variables		Low		Moderate		High	
		N	%	N	%	N	%
Gender	Male	8	30.7	11	42.3	7	26.9
	Female	4	16.6	11	45.8	9	37.5
Locality	Rural	6	23.07	11	42.3	9	34.6
	Urban	6	25.0	11	45.8	7	29.1
Discipline	Arts	2	10.0	11	55.0	7	35.0
	Science	10	33.3	11	36.6	9	30.0
Marital status	Married	7	25.9	11	40.7	9	33.3
	Unmarried	5	21.7	11	47.8	7	30.4

Inferred from the above table that B.Ed students have 30.7% of low, 42.3% of moderate and 26.9% of high level of achievement gap.

19.0% of low, 63.0% of moderate and 18.0% of high level of Logical Learning Styles.

18.0% of low, 64.0% of moderate and 18.0% of high level of Spatial Learning Styles.

13.5% of low, 70.5% of moderate and 16.0% of high level of Musical Learning Styles.

Null Hypothesis

There is no significant difference achievement gap analysis among B.Ed students with respect to background variable in term of, Gender, Major Locality and Marital status

Table 2 Significant Difference Achievement Gap Analysis among B.Ed Students With Respect to Background Variable in Term of, Gender, Major Locality and Marital Status

Background variable		N	Mean	SD	Calculated 't' value	Table value	Remarks at 5% level
Gender	Male	26	29.92	10.42	2.43	1.96	S
	Female	24	22.58	10.91			

Major	Arts	20	20.90	10.72	3.07	1.96	S
	Science	30	30.07	10.29			
Locality	Rural	26	30.77	9.412	3.12	1.96	S
	Urban	24	21.67	11.18			
Martial status	Married	27	31.15	9.34	3.14	1.96	S
	Unmarried	23	20.83	10.72			

It is inferred from the above table that the calculated 't' value 2.96 which is greater than table value 1.96 at 5% level of significance. Hence null hypothesis is rejecting. Thus, the result is that there is significant difference between male and female of B.Ed students in their Achievement gap analysis. The mean of male students is (29.92) and female students are (25.58). So male students are better than female students in their Achievement gap analysis. It is inferred from the above table that the calculated 't' value 2.51 which is greater than table value 1.96 at 5% level of significance. Hence null hypothesis is rejected. Thus, the result is that there is significant difference between Arts and science of B.Ed students in their Achievement gap analysis. The mean of science students is (30.07) and Arts student is (21.67). So Rural students are better than urban students in their Achievement gap analysis. It is inferred from the above table that the calculated 't' value 2.88 which is greater than table value 1.96 at 5% level of significance. Hence null hypothesis is rejected. Thus, the result is that there is significant difference between Rural and Urban of B.Ed students in their Achievement gap analysis. The mean of rural students is (30.77) and urban students are 21.69. So Rural students are better than urban students in their Achievement gap analysis.

It is inferred from the above table that the calculated 't' value 2.88 which is greater than table value 1.96 at 5% level of significance. Hence null hypothesis is rejected. Thus, the result is that there is significant difference between Married and Unmarried of B.Ed students in their Achievement gap analysis. The mean of Married students is (31.15) and Unmarried students are (20.83). So Married students are better than Unmarried students in their Achievement gap analysis

Null Hypothesis –1.3

Interpretations

The 't' test reveals that so male students are better than female students in their exposure to achieve the gap. This may be due to the fact basically the boys are having more responsibility and interest to achieve the aim and goal, so the male students are better than female students in using social media chatting, calling, sharing links, liking links etc.,

The 't' test reveals that so rural students are better than urban students in their exposure to achieve the gap. Rural student's parents given more opportunities to achieve the aim and goal than urban students. The 't' test reveals that the science students are better than arts students to achieve the gap. This may be due to the fact that parents of science students are educated and sophisticated better than arts student's parents. The science students easy to understand the concept and using the content in the right time. So science students are far better than arts students to achieve the gap. The 't' test reveals that the unmarried students are better than married to achieve the gap. This may be due to the fact that unmarried student's parents are given more support to their golden achievement

Recommendations

1. The students must study properly and they should attain all the aims
2. They have to know to use ICT in their regular classes.
3. The teachers must be supported students achievement in their classroom.
4. There should be followed standard curriculum by the university.
5. The students must concentrate on their university examinations and should get more marks.
6. They should avoid unwanted things from their regular life.

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UNIVERSAL PROBLEMS IN TEACHING AND LEARNING

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Introduction

Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things.

Teaching it means to following

- T-Transfer knowledge
- E-Enlightness with the present living conditions
- A-Aligns with portion and real life
- C-builds Character
- H-offer Heading touch
- I –Involvement with the students in studies
- N-Nurturing the thought into reality
- G-Giving a final shape

Learning is the process by which behaviour is originated or changes through practice and training. Teachers and Students are facing many problems while learning and teaching.

Problems and solution in teaching:

Lack of Motivation

- Teachers play extremely crucial role in shaping the young mind, during the FORMATIVE years, starting from pre-primary to secondary school, and yet most societies in the world, do not position. School teachers, at a level that they deserve, in laying foundation to the future society-under-positioning of the role of school teachers, leads to lower motivation culminating into reduced level of passion/commitment
- In normal classes, the teacher should not follow the motivation, actions and only the tanning teachers must be uses the motivation method.

Solution

All teachers should give some motivation to the students before they start classes.

Pace of Change in Technology

Word is changing at a rapid pace and there's a need for teachers to learn as well, for instance, new way of teaching or engaging with subject using technology. In this experience, most school teachers are not updated to engage with student of today. The students are born in an environment that is for more information intensive than ever before and unless teachers are capable to comprehend the latest, they cannot enable student in learning for future.

Solution

Every teachers know the modern technology. So they want to learn, how works, how to use and how to teach by technologies like computers, smart class and interactive white board.

Challenges Related to Teaching Materials

This challenges as one of the biggest problems when teaching children with.

- The teacher normally use the locally made teaching materials in our environment. Many teachers doesn't use the teaching arterials. The nice way teaching materials are very expensive to buy ,pupils need to have good and big pictures, books, audio and video teaching aids and much variety of toys to play with the local made materials are sometimes less attractive to pupils even though teacher still used them a lot.
- The government does not give any support to buy the teaching materials needed for education.

Solution

As teachers have to be creative in one way for another. Teachers must do try the best teaching materials. Teacher use wood, plastics, papers, claysoil, tins, and physical things such as fruits as teaching materials to help their learn. The government give any support to buy the teaching materials.

Lack of Classroom and Poor Learning Environment

The good classrooms are very important for children with a developmental disability. Classroom is very small. It is not easy for children to move around freely. The classroom has few desks. Some students sit on the floor. The blackboards are bad, the windows are wide open without any noise protection and the classroom does not have ceiling boards when the sun is hot. It is difficult for the teaching in classroom.

Solution:

The classroom environment is good for the teaching and learning process, especially teaching children with such special needs. Some parents of children to donate if they are able to the churches and different NGOS (Non – Governmental Organizations) support to help maintain the school buildings and give facilities.

Curriculum structure

The curriculum is prepared by the ministry of education(MOEC).This curriculum is top-down centered, meaning that the teachers do not have any decision making power. In many cases the standard of textbooks is not up to the mark. Textbook preparation was nationalized long back. There is very little innovation in the content Of books, their print and illustrations. The students are made to read storie4s,essays and biographies but they cannot speak or write simple sentences in second language practicing teachers should be consulted and involved in text book preparation.

Solution

Our curriculum is very rigid and this affects us teachers. Regardless the teacher always try to do what is best for our students. The teacher try to be more flexible with the way they teach our pupils by using the curriculum.

Problems and Solution in Learning:

Financial problems:

Under developed nation majority of our people are living on the poverty line that can barely make their both ends meet. They cannot afford even the negligible fees being charged in the government institution ,lot alone the books and uniform their own pockets. Majority of our young onces are child labour, they indulge in child labour not only to feed themselves but to support their families too. Students usually have to buy books, note books, notes of their course out line and transpiration expenses. They have to fear some extra expenses for that they can't ask to their parents as bunk classes and going out with fellows, buying gifts for their friends and many other activities.

Solution

Student can cope with these crisis very easily by a little effort. These are lots of home tution available for to teach students expenditures. Students can also do a part time to job which is related to their studies this would give them a practical experience of their field. This experience would be helpful in future for getting a job.

Transportation

Traffic is a very common problem .you will see traffic jams on the roads at morning and evening timing people in the buses and vans like sacks, young students climb up the roofs of the buses. Vehicle's horns never allow you to hear the voice of the person beside you. All of use face these traffic problems but there we will discuss how it create problems for students. Students who are getting late for their classes have to climb up buses as soon as possible and in this struggle something they got injuries in many incidents.

Solution

Public transporters should provide more vehicles at morning and evening times so that more and more people should be accommodated at rush hour. Government never thinks about the traffic problems of students.

Language Barrier

Our students are also subjected to very frequent changes in the medium of instruction. In the process the best they can do is to learn to read one of the languages. Majority is unable to understand what is written in the text. They memorize the text and recopy it examination. Which kills the basic aim of education. This language barrier is also caused lack of confidence among students who get education in other language. In colleges and universities the meet the students of English medium schools who speaks English fluency they lose their confident in class.

Solution

Most of the developed countries have education system in their mother languages like tamil, germany, france etc.... By educating in their mother language they do not only promote their language but also their students understand

well. As English is an international language so it should be an optional subject not a compulsory one. Because our most students cannot understand it well, they just memorize it without knowing the meaning of the text. So, the education must be in our mother language so that students can easily understand it and not only to memorize it and recopy in examination but given some knowledge and concept.

Teacher's Insincerity

This is very important common problem and nearby all the students talked about it. In our society teaching is not considered a good profession and people, who are in this profession no sincere with it. In colleges and universities mostly classes are off due to the unavailability of teachers.

Solution

The only solution of this problem is that the teacher's must be sincere to their profession and should pay their best to the student.

Co-Education

Female students face many problems as usually their family doesn't allow them to study in co-education. Most of the girls doesn't feel comfortable with co-education. It is one of the big problems faced by female student.

Solution

It's the responsibility of the government to establish separate institutes for female student, so that they can continue their education in a comfortable environment in spite of wasting their capabilities at home. In this way females can play a major role in the development of the country.

Lack of Learning Aids

Our institution lack learning aids like audio or visual aids. The only way to learn is the teacher's lecture which is so boring and dry that it is much difficult for the student to listen the teacher as a result student loose their interest in studies.

Solution

There should be audio or video aids use of different models which will increase the interest of students in their studies and leads to better understanding of things students will memorize it for a long time and they will enjoy their studies.

Conclusion

Teachers and students have many problems while teaching and learning. Now-a-days teaching through technology. So, the teachers should know about technology. Learners has many problems. The government should be help to these solution.

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UNIVERSAL PROBLEMS ON TEACHING AND LEARNING

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Introduction

The growing emphasis on a culture of evidence is reflected in this maturation of academic technology. The profession is moving beyond the early stages of providing "novel" implementations and random acts of progress. As academic technologists, has increasingly expected to become more systematic and reflective in our approaches to transforming and assessing teaching and learning. there occurs certain problems which we see it below....

Problems on Teaching and Learning

1. Establishing and supporting a culture of evidence
2. Demonstrating improvement of learning
3. Translating learning research into practice
4. Selecting appropriate models and strategies for e-learning
5. Providing tools to meet growing student expectations
6. Providing professional development and support to new audiences
7. Sharing content, applications, and application development
8. Protecting institutional data
9. Addressing emerging ethical challenges
10. Understanding the evolving role of academic technologists

Within the list of 10 issues, themes appear. For example, questions of assessment and best instructional practices figure prominently. And, as with any evolving profession, ethics, privacy, and data stewardship issues continue to grow. Each of the top-ten teaching and learning issues is explored below.

1: Establishing a Culture of Evidence

Americans are attending colleges and universities at an unprecedented rate despite the increased cost of a college education. The average cost of attending a four-year public university has risen to \$12,796 per year, up 35 percent from five years ago; the average cost of attending a private college jumped to \$30,367 annually. Compounding the problem of increased cost is the steady increase in time to degree completion. For the graduating class of 2000, the average degree-completion time was 6.2 years in a four. As we look to academic systems to support accountability efforts, academic IT leaders must assist the campus community in focusing the scope of the efforts, setting priorities, and determining appropriate implementation phases. Academic technologists must catalyze frequent exchanges between institutions on improving and measuring student learning. Based on these discussions, academic technologists can help institutions ask the right questions and find appropriate, scalable solutions. Academic technologists should consider the following questions when exploring accountability:

- What kind of administrative leadership and support might be required?
- What learning outcomes need to be tracked at the course, program, department, college, and institution levels? What evidence is necessary to demonstrate progress in learning and improvement of educational quality?

2: Demonstrating Improved Learning

Technology and its uses in learning, research, and student service are accepted as an integral part of the higher education landscape. Active dialogue and research on technology-enhanced teaching and learning are under way at numerous institutions. Through the efforts of educators at institutions across the nation, our collective understanding of learning is being enhanced along with our understanding of the value that technology brings to higher education instructional environments. Moreover, the importance of providing a technology-rich environment will arguably increase as members of the Net Generation bring with them new expectations and understandings of the world that surrounds them. As we continue to explore and document the integration, effectiveness, and value of technology in education, it is important to ask questions such as:

- How does technology augment learning? How can be it used while preserving the quality associated with traditional faculty-student interaction?

- What roles can virtual environments play in the lives of our faculty (such as facilitating office hours and improving student communication)?

3: Translating Learning Research into Practice

Learning is a terribly complex process that is influenced by the conditions under which it occurs. Summarizing, simplifying, and shortening information without distorting the facts is an extremely difficult and time-consuming endeavor. Even with well-crafted summaries, capturing the faculty's attention is challenging. Finding the right method to reach faculty amid the constant flood of training opportunities, e-mail messages, and flyers they receive can be difficult.

- How do we develop a common vocabulary? What exchanges will facilitate communication and enable the research and practitioner communities to "speak the same language"?
- What kinds of experiences will allow faculty and staff to bridge research and practice? Are traditional face-to-face events effective? Or do learning experiences need to incorporate hands-on demonstrations along with discussion and reflection? Can online resources provide just-in-time support as individuals have questions?

4: Selecting Models and Strategies for E-Learning

Higher education is inundated with ever-changing e-learning methods and strategies. The learning curve and long-term investment vary significantly from model to model. Amid changing requirements, institutions struggle to make sense of how to balance the different approaches while operating within constrained budgets and resources. They must take an iterative approach to implementation to determine which models produce quantifiable results and positive learning outcomes.

Questions to ask before you select a particular e-learning model or strategy include:

- What are the organization's short-and long-term goals for e-learning? How does the strategy address them?
- What are the learners' characteristics (educational preparation, desired outcomes, preferred delivery modality, technology skills, services and support needed)?

5: Providing Tools to Meet Student Expectations

As technology is integrated into contemporary society, higher education must balance the expectations of a new generation of technology-savvy students with the perspectives of an older generation of faculty. Often referred to as the Net Generation or Millennials, today's students have grown up in a rich digital environment where technology is both transparent and ubiquitous. Technology has always been part of their lives, from the Internet to laptops, iPods, games, instant messaging (IM), cell phones, and pagers. They take technology for granted—they expect it to be integral to their lives and to serve them, including in education.

In serving the new generation of students, academic technologists should consider:

- To what degree should the institution accommodate the new generation of students (versus teaching them additional learning strategies)?
- What type of support will the next generation of faculty expect?
- What are the most effective strategies for keeping academic technologists up-to-date with incoming students?

6: Providing Professional Development and Support to New Audiences

Approximately 20 percent of higher education faculty will retire over the next 10 years.⁵ Consequently, academic technologists must attend to the professional development (PD) and support of the next-generation professoriate, many of whom are currently teaching assistants and graduate students. Most graduate programs effectively prepare students as researchers but inadequately prepare them as teaching and learning scholars. Academic technologists have the opportunity to examine current PD programs and resources to address these issues.

- What teaching skills do new faculty need? What technology skills do they need?
- Can we afford to wait until someone becomes a faculty member to provide professional development?
- How do we provide support that is customized to academic disciplines and varying entering skill levels?

7: Sharing Content, Applications, and Application Development

The issues facing academic technology units are increasingly complex and interdependent, requiring individuals and institutions to work together. Collaboration allows us to benchmark with our peers, develop affinity groups and consortia, and use resources more effectively.

- What problems are being faced by multiple institutions?
- What are the expectations of the collaboration (information sharing, content sharing, application development)?

8: Protecting Institutional Data

Information is recognized as an important asset in business. Competitive, economic, and strategic intelligence all begin with the aggressive collection and effective use of information. The academic world has joined the information movement and is finding innovative and productive ways to analyze and mine its information resources, combining data

from heretofore unrelated sources to yield insights, early alerts to new trends, decision support, better targeting of "products," and increased productivity.

Academic technologists' evolving role as data stewards raises questions institutions should examine, including:

- What sources of data are currently housed within the academic technology unit? What data should be retained?
- How can the data be used to improve teaching and learning? How should other parts of the university be made aware of this data?
- How will staff be trained on proper data handling? What training is necessary for academic technology staff? How will access to the data be provided?

9: Addressing Emerging Ethical Challenges

Ethical issues are perennially debated in higher education, yet the academy has not taken a systematic look at ethical issues related to teaching or the support of teaching. As the demands for accountability increase and as technology provides unique insights into students' efforts and aptitudes, the ethical issues associated with academic success and retention will likely move to the forefront.

- Should students be told their behaviors are being tracked?
- How much information should be provided to students or faculty?
- How should the faculty react to the data? Should faculty contact students? Will the data influence faculty perceptions of students and the grading of assignments?

10: Understanding Our Evolving Role

The traditional roles of academic technologists on campuses are changing. Once a position focused on assisting the early adopters in instructional design or educational technology, the academic technologist today faces an increasing set of expectations. The rapidly changing nature of technology, students, and faculty require us to look at new paradigms for providing sustainable and scalable teaching and learning support.

- What role will academic technologists play in accountability efforts?
- How well do academic technologists understand the scholarship of teaching and learning? How do they maintain current knowledge in the field?

Conclusion

As the academic technology profession has matured over the past decade, expectations have risen for accountability, effectiveness, facilitation, and implementation. Collaboration, stewardship, ethics, and change are becoming part of everyday life for academic technologists. Today's top-ten issues facing academic technologists provide a unique opportunity for the profession to shape and contribute to campus priorities and solutions. ACTL hopes the critical issues in teaching and learning identified here will help our community create professional development opportunities and programs that effectively address the needs of the "Instruction 2.0" world.

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INTERVENTION STRATEGIES TO IMPROVE PROFICIENCY IN LEARNING AMONG PRIMARY SCHOOL CHILDREN IN INCLUSIVE SCHOOLS

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Learning to read is one of the most important skills a child must acquire during early elementary grades; this language-based task is difficult for many children to learn. Reading is a complex behavior that relies heavily on cognitive and linguistic aspects (Swank & Catts, 1994). Reading is a language-based skill and is highly dependent on an individual's language abilities; therefore without adequate language skills reading could not sufficiently develop (Gillon, 2000). Since English is a language that relies a great deal on grapheme-phoneme relationships, children need to have a strong phonological awareness structure in order to learn this correspondence and to be able to decode unfamiliar words, therefore children with phonological awareness deficits are more likely to demonstrate reading difficulties (Bird, Bishop & Freeman, 1995).

Skills Involved in Phonemic Awareness

Phonemic awareness relates to the ability to distinguish and manipulate individual sounds, such as /f/, /□/, and /t/ in the case of foot. The following are common phonemic awareness skills practiced with students:

Phoneme isolation: which requires recognizing the individual sounds in words, for example, "Tell me the first sound you hear in the word paste" (/p/).

Phoneme identity: which requires recognizing the common sound in different words, for example, "Tell me the sound that is the same in bike, boy and bell" (/b/).

Phoneme substitution: In which one can turn a word (such as "cat") into another (such as "hat") by substituting one phoneme (such as /h/) for another (/k/). Phoneme substitution can take place for initial sounds (cat-hat), middle sounds (cat-cut) or ending sounds (cat-can).

Oral segmenting: The teacher says a word, for example, "ball," and students say the individual sounds, /b/, /□□/, and//.

Oral blending: The teacher says each sound, for example, "/b/, /□□/, // " and students respond with the word, "ball."

Sound deletion: The teacher says word, for example, "bill," has students repeat it, and then instructs students to repeat the word without the first sound, "ill".

Onset-rime manipulation: which requires isolation, identification, segmentation, blending, or deletion of onsets (the single consonant or blend that precedes the vowel and following consonants), for example, j-ump, st-op, str-ong.

Strategies to improve Proficiency in Learning

Research indicates the following strategies are very effective for the primary school students to master in learning language skills.

Instructional Methodology

Providing optimal instructions will ensure their success and confident in learning.

Scaffolding

Providing individual instructional modification which will suit all the learners (even for backward students) and it is necessary to help them to learn a new task to cop up along with advanced learners.

Step by Step Stratagem

For the difficult concept, multi academic operations like writing a long essay breakdown the essay in to simple paragraph or make it with points will help the to acquire skills. The steps can be written in the poster or in handouts will help the students to refer and to memorize easily.

Modeling & Demonstration

Model and demonstration will help to explicit strategies to learn academic material or to complete the assignments. But for these strategies should provide under the supervision to understand the concept clearly.

Giving Feedback

Provide enough opportunities to complete the task, after completion of the task need to provide immediate feedback and encouragement. Also the promoting and guidance is helpful necessary to perform the skill correctly.

Providing Opportunities for Drill and Practice to Reinforce Weak Skills

After the students become more skillful in their new skills give them opportunities to work independently, and the frequent drill and practice will strengthen the weaker skills. If possible allow the students to practice in groups through play way method. Assign topics for assignments.

Talk-Through Activities

After successfully learned the skills set up activities for them to complete and ask the students 'Talk' through a activity as a group activity.

Periodic Review

Soon after the mastered in a particular skill the teacher can move them to a more advanced taining goal. It is necessary to have a periodical review is often needed to sharp the academic skills.

Progress Monitoring

Teachers can verify the students learning progress to measure the progress on regular basis by providing assignments, demonstration activities and by talk through and problems solving activities and etc.

Final Thought

Research studies indicated positive correlation between developments of phonetic skills and reading level among school children with low achievers, average achievers and high achievers. This may also enhances development of appropriate communication skills in English. It is the responsibility of the teacher to plan the individualized educational plan to achieve cent percent inclusion of these children in the class.

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A STUDY ON THE PREFERRED LEARNING STYLE OF STUDENT-TEACHERS IN TCP

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Abstract

This study was undertaken to find out the preferred learning style of student-teachers (2017) of TCP in Madurai. The investigator wants know the differences between the Arts and Science students in their preferred learning style. The sample of the study comprised of 60 B.Ed. student-teachers (30 Arts and 30 Science) from TCP. The present study adopted survey method. The sample consisted of 60 student-teachers from TCP, Madurai. The learning style inventory developed by J.A.Beatrice (learning is to study through critical thinking) used to collect the data. We can measure the preferred learning style of student-teacher among Arts and Science students. Visual, Auditory, Kinesthetic; J.A.Beatrice (learning style inventory) students have individual learning style differences including Visual (V; learning from graphs, charts and flow diagrams), Auditory (A; learning from speech) and Kinesthetic (K; learning from touch, hearing, smell, taste and sign). These preferences can be assessed by using J.A.Beatrice questionnaire. We administered the J.A.Beatrice questionnaire to student-teachers enrolled at TCP in Madurai. The responses were analysed and assessed for the differences between Arts and Science in learning style preferences. 60% of the students preferred V, 27% of the students preferred A and 13% of the students preferred K. In total majority of the students (60%) preferred Visual learning style in TCP. There is no significant difference between Arts and Science students in their learning style. It is the responsibility of the professors to address this diversity of learning style and develop appropriate learning approaches.

Introduction

Do Arts and Science students learn differently and / or have different preference way of learning? We can ask this question because the answers may dramatically alter the ways in which we teach. We can feel the strong need to improve learning and retention during undergraduate education to ensure that the students are prepared to handle the challenges that they will face both in future courses and after graduation. As instructors, we need to find ways to improve instruction at all levels of education to raise student level of learning, retention and motivation.

Significance of the Study

In the process of learning the important issue is that an individual should take the responsibility for his/her own learning. A learner should search answers to his/her problems and explore own style of learning. He/she should know what to learn and how to solve the problem. If teachers really identify the patterns for the learning group they can manage many things in education and communication. In the present study the researcher attempted to explore the learning style preferences of TCP students and to investigate the demographic determinant specially the Arts and Science students' learning style specifically in Visual, Auditory and Kinesthetic.

Objectives

- To investigate the most preferable learning style among the student-teachers.
- To find out the differences in the learning style between Arts and Science student-teachers.

Hypothesis

- There is a significant difference between Arts and Science students' learning style.
- There is no significant difference between Arts and Science students' learning style.

Operational Definition

Learning style

It is an individual's unique approach to learning based on strength, weaknesses and preferences.

Method

The investigator used the survey method for data collection.

Tool

Learning style inventory developed by J.A Beatrice (learning is to study through critical thinking).

Sample

60 students of TCP 2017 in Madurai were taken as population. 30 Arts and 30 Science students were randomly selected for the sample.

Data Analysis

As per the objective, the investigator adopted "t" test; the scores obtained by learning style inventory were differentiated by applying "t" test. % of analysis was done to find out the majority level of learning style preference among the students.

Table

Table 1 Level of Learning style Preferences

S. no	Variable	No. of Students	%
1.	Visual	36/60	60
2.	Auditory	16/60	27
3.	Kinesthetic	8/60	13

It is inferred that most of the students (60%) prove that they are the visual learners.

Table 2 Preferred Learning Style-Arts Vs Science

S.NO	Variables	Group	Mean	SD	T	Result
1.	Visual	Arts	8.921	3.89	0.92	NS
		Science	9.27	4.22		
2.	Auditory	Arts	9.43	4.06	1.52	NS
		Science	8.81	4.08		
3.	Kinesthetic	Arts	9.30	4.18	0.11	NS
		Science	9.35	3.88		

The above table depicts that there exist no significant difference among Arts and Science students so far as the learning style is concerned.

Discussion

The findings of the present study reveals that most preferable learning style among student-teachers is Visual style of learning 60% followed by 27% in Auditory and 13% in Kinesthetic. This result is contradictory to the traditional belief that students mostly prefer to learn by activity. This study shows that students prefer to learn through visuals. They crave to learn by notes, charts, map, graph, film and video as they have strong sense of visualisation, colour, pictures, diagram etc... Thus findings of the present study not only in shaping the teaching practices but also in highlighting the issues that help policy makers, administrators, curriculum framers, parents and faculty members to think more deeply about their role facilitating the students learning.

Delimitation

This study was delimited to students who are pursuing B.Ed. course in TCP during the year 2017 only.

Recommendation for Further Research

The present research is limited by its reliance on mere differentiate the scores obtained on learning style inventory which can be extended on many other democratic variables like gender, parent qualification, rural and urban, professional and college students.

Conclusion

Student learning style preferences can be determined by the use of learning style inventory which can assist both the learner and educator in identifying individual student preferences in the manner in which information is presented. There is no significant difference in learning style preferences between Arts and Science students. As such it is the responsibility of the instructor and the student to be aware of students' learning style preferences to improve learning. This study asserts that Arts and Science students have no different preferences in learning style.

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THE COMMON BARRIERS IN LEARNING AT SCHOOL

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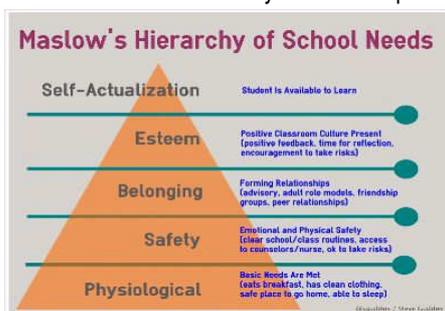
We all know that the human brain is immensely complex and still somewhat of a mystery. It follows then, that learning—a primary function of the brain—is understood in many different ways. Here are some ways that learning can be described.

Learning Definitions

1. "A change in human disposition or capability that persists over a period of time and is not simply ascribable to processes of growth." — *From The Conditions of Learning by Robert Gagne*
2. "The process of gaining knowledge and expertise." - *From The Adult Learner by Malcolm Knowles*
3. "Learning is a process that occurs within nebulous environments of shifting core elements – not entirely under the control of the individual. Learning (defined as actionable knowledge) can reside outside of ourselves (within an organization or a database), is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing." -*From Connectivism: A Learning Theory for the Digital Age by George Siemens*. Here, we look at the various social, cultural, emotional and Communicative barriers to learning.

1. Motivation or "availability to learn"

A student's availability to learn depends largely on their motivation. Our personal desire to achieve results and improve our knowledge, regardless of the material being studied and is one of the most important factors in our ability to learn. Looking at Maslow's Hierarchy of school needs, we see that self-actualization comes top of the list in the essential 'needs' that we require to learn. A lack of motivation is a major barrier to student's learning and without the desire to achieve; students often end up doing the bare minimum amount of work in the classroom, enough to get by but not enough to really enhance their learning. A lack of motivation to study typically results in students going through the motions of learning and not retaining information.



2. Social and cultural barriers

A child's ability to interact socially with their peers has a significant impact on how they progress in the classroom. The very act of learning in a classroom environment involves interacting with other students, talking through problems and finding solutions.

Importance of Interaction

Discussing lessons with other students helps pupils realize their own strengths and weaknesses and enables them to improve their knowledge gaps, learning directly from their classmates. School students who have poor social skills often fall behind in their learning as they aren't able to communicate as effectively as others. Of course, not all types of learning require students to be social, but in the early years in particular, the ability to listen, respond and empathize with other people are all important learning skills.

School Environment Shaping Social Skills

The culture in which a child grows up can also have a bearing on their ability to learn. Looking at Maslow's table, 'belonging' is one of the most essential learning needs. The relationships that we form with our parents, friends and teachers all feed into our ability to learn. As humans, we are hugely influenced by the people around us and during our first 5 years, our principal influencers are our parents or guardians. They believe that our parents hold and the cultures that they embrace can heavily influence how we learn as students. For example, if a student has grown up in a household where Science subjects are given more weight than languages, that student may have a cultural barrier when it comes to learning subjects like English.

3. Emotional factors that affect learning

The encouragement that we receive from our teachers, parents and friends plays an important role in our emotional learning. If a student adopts a mindset of 'always trying their best' and learning from past failures, they'll generally have a positive outlook on their ability to learn. On the other hand, if a student's internal voice is always telling them that they're not good enough or that there's no point in even trying, they're more likely to underachieve in school.

A student's emotional wellbeing majorly impacts their ability to do well at school. Students who lack confidence and are afraid to take educated guesses could have emotional issues that are affecting their learning. There can be a number of emotional factors at play in a student's learning including fear of embarrassment, doubt and inadequacy, all of which can lead to self-sabotaging emotional states. Generally speaking, negative emotions can be reduced by setting expectations, focusing on the positives and setting goals for the future.

4. Personal issues that can affect learning

On an individual level, students often have personal issues that affect their learning. For example, students with diagnosed learning difficulties like autism will find certain elements of learning more challenging than others. Similarly, students with learning impairments like dyslexia may find that their personal barriers hinder their progress at times.

On a practical level, factors such as transport, location, language and access to resources can all present blocks to learning for some students. For example, school pupils who don't speak English as their first language may find following instructions more difficult than native English speakers. Or students who live in remote locations may find that a lack of access to resources like the internet plays a big part in their ability to learn.

Role of Teachers

Having an awareness of some of these learning roadblocks can help us as teachers, careers advisors and parents understand the individual needs of our students or children. Learning barriers affect students differently and there's no 'right' way to reduce them. Generally speaking, a collective effort from friends, family and teachers in supporting students to overcome any obstacles are a good starting point.

5. Barriers to Communication in the Classroom

Communication barriers in the classroom make it difficult for students to get the most out of their education. Some teachers fail to create engaging lessons and struggle to connect to their students on a one-to-one basis. Students with unaddressed language or speech difficulties often have trouble communicating with their teachers and classmates. Personality differences and peer pressure add to the mix, making some classroom interactions feel uncomfortable or forced.

Speech and Language Difficulties

Students with unaddressed learning or speech difficulties often struggle to communicate in classroom settings. Some might have trouble comprehending lessons and organizing their thoughts, and others might rely on hand gestures rather than words. Students often shut down, isolating themselves out of fear or embarrassment. This communication barrier can often be overcome by developing individual education plans for struggling students and consulting with special education teachers, parents and counselors.

Boring Classroom Lessons

Classroom communication breaks down when students are bored, unmotivated or disinterested in their schoolwork. Students don't need to be entertained all day, but teachers should work hard to develop engaging lessons with interesting, relevant activities. Thought-provoking assignments, technology-enhanced lectures and creative projects spur classroom communication and interaction. Outdated, routine assignments and busywork create communication barriers students don't want to interact with their teachers and just want class to be over. Teachers who put energy, enthusiasm and creativity into their lesson plans don't usually have to deal with this communication barrier.

Personality Differences

Some communication problems stem from personality differences between students and teachers. For example, students who don't want to connect on a personal level with their teachers often avoid communicating with them. This personality dynamic frustrates teachers who attempt to bond with each student, only to find their efforts unsuccessful. Students who crave closeness and acceptance often strive to be the teacher's pet. Teachers and classmates might get irritated with students who brown nose for attention. Personality differences lead to frustration, unhappiness and a lack

of communication between students and teachers. Teachers must recognize and understand these personality differences and strive to find a healthy balance, without showing partiality or favoritism.

Peer Pressure

Peer pressure creates communication problems in the classroom when students respond to teachers by acting funny, cool or disengaged. Students might refuse to build relationships with their teachers in order to maintain their not-so-interested-in-school reputations. Peer pressure can influence classrooms as early as first grade. The best way to combat communication difficulties resulting from peer pressure is to reward positive behavior. A scientific understanding of learning includes understanding about learning processes, learning environments, teaching, socio cultural processes, and the many other factors that contribute to learning. Research on all of these topics, both in the field and in laboratories, provides the fundamental knowledge base for understanding and implementing changes in education.

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GLOBAL COMPETENCE LEARNING: BREAKING BARRIERS BEYOND LIMITS

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“The new electronic independence re-creates the world in the image of a global village” Marshall McLuhan

Abstract

Thanks to technology our world has shrunk to a global village. Every other person is mouse click away. One can interact with any person no matter how far he is. Smart phones create anywhere any time anything face to face digitally. The future of our universe will be dependent on acquiring new skills and competencies required in a global village. We need to develop core values in our students. “Our students may be 20% of our population. They are 100% of our future” (Prince Ea). But the plight of the schools is terrifying. The way the schools run around the world is surprisingly outdated in comparison with all other fields of human interest. The most pivotal area is lagging behind in translating into reality the insights and ideas offered by eminent thinkers and social scientists. Teachers can break all barriers beyond limits using technology.

Introduction

‘Global Village’ is a term closely associated with Canadian-born Marshall McLuhan. McLuhan points out, “The new electronic independence re-creates the world in the image of a global village”¹. Thanks to technology our world has shrunk to a global village. Every other person is click away. One can interact with any person no matter how far he is. Smart phones make available anywhere, anytime, anything face to face digitally. The future of our universe will be dependent on acquiring new skills and competencies required in a global village. We need to develop core values in our students. “Our students may be 20% of our population. They are 100% of our future” (**Prince Ea**)². Our present students are the future of our nation. They are in a process of becoming. But outdated methods and strategies are used in the transaction of ideas and insights and the students find it boring. Everything has changed drastically except the classroom. The omnipotent teacher dictates things like an autocrat and the silent passive students listen and obey. It’s time the stake holders thought about revamping education. In this challenging task technology has something to offer. Dr. D.S. Kothari begins the Education Commission report 1964 -66 with the following words, “The destiny of India is now being shaped in her classrooms. This, we believe, is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people.”³ Progress depends on using innovations and inventions in day to day life. “There is a well established relationship between a country's scientific capability and its prosperity. Science and technology are the wellspring for creation of knowledge.”⁴

Global Village and the Knowledge Society

The global village has its foundation on Knowledge. The UNESCO report (2003) points out, “Ours is a knowledge society. A knowledge society is a society that is nurtured by its diversity and its capacities...It is about its capabilities to identify, produce, process, transform, disseminate and use Information to build and apply knowledge for human development”⁵. “A knowledge society generates, shares and makes available to all members of the society knowledge that may be used to improve the human condition. A knowledge society differs from an information society in that the former serves to transform information into resources that allow society to take effective action while the latter only creates and disseminates the raw data” (Castelfranchi).⁶ We have access to information using ICT. Moreover we can identify relevant and accurate information using the ICT. Information is available at our fingertips. There is a problem of infobesity or infoxication or information overload which refers to a difficulty faced by a person in understanding an issue and making decisions that can be caused by the presence of too much *information*. *But we can crosscheck and verify online and we can video-chat with people and gain primary information. Online books and encyclopaedias are cheap, easily accessible, and information can easily be copied.*

Learning in Global Village

In the global village there is anywhere anytime learning. The teachers and the students learn anywhere, anytime, anything. There was a time when teachers and students learned in the library or in the study room. But the situation has changed. A person can learn anywhere and anytime. There are teachers who travel up to 6 hours every day to reach the

workspace. Even as they are travelling they can prepare. To carry a laptop or smart phone is comparatively easier than carrying heavy books. Identifying the right book and right information in a book takes time. But online search engines help us a lot in identifying right information and even right text books. Thus preparation becomes easy. The teacher can escape from the laborious task of typing too much and focus on reading and digesting the relevant materials. We can copy the materials, change colour, font size etc. We have ready access to the latest materials, ideas, presentations, audio talks, video talks and key notes of the best professors of the world any time anywhere.

Information Sharing in the global village

In the global village people share their knowledge and skill free of cost. It is a matter of give and take. No man is an island. We are a society. Teachers have plenty of groups where they share ideas, materials, lesson plans teaching aids etc. The following are some of the facebook groups that share precious ideas and information for the teachers: Scholastic Teachers, K12 INC, Simple K12, TED, Edutopia, The Next Web, ISTE, Teaching Resources. Such group is of great help in identifying the right information also. Students also have groups. Each class can have a group where they can share the audio of the class or a video of the class. Other materials like notes can also be shared easily.

Education Material Development in the Global Village

Technology helps the preparation of materials that have educational value. A smart phone can be used for making an e-content. A documentary or video can easily be made using technology. Anything can be video recorded by anybody. Educational presentations, projects, e-content based short learning objectives, teaching aids and other educational materials can be produced easily, more efficiently and anywhere using the help of ICT. The teacher can escape from the laborious task of typing too much and focus on reading relevant materials. From the outdated styles of lecturing the teacher can switch over to more interactive, interesting and power-packed presentation styles leading to stimulus variation and concrete registering. So the global village creates knowledge easily with multimedia and disseminated effectively.

Storage of Information in the Global World

Storage in the Global village is no issue at all. People used to spend plenty of money for constructing infrastructure for storage of books. Keeping books in a tidy manner is a challenge. One needs plenty of space also. But thanks to ICT storage is an easy affair now. In a small pen drive we can carry 1000 encyclopaedias and all our presentations. We can cloud ones presentations and educational materials and access it wherever we require it. We have internet connectivity anywhere using a mobile hotspot.

Rapport in the Global Village

The dictum goes like this- "If you want to teach Abdulla first learn Abdulla" Thanks to ICT the teacher can know the child and maintain Connectivity 24 X 7. The child has access to the teacher 24 X 7. They can chat, whatsapp and share the joys and sorrows, clarify their doubts. In the ancient gurukul system there was unbelievable rapport. But in the course of universalization of education we lost it and we can regain it using the help of ICT. Students are connected. Parents are also connected.

Value Inculcation and Motivation in the Global Village

A class without value inculcation is incomplete. Now ICT offers the best possible style of value inculcation through videos. Behaviour modification is the result of rational persuasion or subconscious mind programming. Of the two the latter is the better and the availability of videos on youtube and other similar video sharing sites offers plenty of creative possibilities of value inculcation. The Internet domain name was activated on Monday, February 14, 2005 at 9:13 P.M. But now around 1,300,000,000 use it and 300 hours of video are uploaded to YouTube every minute; Almost 5 billion videos are watched on Youtube every single day and YouTube gets over 30 million visitors per day.⁷ Plenty of videos are available for value inculcation. The teacher has to motivate and encourage the students. The teacher can use the videos of the youtube and other sites for motivating the students. Horace Mann has pointed out, "*The teacher who attempts to teach without inspiring the pupil to learn is hammering on cold iron*".⁸

Conclusion

The world is merging into one. The barriers are disappearing. With *General Agreement on Tariffs and Trade (GATT)* the world has become one market with regards to goods. With the *Trade in Services Agreement (TiSA)* and the *General Agreement on Trade in Services (GATS)* we are sharing all our services and human resources worldwide. In this new world order the children have to be trained to go beyond all limits without sacrificing fundamental

values. Technology is a tool with tremendous power. The child does not know what to do with this powerful weapon. The teachers can train them to use it for the welfare of all in the Global Village. So teachers should be masters of technology. ICT is the best blessing of God to teachers. But the teacher has to spend time with the gadgets and master them. We need to compete with the technology natives and Gen Z and master ICT to fulfil our role effectively. Great educational institutions are not built by money; but by talented and dedicated teachers. The quality of the faculty is the single most important determinant of the prestige of an educational institution. But the best teacher should have the mastery of ICT also. Sooner or later the technologically illiterate teacher will be replaced by technologically literate teacher.

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OBSTACLES IN LEARNING POETRY

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Abstract

The purpose of this survey study was to investigate obstacles in poetry learning in English language among B.Ed. students of Thiagarajar College of preceptors of the academic year 2017. The subject was 40 students studying at Thiagarajar college of preceptors. The purpose of study is to find high and low degrees interest shown by the subject in poetry learning. An instrument used in this survey study was a 25-item questionnaire adopted from the poetry and survey questionnaire Charles Bernstein. The responses were analysed and assessed by using percentage.

Introduction

Poetry is the origin of the art. It drives us from birth to death. The problem arises when we are learning the poetry of second language in controlled atmosphere. In schools English learning gets strangled between examination and qualification. According to Plato, poetry has two bases

1. Imaginative insight, 2. difference between things. Difference here is either a glass of light on bicycle; guard of baby, poetry sometimes gets elevated. A tartaric, therapeutic effect, on opportunity to control and channelize the overflowing emotions.

The world's greatest poets have always reorganised poetry is made out of life belongs and life exists for life.

The problems in learning poetry may be due to far gum of poetic language. It keeps people bury with imagination. The language background, the indifference, general beliefs that poem are mysterious.

Operational Definition

Poetry

Writing that formulates a concentrated imaginative awareness of experience in language. Chosen and arranged to create a specific emotional response through meaning sound, rhythm.

Aesthetic Sense

The understanding of beautiful things.

Intimacy

The importance love towards English language subject despite of the pressure for cut off in matriculation.

Biographical Information

Personal details of the poets, their family, friends.

Literacy review

Some problems students face in English poetry in Jordan: a corpus drivers study of students responses.

-by salman, fahela

Poetic research in the second language classroom

-Carter Clapsadles

Master degree thesis to st cloud states uneven – students have positive attitude towards L1 and L2 learning with interviews. The problems of teaching poetry in junior secondary school in LKPBA-OKHA local government area.

Why teaching poetry is more important.

-Andrew Simon

Need for Study

1. To address the problems of teaching poetry.....by students linguistic incompetence.
2. The illiteracy of parents does not facilitate free learning of poetry (assistance at home is impossible)
3. The use of media in learning poetry among students.
4. Imaginative fer.... Among students.

Statement of Problem

The problem learning poetry in students of both tamil and English medium of instruction.

Design of the study

The design of the study is survey. The study understands the psychology and learning styles of the student teachers of Madurai thiagarajar college f preceptrs

Sample population

The sample population is 40 student teachers of TCP. The population is selected to study and illuminate the problem in learning poetry.

Selection

10 students from each class of I and II year are selected randomly.

Research tool

The questionnaire derived from thethe poetry and survey questionnaire by Charles Bernstein

Data collection

Data are collected from the samples by the survey myself from the student teachers by analyzing their responses to the questionnaire

Data analysis

Category	Yes	No	Percentage
Tamil- language of instruction hinder English learning	22	18	85% - yes, 15% - no
Literacy back ground	16	24	32 – yes, 68- no
Bilingualism	27	13	70-yes, 30-no
Poetry-Easy scorer	23	17	68-yes, 32-no

Findings

NEA- national educational association 12% of society ever chose poetry.

Self-perception and interpretation the poem is more important but often poetry teaching is a one way traffic(poet's view)

Students can only acquire an understanding of poetry only through silent and unexpressed perception.(page. No 498)

The first generation subjects in the study expressed their incontinences of not having a learnt guide for English learning

Poetry can be daunting to some students the concepts and complete language in poems are difficult for students.

-Lenaberger (2004)

Interpretation

English is more than a language for the student-teacher from rural background. A discriminator in social context This inhibition is reflected in their teaching. symbolic representation f imagery may be helpful. Verses in mother tongue with similar rhym scheme could be given as example

Recommendation

The therapeutic effect of poetry in student stress management

Emerging Digital Trends in Teaching Poetry

The life sciences in poetry

Conclusion

The social background of the learner and the language of instructggon play a crucial part in his exposure. The educational system fostering intended reproduction. The personal interest to listen english in media is under peer pressure .The poetic variables could be cultivated through one-act plays during classes

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GUIDELINES FOR QUALITY IN COMMERCE TEACHING

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Abstract

Quality in education, including quality assurance systems and quality management, we have to look at it on at least three levels; the learner, the teacher/trainer and the institution offering adult education. At all three levels there are further sub-levels depending on the different situations within individual. For example, when talking about "teachers", we mean free-lancers, semi-employed or full-time employed people, native or non-native speakers of the language they teach, teachers with different levels of intercultural understanding. The present paper discusses The quality assurance of teaching.

Introduction

Quality in teaching, a lot of responsibility is put onto the teachers, in reality the success of learning is collaboration between learners, teachers and institutions. Herbert Simon "Learning results from what the student does and thinks and only from what the student does the thinks. The teacher can advance learning only by influencing what the student does to learn. The purpose the following materials is to present current research and theory an student learning in a way that can inform and guide effective teaching practices.

Need for the Study

Teaching was once defined as a process in which a teacher transfers his knowledge, skills and values to the students. Our education system has been criticized on many accounts, particularly for its quality. The goal of education is to enable the individual to acquire the desired knowledge, skills, habits, attitudes and values. To help our students achieve this goal we need to identify the most essential competencies, attitudes and values, rather than learning facts and information. Learning is not a collection of information and memorizing it. It is an outcome of experience in real life situations, supported and strengthened by related class room works. For developing student's professional expertise, at subject level teaching should be done in a manner consistent with excellent performance in domains that are relevant. Students learning and competencies are made up of a combination of knowledge, skills and professional attitudes

Commerce education needs reforms with regard to curriculum, teaching , learning and evaluation .The students get only theoretical knowledge in accountancy and other business subjects and they lack functional competencies in their discipline. Each level of learning consists of a number of competences of its different area of study and each competency requires a particular teaching learning approach for its realization. Paul Decker found that successful training programs were competency-based. Watson (1990) states that the competency-based approach appears especially useful in training situations, where trainees have to attain a small number of specific and job-related instruction is more useful for effective learning than prevailing method of teaching.

Implementation of Quality

Learning by teaching should not be confused with presentations are lectures by students, as students not only convey a certain content, but also choose there are own methods and didactic approaches in teaching classmates that subject. neither should it be confused with tutoring, because the teacher as against other methods.

The role of the Institution, the Teacher and the Learner

Commerce being a professional subject demands a number of competencies from the practitioners. Hence the students of accountancy are required to master the basic competencies in accountancy at the higher secondary level, which works as a platform for higher level studies and for entry level employment. But the conventional method of teaching accountancy, which is dominated by the teacher talk, does not yield such benefits to the learners. In this context, the search for alternative strategies to the teaching commerce is very important. Which are the effective methods and approaches to the teaching of commerce? How these strategies can be executed in the formal classrooms? Are they effective in inculcating the required abilities and attitudes among the learners? What are the prerequisites and preparations required for organizing such a teaching-learning environment? Thus provides a background for the development of the instructional strategy. The analysis of the theory and research relating to quality based instruction suggest the use of modules, games and case method for development of the per-determined competencies among the learners.

Quality Assurance Systems

- LQW – “Lernerorientierte Qualitätstestierung in der Weiterbildung” This system is a learner-oriented quality management tool specially developed for educational institutions. The certification lasts one year.
- Quality management norms DIN EN ISO 9000 ff (ISO certification) The ISO certification, focusing on error prevention and customer satisfaction, was initially developed for business reasons. The certificate is valid for 3 years.
- ISO certification is widely known and accepted. However, it concentrates more on conforming with norms than on quality.
- Holistic quality management model aiming at market leadership. This competitive system is based on nine criteria, including a framework of self assessment and evaluation.
- Central to the choice of which quality assurance system to use is the belief that it is the outcomes of the system that matter rather than the particular system that is chosen. The current legislation recognizes that the choice of a quality assurance system is one that is made by training providers and, as autonomous institutions they are responsible for both quality and quality assurance.
- In applying for educational licence a private school has to present different documents to prove the required quality of its teachers and courses and to show the sustainability of its activity. The licence is valid for three years.

Benefits and Challenges of Quality Assurance

- It helps learners to have realistic expectations (via initial information, advice and guidance, initial assessment etc.).
- It helps learners to understand their rights and responsibilities.
- It can make learners think about how they learn.
- It can encourage learners to become more involved and share the responsibility for the learning process.
- It can make the learning process more transparent (e.g. by explaining aims and checking that they have been achieved).
- It can help learners to feel more valued.
- It should help them to achieve better results.

For teachers Benefits are as Follows

- It helps teachers think about how they teach.
- The teachers should feel more valued (e.g. continuing professional development, feedback from lesson-observation).
- Teachers have the support of planning tools, e.g. schemes of work, lesson-plans,
- Teachers get feedback on how they are doing (e.g. from lesson-observation or from talking to their learners).
- Teachers understand what is expected of them.
- Teachers may become more interested in their professional development.
- Teachers share responsibility for the learning process with their learners and the institution.
- It forces the teachers to reflect upon aims and learning-outcomes.

Finally Benefits for the Institutions are

- Institutions develop a common understanding of what constitutes high quality teaching and learning in order to ensure that provision for all of the learners is of the same high quality.
- Institutions ensure that the needs of learners, teachers, administrative and support staff and also, in some cases the needs of the community and employers, are met.
- Institutions develop their reputation and are more successful.
- Institutions know more about their teachers and learners, the quality of the provision and what needs to be improved.

Conclusion

Have a universal idea of what they consider to be a high quality teacher and a high quality learning experience. One surprise in the findings was that neither learners nor teachers considered that teachers needed to be native speakers of the language to be a good subject teacher, despite a widely-held belief within the teaching profession that

this is essential these findings must be considered in the light that the number taking part in this latter survey was very small. Guidelines for Quality in commerce Teaching

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IMPACT OF SOCIAL MEDIA AMONG B.Ed STUDENTS IN MADURAI DISTRICT

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Abstract

This study is an attempt to examine impact of social media in a sample of B.Ed. students in Thiagarajar College of Preceptors, Madurai District. Based on the Social Media scale developed by S.Anbalagan (2017) the researcher used normative survey methodology in which a questionnaire was distributed to 80 B.Ed students with their consent. In addition, this study is expedient to apply social media in right direction for youth and to create cognizance among youth that proper use of social media become a solid tool to educate, inform and groomed the mentality level of youth. Social media refines their living style of public especially for youth. It also creates a responsiveness that how it is affecting the social life that deteriorate social norm, society standards and ethics of society and create awareness among youth about the aspect of social media. Future studies should consider the cultural values of users and examine the context of social media usage.

Keywords: Social Media, B.Ed., students, youth, society

Introduction

Social media is the most recent form of media and having many features and characteristics. It has many facilities on same channel like as communicating, texting, images sharing, audio and video sharing, fast publishing, linking with all over the world connecting directly. It is also the cheapest fast access to the world and so it is very important for all age of people. Its use is increasing day by day with high rate in all over the world. Majority of youth is shifting speedily from electronic media like television viewers and radio listeners to the social media among all age of group. Youth rate is very much shifting into social media, so its influences are much on youth. This craze of social media has led to a host of question regarding its impact on society, while it is agreed that the social media affects people's living styles and it is an ongoing process to identify the nature of these influence in every society and country, specially on youth. This study also focused the influences of social media on youth and their life style, trends, educational and political awareness, physical activities, social life, their learning and so on.

Impact of Social Media on Youth

Social media having various impacts on youth's life in both ends. Sometime impacts are in the favor of youth's social life and sometimes these impacts are negative to its users. Social Media might be seemed like just a new set of cool tool for involving young people. Sometimes you may use it this way and that's okay there are some pretty cool new tools around. But the emergence of social media potentially has a bigger impact than that. It impacts upon young people who are growing up in an age where media is not about broadcast content from the TV, but is about interactivity, multimedia and multi-tasking. And it impacts upon organizations which need to remain relevant to a new generation, and who find their own work and structures being changed by changing communication tools and patterns of communications (Anthony, 2009). Social media impacts on youth on both ends, good and bad social media is one of the most influences impacting sources throughout the world influences of social media which has enhanced the exposure of the people and create more awareness among youth. Youth is highly involved in social media.

Statement of the Problems

The study was designed to analyze the impact of social media on youth, how social media is influencing on youth in different aspects of social life, political awareness, religious practices, educational learning, trends adopting, sports activities and so on. The impact of social media among b.ed. Students in madurai district.

Operational Definitions

Impact

The Oxford English Dictionary defines impact as, "the powerful effect that something has on somebody". Here the investigator means the impact of social media among B.Ed. students.

Social Media

Social media is becoming an integral part of life in the form of online as social websites and applications proliferate.

The most traditional online media includes social components such as comment fields for users. In business, social media is used to market products, promote brands, connect to current customers and foster new business. Websites and applications enable users to create and share content or to participate in social networking. Social media is a phrase that we throw around a lot these days, often to describe what we post on sites and apps like Facebook, Twitter, Instagram, Snapchat and others.

B.Ed., Students

This refers to the students studying B.Ed., in the colleges of education.

Madurai District

Madurai district is the second largest in population of the 32 districts of the state of Tamil Nadu, in south-eastern India. The city of Madurai serves as the district headquarters. It houses the world-famous Sri Meenakshi Sundareshwarar temple and situated on the banks of the river Vaigai.

Objective of the Study

- To find out the level of exposure to social media among B.Ed students with respect to background variable in terms of favour forms of social media, Gender, Locality and Medium.

Hypothesis of the Study

- There is no significant difference between male and female of B.Ed students in their exposure to social media.
- There is no significant difference between rural and urban of B.Ed students in their exposure to social media.
- There is no significant difference between Tamil medium and English medium of B.Ed students in their exposure to social media.

Method Used for the Present Study

The investigator has adopted survey method of research to know the impact of social media among B.Ed. students in Madurai district. Survey research is a procedure in which information is systematically collected from the population through some form of direct solicitation such as face- to face interview, administering questionnaire or schedule.

Population

Population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The total number of items selected for conducting a research ??????????????????. In the present study the investigator has selected the B.Ed. students of Thiagarajar College of Preceptors, Madurai.

Sample for the Study

The sample is a small proportion of a population selected for observation and analysis. John. E. Conklin defines, "A sample is a representative group of people chosen from a large population". The investigator has used random sampling technique for selecting the sample from the population. The sample size is 80 B.Ed. students from Thiagarajar College of preceptors in Madurai district.

Tools Used for the Present Study

For the present investigation, the investigator used social Media as a standardized tool developed by **S. Anbalagan (2017)**

Scoring Response

This tool consists of 30 statements. It is a five point scale. The student has to select the correct answer and make a mark from the given choice. A score is given for each correct answer. The respondents were asked to put a tick mark in any one of the five alternatives (Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree) that is most appropriate. There are both positive and negative items. For positive items scorings are 5,4,3, 2, 1 and for negative items the scorings are 1, 2, 3 ,4,5(Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree) respectively.

Data Analysis

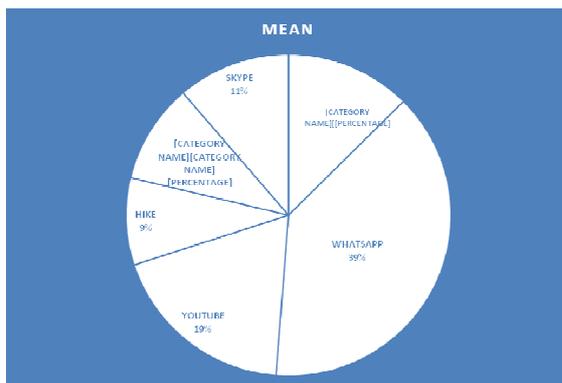
Statistical techniques are necessary for understanding of the general trends and group characteristics from a variety of individual characters. The investigator has used following statistical techniques for analysis of data. Mean, Standard deviation, 't' test, ANOVA, Pearson's Product Moment Correlation.

Analysis and Interpretation

Level of Exposure to social media among B.Ed students with respect to favour form of social media

Table 1

S. No	Favour form	N	Percentage
1	Face book	10	12.5
2	Whatsapp	31	38.75
3	You Tube	15	18.75
4	Hike	7	8.75
5	Twitter	8	10
6	Skype	9	11.25
	Total	80	100



Null Hypothesis

There is no significant difference in social media among B.Ed students with respect to background variable in terms of Gender, Locality and Medium.

Table 2 Significant Difference between Rural and Urban of B.Ed. Students in their Exposure to Social Media

		N	Mean	SD	Calculated 't' value	Table value	Remarks at 5% level
Gender	Male	18	63.56	26.83	2.96	1.96	S
	Female	62	88.95	33.27			
Locality	Rural	28	70.79	25.03	2.51	1.96	S
	Urban	52	89.94	35.75			
Medium	Tamil	32	70.56	30.26	2.88	1.96	S
	English	48	91.69	33.20			

It is inferred from the above table that the calculated 't' value 2.96 is greater than table value 1.96 at 5% level of significance. Hence null hypothesis is rejected. Thus, the result is that there is a significant difference between male and female of B.Ed. students in their exposure to social media. The mean value of male students is 63.56 and female students is 88.96. So, female students are better than male students in their exposure to social media.

It is inferred from the above table that the calculated 't' value 2.51 is greater than table value 1.96 at 5% level of significance. Hence null hypothesis is rejected. Thus, the result is that there is a significant difference between rural and urban of B.Ed. students in their exposure to social media. The mean value of rural students is 70.79 and the urban students is 89.94. So urban students are better than rural students in their exposure to social media. It is inferred from the above table that the calculated 't' value 2.88 is greater than the table value 1.96 at 5% level of significance. Hence null hypothesis is rejected. Thus, the result is that there is a significant difference between Tamil medium and English medium of B.Ed. students in their exposure to social media. The mean of the Tamil medium students is 70.56 and the English medium students is 91.69. So English medium students are better than Tamil medium students in their exposure to social media.

Null Hypothesis –1.3

There is no significant difference among the B.Ed. students belonging to Tamil, English, Mathematics, Physical science, Biological science, Commerce and Computer in their exposure to social media

Table 4 Significant Difference among the B.Ed. Students Belonging to Tamil, English, Mathematics, Physical Science, Biological Science, Commerce and Computer in their Exposure to Social Media

Religion	Mean	SSb	SSw	Df	Calculated 'F' value	Table value	Remarks at 5% level
Tamil	49.67	26042.58	4340.430	6	5.05	3.03	S
English	104.71						
Mathematics	67.85						
Physical science	73.18	62729.91	859.314	73			
Biological science	68.00						
Commerce	90.00						
Computer	73.33						

It is inferred from the above table that the calculated 'F' value 5.05 is greater than the table value 3.03 for 6,73 df at 5% level of significance. Hence null hypothesis is rejected. Thus, the result is that there is a significant difference among the B.Ed. students belonging to Tamil, English, Mathematics, Physical science, Biological science, Commerce and Computer in their exposure to social media. The mean value for Tamil is 49.67, English is 104.71, Mathematics is 67.85, Physical science is 73.18, Biological science is 68.00, Commerce is 90.00 and Computer is 73.33. English students are better than Tamil, Mathematics, Physical science, Biological science, Commerce and Computer in their exposure to social media.

Interpretations

The 't' test reveals that the female students are better than male students in their exposure to social media. This may be due to the fact that basically the girls are having more interest and time to use mobile and hear songs. So the female students are better than male students in using social media chatting, calling, sharing links, liking links etc.,

The 't' test reveals that the urban students are better than rural students in their exposure to social media. The parents of urban students give more opportunities in using new technologies than parents of rural students. There are some measures to use of social media in right direction and to utilize social media in favorable and appropriate manner to its users. The positive use of social media can develop the youth's academic career, skills, better living style to adopt new trends, fashion, anthropology and so on. The 't' test reveals that the English medium students are better than Tamil medium students in using social media. This may be due to the fact that parents of English medium students are educated and sophisticated. The English medium students are easy to buy and utilize mobile phones and computers. For example, mobile phones and computers enable users to create and share content or to participate in social networking. Social media is a phrase that we throw around a lot these days, often to describe what we post on sites and apps like Facebook, Twitter, Instagram, Snapchat and others. Students are using social media because the Social media promotes unethical pictures, video clips and images. Social media is becoming a hobby of youth.

Recommendations

1. The educational computer labs must provide an organizational platform for the students and the researchers to make their use in an appropriate direction.
2. There should be a watchdog software in the server to hunt the students who are using these sites or these sites may be permanently blocked or a specific timing should be given to the students in the university hours for the use of social media websites.
3. There should be an extra-curriculum and awareness forum in the educational institution regarding the instruction about the positive usage of social media networking portals.
4. The use of social media has significantly increased to make perception regarding the socio-political images.
5. The users should be aware about the right to information which is provided to them from their respective states and societies.
6. They should avoid from defamation and hate speech on the social media forums.

Suggestions for Further Study

1. A study on impact of social media among B.Ed. students may be done and verified with this study.
2. The present study is limited to Thiagarajar college of Preceptors, Madurai district only. This can be conducted with a wider geographical area.
3. Similar studies may be conducted for arts and science and engineering students.
4. Impact of Social media on behaviour changes of the studies could be studied.

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UNIVERSAL PROBLEMS ON TEACHING AND LEARNING

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Introduction

Teaching and learning are the two sides of the same coin which enhances the process of education and it paves the way for the development of the country as well. But now a day we have been facing so many problems in the process of teaching and learning and it seriously affects the development of the country also. Let us see about the problems arise in during the course of teaching and learning.

Definition of Teaching and Learning

Teaching means interaction of teacher and students. They participate for their mutual benefits. Both have their own objective and target is to achieve them. "A change in human disposition or capability that persists over a period of time and is not simply ascribable to processes of growth" *by Robert Gagne*. "A process that leads to change, which occurs as a result of *experience* and increases the potential of improved performance and future learning" *by Susan Ambrose*.

Difference between Learning and Teaching

Differentiating learning and teaching is very easy. In direct definition, teaching is giving lessons about a particular subject to a group of learners. While learning is gaining knowledge by studying, being taught and experiencing. Many will assume that teaching is more important than learning, the truth is, learning is more important because it's the end goal of teaching. Students can learn without teachers, but teachers can't teach without learners.

Problems on Teaching and Learning

1. Establishing and supporting a culture of evidence
2. Demonstrating improvement of learning
3. Translating learning research into practice
4. Selecting appropriate models and strategies for e-learning
5. Providing tools to meet growing student expectations
6. Providing professional development and support to new audiences
7. Sharing content, applications, and application development
8. Protecting institutional data
9. Addressing emerging ethical challenges
10. Understanding the evolving role of academic technologists

Problems on Teaching and Learning in India

1. Old-Traditional System

Almost of the places have the same education systems that were established ages ago, i.e., in the 90s, when the computers hardly existed in common. The framework and syllabus lacks to contain the recent topics and content of learning in the subjects. Still. Some systems have updated their portions but it doesn't matter as most of the teachers and the institutes themselves lack most of the basic knowledge. The things have to be done as they are. Students have to copy-write and complete or you can say fill the journals just for the sake of submission to the system. The rote- learning method benefits the system in many ways. Student has to purchase the notebooks from the institute and just fill them and return them back, known as submissions. The system profits twice by this method.

2. UNACCESS of Knowledge

The topic is being taught but the concepts are hardly covered. Teachers teach superficially and hardly make the student understand the true reason behind the stuff. No creativity and practical knowledge is found in students. The student's projects are made by elders and others and the student gets marks and he walks off without any skills or mental aptitude.

3. Discrimination among Students

The system discriminates on the basis of castes. Ironically, the teacher mostly focuses more on the students who know the topic instead giving attention to those who need to learn and understand the thing. The students must be

classified on the basis of intelligence and their capabilities of absorbing things, instead of discriminating them according to the marks and grades.

4. Exams and Tests

The students are technically hardly tested by this system. Written exams that are taken can be cracked just by mugging up things and vomiting them on the day of test. Practical, oral and other examinations are just for the name-sake. Students walk out and pass and they forget the studies after few months.

5. Use of Technology

The system doesn't make the most of the technology in teaching students through Audio-Video methods and virtual experiences. These are some drawbacks and faults in the system. But in most of the places in India, education system doesn't even exist. Those who exist fail to teach the students truly and completely.

General Problems in Teaching Speaking

The position of speaking in the hierarchy of language skills has evolved over the centuries. Rather ignored in the Grammar – Translation Method, it became a primary skill in the Direct Method. Audio ligula's brought even more focus on speaking, although the linguistic principle it was based on viewed oral discourse as imitative routine behavior in typical and predictable situations. The grammatical syllabus of the Cognitive Method incorporated activities in all language skills, attaching equal importance to each of them. Finally, Communicative Language Teaching added a more realistic dimension to teaching oral discourse by introducing numerous forms of interaction to the classroom and practicing the language in natural or probable situations which demanded defining of the discourse genre and the roles of participants.

A Challenge in Teaching English Today

Challenges before the English Language teachers in India are enormous and apparent. They should be able to cater to the practical needs of learners, to make them competent enough to interact with one another and also to retrieve information all over the world. The people who have proficiency in this language could access large number of jobs and also were seen holding high positions in many National and International Organizations. At present the challenges visible before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the demands of the day.

Suggestions

1. Proper motivation by the teachers to the students.
2. Learning should be student centered
3. Free participation of the students in classroom
4. Good interaction between teacher and student.
5. Giving vocabulary practices in the English class
6. Instead of giving project works the teacher can conduct activity based on improving language.

Conclusion

The problems arise in the process of teaching and learning can be uprooted by implementing proper measures. The teacher should be a man of principle and he should influence his students through his good deeds. The problems in the learning can be uprooted by providing a positive environment to the students in which they feel secure and are free to pursue their dreams. Learning by doing should be encouraged and bookish knowledge should be taken away from our education system. Let us say good-bye to discrimination and rote learning.

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ACHIEVEMENT GAP

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Raising achievement to higher levels and closing student achievement gaps are priorities in schools and communities at all economic levels, and in urban, rural, and suburban settings.

Introduction

The “achievement gap” in education refers to the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures. In the past decade, though, scholars and policymakers have begun to focus increasing attention on other achievement gaps, such as those based on sex, English-language proficiency and learning disabilities. With the passage of education for all, and free and compulsory education policy, closing achievement gaps among these various student groups became a focus of federal education accountability, and schools and districts were required to disaggregate student test scores and other performance data by student characteristics to enable better comparisons between groups. This created both to greater awareness of racial disparities and to rising concern about other kinds of achievement gaps. The attention led to more targeted interventions for different groups of students, but had not closed most achievement gaps to an appreciable degree a decade of the law passed.

Causes of Achievement Gaps

The causes of achievement gaps are multiple and complexly interrelated, and they vary from school to school, district to district, and community to community. As a starting point, consider factors that have been identified in various studies as contributing to achievement gaps.

Factors That Contribute to Achievement Gaps

Within Schools' Control	Outside Schools' Control
<p>Schoolwide Factors Low expectations for student achievement; Lack of rigor in the curriculum; Large class size; Tracking groups of students into a less demanding curriculum; Unsafe schools; Culturally unfriendly environments; and Poor, or no, instructional leadership.</p>	<p>Factors in the Local Community Economic opportunity for students' families; Access to health and social services; Community safety; Access to libraries, museums, and other institutions that support students' development; and Access to child care and after-school programs and facilities.</p>
<p>Teacher- and Teaching-Related Factors Uncertified and inexperienced teachers; Insensitivity to different cultures; Poor teacher preparation; Low expectations of students; and Inadequate materials, equipment, and resources, including technology-based resources.</p>	<p>Students' Background Families' income level; Students' birth weight; Students' diet and nutrition at home; Students' mobility; and Students' primary language (if other than English).</p>
<p>Student-Related Factors Students' interest in school; Students' level of effort; Students' feeling that they are, in part, responsible for their learning.</p>	<p>Education Funding Shortfalls State budget deficits; Unfunded federal mandates; and Inequities in funding among school districts.</p>
<p>Families' Support of Students' Learning Families' participation in school activities; Families' skills to support and reinforce learning; and Students' TV watching and at-home reading.</p>	<p>Families' Support of Students' Learning Time family members are able to devote to support and reinforce learning. Other Factors Societal bias (racial, ethnic, poverty and class)</p>

Researchers have tried to pinpoint why race and class are such strong predictors of students' educational attainment. In the 1990s, the controversial book, *The Bell Curve*, claimed that gaps in student achievement were the result of variation in students' genetic makeup and natural ability—an assertion that has since been widely discredited.

Many experts have since asserted that achievement gaps are the result of more subtle environmental factors and “opportunity gaps” in the resources available to poor versus wealthy children. Being raised in a low-income family, for example, often means having fewer educational resources at home, in addition to poor health care and nutrition. At the same time, studies have also found that children in poverty whose parents provide engaging learning environments at home do not start school with the same academic readiness gaps seen among poor children generally

Education and school funding policies can exacerbate these opportunity gaps. Analyses by The Education Trust, a Washington-based research and advocacy organization, and others have found that students in poverty and those who are members of racial minority groups are overwhelmingly concentrated in the lowest-achieving schools.

Some researchers are also exploring more subtle factors that can contribute to achievement gaps such as peer pressure, student tracking, negative stereotyping, and test bias. Research also has shown that students from a disadvantaged group can perform below their normal ability when confronted with negative stereotypes about their group. For example, in 2009 the Institute for Research on Education Policy and Practice at Stanford University found that specific student groups underperformed in stereotypical ways on state exit exams—girls performed worse on math, for example, or students from Asian-American backgrounds scored lower on reading—suggesting that the high-stakes nature of the tests could contribute to students’ performance anxiety (Viadero, 2009). In principle, the public has been behind closing the achievement gap, and schools have employed a variety of tactics to address it. Common reform recommendations have included reducing class sizes, creating smaller schools, expanding early-childhood programs, raising academic standards, improving the quality of teachers provided to poor and minority students, and encouraging more minority students to take high-level courses. Still, progress in reducing academic divides has been slow or nonexistent.

Conclusion

Achievement gaps seem likely to remain a focus in the next authorization of the Elementary and Secondary Education Act. The requirement that schools, districts and states disaggregate students’ test scores and graduation rates by race, gender, language and socio-economic status remains one of the few parts of NCLB with broad bipartisan support for reauthorization. Moreover, the economic-stimulus law passed by Congress in 2009 required states to close achievement gaps and provide more equitable distribution of high-quality teachers for poor and minority students. Policymakers and educators hope to find new ways to close achievement gaps faster in the decade to come.

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STRATEGIES FOR TEACHING MATHEMATICS FOR STUDENTS WITH LEARNING DISABILITIES

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Introduction

People learn in many ways. Teachers use different instructional practices in an effort to reach all learners. Sometimes traditional instruction poses a challenge to students. They can be diagnosed with a learning disability, a broad term used to identify those who struggle with learning at the level of their peers. A learning disability does not include a physical handicap. Children with learning disabilities do not necessarily have lower IQ scores or cognitive ability; their brains are wired differently and require instruction in reading, writing, math, and other subjects to be nontraditional. All learning requires the use of strategies. Because math works with both the concrete and abstract, specific tactics may be necessary for understanding and succeeding in a math classroom. Math strategies are methods used to solve problems in math. Students sometimes come about these naturally, but many are taught by teachers. For some students, such as those with special needs, specific strategies are necessary.

Math Strategies

Some of the following math strategies and suggestions may help children who are experiencing problems with mathematics. Identify strategies that you think will help your child and, if appropriate, talk to your child's teacher about using some of the strategies in school.

1. Maintain consistency and communication across school and home settings

Parents, tutors, and classroom teachers should coordinate and use the same instructional approach.

2. Teach basic concepts using concrete objects.

For example, let children explore number concepts by counting the legs of a chair to find the number four or by subtracting crayons from a box. The progression from understanding concrete materials, pictorial representations, and abstract number representations may take some children longer than others.

3. Provide specialized materials.

To help children organize their calculations, have them use graph paper (or lined paper turned sideways) to keep numbers in columns. Encourage the use of scrap paper to keep work neat, highlighters to underline key words and numbers, and manipulatives such as base-ten blocks or fraction bars.

4. Make your expectations explicit.

Tell children the procedures you would like them to use when solving a problem, model each procedure for them, then have them tell you what they are expected to do. Some students benefit by having a math notebook filled with examples of completed problems to which they can refer if they become overwhelmed or confused.

5. Provide time for checking work.

Emphasizing that completing math assignments is a process, encourage children to become comfortable reviewing their work, making changes, or asking questions when they are unsure of their answers.

6. Give children opportunities to connect mathematical concepts to familiar situations.

For example, when introducing measurement concepts, have children estimate their measurements before measuring classmates' and family members' heights or weighing their book bags' when empty and when full.

7. Help children apply math concepts to new situations.

For example, show them how to use percentages to understand the price of a pair of shoes on sale at the mall or the amount of their allowance they spend on snacks.

8. Provide access to programs or tutors that can help a child improve his or her math skills.

Tutors can assist children with weak math sub-skills, such as multiplication and division. Provide tutors during summer months or after school to boost performance and ensure that the child retains his or her skills.

9. Help children keep track of problematic areas.

When doing math homework, children may benefit from having their most common errors listed on flashcards. They can then refer to the cards while completing their assignments.

10. Play math games.

To encourage automaticity with math facts, students may benefit from playing math games (i.e. dice, playing cards) and listening to commercially available audiotapes that provide a fun way of learning math facts.

Conclusion

Working with learning disabled students is both rewarding and challenging. Numerous resources are available to assist you in developing instructional modifications and accommodations and finding appropriate materials and resources. Keep in mind that techniques that work well with learning disabled students can be equally effective with their nondisabled classmates. The special needs of a student with learning disabilities make that student unique. Meeting those needs so that the student will best learn, by enhancing strengths and minimizing deficits will increase his or her ability to learn. With some additional planning, the rewards of such accommodations will be shared by the student and the teacher.

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TEACHING STRATEGIES TO KEEP STRUGGLING STUDENTS

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Introduction

We have all had to struggle at one point in our lives or another. And as human beings, we understand that sometimes life can get hard and that we have to push ourselves in order to get through it. As children, this is a lesson that needs to be learned. Our students who struggle in school must learn to persevere and move through the problem in order to get to the other end. As a teacher, it often seems easier to help a struggling student out, rather than use teaching strategies to give them the tools to get through it. We often have to fight the urge to give the student the answer, or tell them what to do because we have 20 other students that need our help too. However, it is part of our job to keep our struggling students so that they can learn, and recognize what hard work is all about. It's important for them to learn the lesson of persistence and perseverance. Here are 10 simple teaching strategies that you can use to keep your struggling students working so they can become more independent workers.

Teaching Strategies: Fight the Urge to Tell Students the Answer

As mentioned earlier, sometimes it is just easier to give the struggling student the answer rather than taking the time to give them the tools to find the answer themselves. However, as a teacher, this is something you should NOT do, ever. It is your job to teach the student and give them the tools that they will be able to take with them for the rest of their lives. This means fighting the urge to give them the answer just to save you time with your other students.

Give Students Time to Think of the Answer

Research has shown that teachers, on average, only wait 1.5 seconds between asking students a question and calling upon a student to answer the question. If teachers would give students just a few seconds more to really think about their answer, they would probably come up with something really great.

Allow Students to Explain Their Answer

How many times have you asked a student a question to repeatedly get the answer, "I don't know"? Encourage students to come up with an answer (even if it's incorrect). Teach them how to explain to you how they got their answer. Once you find out how they got their answer, then it will be easier for you to figure out what they are doing wrong. Require that all students must come up with an answer and be able to explain how they got it.

Write Down All Directions

Struggling students usually have a hard time paying attention and remembering things. If you give them oral directions, chances are they are going to forget them, which means they will struggle on knowing what to do next. Make sure that you always write down everything that you want the students to do on the front board, so there are no excuses from any student, and they always have a resource that they can refer to.

Teach Perseverance

Teach students that when the going gets tough, they must keep on working. This means when they get stuck on a question, they need to try out a few different strategies until they get it. A simple way to do this is to keep a few tips and strategies listed somewhere in the classroom where all students are able to refer to it, preferably on a wall where all students can see it from their desks.

Teach Time-Management Skills

Struggling students have a hard managing their time and their daily tasks because oftentimes, it feels overwhelming to them. Teach students how to manage their time and their tasks by having them write down their whole schedule for one day. Then, have students estimate how long they think it will take them to do each task that they listed. Go over the list and discuss how much time should be spent on each task. This activity will help them understand that time-management skills are essential, and that they must take ownership of their learning in order to keep them from struggling in school.

Take it One Task at a Time

Sometimes the easiest way for a struggling student to understand a concept better is to take it one question at a time. If you find that you have many struggling students, then this is the best option for the whole group. For example, if students are doing small group work, instead of giving them a list of 10 questions to answer together all at once, have them answer one question at a time, and after each question, have them regroup as a whole group before allowing them to go onto the next question.

Ask Questions that Require Students to Think

Struggling students need to practice thinking on their own. Take the time to ask questions that make students have to think about their answer. Teach them how to make inferences and not just blurt out any answer that comes to mind. The more they take the time to think about their answers, the easier time they will have when trying to come up with solutions to the answer.

Yield the Chronic Hand Raisers

Students who are having a hard time often get the urge to raise their hands and ask for help for every single question. To stop this from happening, you need to come up with a strategy that will allow students to move on when they get stuck on a question. Some teachers find that sticky notes or red and green flip cards are an effective technique. Other teachers find that limiting the number of times a student is allowed to ask a question for each lesson works well too.

Give Students Encouragement

Effective teachers encourage students and motivate them to do well in school. They take the time to praise them and tell them that they can do anything when they put their mind to it. Be that teacher, the teacher that tells them they can do it!

Conclusion

Staying awake and interested in class can be difficult. But what's even more difficult is being responsible for keeping students awake and interested. This is the job of an teacher first and foremost. In order to be a great teacher, one must not only teach, but inspire and empower.

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CHALLENGES FACED BY INDIAN TEACHERS

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Introduction

Teaching is a difficult profession. There are many problems for teachers that make the profession more complicated than it has to be. This does not mean that everyone should avoid being a teacher. There are also substantial benefits and rewards for those who decide that they want a career in teaching. The truth is that every job has its own unique set of challenges. Teaching is no different. These problems sometimes make it feel as if you are constantly fighting an uphill battle.

Professional Status of Teaching

However, most teachers find a way to overcome this adversity. They do not allow obstacles to stand in the way of student learning. However, teaching would be easier if the following are seven problems could be resolved. Teaching is not considered as one of the most sought after career in India; hence the primary challenge is to raise the status of teaching as a career choice. This stems from the general perception that people harbor about this profession which is, that anyone can become a teacher as it takes minimal skill and is nothing but glorified baby-sitting.

Well, to some extent it is true as a non competitive teacher really has minimal skills whereas a good teacher has leadership skills which can even challenge a senior manager of a company. This status can also be attributed by our hiring process in B.Ed programs.

Financial Compensation

As mentioned in my previous article teaching is one of the most underpaid jobs barring some schools which strictly adhere to pay commission of scales. Even appreciation in form of financial incentive is not a very popular culture.

These problems are not restricted to government or low cost private schools but also to posh international schools where the average annual fee structure of a student ranges from Rs.6 Lakhs to 10 Lakhs. The school management and board of directors mostly prefer cheap labour. Again this is because of the low professional status of teachers in our society. The teaching profession is dominated by women and we see very less men who prefer being a teacher. Women are not considered as the primary breadwinner of a family and hence their compensation is abysmally poor compared to the fee structure that these international school charge.

Commercialization of Education

The general Indian mentality believes that privatization is the solution to everything dysfunctional in our country. This public perception stems from the status quo that an Indian family enjoys when they send their children to these 'Modern temples of education' which have air conditioned classrooms, buses and infrastructure equivalent to a five star resort like tennis court, swimming pool. It gives immense pride to parents and an opportunity for them to gloat about the fact that their children go to school where students are well dressed, their classmates come from the elite strata of the society and most important they are 'English medium schools'.

Lack of Motivation and Support

Teachers don't have a voice and have no say about educational policy. The concept of motivated teacher is also a flawed one because most of them feel that a motivated teacher is one who is regular to school every day, follows official protocols blindly without questioning and if necessary provide information that management team wants! The real focus shifts from student learning outcomes to complying orders as found fit by the administrative department relegating teachers to a mere stature of puppets who have no voice.

Professional Development and Teacher's Needs

Education sector is a very dynamic industry. A good teacher needs to be constantly updated with the best practices practiced across the world. This means reevaluating and reflecting one's pedagogical skills by adopting rigorous study, practice and self – improvement. The high performing countries keep professional development and training as the top most priority and they conduct in-house trainings every month in addition to regular classroom observations and feedback by peers and line managers.

Observation is considered as an instrument of development by scaffolding and developing the teachers and not as a weapon to terminate their services which nowadays schools are adopt in doing.

Work Life Balance

As mentioned earlier teaching can be demoralizing for many reasons — demotivated students, helicopter parents, disorganized administration, lack of financial incentive, lack of prestige in our society for teachers, etc.

Add to it the fact that most teachers return back home and spend their quality personal time and weekends marking notebooks, planning lessons, grading answer scripts etc. This means by the end of the day a teacher is mentally and physically exhausted leaving neither any time to pursue a hobby nor any time to socialise with friends except to recharge themselves during summer holidays I presume. A person who is physically and psychically drained has no time to even enjoy the little pleasures of life, forget about imagining how to upgrade one's career skills.

If a teacher is smart enough to strike the right cord of work life balance , that teacher is branded as lazy and not hardworking as the myopic thought process of most of the coordinators make them feel that a good teacher is one who carries work at home.

Personal Image and Society's Expectations

A teacher is expected to project a 'perfect teacher' image. She is required to epitomize calmness and behave like a conservative moral police. Society puts this immense pressure on teachers as if their every decision, act, and word can inspire or devastate students. So if a parent, student or God forbid the school coordinator spots a teacher having a quiet romantic dinner with her partner, then it won't be accepted as decent behavior as per the moral code of conduct that teachers are expected to follow.

Conclusion

It is the choice of the teacher to find pleasure in one's threads of work, connection with families of strangers, appreciating the craft of an educator as the rhythm of the years pass by. Above all it is the choice of the teacher to find the purpose of teaching which is to teach children not to seek the best but to seek the deepest, the most varied, the fullest, the calmest and the truest.

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ENGLISH LANGUAGE PROFICIENCY OF SCHOOL CHILDREN - PROBLEMS AND SOLUTIONS

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Introduction

Language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific exam such a system. The scientific study of language called linguistic. Proficiency means high degree of skill and expertise. Its main objective is to perfect. Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language .As theories among pedagogies as to what constitutes proficiency go, there is little consistency as to how different organization classify it. Additionally fluency and language competence are generally recognized as being related, but separate controversial subject. Thus, native speakers of a language can be fluent without being considered proficient.

English as the Language of the Elite

There is an Enormous range of nuanced reasons as to why English has become the language of the Elite and of governance in India, Even putting aside the Indians have come to believe that the nations prosperity, as well as their own, is wholly dependent upon not just learning English, but Exclusively learning it as a first language. It began within the middle class that was hired by multinational companies, and trickled destitution but unable to afford private English Education, curiously many states in India have attempted to make English as the medium of Instruction for all school in an attempt to assuage demands of the poor. However, the shortage of teachers who can even speak English is surreal. All of this while the vast majority is able to communicate in their respective mother tongues.

Language Barrier

Language barrier is a figurative phrase used primarily to indicate the difficulties faced when communicating with others while speaking multiple language.

Language Barrier and Communication

Typically little communication occurs unless one or both parties learn a new language which requires an investment of much time and effort. People travelling abroad often encounter a language barrier. The people who come to a new cutely at an adult age, when language learning is a cumbersome process, can have particular difficulty, overcoming the language barrier. Similar difficulties occur at multinational meetings, where interpreting services can be costly, heard to obtain. And prons to Error. Language difficulties impact not only information gathering skills but also help seeking behaviours lack of proficiency in English can be a major concern for international students in their library use as it relates to asking for and receiving assistance. Lee(1991) a former International student, Explains that international student tend to be acquiescent and believe that school is the one place in the English speaking world where they should be able to compete on an equal basis. International students are receptive and strongly motivated. For International students, concerned with proper sentence structure and peruse vocabulary, this alternation of words and positions can be much more baffling. The use of synonyms, a necessity in keyword searching, is difficult to master, especially for students with limited English vocabulary (F.Jacobson 1998). The rosette foundation declared April 19 as the International "No Language Barrier Day". The Idea behind the day is to raise. International awareness about the fact that it is not Language that represent barrier, Languages should not be removed,they are not a barrier to the country, they should be celebrated.

Here are of the Biggest Challenges Student Must Face When Learning to Speak English

1. Grammer

English Grammar is complex, making it difficult to remember, master and use logically. Ensuring you use the correct grammar can be tricky, especially when you are in conversation with someone and they are speaking at an alarmingly learning to drive, you can learn all of the theory, rules and regulation, but you won't be good at it unless you practice it and it starts to become second nature to you. Grammar is like extremity important, incorrect the person you are speaking to and even change the meaning of what you are communicating, what's more is native English speakers

are hyper aware grammar and will notice immediately if a grammatical error is made, even if this the smallest of errors English speakers are incredibly proud of the language and look negatively on it being used incorrectly.

2. Vocabulary

Is often a challenge, particularly when it comes to verb variation and understanding which tense should be used in various situations. English has the one of the biggest vocabularies of all languages, and it can be very confusing for non-English speakers to masters. Using vocabulary inaccurately is incredibly noticeable to anyone to anyone whose first language thou it doesn't meaning of your text, it does weaken it.

3. Slang and Colloquialism

With the English language having such an extensive vocabulary and complicated grammar, there is enough to teach students wan ting to learn English, rarely are students expose to the slang words used by English speakers in everyday conversation. Sentences can be pre dominantly filled with slang words, so maintaining a conversation can be difficult for anyone who doesn't understand what they mean.

4. Pronunciation

Knowing how to pronounce words in English can be very difficult as it isn't always obvious. English speakers have been taught these from an early age, which is how they know not to pronounce something to communicate the right message. Further more, depending on the first language of the English student, it can often be difficult to pronounce certain words properly, having not ever had to create that phonetic sound before.

5. Variation in English

The variation in the different forms of English can often be difficult to understand. For example, the difference between using formal and informal language or the differences between spoken and written language. This leads to students writing words phonetically, i.e. how they would say it rather than how its actually spelt, and using informal language, may be even slang that they have picked up, in formal situation which may perhaps be viewed negatively.

Tips for Overcoming Problems of Learning English

1. News paper

To improve vocabulary read an English language Newspaper. Reading habit will improve not only your vocabulary but also the sense of making sentences.

2. English cartoon

Listening an English channel will improve pronunciation skills. Some English cartoons are very helpful due to pace of speaking in in them. Different characters speak very slow and you can understanding every word they speak and it makes easy for you to correct your pronunciation.

3. Speak

Speak is the rule to address this issue. Whether you speak wrong or right but don't give up, speaking will end shyness while is big hurdle in learning any language.

4. Activity

Teachers should contact activates like in classroom

- Spelling bee
- Word building
- Puzzle
- Through this activity students can learn new vocabularies and also try to apply the learned one in their day to day life.

Do not try to Translate from Your Mother Tongue to Your Target Language (English)or Vice Versa

Not even the world's greatest genius can master a language by translating. Force yourself to think in the English, and translating will come naturally.

Conclusion

To Explore the matter at a more foundation at level, all development beings with Education, and Education of course, stems from language is much more than a means communication, it determines the books one reads, the television programs one holds, one personal Interests, and one's carrier opportunities.

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INNOVATIVE METHODS OF TEACHING COMMERCE AND ACCOUNTANCY

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Abstract

The purpose of this paper is to evaluate the traditional methods of teaching in commerce and Accountancy as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components like dual concept in teaching Accountancy like debit and credit , sending and receiving information in commerce as innovative methods of teaching. The use of innovative methods in educational institutions to improve education.

Introduction

Education is a light that shows the mankind the right direction to great rise. The purpose of education is to thinking, knowledge ability and self sufficiency. Creativity can be developed and innovation benefits both students and teachers. We have a duty to our commerce students to use technology to enhance teaching and research. The biggest challenge any teacher faces is capturing the students' attention and across new ideas in classroom.

Methodology

The traditional or innovative methods of teaching in commerce and Accountancy are critically examined, evaluated and some modifications in the delivery of knowledge is suggested. As such, the strengths and weaknesses of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested. In this paper, we focus on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this Skill set.

Traditional Teaching Method

- Teaching in classroom using chalk and talk is "one way flow" of information.
- Teachers often continuously talk for an hour without knowing students response and feedback.
- The material presented is only based on lecturer notes and textbooks.
- Teaching and learning are concentrated on "plug and play" method rather than practical aspects.
- The handwriting of the lecturer decides the fate of the subject.

Characteristics of Good Teaching

- Instructors are well prepared.
- Instructors excite and motivate students
- Instructors communicate effectively with their students.
- Instructors bring latest information to students

Characteristics of Successful Learning

- Students gain and retain knowledge of the content of the course.
- Students develop critical thinking skills.
- Students integrate knowledge within and across disciplines.
- Students develop the ability to work in a team to solve a problem.

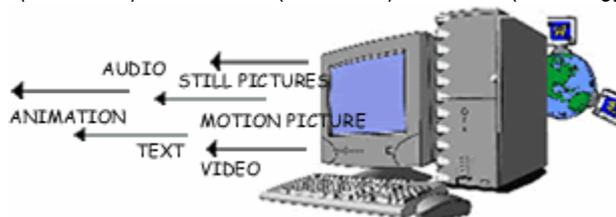
New Instructional Tools

- Require that instructors are well organized and adaptable.
- Bring text, sounds and images to enrich and enliven the classroom.
- Improve communications between instructor and student.
- Creates clear understanding
- PowerPoint can be used widely.
- Innovative thinking improves

Multimedia Learning Process

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation (tally) to convey information to an audience. The use of modern instructional technologies enhances teaching, and learning, by promoting all of these characteristics.

SENDER→(TEACHER)→RECIEVER(STUDENT)MESSAGE (technology) MEDIUM



Creating multimedia projects is both challenging and exciting. Fortunately, there are many multimedia technologies that are available for developers to create these innovative and interactive multimedia applications. Another advantage of creating multimedia projects in the classroom setting is that when students create multimedia projects, they tend to do this in a group environment. By working in a group, the students would have to learn to work cooperatively and collaboratively, using their group skills and a variety of activities to accomplish the project's overall objectives.

Conclusion

The information technology is dramatically altering the way students; faculty and staff learn and work. Internet-ready phones, handheld computers, digital cameras, and MP3 players are revolutionizing the college life. Technology is also changing the classroom experience. The classrooms at New York University's Leonard N Stern School of Business feature all sorts of conveniences for students and teachers. For instance, the room is wired with cameras for photographing whiteboards, so students can receive the images as digital files. we can make out that the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Teaching depends upon successful mode of communication and Innovation though we mean the changes that we propose to be included in our medium of communication and information. The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching.

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GROSS ENROLMENT RATIO IN INDIAN HIGHER EDUCATION TOWARDS SKILLED FORCES

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Abstract

National policy on skill developments (2017-22) Mission is to 'empower all individuals through improved skills, knowledge, nationally and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the global market'. It has a target to skill 500 million people in the labour force by 2022. This policy emphasizes an increasing private sector participation, increasing population in the age group of 15-24 years and the policy drive to improve gross enrolment ratio in higher education institutes. However, the national developments highly depends largely potential human resources. Higher education system plays an important role to give the potential skilled forces in the country. In relation to this, government of India, Ministry of Human Resource Development takes several initiatives to improve the quality in educational institutions for the betterment of the students in the society. Access, Equity and Excellence is the main aim of the Rashtriya Uchchatar ShikshaAbhiyan (RUSA, 2013) besides the promotion of national GER in higher education level by 30 % during the year 2020. Nearly 60 percent of the people fall the age group between the 25-35. Our country needs to achieve the important target becoming a super country among the world. In order to achieve that last five years India had tremendous improvement in their GER in higher education, all the youths are to be turned into potential human resources by providing the quality education. It is in this assumption the paper makes its attempt to highlight the factors towards integrated developments of the students in relation to their GER in Indian higher education.

Key Words: GER, Higher Education, Integrated Development

Introduction

The policy for the development of higher education in India has been mainly governed by the "National Policy on Education" of 1986 (as modified in 1992) and its Programme of Action adopted in 1992. The 1986 policy and its Programme of Action of 1992 were based on two land mark reports namely, the "University Education Commission Report" of 1948-49 (popularly known as the Radhakrishnan Commission Report), and the "Education Commission Report" of 1964-66, (popularly known as the Kothari Commission Report). These two reports laid down the basic framework for the National Policy of 1986 for higher education in the country. The National Policy on Higher Education (1986) translated the vision of the Radhakrishnan Commission and the Kothari Commission into an actionable policy by setting five main goals for higher education, as enumerated access, equity, quality, excellence and relevance.

Access: Greater access requires an enhancement of the education institutional capacity of the higher education sector to provide opportunities to all those who deserve and desire higher education. Equity: Equity involves fair access of the poor and the socially disadvantaged groups to higher education. Quality and Excellence: involve provision of education in accordance with accepted standards so that students receive available knowledge of the highest standard that helps them to enhance their human resource capabilities. Relevance: involves promotion of education so as to develop human resources keeping pace with the changing economic, social and cultural development of the country; and Value Based Education: involves inculcating basic moral values among the youth. However, the higher education system is undergoing rapid changes in the recent years to increase the GER and to enhance the quality in higher education, the gross enrolment ratio (GER) in higher education in India has improved to 24.3 per cent in 2015-16 from 23.6 per cent in 2014-15(AISHE,2016).

Gross Enrolment Ratio in Indian Higher Education

As per UNESCO estimate, at least 20 per cent GER in higher education is a prerequisite for rapid socio economic development of country (Chauhan, 2010). The higher education institutions are at present engaging in enrolling international students, becoming partners of inter-institutional schemes, and pushing forward in the drive towards globalization, students, academic staff and curricula are transferred and exchanged between the institutions of higher education for the betterment of the quality and to increasing the GER at global level. Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since Independence. The number of Universities has increased 35 times from 20 in 1950 to 760 in 2016(AISHE,2016) The students' enrollment in higher education has grown six times in the last 30 years; during eleventh plan (2007-12) India achieved a GER of 17.9 % up from 12.3 % at the beginning of the plan period (2006-07). But, India's GER of

17.9% (2012) was much below the world average of 26%, as well as the other emerging countries such as China (26%), USA (95%) and Brazil (36%) (MHRD,2012). From the year 2012-13(18.8%), 2013-14(22.5%), 2014-2015(23.6%) and 24.3 during 2015-16 .GER indicates the phenomenal growth in access to higher education cuts across in States, religion, gender thereby increasing the Gross Enrolment Ratio from 10% in 2000 to 23.6% by 2015. It will be increased to 25% by 2017. Former HRD Minister KapilSibal said "We will need 800 to one thousands new universities and 40,000 new colleges to meet the aim of 30 percent GER by 2020(MHRD Report, 2010). It is the evidence for the progress of the higher education in the country. However, the increase of the colleges and universities improves the national GER and to realize the ultimate aims of the RUSA. The gross enrollment ratio (GER) in higher education in India is witnessing a consistent and significant rise for the last five years.

Table-1 Gross Enrolment Ratio in Indian Higher Education – Year-wise

Year	GER(%)
1950-60	0.7
1960-61	1.4
1979-80	5.0
1989-90	6.0
1999-00	10.0
2006-07	12.3
2011-12	17.9
2012-13	18.8
2013-14	22.5
2014-15	23.6
2015-16	24.3

Source: Ministry of Human Resource Development, 2016

From the table -1, the access of higher education is measured in terms of GER, which is a ratio of persons enrolled in higher education institutions to total population of the persons in the age group of 18 to 23 years. GER in higher education increased from 0.7 per cent in 1950-51 to 1.4 per cent in 1960-61 to 5 per cent in 1980, 6 per cent in 1990 to about 10 per cent in 2000. It further increased to 12 per cent in 2007 (Ernst & young, 2011) to about 17.9 per cent in 2011-12 (Ernst & young, 2012), 2012-13, 21.5%, 2013-14, 22.5% 2014-15 23.6 and 24.3 % in the year 2015-16 respectively. It indicates the phenomenal growth in access to higher education cuts across in States, religion, and gender thereby increasing the Gross Enrolment Ratio from 10% in 2000 to 24.3 % by 2016 thus, access to higher education in India has increased over the years.

Youths in Indian Higher Education

Higher education system is essential for national, social and economic development of the country. There is a need of value based higher education system which empowers youth for self-sustainability by inculcating employment skills. Access, Equity and Excellence is the main aim of the Rashtriya Uchchar Shiksha Abhiyan (RUSA, 2013) besides promotion of the national GER in higher education level is 30 % by 2020. Nearly 60 percent of the people fall between the age group 25-35. The question of GER and educating the youth has gained additional significance given the critical stage of development that our nation is going through. According to International Labour Organization (ILO) estimates, by 2020 India will have 116 million workers in the age group of 20-24 years as against 94 million in China. In addition to this, the average age of Indian population by 2020 will be 29 while many developed countries will be in early or late 40s. To take advantage of this demographic dividend (indeed, to prevent socio-economic complications arising out of a large unemployable young population), this massive workforce would need to be gainfully employed. This means that our country must have the foresight to create systems and capacities to educate and skill such large numbers of people. Emphasis will also have to be laid on giving an education that supports and promotes employment generation, entrepreneurial spirit and innovation as these are the factors that will help in creating enough sustainable job opportunities within India. Hence, the youth in the country should take part in national skills development initiatives.

Importance of the Integrated Development of the College Students

Today we are living in the competitive world. Combining of classroom education with workplace training, and technical training with communication, problem solving and entrepreneurship awareness. Otherwise, young people will find it difficult to find a job, to stay in employment, to move on in the workplace, and, more broadly, to succeed in lifelong learning. However, the college students not only join the course for the sake of getting the degree but also the all round developments. The government of India takes steps to increase the GER in higher education, at the same time, the students should have the adequate developments such as problem solving ability, communication skills, time

management, techno-savvy, leadership building etc, that play an instrumental role in students' carrier development. During the college level education, they should take cognizance about their general skill developments because it predicts the lifelong survival with competency. Hence, the main objective of the higher education in India is to increase the gross enrolment ratio in higher education to 15 % by 2011-12 to 21% by 2016-17 and 30 % by the year 2020 (MHRD,2014), the current GER is 24.3 % .It will automatically increase the number of students being enrolled in the education arena. However, the female participation in higher education shall increase gradually. Former Indian president Dr. A.P.J Abdul Kalam's vision of "India 2020", to where India shall be a super country among the world. Educated and skilled forces are only able to change the present scenario. If all the enrolled youth are turned into skilled forces in India, no doubt India becomes a super country in the world. We can challenge the world in terms of technological advancement and enhance the socio-economic status of the nation.

Conclusion

Higher education is a powerful tool to build knowledge based society for any country. Generally, increase of the gross enrolment ratio in higher education is the good sign for the progress of any nation. In India last five years the GER in higher education has tremendous improvement. However, the aims of RUSA, to give quality in higher education by providing good infrastructure facilities, introduce the new courses, technology enabled teaching, faculty improvement programme, autonomy of institutions etc., should be taken cognizance for learners will produce quality intellectual resources. It's not only to increase GER in higher education in the country but also enhance the overall developments of the learners. Hence, the apex body of the higher education provides special programme on developing communication competency , problem solving abilities, leadership qualities, time management, decision making etc., among the learners in higher education. If the learners imbibe the potential sources, that help to enhance their competitive level at the global market. The potential youth can challenge the world in terms of the skilled forces in the country and also they exhibit their good personality characteristics in the form of the integrated developments.

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BARRIERS IN LANGUAGE PROFICIENCY

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Introduction

English language proficiency for the university students defined as “the ability of a student to make use of the language to communicate in spoken and written contexts while completing their university studies” The term use ranges from tasks as simple as discussing work with fellow students to complex exercises. English language proficiency has become an important issue in Malaysian higher education. The government supported this transformation by declaring it as an “essential for the economic and technological development.

Ethical Approval

The study was approved by the departmental ethical committee of discipline of and administrative pharmacy.

Role of English Language Education:

The role of English as a foreign language in the world is influenced by many factors such as business, cultural, political, and educational factors. The latter is the main factors which plays, now, strongly major role to pull a lot of attention in the decision of the Algerian educational authorities to know how to deal with the positive qualities. ELT [English Language Teaching] in Algeria was defined and insignificant before the independence in comparison with French. English is considered as a foreign language that is offered as a required subject at all levels of university education. In order to understand and recognize that the efficiency of English language development in the Algerian educational system paves the way for learners to take part in the globalization, our government has made a huge effort to change the ELT policy and some changes were made in the 1990s. The teaching and learning of an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second and foreign language.

Language Barrier

Language barrier is a figurative phrase used primarily to indicate the difficulties faced when communicating with others.

Language Barrier in the Classroom

Language barriers in the classroom has become a major problem due to the growing number of minority students.

Barriers towards English Proficiency

Personal Barriers

Students were asked about potential barriers towards English language proficiency. There was a statistically significant between responses to this question and scores.

Professional Barriers

The respondents seemed satisfied with faculty members as disagreed that there is a lack of good teachers to help them improve their English language.

Social barriers

A large proportion of females disagreed with the statements as compared to Male respondents with a moderate positive effect among gender and support from family.

Discussion

The present study revealed that most of the respondents felt that their English that they could read, write or speak confidently in the English language. On the other hand, the majority of the respondents either disagreed or stayed neutral about being shy in expressing intellectual thoughts due to their English proficiency.

Non-native English students are shy to communicate with peers using English because they might feel comfortable to be involved in the conversation process. Teachers have a significant influence on students' English proficiency and

paly an important role in helping students to build their confidence and improve their english language proficiency. The current study found that respondents with higher MUET Band scores were positive towards english language and faced least problems during studies. This may be due to the rigorous process of student selection involved before entering the pharmacy course at USM which pioneer is the pioneer university to offer a pharmacy programme.

Conclusion

The current study reported that english language proficiency among pharmacy students is affected by lack of confidence in expressing their thoughts and opinions in english as well as lack of time in attending extra classes. The present study identified some areas of concerns among the pharmacy students for improving their english language proficiency that need to be addressed by both langauge and pharmacy educators in order to improve level for pharmacy students.

TECHNO-PEDAGOGICAL PRACTICES (TPACK) OF THE UG LEVEL ENGLISH LANGUAGE TEACHERS: PROSPECTS AND CONCERNS

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Introduction

Education helps in creating innovations and meeting the growing needs of every nation. The development of a nation is not measured through the buildings it has built, the roads it has laid down, bridges it has constructed but by the human resources and by the way it has developed through a well-defined system of education. Education is the process of facilitating learning or acquisition of knowledge, skills, values, beliefs and habits. The methodology of teaching is called Pedagogy. Education coupled with technology is overall a very positive thing. Technology deals with the systematic application of the resources of scientific knowledge and of the process that each individual has to pass through in order to acquire and use knowledge.

Technological Pedagogical Content Knowledge (Tpack) for Teachers: an Imperative Perspective

Technological Pedagogical Content Knowledge (TPACK) is a framework to understand and describe the kinds of knowledge needed by a teacher for effective pedagogical practice in a technology enhanced learning environment. The idea of pedagogical content knowledge (PCK) was described by Lee Shulman (Shulman 1986) and TPACK builds on those core ideas through the inclusion of technology. Punya Mishra and Matthew J. Koehler have done extensive work in constructing the TPACK framework. The TPACK argues that effective technology integration for teaching specific content or subject matter requires understanding and negotiating the relationships among these three components: Technology, Pedagogy, and Content. A teacher capable of negotiating these relationships represents a form of expertise different from, and (perhaps) broader than, the knowledge of a disciplinary expert (say a scientist or a musician or sociologist), a technology expert (a computer engineer) or an expert at teaching/pedagogy (an experienced educator). The TPACK highlights complex relationships that exist between content, pedagogy and technology knowledge areas and may be a useful organizational structure for defining what it is that teachers need to know to integrate technology effectively.

The TPACK consists of seven different knowledge areas:

1. Content Knowledge (CK),
2. Pedagogical Knowledge (PK),
3. Technology Knowledge (TK),
4. Pedagogical Content Knowledge (PCK),
5. Technological Content Knowledge (TCK),
6. Technological Pedagogical Knowledge (TPK), and
7. Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Content Knowledge (TPACK) refers to the knowledge and understanding of the interplay between CK, PK and TK when using technology for teaching and learning (Schmidt, Thompson, Koehler, Shin, & Mishra, 2009). It includes an understanding of the complexity of relationships between students, teachers, content, practices and technologies. TPACK is an emergent form of knowledge that goes beyond all three "core" components (Content, Pedagogy, and Technology). Technological Pedagogical Content Knowledge is an understanding that emerges from interactions among content, pedagogy, and technology knowledge. By simultaneously integrating knowledge of technology, pedagogy and content, expert teachers bring TPACK into play any time they teach. Thus, Teaching with technology is a difficult thing to do well. The TPACK framework suggests that content, pedagogy, technology, and teaching/learning contexts have roles to play individually and together. Teaching successfully with technology requires continually creating, maintaining, and re-establishing dynamic equilibrium among all components. It is worth noting that a range of factors influences how this equilibrium is reached.

Techno-Pedagogical Practices for English Language Teaching

Techno-Pedagogy refers to weaving the techniques of the craft of teaching into the learning environment itself. It requires conscious recognition of the mediated learning environment in order to maximize the ease and clarity in the transmission. The Techno-Pedagogical practices include competencies related to the use of technology in the following components of an instruction process:

- 1) Planning and designing effective learning environments and experiences supported by technology.
- 2) Implementing, facilitating and monitoring teaching and learning strategies that integrate a range of information and communication technologies to promote and enhance student learning and
- 3) Assessing and evaluating student learning and performances.

The Techno-Pedagogical practice of teacher is meant for developing students' higher order thinking skills and creativity. It makes students to use databases, spreadsheets, concept mapping tools and communication tools, etc. It encourages students to do data analysis, problem solving, decision making and exchange of idea. It provides performance tasks that require students to locate and analyze information and to use a variety of media to clearly communicate results. It conducts open and flexible learning environments where technology is used to support a variety of interactions among students, cooperative learning and peer instruction. The main applications of the techno-pedagogy in higher education is teaching and learning (Vajargah, Jahani and Azadmanesh, 2010). The prospects can be categorized as the aspects relating to role of techno-pedagogy, such as it helps to

- Enhance linguistic abilities
- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction
- Plan specific pedagogy
- Support in Distance Education through e-learning
- Guide and Counsel for career choices
- Stimulate Self Learning ability
- Enhance enrolment and examination process
- Assist in research activities
- Reinforce for cognitive learning
- Development of life skills
- Develop aesthetic sensibility

Objectives and Hypotheses of the Study

The objectives of the study are:

1. To find out the levels of Techno-Pedagogical Practices of the Under Graduate Level English Language Teachers of Tiruchirappalli District.
2. To find out the significance of difference, if any in the Techno-Pedagogical Practices of the Under Graduate Level English Language Teachers of Tiruchirappalli District with respect to certain select variables viz., Designation, Gender, Age, Professional Qualifications, Research Qualifications, Type of Management, Type of Institution, Locality of the Institution and Teaching Experience.

In the light of the above objectives, the following null hypotheses were formulated for testing.

1. The Under Graduate Level English Language Teachers of Tiruchirappalli District do not involve themselves in any Techno-Pedagogical Practices.
2. There is no significant difference in the Techno-Pedagogical Practices of the Under Graduate Level English Language Teachers of Tiruchirappalli District with respect to certain select variables viz., Designation, Gender, Age, Professional qualifications, Research qualifications, Type of Management, Type of Institution, Locality of the Institution and Teaching Experience.

Methodology and Research Design

The present study is a descriptive one, involving normative survey technique which used stratified random sampling technique. Techno-Pedagogical Practices Assessment Scale for English Language Teachers (TEPPRASELT) was developed by the investigator for the purpose of collecting data to as many as 200 Undergraduate level English Language Teachers of 17 Arts and Science Colleges of Tiruchirappalli District. The collected data were subjected to descriptive, differential and relational statistical analyses.

Operational Definitions of Key Terms

- **Techno-Pedagogical Practice**

The term, "Techno-Pedagogical Practices" refers to the practices, habits and activities of the teachers in integrating certain technologies into the learning environment.

- **Under Graduate Level English Language Teachers**

By this, the investigator means all the English language teachers handling English as a main or optional paper for the Under Graduate level students studying in the Arts and Science Colleges.

- **Tiruchirappalli District**

By this, the investigator refers to the revenue district of Tiruchirappalli, a district in the State of Tamil Nadu.

Analysis of Data and Findings

Descriptive Analysis

Table 1.1 Mean of the Whole Sample's Techno-Pedagogical Practices of the Undergraduate level English Language Teachers of Tiruchirappalli District

Variable	No. of Teachers	Maximum Obtainable Score	Mean
Techno Pedagogical Practices	200	90	26.575

The above table shows the mean of Techno-Pedagogical Practices score of the whole sample of 200 Under Graduate Level English Language Teachers of Tiruchirappalli District. The mean Techno-Pedagogical Practices score is 26.575 out of the maximum obtainable score of 90. Therefore, it indicates that the Under Graduate Level English Language Teachers have an **average** level of Techno-Pedagogical practices.

Table 1.2 Mean, Standard Deviations and 't' value of Mean Techno-Pedagogical Practices Scores of the Sample, sub-grouped on the basis of their Designation

Variable	Designation	N	Mean	S.D	't' Value	Significance at 0.05 level
Techno-Pedagogical Practices	Asst. Professors	190	26.65	19.80	0.999	Not Significant
	Associate Professors	10	25.00	19.62		

From the above table, it is understood that the Assistant Professors are better than the Associate Professors in their Techno Pedagogical Practices.

Table 1.3 Mean, Standard Deviations and 't' value of Mean Techno-Pedagogical Practices Scores of the Sample, sub-grouped on the basis of their Gender

Variable	Designation	N	Mean	S.D	't' value	Significance at 0.05 level
Techno-Pedagogical Practices	Male	79	30.78	21.00	2.467	Significant
	Female	121	23.82	18.45		

From above table, it is understood that the mean Techno Pedagogical Practices Score of Male teachers is 30.78, which is higher than that of the Female teachers whose mean Techno-Pedagogical Practices score is 23.82. Therefore, it is concluded that Male English Language Teachers are better than the Female Teachers in their Techno-Pedagogical Practices.

Table 1.4 Summary of ANOVA showing the Significance of Difference among the Mean Techno-Pedagogical Practices Scores of the Sample, sub-grouped on the basis of their Type of Institution

Source of Variance	Sum of Square	Degrees of Freedom	Mean Square Variance	F-Value	Significance at 0.05 level
Between Groups	2090.444	2	1045.222	2.727	Significant
Within Groups	75516.431	197	383.332		

Table 1.5 Mean Techno-Pedagogical Practices Scores of the Sample, sub-grouped on the basis of their Type of Institution

Type of Institution	N	Mean
Men	14	23.14
Women	58	22.06
Co-Educational	128	28.99

The above table shows the mean Techno-Pedagogical Practices Scores of the Under Graduate Level English Language Teachers of Tiruchirappalli District, sub-grouped on the basis of their Type of Institution. Hence, it is concluded that the teachers working in Co-educational Colleges are better than their counterparts in the Techno-Pedagogical Practices.

Table 1.6 Summary of ANOVA showing the Significance of Difference among the Mean Techno-Pedagogical Practices Scores of the Sample, sub-grouped on the basis of their Teaching Experience

Source of Variance	Sum of Square	Degrees of Freedom	Mean Square Variance	F-Value	Significance at 0.05 level
Between Groups	106.393	2	53.196	0.135	Not Significant
Within Groups	77500.482	197	393.403		

From the above table, it is evident that the 'F' value is 0.135, which is not significant at 0.05 level with df (2,197). It indicates that the mean Techno-Pedagogical Practices Scores of the Under Graduate Level English Language Teachers of Tiruchirappalli District, sub grouped on the basis of their Teaching Experience do not differ significantly.

Major Findings of the Study

The major findings related to use of Techno-Pedagogical Practices of the Under Graduate Level English Language Teachers of Tiruchirappalli District are as follows:

1. Out of 200 Under Graduate English Language Teachers of Tiruchirappalli District, a majority of 140 teachers (70%) have low level of Techno-Pedagogical Practices. So the Under Graduate Level English Language Teachers have a certain level of Techno-Pedagogical Practices.
2. The Under Graduate Level English Language Teachers of Tiruchirappalli District, sub-grouped on the basis of their Designation, the Assistant Professors and Associate Professors do not differ significantly in their Techno-Pedagogical Practices. The Assistant Professors are better than the Associate Professors in their Techno Pedagogical Practices.
3. The Under Graduate Level English Language Teachers of Tiruchirappalli District, sub-grouped on the basis of their Gender, the Male and Female English Language Teachers differ significantly in their Techno-Pedagogical Practices. The Male English Language Teachers are better than the Female Teachers in their Techno-Pedagogical Practices.
4. The Under Graduate Level English Language Teachers of Tiruchirappalli District, sub-grouped on the basis of their type of Institution differ significantly in their Techno-Pedagogical Practices. The teachers working in Co-Educational Colleges are better than the teachers work in Men's and Women's Colleges in the Techno-Pedagogical Practices.
5. The Under Graduate Level English Language Teachers of Tiruchirappalli District, sub-grouped on the basis of their teaching Experience do not differ significantly in their Techno-Pedagogical Practices. The teachers with Teaching Experience of 0-2 years are better than the teachers with 2-6 years and 6 years and Above in the Techno-Pedagogical Practices.

Conclusion and Discussion

The present study has been done with a clear focus on the Techno-Pedagogical practices of Under Graduate level English language teachers. But the findings and conclusion of the study are quiet relevant to the higher level teachers of the entire state of Tamil Nadu, though not the entire country. Hence, the suggestions and recommendations of the present study deserve a closer look by the government authorities and other agencies, working for the enhancement of the higher education system in the state and the country.

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BARRIERS IN LANGUAGE PROFICIENCY

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Abstract

Barriers in language proficiency has a major problem in the class room. The students are facing many problems in the class room. Particularly they are not able to communicate teachers through the proper channel. Because they are lacking in language proficiency .what is the reason for the lacking of language proficiency, the citizen shiners , fear, and lack of interest there are main cause of language proficiency. This paper has brought out what are barriers in language proficiency how to be avoided those kinds of barriers from our normal classroom situation and they have to be followed natural way of language skills, i.e. LSRW genuinely. Teacher has to motivate the students through support system both inside and outside of the classroom with help of conducting proper test and has to motivate the student to regularize habitual activities or conventional formulas without fail.

How do Developing Listening Skill of Students

1. Dictation
2. following a route.
3. listening to a telephone call
4. jig saw listening.

1. Dictation

By engaging dictation, students learn to
Improve their intensive listening skill
Improve their skills of retaining and remembering of words
Improve their writing speed
Improve their pronunciation when they listen to what the teachers say or read.

2. Following a route.

The teacher prepare a big picture chart of a place , village/town/city
The picture will include the landmarks such as a post office, railway station, airport, supermarket, park, building, university, pond, star hotel.
The teacher hangs the picture on the wall. He calls upon a student to stand near the picture chart. Then he give directions such as go the mark, turn left, go along the road.

3. listening to a telephone call:

Students can have telephonic conversation practice on the themes like,
Phoning to make a complaint
Speaking to a friend on his birthday.
Enquiring about a job position in a company.

4. Jigsaw listening

Jigsaw is a puzzle in which a picture is cut up into many pieces and a person has to succeed in fitting the pieces together correctly.

For ex the thirsty crow
The thirsty crow saw a pot with a little water in it.
The crow couldnot drink the water in the pot.
The crow picked up some small stones and put them in to the pot.
The water came up in the pot.
The crow drank the water and flew away happily.

Barriers of Verbal Communication and Their Remedies in Classroom Situation

Inaudibility of speech:

When the voice is too low to reach all the members of a large group ,it affects the understanding of the learners.

Remedies

A micro phone can be used by the teacher in the class. If he feels that the mike restricts his natural movement, a black board summary, in bold letters is a good supplement.

Unfamiliar Speed of Speech

When the communicator speaks very fast, a quite number of students are unable to catch the main concepts and points in the speech. Students who strain to cope up with speed of the speaker understand a little in the class.

Remedies

The teacher should adjust the speed of his speech with the listening capacity of the learners. The use of charts and visual aids along with constant chalkboard work in bold letters b the teacer often slows down the speed of his speech.

Unfamiliar Pronunciation of the Communicator

When the teacher uses faulty pronunciation in his speech or uses unfamiliar stress and intoation. The learners may fail to understand the meaning of what is spoke to them.

Remedies:

A constant effort to improve one's own pronunciation is necessary. Frequent questioning will help the teacher to assess intelligibility of his speech.

Use of Unfamiliar Words or Technical terms Without Explanation

When the teacher uses unfamiliar words and technical terms in the class, the learners will not decode the message properly

Remedies

The teacher should avoid too many technical words and jargons. Instead, he should use simple and plain language in the class.

Lack of Proper Feedback

When there is no proper feedback and reinforcement in teaching, the doubts of the learners remain not clarified.

Remedies:

To overcome this sort of problem in communication, frequent interaction between the teacher and the learners must be there in the class.

Overcoming Defects Reading Aloud

Some students are nervous, too much self- conscious. While reading before the class, such students are to be asked to read in groups first, and later individually when they gain self-confidence. Some students fail to identify words and so mispronounce them. Words not mastered should not be asked to be taken up for reading aloud particularly at the early stage.

Some do not real words in proper sense groups. Some ignore punctuation marks.

These defects can be rectified by the teacher by giving a correct model of reading and asking the students to follow. Some do not observe pause, pause, stress and intonation. Reading is made monotonous.

Common Problems in Writing*Spelling mistakes:*

Students make spelling mistakes while writing words. Since most students memorize consonants in words. They often use incorrect vowels, incorrect word ending and forget to add silent letters.

Incorrect word orders:

Students do not use correct word order, syntax and grammar while writing. In other words, they fail to use even basic sentence pattenen while writing.

Forming paragraphs:

Most students are able to write only short sentence. They do not have the ability or confidence to write their ideas in a paragraph level.

Lack of ideas and opinions:

Schools often encourage students to memorize texts and write them out in the exam. This does not help students when they are supposed to write anything using their own ideas or opinions.

Conclusion

Teacher should teach LSRW skill for their students. Teacher motivate for their student to using simple language, avoid grammatical mistakes, and overcome the proper pronunciation, stress and intonation.

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SUPERSTITIOUS BELIEFS AND SCIENTIFIC TEMPERAMENT AMONG IX STANDARD STUDENTS DETERMINING THEIR ACADEMIC ACHIEVEMENT IN SCIENCE

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Abstract

The focus of this research study is to assess the superstitious beliefs, scientific temperament and academic achievement among ix standard students. Normative survey method is employed to collect the data adapting stratified random sampling technique. The major findings of the research study indicate that there is no significant relationship between superstitious beliefs and academic achievement and there exists significant relationship between scientific temperament and academic achievement in science of IX standard students. Further there exists significant difference among gender, locality, medium of instruction and type of school with respect to the superstitious beliefs.

Key words: *Scientific Temperament, Superstitious Beliefs, Academic Achievement*

Introduction

Everyone believes that people behave superstitious and irrationally because of their ignorance. The reason for this, they do not have proper education. It was believed that with the teaching of science in schools and colleges. A lack of conceptual clarity and multivariate studies has impeded research on paranormal, superstitious, and magical beliefs. Nowadays our educational systems are had scientific temper and also create interest to student and teacher. Science expert gave a correct situational and academic curriculum and syllabus. Our country is second majority of populated.

In the past 20 years well developed in science around the world. Our country is equal to developed countries in science and technology. This study will enable to develop more elaborated hypotheses and theoretical statements about paranormal beliefs In the future. A country is known by the majority of people, staying in this part of the world and not a few affluent people monopolizing religion, education, land holdings, trade and even the authority of the state. The ignorant masses should not be and cannot be just wished away or be ignored any longer, for they are the country.

Superstitious Beliefs

Superstitious beliefs defined as the paranormal and magical beliefs and lack of conceptual clarity. After all this modernization and enlightenment that has taken place, superstitious beliefs still persists in our societies. Every one of us to some extent does believe in such absurd superstitious beliefs and by chance if you disagree with me then how about you check it by yourself.

Scientific Temperament

A mind set molded in a particular set of thinking called the scientific way is known as a scientific temperament. It is not only based on logic, facts but on reliable observations. The ultimate test of truth in science is the experimental verification

Academic Achievement

Dictionary of psychology defines educational or academic achievement as specified level of attainment or proficiency in academic work as evaluated by the teacher by standardized tests or by a combination of both. Carter (1961) defines academic achievement as the knowledge attained or skill developed in school subjects usually designate by test score or marks arranged by teachers or both.

Statement of the Problem

The present study deals with superstitious beliefs and scientific temperament among IX standard students with respect to their personal variables (gender, locality, and medium) and school related variables (government, aided, private) determining their academic achievement in science. The title for the present study is stated as 'A study on superstitious beliefs and scientific temperament among IX standard students determining their academic achievement in science.

Objectives of the Study

- To study about the superstitious beliefs and scientific temperament of high school students.

- To find out the relationship between superstitious beliefs and academic achievement of IX standard students.
- To find out the relationship between scientific temperament and academic achievement of IX standard students.
- To find out the relationship between the various dimensions of superstitious beliefs, scientific temperament and academic achievement.
- To find out whether the boys and girls, rural and urban school pupils, Tamil and English medium and Government, Aided and Private school studying pupils differ in their superstitious beliefs and scientific temperament.

Method of the Study

The method adopted for the present study is survey method. In survey method it is difficult to develop questionnaire that produce maximum information with minimum burden to the respondents. Given this, the researcher should pattern a new questionnaire or interview protocol on existing ones that have been used successfully. Research can be described as research process when fundamental concept of the study were researched earlier and the basis of newer research scopes are open with wider options. The method adopted for the present study is survey method. In which ex post facto research (2x1) design is used. Ex post facto research is the process beginning with a phenomenon and going backward in time to identify factors. Also ex post facto research can be described as a research process when fundamental concept the study were researched earlier and the basis of newer research scopes are open with wider options.

Major Findings of the Study

- Superstitious beliefs do not show relationship with academic achievement. This may be because of the fact that superstitious beliefs may influence their personality and cannot induce the academic achievement performance of learners.
- The researcher has found that there is no correlation between religious dimension of superstitious beliefs and academic achievement. Hence religious dimension of superstitious beliefs may not have much important to enhance student's belongings. It may be a religious confident of particular students to helping the development, self-confident and personality development due to its religious concepts.
- Boys and girls differ significantly in their scientific temperament. Girl's students have more self-motivation, curiosity and learning interest towards scientific temperament. It may because of fact that their willingness on scientific temperament and it is lead to have more scientific knowledge than the boys.

Educational Implications of the Study

- Superstitious beliefs of students are not affecting or enhance students learning in order to achieve the education settings. Superstitious beliefs may help the school students to develop their personal motivation, interest and personality development due to various religious beliefs. It may indirectly regulate the students to achieve.
- Scientific temperament has played much role in high school students. This is help the students understand the difficult concepts in the easy way and also find out a solution for their personal problems and academic activities of learner's. Sometimes the superstitious beliefs are also much important for school education.
- Science education has become part of human life, without which cannot live comfortably. Identifying the multifarious values of science education, it is included in the school curriculum as a compulsory subject.

Conclusion

The present study inquires various reasons of superstitious beliefs and also present findings and interpretations of how to overcome it, and also to develop scientific temperament and performance in science among adolescent students. This study is a unique effort and a very much needed field of research relevant to the present times. It is hoped that the findings and suggestions of the study will surely serve as a stable reference for future researchers in this field.

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GAP ANALYSIS RISK MANAGEMENT

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Abstract

The educational literature is replete with recommendations for improving student achievement and closing the achievement gap; however, research suggests that the gap remains. Since the Factors that affect overall student achievement include the rigor of the curriculum; the experience, quality, and commitment of the teachers; the learning environment, including safety and expectations of students; and class size (Barton, 2003; Chatterji, 2006). The family plays an important role in school success: Reading to children at home, parent involvement in school, and regular school attendance promote student achievement ..

Introduction

Recommendations for school improvement frequently include standards-based instruction, curriculum alignment and coherence, data-based decision making, improving teacher skills through evaluation and professional development, family and community involvement, and other research-based initiatives.

A Strategic Plan for School Improvement

Effective school improvement requires a comprehensive plan of action that is responsive to the unique needs of the school population. The first step in this process involved a thorough analysis of all dimensions of the school. For students of color and low economic status, factors that influence achievement include the school setting and vision for students' academic progress; teachers' understanding of the needs of the student population; the curriculum, instruction, and assessments used; and the role of the teacher.

What Is a Gap Analysis?

A way to compare current conditions and practices in order to identify gaps and areas in need of improvement with regards to compliance to the relevant standards. Formal means to identify and correct gaps between desired levels and actual levels of performance. Used by organizations to analyze certain processes of any division of their company.

What is Risk Management?

The culture, processes and structures that are directed towards the realization of potential opportunities and the effective management of adverse effects.

School wide Enrichment Team

Both parents and teachers to provide experiences that enrich and enhance student learning.

- To train all staff members in the differentiation of daily lessons using the Differentiated Lesson Planning Matrix.
- To develop differentiated, interdisciplinary units of study for the Global Studies curriculum.
- To write process lessons linked to standards, district objectives, and the specific learning needs of students.

The school's mission reflected the school community's desire to provide all students with access to an engaging, stimulating, and enriched learning environment where they could thrive and grow.

Most Common Deadly Sins of Non-Compliance

- Inadequate Change Control
- Inadequate Validation
- Inadequate follow-up
- Repeat violations
- Inadequate Training
- Inadequate/Deficient controls

Most Common Deadly Sins of Non-Compliance

- Inadequate Failure Investigations (Non Conformances and CAPA)
- Failure to Follow Procedures
- Inadequate Internal Audits
- Inadequately staffed Quality departments

Learning Beyond the School Day

The enriched learning environment extended beyond the school day through afterschool classes. Inspired by Enrichment Clusters in the Schoolwide Enrichment Model (Renzulli & Reis, 1985; Reis, Gentry, & Park, 1995), these classes were based on students' interests and academic need and offered during three 8-week sessions. They were designed to actively engage students in unique and enriched learning experiences and to provide children with opportunities to apply the skills they had learned during the school day in new settings. Students from kindergarten to fifth grade chose from 12 to 14 classes geared specifically to literacy, numeracy, social sciences, science, and the visual and performing arts.

Developing an Improvement Plan

Current situation in best practices improvement plan Current System and Practices is Develop a plan to close gap and. Assess current situation, Determine priorities based on strategy & Best Practices.

Sounds of Success

The school improvement process at Central Elementary School was guided by questions about parents' and teachers beliefs about learning, students' motivation to learn, ways to actively engage children in their own learning, the essential elements of curriculum and instruction, and how to build upon student strengths in order to improve learning and close the achievement gap. As the school implemented curriculum based on enrichment teaching and learning and differentiation strategies.

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EFFECTIVE USE OF TECHNOLOGY IN HISTORY CLASS ROOM

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1 Year, B. Ed History



Introduction

Man has always desired for excellence. This desire has given birth to new inventions and innovations in all walks of life. Science and technology has always been instrument in brining efficiency and improvement in the processes and products of the human work. The world of education has also been influenced by the increased use of technology. It has provided valuable help in improving the task of the teacher, smoothing the process of teaching – learning and enriching the goals of education.

Meaning and Definitions of Technology

Educational technology is the systematic application of scientific knowledge of teaching-learning and conditions of learning to improve the efficiency of teaching and training.

Use of Technology in Education

Educational technology relies on a broad definition of the word “technology”. Technology can refer to material objects of use of humanity, such as machines or hardware but It can also encompass broader themes including systems, methods of organization, and techniques. Some modern tools include but are not limited to overhead projectors, laptop computers, and calculators. Newer tools such as “Smartphone’s” and games are beginning to draw serious attention for their learning potential.

Benefits of Technology

Educational technology is intended to improve education over what it would be without technology .Some of the claimed benefits are listed below. Easy-to access course materials:

Instructor can post the course material or important information on a course website, which means students can study at a time and location the prefer and can obtain the study material very quickly.

Student motivation

Computer-based instruction can give instant feedback student and explain correct answer. More over a computer is patient and non-Judgmental. Which can give the student motivation to continue learning .

Wide Participation

Learning material can be used for long distance learning and are accessible to a wider audience.

Improve Student Writing

It is convenient for students to edit their written work on word processors, which can, it turn, improve the quality of their of their writing.

Subjects made easier to Learn

Many different types of educational software are designed and developed to help children or tanagers to learn specific subjects. Examples include pre-school software, computer simulators and graphic software.

Elements of Technology in History Education

1. Audio teaching Aids
2. Visual Teaching Aids
3. Audio and Visual Teaching Aids

Audio Teaching Aids

The audio sense is active in lecture and question answer strategies. The use of tape-recorder, radio, record player and gramophone make the learner more active and attentive in teaching process. Ex: Archaeological Talks.

Visual Teaching Aids

The visual sense is more active by the use of such aids. These sense is more active when teacher uses pictures, Maps, graph, models and line-drawing in his teaching activities. Ex: Tajmahal picture.

Audio –Visual Teaching Aids

These aids develop the perception of the learner which is the basis for the understanding of any concept. Television, films, and radio tape are the example of audio-visual aid. Ex: Gandhi movies.

Kindergarten Technology in social studies

1. Kid picks
2. Hands-on learning manipulative
3. Art Activities/painting
4. Play-Doha

High School Technology

1. Elmo projectors
2. IPod
3. Mac Desktop Computers

College Technology

1. Laptop Computer
2. E-mail
3. Black board collaborate
4. Social Networking (Skype/ Face book)
5. Power point/ voice Thread/ slid share
6. Google+
7. Drop box
8. Elmo Projectors/ Smart Boards
9. IPods and iphones

Benefits of Audio, Visual, Aids in Teaching History**1. Sense are Gate ways of knowledge**

The child cannot understand new words and unfamiliar things, till these are related to his experience. Audio Visual aids help greatly in acquiring experiences related to senses. In History student Studies direct and indirect both types of experiences are important for which audio-visual aids prove helpful.

2. Clarity and Reality in the learning situation

These aids are quite interesting and inspiring. These bring clarity and concreteness in the learning of the topic.

3. Helpful in imparting direct experience

These are complementary to direct experiences. On such occasions these aids can greatly help in understanding new concepts, facts and symbols and in place of direct experience we can very effectively use picture models etc.

4. Useful for slow learners

These aids greatly help the slow learners. Such children cannot comprehend all essential things from the text book and so they are considered backward. Such children can easily learn and assimilate new things with the help of pictures films models, radio, etc.,

5. Help in stimulating Imagination and Thinking

The audio-visual aids stir imaginative capabilities and also develop observation analytical and synthetical abilities. These aids can be highly useful in this direction.

6. Helpful to attain perfect Knowledge

It has been experimental proved that the pupils. Through the proper use of aids, not only quickly learn, but they retain for longer time whatever is learnt. When pupils see, hear, touch, taste, smell, their experience.

7. Meets shortage of Resources

Their uses remove the deficiencing of those areas of school and there by compensates the scarcity of subject experts. For example radio lesson by good teacher and the T.V telecast of lessons of social studies are there.

8. Develop scientific Attitude

The use of Audio-Visual aids in the class with the systematic use of other materials based on technological principle, develops scientific outlook in pupils.

History is More Than Textbooks

Everyone has either experienced or seen a television show or movie that shows students sitting in a classroom about to fall on their face because they are so bored. The content is uninteresting. The teacher's voice is monotone, and nothing is exciting about the lesson. No teacher wants to be labelled as the 'boring teacher', but how can you make history exciting? You can make history exciting by incorporating technology into the lesson!

Technology with the Whole class

Technology can help make history class interesting and engaging. Technology is the use of computers and software.

1. Slideshows

One way teachers can incorporate technology into their lesson is the use of slide shows. Teachers should highlight key points from the lesson in the presentation and encourage students to take notes on these points instead of writing down everything that is said during the History subject lesson. Teachers can also add effects, such as music, flashing lights, and highlighted words, to draw students into the lesson.

2. Video Clips

Teachers can also incorporate clips of videos during the lesson to show re-enactments of historical event. The video can be paused periodically to allow teachers the opportunity to discuss what is happening in the video as well as give students opportunities to ask questions or make comments about what they have seen. After the video or slideshow is complete, teachers can provide a mini assessment using a classroom response system. A classroom response system is a type of technology teachers can use to ask students questions and allow them to respond individually using clickers. Teacher can incorporate the use of clickers into the lesson so that students feel a part of the discussion. Teacher can then collect the data provided to assess student's understanding.

Homogeneous and Heterogeneous Grouping

Teacher introducing a lesson may decide to group students using homogeneous or heterogeneous grouping. Homogeneous grouping is when the teacher places students of the same or similar levels in a group. Heterogeneous grouping is when the teacher places students of various learning levels in a group. The teacher may decide to group students into three groups: those who understand but need more practice, those who understand and are ready for an extension activity, and those who need to have the lesson retaught in a group. This would be an example of homogeneous grouping. However, if the teacher decided to place a gifted student and inclusion student with both students who may understand and those who do not into one group, this would be an example of heterogeneous grouping. Determining to use homogeneous or heterogeneous grouping is completely up to the teacher based on what he or she feels would benefit the students most.

Technology with Small Groups

Once the teacher determines how he or she will group students, the types of technology to be used by each group can be determined.

Conclusion

The above discussion indicates that science and arts are the two extreme approaches which are employed in pedagogy of teaching. The function of technology is to bridge or blend between science and art. It is necessary to blend artistic impression and relevant stories about teaching because good teaching involves emotions value and feeling.

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TEACHING, LEARNING AND EVALUATION-INEVITABLE FOR CREATING BETTER SOCIETY

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Abstract

Ancient education however better it gives important to education based on teacher oriented. The students are given less important. But a modern education both teachers and students plays equal roles. As this system gives important to learner and teachers to education improves simultaneously in a rapid speed.

Teaching competence is often discussed in relation to rewards of present day achievements, rather than in terms of strategic long-term quality. A call for a shift towards a long-term quality perspective on teaching competence is presented, and eight challenges, which have to be met in such a process, are identified. These challenges concern the active responsibility of institutional management and the professoriate; promoting demands of highest academic standards for educational specialists; selecting an appropriate time-frame, and relevant concepts (with a particular focus on the excellence-concept). Further, the challenges include the teachers' understanding of their disciplines, of educational theories and of research methods relevant for evaluating educational results. The final challenge concerns programs for rewarding teachers. Taken together, these challenges presents features, which are suggested to promote a quality culture where teaching competence is seen as a long-term quality goal.

Teaching

Teaching is referred as either an occupation or profession of group of teachers or the activities of a group undertaken to help an individual to learn or acquire some knowledge, skill, attitudes or interests. Teaching is a relationship which is established among three focal points in education the teacher, the student and the subject matter. Teaching learning is the process by which the teacher brings the student and the subject –matter together.

T - Transfers knowledge

E - Enlightens with the present living conditions

A - Aligns with portion and real life

C - builds character

H - offer healing touch

I - involvement with the students in studies

N - nurturing the thoughts into reality

G - giving a final shape

In recent decades, we have seen a growing interest in acknowledging teaching skills in higher education. A common theme is the concern that teaching skills often come to be regarded as less valuable than research skills, a concern with strong roots in Boyer's (1990) writings and the subsequent movement promoting 'Scholarship of Teaching and Learning'. As a result, schemes for rewarding teaching competence have been developed in many countries around the world, both as national and as institutional initiatives

Learning

Learning is the one of the important psychological process that determines human behavior. Learning is the process of accumulation of knowledge, skills and attitudes. It is a continuous process. It is also an important source of motivation, stimulation and job satisfaction.

"Learning is the acquisition of new behavior or the strengthening or weakening of old behavior as the result of experience."--Henry P. Smith (1962) Still, it has been argued that well-formulated policies on teaching competence, with clear goals to be achieved, are scarce (e.g., Biesta, 2009; Chism, 2006; Ramsden & Martin, 1996). Many institutions issuing rewards apparently have not found it necessary to establish criteria and some institutions are even explicit in regarding teaching skills as something that cannot be described in general terms (Chism, 2006). While the focus has been on the rewards of individual teachers, Skelton (2008) argued that the relation between teaching competence and strategic development has been ignored. It can be further argued that this imbalance has received surprisingly little interest. In particular, the discussion has concerned the rewards for previous achievements rather than a promotion of future development in desired directions. Still, if our overall goal is to secure and develop educational academic quality, it ought to come natural that the definition, development, assessment and reward of teacher competence should be seen in the framework of long-term strategic quality enhancement. The purpose of the present paper is to identify

challenges of seeing teacher competence in terms of strategic quality dimensions. The challenges are intended to serve as tools for institutions wishing to give teaching competence a more prominent role in their long-term quality programs.

Challenges

To define and take responsibilities

In order to place teaching competence in a context of long-term quality enhancement, institutional and departmental management as well as of the professoriate must assume active responsibility for taking these dimensions into account. In particular for institutions currently focusing on teaching rewards, this responsibility includes taking a lead in shifting the perspectives to long-term future development. A danger here is the lower status of teaching in comparison to research: For an institutions where the management and the professoriate are focused on the quality and the strategic development of research, leaving the matter of teaching skills to educational specialists, the efforts needed to actually grasp the complexity of teaching competence and to give it enough attention should not be underestimated. Here, it can be argued that the professoriate ought to be expected to assume more responsibility for intellectual leadership in, and the academic quality of teaching.

Handling academic developers as a strategic quality resource

In many institutions, teaching competence is a responsibility handled over to educational specialists and academic developers. While their role will remain crucial, their assignments must be set by those responsible for strategic quality, both among management and senior scholars at large. It is hardly the responsibility for academic developers to set the ambition for how teaching competence ought to develop as a strategic quality resource. The demands on academic developers and educational specialists must also be particularly high and everyone, from students to the vice-chancellor, has the right to place such demands. It is crucial that the achievements of the educational specialists and the academic developers have so high academic standards that they gain the respect of the professoriate at large.

The timeframes of seeing teaching competence as a strategic goal

Institutional management and the professoriate ought to define the development of teaching competence they wish to see in three, five or ten years' time. Here, it becomes evident that they need to understand the full complexity of teaching competence, or such a task would not be feasible. In particular, institutional management and the professoriate should consider the degree to which teaching has lower status than research in their institution and how this possible gap has influenced expectations regarding teaching skills. To formulate such strategic goals of expected teaching competence is not the least to take a stand on ambitions. It may even be harmful to define teaching skills to be rewarded based on teachers' present-day performance, if these do not measure up to a standard that could be achieved or even expected.

Understanding and promoting teachers' disciplinary competence

Teaching requires a broad understanding of the discipline, not only because disciplinary knowledge provides the framework for what to be taught, but also because the teacher's outlook on quality, relevance and applicability are rooted in her/his socialization in a disciplinary culture. Different levels also call for different disciplinary knowledge: The demands placed on a PhD supervisor differ considerably from those placed on a lecturer in an introductory undergraduate course. Still, in her review of reward programs, found that mastery of subject matter was regarded as an aspect of teaching skills in only 24% of the programs reviewed. I will go so far as to suggest that before we can employ ways of defining, recording and assessing relevant disciplinary knowledge with validity and reliability, our grasp of teaching competence and its development will be very limited.

Defining a quality-focused reward system

Last but not least is the need to define reward programs for skilled teachers that will meet the strategic needs, once these have been defined and decided. While many reward systems exist, their benefits are not always clear and need to be further investigated: argued that little is known about how teaching rewards actually influence behavior. However, it stands to reason that one goal of rewarding teachers must be to encourage teachers to strive for improvement. It has indeed been argued that reward systems not designed for quality enhancement even can be counterproductive. Still, rewards policies sometimes represent symbolic acknowledgment of the importance of teaching more than actual efforts to recognize truly skilled teachers according to Chism. Moreover, Concluded that the main effect of teaching rewards seems to be affirmation of individual teachers rather than inspiring others to follow in their footsteps. Therefore, there seems to be good reasons to find new approaches to the rewarding of teaching competence.

The period of Vedic Education (1st century A.D to 1200A.D)

The number of vedic scholars, devoting themselves to the task of interpreting and expounding vedic hymns, dwindled down very considerably during this period. During the earlier centuries of this period upto 300 A.D, the period was the most creative era in the history of the Indian intellect. It recorded remarkable achievements in the realm of philosophy, sacred law epic literature, grammar and several fine and useful arts like sculpture medicine.

Advantages

1. Culture has developed through its system of education.
2. This system was especially fruitful in propagating the ideas of love , truth , non violence ,religion and peace
3. It paid the greatest attention to the child's physical and mental development
4. It was conscious of the development of the child's character and student's self dependent. Self control, it was considered to be the best discipline

Disadvantages

1. Children left their homes and near and dear ones at the tender age of eight and stayed away from their parents for over 12 years.
2. Females were not admitted to the Gurukul
3. There was no standard syllabus and conventional evaluation and examination system.
4. The guru's words were final and the shishya could not argue or put across his point to the guru.
5. They led a sheltered life at gurukul and could not know much about the outside world.

Modern Education:

Education is the imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution. The earliest education processes involved sharing information about gathering food and providing shelter ;making weapons and acquiring the values, behavior and religious rites or practices of given culture. Talking of the modern education, one feels proud; of saying yes I am an educated person. Formally or informally all of us are educated.

Pros

1. Modern education is aided with a variety of technology, computers , projectors, internet and many more
2. Everything that can be simplified has been simpler. And science has explored every aspect of life
3. Skill development and vocational education has added a new feather to the modern system of education
4. We have temples of education known by a familiar word the "university"
5. Rightly said by Aristotle, "Education is an ornament in prosperity and a refuge in adversity" is what everybody feels now.

Cons

1. It is the process of spoon feeding."Spoon feeding in the long run teaches as nothing but the shape of the spoon" were the word of E.M.Foster.
2. Modern education is producing machines out of pupil
3. Modern education has spread more ignorance than knowledge like students can't do anything on their own and not even to do home work.
4. The student might be extremely active and follow the teacher's but then develop the wrong conclusion.
5. Implementing solid constructivist strategies requires an extended preparation time for the teacher.
6. Education has produced a vast population able to read but unable to distinguish what is worth reading says G.M. Travelyan

Conclusion

The main aim of ancient education is to develop the characters of the students.The students who all learning ancient education will be in a high disciplinary manner according to their education system. Modern education mainly gives important to technology. Technology based education improves the knowledge of the students to the upcoming world.

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A STUDY ON DEPRESSION AND ITS IMPACTS IN LEARNING AMONG DISABLED CHILDREN

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Abstract

Children with learning disabilities (LD) often have problems that go far beyond those experienced in reading, writing, math, memory, or organization. For many, strong feelings of frustration, anger, sadness, or shame can lead to psychological difficulties such as anxiety, depression, or low self-esteem, as well as behavioral problems such as substance abuse or juvenile delinquency. The purpose of this research to create awareness and educate the society, government and non-government agencies that work positively for the counseling, therapy, or rehabilitation of the students with disability to reduce the depressed level of the disabled children.

Introduction

The journey to becoming an Inclusive School may be long and challenging at times, but ultimately this journey can strengthen a school community and benefit ALL children. "Inclusion" does not simply mean the placement of students with disabilities in general education classes. This process must incorporate fundamental change in the way a school community supports and addresses the individual needs of each child. As such, effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish. There are some ways in which inclusive educational practices build a school's capacity to educate all learners effectively. The prevalence of depression has increased since the second half of the 20th century, while age at onset has dropped. Depression is currently one of the most important causes of suicide among young adults and adolescents, together with poor academic performance, drug abuse and addiction.

Operational Definitions

Depression

Depression is a state of low mood and aversion to activity that can affect a person's thoughts, behavior, feelings, and sense of well-being. People with a depressed mood can feel sad, anxious, empty, hopeless, helpless, worthless, guilty, irritable, angry, ashamed, or restless.

Impact

A powerful effect that something, especially something new, has on a situation or person

Disabled Students

The medical model defines disability scientifically, as a physical, medically-diagnosed deficit which handicaps. It is impairment-focused, isolating the experience of disability from external influences such as societal attitudes.

Objectives of the Study

The study was undertaken by the following objectives.

1. To identify the depression and its impact in learning based on the biographical variables of the disabled school children.
2. To find out the range and percentage level of the depression experienced by the disabled school children in inclusive schools.

Hypothesis of the Study

Hypothesis means a mere assumption or some supposition or a possibility to be proved or disproved. But for a researcher hypothesis is a formal question to be resolved. In fact, hypothesis is not a claim of truth but a claim for truth. A hypothesis is a statement capable of being tested and thereby verified or rejected.

The following hypotheses are formulated relating to the objectives.

1. There will be significant difference between depression the biographical variables of the disabled school children.
2. There will be a difference between the percentage and range level of the depression experienced by the disabled school children.

Design of the Study

The present study adopts a survey research design. It attempts to investigate the depression and its impacts in learning among the disabled school students at high school level.

Population and Sample of the Study

The population may be all the individuals of the particular type more restricted part of the group. In this study the population of the study consists of the disabled students studying in VI to X standard in inclusive schools.

Sampling

In this study the sample consisted of disabled students from inclusive schools of Madurai city. The sample was selected from the standard of 6th to 12th. Random sampling was adopted in integrated schools. Different types of disabled students are selected and collect the data by adopting the standardized tool.

Research Tool

In this present study the investigator used the standardized tool to collect the relevant data. In this study the investigator had collected the information's through the psychological tools. Carroll Rating Scale (CRS): a self-rating instrument for depression, closely matching the information content and specific items of the Hamilton rating scale for depression.

Data Collection

The investigator after receiving proper permission from the head of the institutions personally went to the inclusive school and collected the data. The scribe also accompanied with the investigator to collect the data from the visually challenged.

Statistical Analysis

The Student's *t* test was used for comparisons between parametric data, and the chi-square test for categories.

Table 1: Male Vs Female

S. No.	Sex	N	Mean	SD	"t" VALUE	Level of Significance
1	Male	11	8.38	2.01	2.91	0.01
2	Female	24	13.12	3.05		

From the above table, it is inferred that the calculated "t" value is 2.91, which is greater than the table value 2.58, which is significant at 5% level. Hence the research hypothesis is accepted and null hypothesis is rejected. Therefore it is concluded that the level of depression of disabled male students is differ from the level of disabled female students those who are studying in the inclusive schools.

Table 2: Rural Vs Urban

S. No.	Residential Areas	N	Mean	SD	"t" Value	Level of Significance
1	Rural	16	9.38	1.18	3.01	0.01
2	Urban	19	8.91	2.91		

From the above table, it is inferred that the calculated "t" value is 3.01, which is greater than the table value 2.58, which is significant at 5% level. Hence the research hypothesis is accepted and null hypothesis is rejected. Therefore it is concluded that the level of depression among the rural residential area of disabled students is differ from that of the level of rural residential area of disabled students those who are studying in the inclusive schools.

Table 3: Types of Disability

S. No.	Types of Disability	N	MEAN	SD	"f" Value	Level of Significance
1	Physically Challenged	15	13.81	3.18	6.25	Significant
2	Visually impaired	9	8.36	1.32		
3	Hearing impaired	11	10.23	2.51		

From the above table, it is inferred that the calculated "f" value is 6.25, which is greater than the table value which is significant at 5% level. Hence the research hypothesis is accepted and null hypothesis is rejected. Therefore it is concluded that the level depression faced by the different types of disabled students were differ based on their type of disability.

Table 4: English Vs Tamil Medium

S. No.	Medium	N	Mean	SD	"t" Value	Level of Significance
1	Tamil	32	11.45	3.30	0.32	Not Significant
2	English	18	10.20	2.84		

From the above table, it is inferred that the calculated “t” value is 0.32, which is less than the table value 1.98, which is not significant at 5% level. Hence the research hypothesis is rejected and null hypothesis is accepted. Therefore it is concluded that the level of depression among the disabled students studying in both the Tamil and English medium facing the same level.

Table 5 Percentage Level of Depression

S. No	Category	Disabled Boys	Disabled Girls
1	Depression	40.6	59.4

From the above table disabled girl students experiencing high level of depression when compared to the boy students with disability.

Table 6: Range of Anxiety and Depression of Disabled Male Students

S. No.	Range of Depression among Disabled Students	Mild	Moderate	Severe	Profound
1	Depression	16	45.1	35	13.7

From the above table it is clearly understood that the range of the depression level of disabled students are categorize into mild, moderate, severe and profound level. Among this 45.1% of the students are facing moderate level of depression, 35 % with severe level and 13.5% with profound level of depression, due to their disability and also depressed condition behind in their learning and it also reduce the academic performance level.

Findings of the Study

The level of depression of disabled students is differed based on the biographical variables and it makes impacts in their learning process. The students those who are studying in Tamil and English medium facing the depression level in the equal and the students faced more problems in their learning. There is a difference between the range and percentage level of the anxiety experienced by the disabled school children among boys and girls in inclusive schools. Female children facing high level of depression when compare to the male children. The disabled students can't able to concentrate in their studies due to the arising of psychological problems.

Suggestions for Further Studies

1. The study can be extended with larger sample and to all the standards.
2. Adjustment problem, academic achievement, personality of the disabled students can be undertaken.
3. Role of therapies in reducing the anxiety and depression of the disabled students in inclusive settings can undertake.

Conclusion

In our teacher education programme, we are promoting each one of the seven essential components. The focus of all the actions is to develop an approach to inclusive education teacher. Some conclusions are: Allow the disabled students to participate in diverse social and educative programs in community. Increase all professional skills in term of alternative and augmentative communication systems such as Braille, Sign Language and Communication Board through a supplementary program that will enrich the teaching skill which will highly useful to the students to overcome their learning difficulties. There are many types of therapy available. Three of the more common methods used in depression treatment include cognitive behavioral therapy, interpersonal therapy, and psychodynamic therapy. Often, a blended approach is used. Some types of therapy teach you practical techniques on how to reframe negative thinking and employ behavioral skills in combating depression. Therapy can also help you work through the root of your depression, helping you understand why you feel a certain way, what your triggers are for depression, and what you can do to stay healthy. Therapy helps the disabled students to step back and see what might be contributing to your depression and how you can make changes and show concentration in the learning process.

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TEACHER STRATEGIES TO PROMOTE LEARNING

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Introduction

Teachers are the most important school-level factor in student success—but as any parent knows, all teachers are not created equal. Reforms to the current quite cursory teacher evaluation system, if done well, have the potential to remove the worst-performing teachers and, even more important, to assist the majority in improving their craft. However, the educational system often cannibalizes its own innovations, destroying their potential with a steady drip of rules, regulations, bureaucracy, and accommodations to the status quo.

When mastering new skills or strategies, the student learner typically advances through a predictable series of learning stages. At the start, a student is usually halting and uncertain as he or she tries to use the target skill. With teacher feedback and lots of practice, the student becomes more fluent, accurate, and confident in using the skill. It can be very useful to think of these phases of learning as a hierarchy. The learning hierarchy (Haring, Lovitt, Eaton, & Hansen, 1978) has four stages: acquisition, fluency, generalization, and adaptation:

Stages of Learning

- Acquisition. The student has begun to learn how to complete the target skill correctly but is not yet accurate or fluent in the skill. The goal in this phase is to improve accuracy.
- Fluency. The student is able to complete the target skill accurately but works slowly. The goal of this phase is to increase the student's speed of responding (fluency).
- Generalization. The student is accurate and fluent in using the target skill but does not typically use it in different situations or settings. Or the student may confuse the target skill with 'similar' skills. The goal of this phase is to get the student to use the skill in the widest possible range of settings and situations, or to accurately discriminate between the target skill and 'similar' skills.
- Adaptation. The student is accurate and fluent in using the skill. He or she also uses the skill in many situations or settings. However, the student is not yet able to modify or adapt the skill to fit novel task-demands or situations. Here the goal is for the student to be able to identify elements of previously learned skills that he or she can adapt to the new demands or situation.

Here are some teacher strategies that research indicates can be very effective in helping struggling learners to successfully master new academic skills:

Instruction Strategies

Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and invested in learning. Teachers are required to accommodate a wide range of student abilities in their classrooms. Below are some 'classic' ideas that teachers found help them to meet the unique learning needs of particular students within a busy general-education classroom

- To communicate clearly with students
- To ensure student understanding of newly introduced academic material
- To promote student attention and motivation in group instruction
- To increase the student's persistence with independent academic tasks
- To ensure that students who need help with independent class work get it promptly
- To promote student retention of information that you have taught

Scaffolding

Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to master a new task or keep up with more advanced learners. Examples of scaffolding strategies include reducing the number of problems assigned to a student, permitting the student to use technological aids (e.g., word processing software which predicts student word selection to reduce keyboarding), and using cooperative learning groups that pool the group's knowledge to complete assignments.

Step-by-Step Strategies

For complex, conceptually difficult, or multi-step academic operations, break these operations down into simple steps. Teach students to use the steps. When students are just acquiring a skill, you may want to create a poster or handout for students to refer to that lists the main steps of strategies that they are to use.

Teachers know how difficult it often is to get students to understand and use a new strategy. A number of roadblocks can prevent students from successfully applying strategies. For example, students may initially learn the steps of a strategy incorrectly and become discouraged when they discover that it does not help them with their work. Even if students become proficient in using a strategy, they may fail to recognize those academic situations when the strategy should be applied. (An unused strategy is equal to no strategy at all!) Or students may know full well when they are supposed to use a strategy (e.g., proofreading a homework assignment) but simply be unmotivated to do so.

The teacher can follow a direct-instruction sequence to increase the probability that your students will both correctly master and actually use effective strategies. It includes four major stages: (1) you explicitly show students how to use the skill or strategy, (2) students practice the skill under your supervision--and you give frequent corrective feedback and praise, (3) students use the skill independently in real academic situations, and (4) students use the skill in a variety of other settings or situations ("generalization"). To avoid overloading your students with more new information than they can absorb, teach only one strategy at a time and make sure that your students have thoroughly mastered each strategy before teaching them another.

Modeling & Demonstration

Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them.

Performance Feedback

Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement. Prompt guidance and feedback will prevent students from accidentally 'learning' how to perform a skill incorrectly!

Opportunities to Drill & Practice to Strengthen Fragile Skills

As students become more proficient in their new skills and can work independently, give them lots of opportunities to drill and practice to strengthen the skills. Whenever possible, make student practice sessions interesting by using game-like activities; coming up with real-world, applied assignments; or incorporating themes or topics that the student finds interesting.

Student 'Talk-Through' Activities

When students appear to have successfully learned a skill, set up activities for them to complete and ask the students to 'talk' you through the activity (i.e., announce each step that they are taking, describe their problem-solving strategies aloud, describe any road-blocks that they run into and tell you how they will go about solving them, etc.).

Periodic Review

Once students have mastered a particular academic skill, the instructor will quickly move them on to a more advanced learning objective. However, the teacher should make sure that students retain previously mastered academic skills by periodically having them review that material. Periodic review is often overlooked but is a powerful method for keeping students' academic skills sharp.

Progress Monitoring

Teachers can verify that students are making appropriate learning progress only when they are able to measure that progress on a regular basis. The instructor may want to consider information from several assessment approaches to monitor student progress: e.g., curriculum-based assessment, accuracy and completeness of student assignments, student 'talk-through' demonstrations of problem-solving, etc.

Conclusion

Taking measures to improve academic performance and outcome starts with improving the behavior of students in the classroom. Although it can seem challenging, teachers play a large role in creating an environment that encourages learning, improve student behavior and create better academic performance at every level of education. Teachers can accomplish amazing feats when the appropriate strategies are implemented to improve the behavior in the classroom. Programs and strategies designed to assist student should have clearly defined objectives, be implemented by people with necessary expertise, be monitored and evaluated for them to have the desired impact. All stake-holders such as parents and the community need to be involved in school development processes to ensure their success.

TECHNO PEDAGOGICAL SKILLS AMONG TEACHER EDUCATORS

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Abstract

In the rapidly expanding knowledge based society, teaching becomes one of the most challenging professions so it is necessary for teachers to use and apply modern technologies in their teaching. Merely introducing technology to the educational process is not enough. One must ensure technological integration since technology by itself will not lead to change. Rather, it is the way in which teachers integrate technology that has the potential to bring change in the education process. Therefore, the aim of teacher education is to develop skills and appropriate knowledge among teacher trainees for using and integrating the correct technology in an appropriate manner. Every teacher should know how to use technology, pedagogy and subject area content effectively in their daily classroom teaching. Hence, knowledge of ICT and skills to use ICT in teaching/learning has gained enormous importance for today's teachers. There must be congruence between the school curriculum and teacher training curriculum. Otherwise, teachers are not ready to utilize their knowledge to effectively design teaching/learning processes, project work, and assignments. This will help student teachers to develop the concept of 'techno pedagogy' to a greater extent. Present article focuses on the various issues relating to ICT in education as a core component in pre-service teacher education and the different models to be adopted for its integration in education.

Introduction

"Education is not the filling of a pail, but the lighting of a fire." Education may be defined as a systematic process of determining the extent in which the objectives are achieved by the public. According to Tagore, "Education is that which does not merely give us information but makes our life in harmony with all existence." As the twenty-first century approaches, the literate citizen is increasingly expected to use computer technology to access and manipulate information. Knowing how to manage electronic information from an ever-widening array of resources and in proliferating formats is essential. The education system was now witnessing a paradigm shift from the traditional chalk-and-board teaching methodology to digitizing the pedagogical approach through technical devices. A transformation would not only increase the capability of the teachers but would also widen the knowledge base of students so as to make them competitive in the international arena. Therefore the technology orientation needs to improve in order to equip themselves to face the students belong to the digital era and also to face the challenges in the modern classroom.

Techno-Pedagogy

Techno-Pedagogy decides whether an Education media product is successful or not. Pedagogy refers 'Science and Arts of teaching'. Techno derived from Latin word 'Texere' means 'weave or construct'. Techno-Pedagogy refers to weaving the techniques of teaching into the learning environment itself. Education Technology provides approximate designing learning situations, holding in view the objectives of the teaching and learning bring the best practices/means of instructions which effect on learning

Importance of Techno-Pedagogical Skills for Teacher Educators and Training Graduates

Teacher Education holds the most crucial position and helps in the success of any educational system. A teacher educator is the topmost academic and professional person in the educational pyramid that shapes the future teachers and the onus of quality of teachers therefore rests on the teacher educators themselves. Technology is a broad and constantly changing skill-set required of faculty, and selecting the appropriate techno-pedagogical strategies to effectively engage students in the content is a separate skill-set. Media literacy influences student development, and developing a critical analysis of media consumption is an important skill for students. In understanding how technology and media intersect with learning, consider the compatibility between theories of technology and education, and how that relates to the content. There is a need for Teacher Educators and Training Graduates, as well as the institutional level, to identify and articulate the occupational realities when technology and competencies intersect, while understanding and communicating how technological resources and strategies can engage students and enhance student learning.

Objectives of the Study

1. To find out whether there is any significant difference between male and female teacher educators in their techno pedagogical skills.
2. To find out whether there is any significant difference between urban and rural teacher educators in their techno pedagogical skills.
3. To find out whether there is any significant difference between arts and science teacher educators in their techno pedagogical skills.

Hypotheses of the Study

1. There is no significant difference between male and female teacher educators in their techno pedagogical skills.
2. There is no significant difference between urban and rural teacher educators in their techno pedagogical skills.
3. There is no significant difference between arts and science teacher educators in their techno pedagogical skills.

Population of the Study

The population for the present study consisted of B. Ed. teacher educators studying in Madurai District.

Sample for the Study

The investigator used random sampling technique. 10 colleges in Madurai District were selected randomly and from each college, the studying students in B.Ed were selected randomly. The total sample consisted of 300 teacher educators.

Method of the Study

The survey method was used for the present study.

Tool Used in this Study

Techno Pedagogical skills inventory validated by the investigator.

Statistical Techniques Used

Mean, Standard Deviation and 't' test were used for this study.

Analysis and Interpretation**Hypothesis 1**

There is no significant difference in the techno pedagogical skills among teacher educators based on

1. Gender (Male/Female)
2. Subject handling (Science/Arts)
3. Locality (Rural / Urban)

Table 1: Difference in the Level of the techno pedagogical skills among teacher educators based on Gender (Male/Female), Locality (Rural / Urban), Subject handling (Science/Arts)

Variables	Category	N	Mean	SD	't' Value	Level of Significance
Gender	Male	65	28.72	4.95	0.29	NS
	Female	55	28.90	4.70		
Locality	Rural	45	97.86	6.46	1.97	S
	Urban	75	98.74	9.38		
Subject Handling	Science	80	97.85	7.47	2.07	S
	Arts	40	84.23	7.05		

In the table No:2, it is inferred that the calculated 't' value between Teacher Educators based on Gender, Locality as Rural and Urban, Subject handling of Arts and Science is 0.29, 1.97 and 2.07 respectively. As the 't' value of 0.29 between male and female is lesser than the table 't' value 1.96, there is no significant difference in the level of techno pedagogical skills based on gender. But there is a significant difference between rural and urban teachers and also the Teacher educators handling Arts and Science subjects in their level of techno pedagogical skills. It is due to the availability of all digital media and the need of using it. In Rural school they only teach with text book but in urban school (including all schools) there is a need to introduce and use all digital media.

Major Findings

1. There is no significant difference between male and female teacher educators in their techno pedagogical skills.
2. There is significant difference between urban and rural teacher educators in their techno pedagogical skills.
3. There is significant difference between arts and science teacher educators in their techno pedagogical skills.

Conclusion

Education plays a vital role in enriching the society and human resource. Teacher educators and training graduates can play an effective role only if they are prepared in a creative, resourceful and efficient manner to use techno-pedagogical skills to nurture the students as per the demand of the changing times. Teacher educators and training graduates must also adapt and change and be familiar with using emerging technologies that can encourage student participation. Teaching with use of modern technical facilities enhances student's knowledge and improves the teaching-learning process in this fast changing complex world.

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ENHANCING THE EFFECTIVENESS OF TEACHING THROUGH VARIOUS STRATEGIES TECHNIQUES

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It has been observed that teachers play a vital role in shaping the student's academic purpose. The study is taken to improve every student in academic purpose. This paper studies the reason that is enabling and encouraging the students to improve their level in academic studies. The teacher should give proper guidelines to make the students feel the importance of their academic purpose.

The teacher should encourage them in every aspect they undertake through that the students get more interest on what they are doing. The teacher in their learning process should make them to increase their attention and focus on their academic subjects. Enabling them to motivate to practice higher – level critical thinking skills and promote them to learn meaningful learning experiences. The teacher should increase many opportunities for the students to participate and give many activities for the students to engage and it helps them to achieve more in their academic purpose and their voices than others, this variation is a result of differences in personalities. The teacher's role is to create conditions that enable students of various learning preferences and personalities to contribute in their activities.

Teaching Strategies

There is variety of teaching strategies that a teacher can follow to improve the student learning.

Active Learning

Active learning is a teaching method that strives to more directly involve students in the learning process. Active learning is "method of learning in which students are actively or experientially involved in the learning process and there are different levels of active learning depending on student's involvements."

Advantages

- It increases critical thinking skill in every students.
- It enables students to show initiative.
- It incorporates more student input and ideas.
- It is easier to assess student learning.
- It is a better means the needs of students with varying learning styles.

Disadvantages

- Faculty needs to be expert in the subject matter.
- Requires more time and energy.
- Faculty may receive less favourable evaluations from students.
- Students may find difficulty in adopting new learning styles.

Critical Thinking

Critical thinking is the process of critical theory which it maintains some ideology as the principal component of human motivation.

Benefits of Critical Thinking

Critical thinker

- They raise vital questions and problems, formulating them clearly and precisely.
 - Thinks open minded within extra systems of thought, their thinking differs from others.
 - Communicating effectively with others and they handle the problems of others. Even they give out solutions.
- Critical thinking is self – directed, self – disciplined, self – monitored thinking.

Experimental Learning

Experimental learning is a process of learning through doing. Experiences “learning through reflection on doing”. Experimental learning is otherwise called as adventure learning, free choice learning, cooperative learning should be motivated by the teachers. The students to do experiments and get educated by the experiments.

Benefits Experimental Learning

Experimental learning motivates the students to gain knowledge and get clear information and understand the concept. Experimental learning enables the students to get interest on the current course subject. Finally, Lowenthal and Sosland, benefits of students through experimental learning.

- They should be clear about their career plans.
- They develop their attitude towards education.
- They develop their opportunities in knowing all knowledge and learning them how to use it.

Problem based Learning (PBL)

Problem based learning is a student –centered learning in which students learn about a subject through experience of solving an open – ended problem. Through this the students attain development of desirable skills and attributes. Through problem based learning the students develop their group collaboration and good communication. It focuses on the students reflection and reasoning to construct their own learning. The role of teacher is to facilitate learning by supporting, guiding, motivating and monitoring the learning process.

Advantages

PBL is a student – focused education for better understanding and retention of knowledge and helps them to develop their life skills.

Disadvantages

PBL as it is student focused learning sometimes they collect irrelevant details which leads them to determine to their study.

Team – Based Learning

Team – based learning is a collaborative learning and teaching strategy that enables people to follow the process to engage the student participation and the quality of their learning. Team based learning explains about their team spirit and helps them to share ideas and gain more knowledge. Through this, they develop their interspersed skills.

Benefits

Learning how to learn, work interact and collaborate a team is essential for success.

Four principles underlying team – based learning

Team based learning implementation is based on four implications.

- Teacher should form a group. The member of the group should be of equally talented.
- Students are capable for using their previous knowledge and they are comfortable with their groups.
- Teachers should make the students participate on giving team assignments which leads them team development.
- Teachers should give many team works and they should get immediate feedback on their study and betterment of their team group.

Team Teaching

Team teaching involves a group of students and the teacher for purposefully, regularly, to help a group of students. The team teaching approach allows for more interaction between students and teachers.

Types of Team Teaching

Team teaching has many approaches for better understanding of the students. Some are listed below.

Interactive Team teaching

Two teachers present in front of the class and take classes simultaneously and give more information to stimulate the students.

Rotational Format Team Teaching

Many teachers are present in the classroom and a rotation they take classes. This benefits the students by getting to know about all knowledge not only in a particular subject it gives overall knowledge of all subjects and gains more information.

Team Coordination

Teachers should arrange and integrate a curriculum to maximize learning the students level of learning process.

Benefits

Through team teaching students gain more knowledge about their subject:

- Deepen students analytical abilities.
- Create a greater sense of academic community.
- Improve student teacher relationships.
- Improve student's learning outcomes skills, communicational skills, diversity.
- Make the class more interesting.
- Help them to build a knowledge understanding of every subjects.

Way of Encouragement**Give Positive Feedback**

Teacher should ask the students to do in pair works and gets more feedback and make them to recognize their achievement.

Various Teaching Method

Teachers should adopt many teaching method so that the students can gain more information about each subjects. Thus they are developing their cognitive level.

Establish students their our success

Teachers should allow them to express their ability of their knowledge. Teachers should always have a word of praising the students in all way the students does some works.

Get out of books

Teacher should allow the students to thing beyond the bookish knowledge. Ask the students to share their real life experiences.

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IMPACT OF SOCIAL MEDIA ON EDUCATION

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Abstract

Use of Social media is being swiftly increasing during last few years. It is not only being used by the working people but also there is heavy rise in the use of social media by the students or we can say in education society. Use of social media has created a positive impact on the society. With the help of Internet all the social site and various applications are available which can be access easily, also allow users to converse and interact with each other, to create, edit and share new forms of textual, visual and audio content. It has a vital influence on our live as it helps a lot in every field of life such as political field, economic field and educational field. As the time passing by social media has started creating a negative impact by permeating today's society with millions of us engrossed, unhealthy addiction, in the latest happenings via apps such as Whatsapp, Facebook and Twitter. They create longer term friendships by being in touch online even when friends are no longer physically meeting. The paper tires to highlight how social media influenced our population there is a need to know for the good and bad impacts of the social media on our education sector as well as on our next generation and make a proper plan in both cases if the usage of social media is good or bad.

Introduction

The growth of social media over past few years has changed the ways in which the internet is experienced by most end users. Social media is built on the idea of how people know and interact with each other. It gives people the power to share, making the world more open and connected with each other. Social networking has a vital influence on our live as it helps a lot in every field of life such as political field, economic field and educational field.

Techno Pedagogy

The main applications of the techno-pedagogy in higher education is teaching and learning (Vajargah, Jahani and Azadmanesh, 2010). The prospects can be categorized as the aspects relating to role of techno-pedagogy, such as it helps to

- Enhance linguistic abilities
- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction
- Plan specific pedagogy
- Support in Distance Education through e-learning
- Guide and Counsel for career choices
- Stimulate Self Learning ability
- Enhance enrolment and examination process
- Assist in research activities
- Reinforce for cognitive learning
- Development of life skills



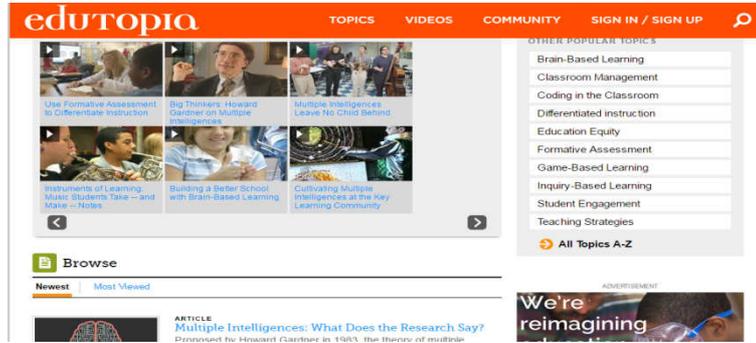
A Glimpse of Facebook on Education



Facebook as a social media has a widespread wings on the educational platform. There are a number of facebook pages which provide us an unique platform to prepare for the process of education. Both teaching and learning becomes simple with the innovation of facebook on education. Facebook has reached every nook and corner of the world and the technological era of education has also been invaded through the use of facebook. Following are the various pages on Facebook on Education.

Edutopia

It is an e-learning educational page created in facebook. It provides numerous oppurtunites to learn quickly and effectively through videos based on practical explanation and classroom teaching videos.



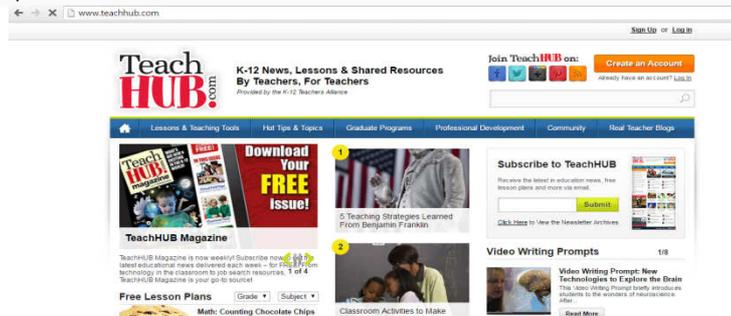
Teach Hub

When we make our classroom activities relevant to their real lives, we go a long way toward getting them to make connections to the world at large, which makes them retain valuable information that they will use, in turn, both in the short and long term.

Today on TeachHUB.com, long time contributing writer Janelle Cox looks at ways that we can use classroom activities to relate to incorporate this type of universal usefulness into our overall curriculum.

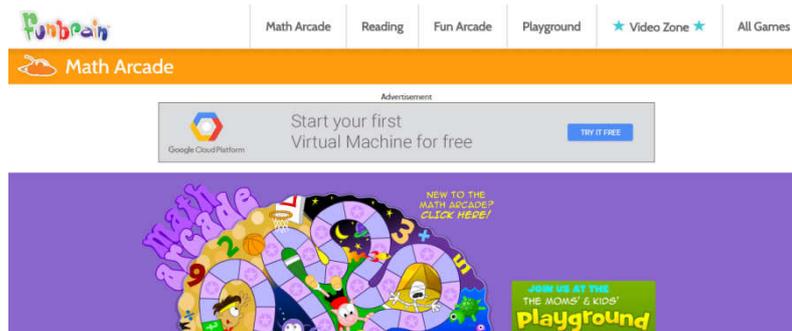
Janelle, who is a veteran elementary school educator based on the East Coast of the U.S., points out the following ways that we can create lessons that are meaningful and relevant to the students:

- Connect to What Students Know
- Go on a Field Trip
- Bring in a Guest Speaker



Math Game

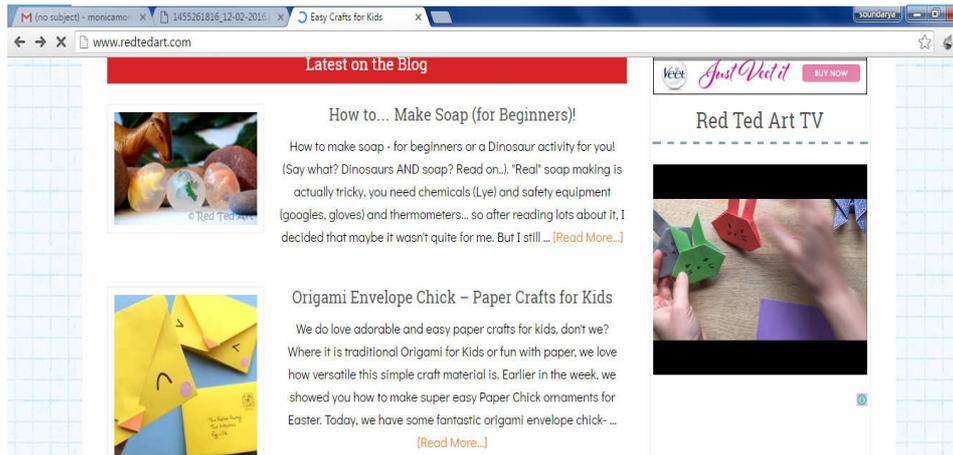
This is a collection of handpicked websites that focuses on either math games or other fun aspects of math such as puzzles, riddles and tricks.



Tinker Lab

Innovation has traditionally been considered to be an obscure, fuzzy subject. Select few creative individuals rely on a flash of brilliance to innovate! Design Thinking demystifies innovation by offering a reliable, step-by-step process to develop new products and services. It entails immersing yourself in user's context to find deep insights, followed by rapidly prototyping and testing various alternative approaches to zero in on one solution that meets the user's needs, delivers a joyful experience, and is also financially lucrative for the maker! At TinkerLabs, we believe if math and science can be learnt, innovation too can be practiced and honed using Design Thinking. It is a popular methodology being globally adopted by companies across sectors like Technology, Consumer Goods, Financial Services and Manufacturing.

Red Ted Art



S. No	Name of the Page	Likes	Followers
1	Edutopia	10,34,682	1,98,476
2	Teach hub	94,708	1,099
3	Math game	5,876	5,618
4	Tinker lab	3,03,017	2,92,664
5	Red ted art	18,54,989	2,92,664

Conclusion

Thus the various pages on facebook related to educational aspects brings out the best in learners. The self-learning makes them more eager to learn through more technologies.

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TECHNO PEDAGOGY AND TEACHER EDUCATION

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Abstract

Teacher Education is to learn to teach and teach to learn. Teacher education plays the most important role in the development of a nation. It is very important to produce the future generation fill with 21st century skills to compete in the globalized world. Teacher education contributes its major role by developing quality teachers with the ability and skills to use technology tools more effectively. Therefore they can integrate technology in their classroom with pedagogy and content knowledge for effective teaching and learning process. This paper discussed about techno – pedagogy and its role in teacher education and outlined the techno pedagogical skills required for teachers and the challenges of techno – pedagogy in teacher education.

Keywords: *Techno – Pedagogy, Teacher Education,*

Techno – Pedagogy

Techno – Pedagogy was defined as an electronically mediated course that integrates sound pedagogic principles of teaching/learning with the use of technology by H. Connors (2001). Techno - Pedagogy is the hybrid method of teaching in which ICT is being used for teaching learning situation. Literally, 'pedagogy' refers to the art-science of teaching and 'techno' refers to the art-skill in handcrafting. Here, 'techno' is a qualifier, it intersects or crosses the meaning of 'pedagogy' with its own. Techno-pedagogy refers to weaving the techniques of the craft of teaching into the learning environment itself. Confucius' proverb clears the fact that if someone learns something with using his more senses then he can understand the concept in a well manner. In the same way, the use of information technology can engage learners in the four-step process as described by Kolb in the book *Experiential Learning* (1984), where he identifies the steps in the following manner:



Core aim of using ICT in education is that to improve and transform educational practices by infusing ICT into curriculum and educational institutions. "The whole purpose of using technology in teaching is to give better value to students" (Miller et al., 2000).

Merely introducing technology to the educational process is not enough. One must ensure technological integration since technology by itself will not lead to change. Rather, it is the way in which teachers integrate technology that has the potential to bring change in the education process. For teachers to become fluent in the usage of educational technology means going beyond mere competence with the latest tools to developing an understanding of the complex web of relationships among users, technologies, practices, and tools. Teachers must understand their role in technologically-oriented classrooms. Thus, knowledge about technology is important in itself, but not as a separate and unrelated body of knowledge divorced from the context of teaching—it is not only about what technology can do, but perhaps what technology can do for them as teachers.

Role of Techno – Pedagogy in Teacher Education

The main applications of the techno-pedagogy in higher education is teaching and learning (Vajargah, Jahani and Azadmanesh, 2010). Techno – Pedagogy helps the teachers to develop the abilities of students in many ways like

- Enriching their linguistic abilities
- Developing teaching learning process
- Improve and develop study materials
- Designing multi-grade instruction
- Plan specific pedagogy
- Upkeep in Distance Education through e-learning
- Guidance and Counsel for career choices
- Kindle Self Learning ability
- Enhance enrolment and examination process
- Assist in research activities

National Level Seminar on

Global Competence Learning: Braking Barriers Beyond Limits

- Reinforce for cognitive learning
- Develop life skills
- Develop aesthetic sensibility

Techno-Pedagogic Skills / Competencies

Students live in a rapidly changing technological world surrounded with a variety of technologies. ICT including hardware and personal digital devices, software, and systems that manage, store, process, create, produce and communicate information, has become an important part of students' life. As society changes, the skills that students should possess to lead a successful life also changes. Students of digital society no longer feel the basic skills in reading, writing and arithmetic to be sufficient.

- Skill to assess the potential and limits of technologies for learning.
- Skill to carry out a need analysis to introduce technologies in a pedagogical sequence.
- Skill to handle basic tools and applications, and solve simple technical problems.
- Skill to design appropriate tasks.
- Skill to design for intersections within and outside the classroom.
- Skill to invest new and interactive technologies congruence with the nature of the subject.
- Skill to manage time and optimize the integration of technologies.

Techno-Pedagogical Skills Improve Quality of Education

Acquiring techno-pedagogical proficiencies will make teaching and learning a pleasurable exercise as it would lessen the pressure on the teachers and enable the students to delve deeper into domain of knowledge. Technology had made inroads into every sphere of human activity, including the field of education. It had totally transformed the face of didactic teaching and brought about far reaching changes in the way in which knowledge was being shared. As the Teachers knew the significance of technology as it had made easier for students to understand. When it came to teaching theories, the Teachers should give up the mechanical approach and make it interesting by simulating problems and finding solutions to such imaginary issues. In such a context, the terms "pleasure and pressure" should not get blurred and the distinction could be kept intact if the teachers with appropriate techno-pedagogical skills make teaching a "pleasurable" experience without feeling much of "pressure."

Importance of Techno-Pedagogical Skills for Teacher Educators

Teacher Education holds the most vital position in the development of a nation, since a good teacher alone can produce better students who are all going to be the pillar of the nation. A teacher educator is the top most academic and professional person in the educational pyramid who shapes the future teachers and having the responsibility of quality of teachers. Technology is a broad and constantly changing skill-set required for faculty, and selecting the appropriate techno-pedagogical strategies for effective engaging of students in the content is a separate skill-set. Media literacy influences student development, and developing a critical analysis of media consumption is an important skill for students. In understanding how technology and media intersect with learning, consider the compatibility between theories of technology and education, and how that relates to the content. There is a need for Teacher Educators and Training Graduates, as well as the institutional level, to identify and articulate the occupational realities when technology and competencies intersect, while understanding and communicating how technological resources and strategies can engage students and enhance student learning.

Principles of Using ICT in Teacher Education

The Society for Information Technology and Teacher Education has identified basic principles for development of effective ICT teacher education (SITE, 2002). These are:

Technology should be infused into the entire teacher education programme

Throughout their teacher education experience, students should learn about and with technology and how to incorporate it into their own teaching. Restricting technology experiences to a single course or to a single area of teacher education, such as methods courses, will not prepare students to be technology-using teachers. Preservice teacher education students should learn about a wide range of educational technologies across their professional preparation, from introductory and foundations courses to student teaching and professional development experiences.

Technology should be introduced in context

Teaching pre-service student's basic computer literacy-the traditional operating system, word processor, spreadsheet, database, and telecommunications topics is not enough. As with any profession, there is a level of literacy beyond general computer literacy. This more specific or professional literacy involves learning to use technology to foster the

educational growth of students. Professional literacy is best learned in context. Pre-service students should learn many uses of technology because they are integrated into their coursework and field experiences. They should see their professors and mentor teachers model innovative uses of technology; they should use it in their own learning, and they should explore creative uses of technology in their teaching. Teacher educators, content specialists, and mentor teachers should expose pre-service teachers to regular and pervasive modelling of technology and provide opportunities for them to teach with technology in K-12 classrooms.

Innovative technology-supported learning environments in the teacher education programme

Technology can be used to support traditional forms of learning as well as to transform learning. A PowerPoint presentation, for example, can enhance a traditional lecture, but it does not necessarily transform the learning experience. On the other hand, using multimedia cases to teach topics that have previously been addressed through lectures may well be an example of a learning experience transformed by technology.

Students should experience both types of uses of technology in their programme; however, the brightest promise of technology in education is as a support for new, innovative, and creative forms of teaching and learning (SITE, 2002). Hence, while integrating ICT in teacher education students should have the opportunity to use such applications in practical classes, seminars and assignments. The application of these three principles will go a good way towards effectively integrating ICT in teacher education.

Challenges of Techno – Pedagogy in Teacher Education

Teacher Education is now responding to globalization. It can be acknowledged that techno-pedagogy enhances better education rather than simple education but implementation of technology in pedagogy faces numerous challenges such as:

- Infrastructure
- Scarce competence on English language and online content
- Calamity of Teachers with Techno-pedagogical skills
- Lack of incentives of teachers
- Lack of awareness of existing techno-pedagogical skill services
- Limited techno-pedagogical resources
- Lack of coordination among the departments
- Frequent power outages and fluctuations
- Attitude of teachers
- Providing adequate technology access
- Lack of teachers motivation
- Lack of effective training.

Conclusion

Educational systems around the world are under increasing pressure to use the new information and communication technologies (ICTs) to teach students the knowledge and skills they need in the 21st century. Technology is never a substitute for good teaching without techno-pedagogical skilled instructors; no electronic delivery can achieve good results. Teachers in India now started using technology in the class room like- Laptops, LCD projector, Desktop, EDUCOM, Smart classes, Memory sticks are becoming the common media for teacher education institutions. With the emerging new technologies, the teaching profession is evolving from an emphasis on teacher-centred, lecture-based instruction to student centred, interactive learning environments. Designing and implementing successful ICT-enabled teacher education programmes is the key to fundamental, wide-ranging educational reforms. Teacher education institutions and programmes must provide the leadership for pre- and in-service teachers and model the new pedagogies and tools for learning. Thus, as a fraternity of teachers we should use techno-pedagogical skills in Teacher Education in 21st Century because these are only who can construct a leading road for the advanced future for pupil teachers as well as the students. If techno-pedagogy would be used then it can make a difference to provide accessibility, equality and quality of teacher education, thus at the end overall education.

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TECHNO-PEDAGOGY IN TEACHING AND LEARNING

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Abstract

Teacher Education is to learn to teach and teach to learn. Recent evidence indicates that reforms of teacher education creating more tightly integrated programs with coursework on learning and teaching produce more effective and more likely to enter and stay in teaching. An important contribution of teacher education is its development of teacher's abilities to examine teaching from the perspective of learners who bring diverse experiences and frames of reference to the classroom. It is important to recognize that, Teacher Educators and Training Graduates are becoming more knowledgeable of Information and Communication Technology outcomes (ICTs), they continue to have knowledge or skill with which to integrate those technologies into their teaching practice. This paper discusses and outlined the importance of developing Techno-pedagogical skills in Teacher Education.

Keywords : *Techno-pedagogical Skills, Teaching, Learning, Teacher Educators, Training Graduates.*

Introduction

"Education is not the filling of a pail, but the lighting of a fire." Education may be defined as a systematic process of determining the extent in which the objectives are achieved by the public. According to Tagore, "Education is that which does not merely give us information but makes our life in harmony with all existence." As the twenty-first century approaches, the literate citizen is increasingly expected to use computer technology to access and manipulate information. Knowing how to manage electronic information from an ever-widening array of resources and in proliferating formats is essential. The education system was now witnessing a paradigm shift from the traditional chalk-and-board teaching methodology to digitizing the pedagogical approach through technical devices. A transformation would not only increase the capability of the teachers but would also widen the knowledge base of students so as make them competitive in the international arena. Therefore the technology orientation needs to improve in order to equip themselves to face the students belong to the digital era and also to face the challenges in the modern classroom

Techno-Pedagogical Skills Improve Quality of Education

Acquiring techno-pedagogical proficiencies will make teaching and learning a pleasurable exercise as it would lessen the pressure on the teachers and enable the students to delve deeper into domain of knowledge. Technology had made inroads into every sphere of human activity, including the field of education. It had totally transformed the face of didactic teaching and brought about far reaching changes in the way in which knowledge was being shared. As the Teachers knew the significance of technology as it had made easier for students to understand. When it came to teaching theories, the Teachers should give up the mechanical approach and make it interesting by simulating problems and finding solutions to such imaginary issues. In such a context, the terms "pleasure and pressure" should not get blurred and the distinction could be kept intact if the teachers with appropriate techno-pedagogical skills make teaching a "pleasurable" experience without feeling much of "pressure."

Importance of Techno-Pedagogical Skills for Teacher Educators and Training Graduates

Teacher Education holds the most crucial position and helps in the success of any educational system. A teacher educator is the topmost academic and professional person in the educational pyramid who shapes the future teachers and the onus of quality of teachers therefore rests on the teacher educators themselves. Technology is a broad and constantly changing skill-set required of faculty, and selecting the appropriate techno-pedagogical strategies to effectively engage students in the content is a separate skill-set. Media literacy influences student development, and developing a critical analysis of media consumption is an important skill for students. In understanding how technology and media intersect with learning, consider the compatibility between theories of technology and education, and how that relates to the content. There is a need for Teacher Educators and Training Graduates, as well as the institutional level, to identify and articulate the occupational realities when technology and competencies intersect, while understanding and communicating how technological resources and strategies can engage students and enhance student learning. The four educational aims of the techno-pedagogical program.

1. structuring
2. execution
3. evaluation
4. finalization

The Technological Pedagogical Content Knowledge is a collaboratively developed framework of scholars and researchers seeking to conceptualize and clarify the competencies that evolve from the intersection between pedagogy and technology. Investments in new and interactive technologies in education require both the technical and pedagogical skills to use them. Instruction takes place in an innovative online learning environment where teacher educators and training graduates explore technology, learn technical skills, evaluate the appropriateness of various technologies in their subject areas, and devise creative and meaningful approaches to incorporating technology into sound pedagogy. The focus is on developing both the technological skills and the critical and reflective thinking skills necessary to continue using the most up-to-date technologies in the classroom. Therefore, in order to provide targeted and appropriate professional development and support for faculty, the Center for Teaching Excellence uses the Technology, Pedagogy and Content Knowledge (TPACK) framework for identifying interrelated competencies related to teaching with technology. New technologies can create new, open learning environment in which the instructional role can be shifted from a teacher-centered to a learner-centered. Teachers move from being the major source of information and deliverers of knowledge to co-learners and collaborators.

Teacher Competences and Training Guidelines

Teacher education has centred on questions of how best to help teachers to integrate technologies into their classroom practice. The crucial role of teacher education in developing teachers' awareness of technical and pedagogical affordances of tools and resources, as well as their ability to use them effectively in the classroom. These abilities have been referred to as "techno-pedagogical skills" or "techno-pedagogical competences".

Teacher Competences Training Guidelines

1. Assess the potential and limits of technologies for learning- Share the techno pedagogical components throughout training rather than offering a stand-alone module.
2. Carry out a need analysis to introduce technologies in a pedagogical sequence- Anchor teacher training in a specific setting to develop understanding of institutional constraints.
3. Handle basic tools and applications, and solve simple technical problems- Focus on the development of competencies that can be transferred to other educational contexts.
4. Design appropriate tasks. Develop basic technical skills rather than learning a bespoke application that might become obsolete.
5. Design for intersections within and outside the classroom- Make sure trainees put pedagogical objectives before technological ones.
6. Rethink the contract with learners and colleagues- Adopt constructivist or socio-constructivist approaches to help trainees conceptualize the use of tools.
7. Manage time and optimize the integration of technologies- Develop collaboration skills among trainees.

Conclusion

Education plays a vital role in enriching the society and human resource. Teacher educators and training graduates can play an effective role only if they are prepared in a creative, resourceful and efficient manner to use techno-pedagogical skills to nurture the students as per the demand of the changing times. Teacher educators and training graduates must also adapt and change and be familiar with using emerging technologies that can encourage student participation. Teaching with use of modern technical facilities enhances student's knowledge and improves the teaching-learning process in this fast changing complex world.

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PEDAGOGY FOR TEACHING AND LEARNING BRAILLE DEVICES

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Abstract

Braille was first developed about 1820 by a young Frenchman named Louis Braille. It took more than a century to accept Braille as an excellent way for the visually impaired to read and write. Even today many people underestimate the usefulness of Braille. Though, the CDs and other recorded synthesized speech materials are enjoyable, But, Braille is vital for note taking and helpful for educating math, spelling, and foreign languages. Braille will always be an important means of reading and writing for people without sight. Although audio books and screen-reading technology help us have instant access to print materials, nothing can substitute the confidence and independence that reading and writing Braille provides.

Key Words: Braille, Synthesized Speech Materials

Introduction

In earlier days at the school for the blind in Paris, during 1819, the blind students learned through tangible writing system using dots, which was invented in 1819 by Capt. Charles Barbier, a French army officer. Then, Braille was first developed about 1820 by a young Frenchman named Louis Braille.

It took more than a century to accept Braille as an excellent way for the visually impaired to read and write. Even today many people underestimate the usefulness of Braille. Though, the CDs and other recorded synthesized speech materials are enjoyable, But, Braille is vital for note taking and helpful for educating math, spelling, and foreign languages.

The skilled Braille readers can read Braille as like print readers ie. 200 to 400 words per minute. But the only limitation of the Braille is there is no availability of enough Braille materials.

The teacher of visually impaired needs to understand the importance of Braille writers which will help the students to learn reading and writing in Braille. Knowing this, teachers face many questions: At what age does Braille reading and writing can begin? What are all the prerequisites need to learn effectively? How can I, as the teacher of visually impaired, help the students to develop speedy reading and writing in Braille? etc. The following session will give us an answer to these questions.

Braille Writer

Main aims and Objectives of teaching Braille to the visually Impaired Children were given below:

The student will understand,

- Identify the parts of the Braille machine
- identify dot positions on Braille machine
- to get oriented in reading and writing
- to insert paper into Braille machine
- help to punch the Braille letters in Braille machine
- assist to help to skip spaces(s) on Braille machine
- Assist to write Braille words/phrases/sentences on the Braille machine to the first four lines
- Helped to reread what was written and make corrections
- Practicing to use Braille machine to take notes in the classroom.

Pedagogy in learning Braille

Tactual Discrimination - The ability to discriminate discrete tactual differences is essential to become efficient in braille reading. Don't try to teach the dot numbers. Help them to learn the configuration for the letter it will improve the reading speed.

Finger Dexterity - The effective braille reader will have "curious" fingers that move quickly, with ease. Many readers use all four fingers of each hand. This speeds up the reading process by allowing the reader a view of a series of symbols rather than a single cell.

Hand and Finger Movement - Teach to use both hands forefingers to read Braille is a good method. Teach the student to begin reading a line of braille by placing both hands at the beginning of a line. At the middle of the line, the right hand continues to read till the end of the line, whereas the left hand moves to the opposite direction to locate the beginning of

the next line. The right hand finishes reading the first line, the left hand then reads the first words on the next line, and the right hand quickly joins the left hand on the second line.

Light Finger Touch - at the beginning students may have a heavy touch; but, to be good two hand readers one must learn a light touch. It can be learned through various prerequisite activities i.e. Paste a thread in a straight line and ask the child to slide their fingers across the thread without moving paper. And the similar activities will improve the child's practice and attention to the task. As well as the child will learn to move his hands smoothly from left to right without stopping.

Page Turning - The student should be instructed to turn the page quickly with the right hand when the left hand cannot find another line.

Make It Fun

Emphasize enjoying braille and having fun with it. There is an expression that "play is the work of children." It's important for young children with visual impairments to enjoy reading and writing braille, rather than regarding it as an arduous task that is to be resisted. Adults can make braille fun by incorporating children's ideas in what they read and write, in keeping sessions short, and in modeling their own pleasure in braille literacy.

Give children the opportunity to playfully explore reading and writing. Let them pretend to read as they move their fingers across pages, even if they have no idea what the letters and words say. And let them form patterns and pretend to write before you ask them to produce conventional braille characters. This might involve children simply pressing any keys until they reach the end of a line and the bell rings, or creating an up-hill-down-hill pattern by pressing dots 3 then 2 then 1 then 4 then 5 then 6, or making a simple tactile-graphic by alternating dots 1-2-4-5 with dots 2-3-5-6.

At the beginning of the curriculum, enthusiastically accept approximations, or all attempts to read and produce braille. Then gradually guide children to use correct posture and hand formation, to read real letters, to decode real words, and to produce Braille which is increasingly closer to conventional braille. A component of incorporating fun into early braille is giving children the freedom to attempt it without needing to adhere to rules they are not developmentally ready for. That is, while some children will be motivated to form correct characters with correct fingering right from the beginning, others will be easily discouraged if every early attempt is suppressed because a key is pressed with the wrong finger, or a character is inverted. As long as correct posture and fingering are expected in a reasonable amount of time, inefficient posture and movement habits don't seem to persist. Given this, a successful practice is to enthusiastically respond to all early attempts to read and write, even when they are incorrect, then gradually expect greater and greater accuracy.

Make It Meaningful

Let children experience whole events, from obtaining books or a braillewriter and paper, using them, then putting them away. It clearly takes time for a child to walk to a shelf, pick up a piece of paper and a braillewriter, carry these to his/her desk, load the paper in the braillewriter, produce his/her work, unload the paper, and pass in the paper and store the braillewriter back on the shelf. However, participating in the whole event allows the child to understand the literary process and develop independent literacy habits. The child doesn't need to participate in the full process every time he or she writes. However, it is important for him/her to do this periodically, or at least to participate in some of the obtaining/putting away steps regularly.

Let children witness adults reading and writing braille. Fully sighted children regularly see adults as they read books, signs, menus, instructions, etc., and they see them as they write notes, lists, letters, etc. In witnessing adults doing literacy, sighted children learn about literacy tools, literacy techniques, and purposes for literacy. With these models, they become motivated to do literacy, themselves. Future braille users need these same models. To accomplish this, even if adults read braille visually and not by touch, they might open their own braille books as they are sitting beside children, explicitly labeling what they are doing.

Integrate reading and writing, so that children continuously read back what they have written. Braille reading and braille writing are quite separate processes. First, they are based upon different sensory systems. Braille reading is tactile and motoric; dots are felt through the touch receptors in the fingertips as they move across lines. Braille writing is kinesthetic/proprioceptive and motoric; dots are formed by moving the fingers to press specific keys, and braille writing is mastered by memorizing how the joints in the fingers feel as specific keys are pressed.

Approach the mechanics of braille production and reading within the larger context of Braille literacy. Give children opportunities to produce braille characters which are meaningful and functional for them as soon as possible. Children are often motivated to read and write their own names, and those of friends and family members.

Make It Developmental

Allow some portions of lessons to be child-led, that is, let the children have some choices as to what they write with the braillewriter. This can provide more functionality and more motivation in braille literacy curricula.

In sequencing both producing and reading braille characters, build from symmetrical to asymmetrical, from fewer dots to more dots, and from unique characters that are easily reversed and/or inverted.

Begin by scheduling short lessons, and expect speed and stamina only at the end of the curriculum. Young children have short attention spans, perhaps especially for the more structured, seated tasks of braille literacy. Physically, it takes time to learn to maintain correct reading and writing posture and hand/finger positioning, to tolerate the sensation of running their fingers over Braille lines, and to strengthen each finger, especially for pressing the keys for dots three and six. It also takes time for children to build up speed in reading writing, especially with the letters with more dots

Conclusion

Without a doubt, technology has become an integral part of our daily lives, especially for people with disabilities. New devices make it possible for those of us with physical, visual and other impairments to do things that were previously impossible. *Braille will always be an important means of reading and writing for people without sight. Although audio books and screen-reading technology help us have instant access to print materials, nothing can substitute the confidence and independence that reading and writing Braille provides. Both Braille and technology are equally important for people who are blind, and this will always be true no matter the time period we live in.*

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INVERTED CLASSROOM: AN INNOVATIVE STRATEGY TO ENHANCE LEARNING PROCESS IN THE DIGITAL CLASSROOM

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Abstract

Teaching through technology has the potentialities to enhance, access, quality, and effectiveness in education in general and to enable the development of better teachers. It can transform the nature of education-where and how learning takes place and the roles of students and teachers in the learning process. Independent learning is an important dimension of differentiation and student growth in inverted classroom. Working with small groups leads into collaborative learning, which provides students with peer support and allows for discussion before moving onto independent tasks. The rapid rise of online learning and related technologies presents a tremendous opportunity for educators to design courses that engage students through the use of technology. When used appropriately, technology can foster student engagement in the learning process. Technology and social media work in hand-in-hand in the Flipped Classroom. In the Flipped Classroom students have increased flexibility to pace these quencing and delivery of their lessons. The notion of a flipped classroom draws on such concepts as active learning, student engagement, hybrid course design, and course podcasting. During class sessions, instructors function as coaches or advisors, encouraging students in individual inquiry and collaborative effort. This paper explains how inverted classroom allows more in-class time for inquiry-based learning and for working through more advanced problem-solving activities than does the traditional lecture classes and how to foster collaboration and to achieve better learning outcomes.

Keywords: *Inverted Classroom, Digital Classroom.*

Introduction

The wide spread adoption and availability of digital learning technologies particularly the use of internet has brought significant change in the educational scenario. Development in technologies and that can be used to enhance and support learning has been more rapid. ICTs are one of the major contemporary factors shaping the global economy and producing rapid changes in society. They have fundamentally changed the way people learn, communicate, and to do business. While societies in the nation undergo rapid changes, as a result of increased access to information, the majority of the school going youth continue to undertake traditional rote learning. Very little is done to make advantage of the wealth of are transfer electronically through course software with the help of computer technologies in teaching and learning environments.

Flipped Learning is particularly well-suited to educational settings for a variety of reasons. The in-class discussion and enrichment activities allowed by moving content delivery outside of class time provide opportunities for students to develop vital skills needed in the 21st century, including critical thinking, creativity, communications, and collaboration. The model can also be especially useful in large lecture courses where student engagement and interaction is usually minimal. When students receive the lecture outside of class they can use time in class with their peers more effectively by breaking up into smaller discussion groups or engage in other in-class activities.

Inverted Classroom

The term Inverted Classroom has become very important instructional strategy in Education. It is student-centred learning and most advanced approach to learning. In this innovative learning strategy students watch a video of pre-recorded lectures before class. Then, when they arrive to class, they work through assignments or activities with their peers and the instructor. The vital goals of the Inverted classroom are to move beyond the lecture as the primary way to deliver information and structure class time. An Inverted classroom allows instructors to introduce new ways of doing things. Yet adding something new generally requires letting go of something old. In the Inverted classroom, instructors need to let go of their reliance on the lecture and focus on other ways to enhance learning by introducing active learning strategies that put students in the centre of the learning experience. Since it goes from an instructor-centred learning environment to a student-centred learning environment, there is a chance to collaborative learning also. Although, it is possible to flip a class using individual activities such as quizzes, worksheets, reflective writing prompts, and problem solving.

Flipping may or may not include technology. Keep in mind that educational tools include but are not limited to technology. While videos and other technological tools can be effective in a flipped classroom, they are not required. The true essence of the flip is really to focus on the student. Bloom's Taxonomy provides the framework for comparing the lecture-centred class to the flipped class. Instructors focus on higher level learning outcomes during class time and lower level outcomes outside of class. This means the flip could be as simple as watching a video before class and then attending class for more in-depth discussions that involve judging, analyzing, and creating. If students work with the fundamental material before class, they are better prepared to apply the information and engage in higher-level discussions with their peers and the instructor. After all, flipped classrooms really are student-centred learning environments that incorporate active learning strategies during class time. This allows students to spend time problem solving, creating, critiquing, and synthesizing in class with their peers and with their instructor.

Students are more active in flipped environments which add a new level of complexity to the classroom and its end result is a dynamic learning environment. Flipped classrooms are interactive sometimes even 'messy' because students are working together and solving problems rather than sitting passively listening to a lecture. Perhaps one of the best places for instructors to begin is by re-thinking their role in the classroom. Sure, there are mini-lectures that need to be presented, but the majority of class time is spent on active learning. Instructors are not simply thinking about teaching in a different way; they are doing it! They are teaching differently using new approaches, tools, and strategies, and as a result, the lesson planning process and the assessment process will also change.

Collaborative Learning through Inverted Classroom

Technology has become an important factor in collaborative learning. Over the past ten years, the Internet has allowed for a shared space for groups to communicate. Collaborative learning (CL) is a personal philosophy, not just a classroom technique. By its very definition, collaborative learning points to co-operation between the teacher and the student and stands against the competitive system followed in a traditional classroom. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the group actions. The underlying premise of collaborative learning is based upon harmony building through cooperation by group members, in contrast to competition in which individuals best other group members.

In the inverted classroom students are expected to review materials that would normally be presented in class, including the lecture, outside of class time. This frees class time up to focus on discussion, collaborative work, and engagement with the other activities that are traditionally done outside of class. Typically instructors using this model of teaching will record a short lecture for students to view in place of the traditional lecture. Students are expected to view this lecture as well as review any supplemental materials before coming to class. Students have reported an acceptance of the inverted classroom model as well as increased engagement with collaborative activities in the classroom. Both of these are positive outcomes to the inverted classroom model. Instructors also make more effective use of their time by reviewing content that students actually need help with and guiding student discussions. The Flipped Learning model also allows for differentiated learning in classes of all sizes, since students can review the lecture content at their own pace and ask questions on their own time.

Students take more responsibility for their own learning. Working in class along with a master of the discipline, they learn to think more critically, communicate more effectively, and have a greater appreciation for the unique importance and logic of the subject. And they experience at least some of the satisfaction of learning how to think in a new and, in some cases, life changing way.

Students in the inverted class were more willing to work together and engage in activity in the classroom than the students in the traditional classroom. Students in the inverted classroom exhibited a desire to want to explain concepts to other students, feeling as though this is the best way to learn something thoroughly. Students in the traditional classroom, however, were not as willing to engage in the class activities. They appreciated the humour and loose atmosphere but, when it came to participating in class, there were often long moments of silence after asked questions. They tended to want their attention engaged, but they did not want their participation solicited during class as a facilitator. In this atmosphere, students were more likely to disengage with the material sooner than students in the traditional classroom. Evidence of this dynamic is given by the way in which students in the inverted classroom failed to distinguish subtleties between similar problem types.

Active Learning through Inverted classroom

Numerous studies have demonstrated that a student's active involvement in the learning process enhances learning, a process often referred to as active learning. Simply stated, active learning involves instructional activities involving students in doing things and thinking about what they are doing. Interactive instruction or "learning by doing"

has been found to result in positive learning outcomes. Because many new technologies and web based activities are interactive, online coursework has the potential to create environments where, students actively engage with material and learn by doing, refining their understanding as they build new knowledge and students become active participants in the knowledge construction. Learning theory suggests that learning is promoted or enhanced when students are actively involved in the learning, when assignments reflect real-life contexts and experiences, and when critical thinking or deep learning is promoted through applied and reflective activities.

Independent learning through Inverted classroom

Independent learning is an important dimension of differentiation and student growth. Inverted classroom provide a pace for independent learning, by providing on line lectures or videos related to their study material. Independent Learning' is often linked with other approaches to learning such as 'personalisation', 'student-centred learning' and 'ownership' of learning. Discussion of independent learning frequently arises in the context of important issues such as student-teacher roles and relationships, and the role of information and communications technology (ICT) in learning. The review suggested that successful independent learning depends on a number of external and internal factors. External factors involve the creation of a strong relationship between teachers and students and the establishment of an 'enabling environment' in which ICT can be an important element. Internal factors are the skills that individual students have to acquire. These include cognitive skills such as focusing of memory and attention and problem-solving, Metacognitive skills associated with an understanding of how learning occurs, and affective skills related to feelings and emotions. The authors of the review emphasised that independent learning does not merely involve students working alone and stressed the important role teachers can play in enabling and supporting independent learning. The most significant characteristics of inverted classroom is that the teacher and the learner are in different physical environments. External' elements which supported independent learning included the development of a strong relationship between teachers and students, and the establishment of an enabling environment. Research in the review described an 'enabling environment' as one which included an appropriate 'physical environment', a flexible approach to time that teachers gave students to work on specific tasks and a shared willingness to undertake independent learning on the part of students. Appropriate resources were also necessary and it was important that teachers were knowledgeable about the work being done. An essential element of independent learning identified was positive relationships between teachers and students, based on trust. Independent study brings together student interests and readiness by providing critical thinking skills and to achieve independent learning is through the use of the flipped classroom independent learning, including: improved academic performance; increased motivation and confidence; greater student awareness of their limitations and their ability to manage them; enabling teachers to provide differentiated tasks for students; and fostering social inclusion by countering alienation. The key ingredient in independent learning was the shift of responsibility for the learning process from the teacher to the student.

Inquiry Based Learning through Inverted classroom

The flipped classroom model of teaching can be an ideal venue for turning a traditional classroom into an engaging, inquiry-based learning (IBL) environment. Unfortunately, our traditional educational system has worked in a way that discourages the natural process of inquiry. Students become less prone to ask questions as they move through the grade levels. In traditional schools, students learn not to ask too many questions, instead to listen and repeat the expected answers. Inquiry is important in the generation and transmission of knowledge. It is also an essential for education, because the fund of knowledge is constantly increasing

The major component of a flipped classroom involves reversing what happens in the classroom with what happens out of the classroom as compared to a typical lecture-style class. In a traditional classroom, the instructor delivers content during class to the students via direct instruction. Outside of class, students are to work on homework assignments, often independently. In the inverted classroom this is reversed. Students come to class having already gained basic content knowledge from sources such as videos and books. Instructors can then turn face-to-face contact with students from a time to lecture to an opportunity to actively engage students in the learning process. More and more, many discipline-based faculty are striving for instructional innovation despite the fact that most faculty themselves excelled in traditional course settings. While inquiry-based learning (IBL) and the flipped classroom are some of these newer innovations in teaching, the two to increase student engagement and learning. First, students should as much as possible be responsible for guiding the acquisition of knowledge, including the pace at which this happens, and second, they should be responsible for validating the ideas presented. That is, students should not be looking to the instructor as the sole authority.

Conclusion

Over the next decade, advanced technologies will put education within the reach of many more individuals around the world, and will allow greater specialisation in curriculum and teaching methodologies than ever before. As ever, administrators will need to weigh carefully how budget funds are spent, decide what emerging technologies show the most promise, and determine how best to support these technological advances while avoiding the ever-present risk of obsolescence. It is the time to sweep away the creeping traditional methods of teaching and it is also an essential for education, because the fund of knowledge is constantly increasing .Educational scenario must change from a focus on "what we know" to an emphasis on "how we come to know."

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THE QUALITY OUTLOOK ON TEACHING, LEARNING AND EVALUATION

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Abstract

Study examined the ways in which teacher training was related to effective teaching in terms of student achievement. The purpose of the study was to assess relationship between teacher training and effective teaching. It was found that teachers had a positive attitude towards teacher training and its effectiveness in classroom situation including actual instruction and academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general. "The teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching learning process". Achievement motivation is about achieving in order to enhance the ego, such as competing against other students and beating them. They feel good about themselves. The Teaching Assessment and Evaluation Guide provides instructors with starting-points for reflecting on their teaching, and with advice on how to gather feedback on their teaching practices and effectiveness as part of a systematic program of teaching development.

Key words: Effective Teaching, Achievement motivation, Teaching, Learning Evaluation.

Introduction

The quality of education depends on the ability, hard work and dedication of the teacher. If a teacher fails to keep himself in touch with the rapid scientific and educational developments then he would become inefficient and ineffective as indicated in the National Education Policy that "the teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level. Students have to pay higher fees, they will be likely to demand high profile programmes that are well taught and will enhance their employment prospects. Those who can will shop around to find the right one for them. Some, using the logic that education is a commodity to be bought, feel that having paid for a degree they are entitled to be awarded one. Cramming students into large lecture halls is no longer good enough. Many universities, accepting that teaching is no longer the poor cousin of research, have responded positively with an increasingly teaching-friendly environment. It is increasingly being recognized that good teaching is as much a function of an institution-wide infrastructure as it is a gift with which some lucky academics are born. Many universities are funding on a larger scale than previously staff development centres and centres for teaching and learning, giving recognition of research into teaching one's content area as legitimate research, and accepting an institution-wide responsibility for teaching-related issues, with policies and procedures that encourage good teaching and assessment.

Quality Teaching

Put succinctly, quality teaching is that activity which brings about the most productive and beneficial learning experience for students and promotes their development as learner improved comprehension of and ability to use the ideas introduced in the course; change in outlook, attitude and enthusiasm towards the discipline and its place in the academic endeavour; intellectual growth; and improvement in specific skills such as critical reading and writing, oral communication, analysis. For summative evaluation, it is recommended that prior consensus be reached about what constitutes quality teaching within the discipline, what the observers will be looking for, and the process for carrying out and recording the observations.

Teaching and Learning

Now that students have to pay higher fees, they will be likely to demand high profile programmes that are well taught and will enhance their employment prospects. Those who can, will shop around to find the right one for them. Some, using the logic that education is a commodity to be bought, feel that having paid for a degree they are entitled to be awarded one. Such downward pressures, in some celebrated cases, have also emanated from administration, because of the funding implications of failing students. Such attributes would include 'creativity', 'independent problem solving', 'professional skills', 'communications skills', 'teamwork', 'lifelong learning', and so on. Graduate attributes are conceived in mainly two different ways: as generic, comprising context-free qualities of individuals, as if graduates are simply 'creative' whatever they do; or as embedded, that is, as abilities or ways of handling issues that are context dependent, so that creativity is only guaranteed, as it were, in a graduate's content area.

Teaching Skills

These are those behaviours that the effective teacher constantly exhibits when teaching a class. These include involving all pupils in the lesson, using a variety of activities or learning methods, applying appropriate teaching methods, and using a variety of questioning techniques to probe pupils' knowledge and understanding.

Classroom Climate

It is a measure of the collective perceptions of pupils regarding those dimensions of the classroom environment that have a direct impact on their capacity and motivation to learn.

Outcomes-Based Education

Outcomes-based teaching and learning is a convenient and practical way of maintaining standards and of improving teaching. Standards are stated up front and teaching is tuned to best meet them, assessment being the means of checking how well they have been met. Outcomes-based education (OBE) has been used in quite different ways: for enhancing teaching and learning, and for furthering a managerial agenda. Outcomes-based education is sometimes identified with competency based education. This is a mistake: competency-based education is just one example of outcomes-based education. Where it differs from other forms of OBE is in the definition of the outcomes, which in competency based education are narrow competencies such as skills. The fact that the same term, outcomes-based, has been used in these different ways has created immense confusion, not to say mischief – as indeed we have seen in the case of our anonymous Amazon reviewer. Because of the confusions, and the emotion that OBE has aroused, we must clarify what we are talking about, and forthwith. Constructive alignment, the theme of this book and its previous editions, differs from other forms of outcomes-based teaching and learning in that in constructive alignment we systematically align the teaching/learning activities, and the assessment tasks to the intended learning outcomes, according to the *learning activities* required in the outcomes.

Levels of Thinking about Teaching

All teachers have some theory of what teaching is when they are doing it, even if they are not explicitly aware of that theory and their theories deeply affect the kind of learning environment they create in their classrooms. In fact, these levels describe a sequence in the development of teachers' thinking and practice: a route map towards reflective teaching, if you like, where the level at which a teacher operates depends on what is focused on as most important. Teachers at Level 1 focus on the differences between students, as most beginning teachers do: there are good students, like Susan, and poor students. teaching is in effect held constant – it is transmitting information, usually by lecturing – so differences in learning are due to differences between students in ability, motivation, what sort of school they went to, A

Level results, ethnicity and so on. Ability is usually seen as the most important factor, an interesting consequence of which is that teaching becomes not so much an educative activity as a selective one, assessment being the instrument for sorting the good students from the bad after teaching is over.

Students Learning

Learning has been the subject of research by psychologists for the whole of last century, but remarkably little has directly resulted in improved teaching. The reason is that until recently psychologists were more concerned with developing the One Grand Theory of Learning than in studying the contexts in which people learned, such as schools. Note that the terms 'deep' and 'surface' as used here describe ways of learning a particular task; they do not describe characteristics of students. We can say that Robert might typically use a surface approach, but the whole point of this book is to set up ways of getting him to go deep. Surface and deep approaches to learning the concepts of surface and deep approaches to learning are very helpful in conceiving ways of improving teaching. Sometimes it is useful to refer to an 'achieving' approach, or 'strategic approach, referring to how ambitious and how organized students are, but we do not go into this here. Our concern is with how learning tasks are handled. The surface and deep approaches usefully describe how Robert and Susan typically go about their learning and studying – up to the point when teaching begins. Our aim is to teach so that Robert learns more like the way. Susan does.

Learning Approaches and Learning Styles

speaking of students' approaches to learning as if they were learning styles students use whatever the task or the teaching others speak of approaches as entirely determined by context, as if students speak of students' approaches to learning as if they were learning styles students use whatever the task or the teaching others speak of approaches as entirely determined by context, as if students Teaching in such a way as to explicitly bring out the structure of the topic

or subject. Teaching to elicit an active response from students, e.g. by questioning, presenting problems, rather than teaching to expound information. Teaching by building on what students already know. Confronting and eradicating students' misconceptions. Achievement motivation is about achieving in order to enhance the ego, such as competing against other students and beating them. They feel good about themselves.

Conclusions

Motivation has two meanings: it refers to initiating learning, and to maintaining engagement during learning. To initiate learning, students need to see the cost-benefits: Value accrues to a task for a variety of reasons: extrinsic, where the consequences either bring something we want, or avoid something we don't want; social, where the value comes from what other important people think; achievement.

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TECHNO-PEDOGOGY IN TEACHING AND LEARNING

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Abstract

Teacher Education is to learn to teach and teach to learn. Recent evidence indicates that reforms of teacher education creating more tightly integrated programs with coursework on learning and teaching produce more effective and more likely to enter and stay in teaching. An important contribution of teacher education is its development of teacher's abilities to examine teaching from the perspective of learners who bring diverse experiences and frames of reference to the classroom. It is important to recognize that, Teacher Educators and Training Graduates are becoming more knowledgeable of Information and Communication Technology outcomes (ICTs), they continue to have knowledge or skill with which to integrate those technologies into their teaching practice. This paper discusses and outlined the importance of developing Techno-pedagogical skills in Teacher Education.

Introduction

"Education is not the filling of a pail, but the lighting of a fire." Education may be defined as a systematic process of determining the extent in which the objectives are achieved by the public. According to Tagore, "Education is that which does not merely give us information but makes our life in harmony with all existence." As the twenty-first century approaches, the literate citizen is increasingly expected to use computer technology to access and manipulate information. Knowing how to manage electronic information from an ever-widening array of resources and in proliferating formats is essential. The education system was now witnessing a paradigm shift from the traditional chalk-and-board teaching methodology to digitizing the pedagogical approach through technical devices. A transformation would not only increase the capability of the teachers but would also widen the knowledge base of students so as make them competitive in the international arena. Therefore the technology orientation needs to improve in order to equip themselves to face the students belong to the digital era and also to face the challenges in the modern classroom.

Techno-Pedagogy

Techno-Pedagogy decides whether an Education media product is successful or not. Pedagogy refers 'Science and Arts of teaching'. Techno derived from Latin word 'Texere' means 'weave or construct'. Techno-Pedagogy refers to weaving the techniques of teaching into the learning environment itself. Education Technology provides approximate designing learning situations, holding in view the objectives of the teaching and learning bring the best practices/means of instructions which effect on learning.

Importance of Techno-Pedagogical Skills

Teacher Education holds the most crucial position and helps in the success of any educational system. A teacher educator is the topmost academic and professional person in the educational pyramid who shapes the future teachers and the onus of quality of teachers therefore rests on the teacher educators themselves. Technology is a broad and constantly changing skill-set required of faculty, and selecting the appropriate techno-pedagogical strategies to effectively engage students in the content is a separate skill-set. Media literacy influences student development, and developing a critical analysis of media consumption is an important skill for students. In understanding how technology and media intersect with learning, consider the compatibility between theories of technology and education, and how that relates to the content. There is a need for Teacher Educators and Training Graduates, as well as the institutional level, to identify and articulate the occupational realities when technology and competencies intersect, while understanding and communicating how technological resources and strategies can engage students and enhance student learning

Techno-Pedagogical Skills Improve Quality of Education

Acquiring techno-pedagogical proficiencies will make teaching and learning a pleasurable exercise as it would lessen the pressure on the teachers and enable the students to delve deeper into domain of knowledge. Technology had made inroads into every sphere of human activity, including the field of education. It had totally transformed the face of didactic teaching and brought about far reaching changes in the way in which knowledge was being shared.

Learning Process

The Technological Pedagogical Content Knowledge is a collaboratively developed framework of scholars and researchers seeking to conceptualize and clarify the competencies that evolve from the intersection between pedagogy and technology. Investments in new and interactive technologies in education require both the technical and pedagogical skills to use them. Instruction takes place in an innovative online learning environment where teacher educators and training graduates explore technology, learn technical skills, evaluate the appropriateness of various technologies in their subject areas, and devise creative and meaningful approaches to incorporating technology into sound pedagogy. The focus is on developing both the technological skills and the critical and reflective thinking skills necessary to continue using the most up-to-date technologies in the classroom. Therefore, in order to provide targeted and appropriate professional development and support for faculty, the Center for Teaching Excellence uses the Technology, Pedagogy and Content Knowledge (TPACK) framework for identifying interrelated competencies related to teaching with technology. New technologies can create new, open learning environment in which the instructional role can be shifted from a teacher-centered to a learner-centered. Teachers move from being the major source of information and deliverers of knowledge to co-learners and collaborators.

Teacher Competences and Training Guidelines

Teacher education has centred on questions of how best to help teachers to integrate technologies into their classroom practice. The crucial role of teacher education in developing teachers' awareness of technical and pedagogical affordances of tools and resources, as well as their ability to use them effectively in the classroom. These abilities have been referred to as "techno-pedagogical skills" or "techno-pedagogical competences

Conclusion

Education plays a vital role in enriching the society and human resource. Teacher educators and training graduates can play an effective role only if they are prepared in a creative, resourceful and efficient manner to use techno-pedagogical skills to nurture the students as per the demand of the changing times. Teacher educators and training graduates must also adapt and change and be familiar with using emerging technologies that can encourage student participation. Teaching with use of modern technical facilities enhances student's knowledge and improves the teaching-learning process in this fast changing complex world.

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TECHNOLOGICAL LEARNING – BENCHMARK

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Abstract

Benchmarking is a process that can take place at both the inter-institutional and intra- Institutional level. The purpose of benchmarking, and these benchmarks particularly, is to support continuous quality improvement in technology enhanced learning. The approach reflects an enterprise perspective, integrating the key issue of pedagogy, with institutional dimensions such as planning, staff and student development and infrastructure provision. The benchmarks have been developed for use at the enterprise level, or by the organizational areas responsible for the provision of leadership in technology enhanced learning and their associated services. This paper expressing learning technology of benchmark in a short.

Keywords: Benchmarking, AUQA, Generic benchmarking, Sector benchmarking, Best practice benchmarking

Introduction

With the history of more than 25years, benchmark learning has been meeting the education needs of businesses by specializing in the development of technical, process, business, and leadership skill for professional around the country. Benchmark learning solution helps customize learning solution that we meet our budget, timeframe and learning preferences. Benchmark Learning is an award-winning Microsoft Gold Learning Partner and a Premium Citrix Authorized Learning Centre. Benchmark Learning is an education services company that delivers assessments, consulting, and authorized and customized training programs and curricula in the areas of IT, ITIL, development, business analysis, project management and leadership development. The benchmark learning detailed through this paper.

Benchmark Learning - Meaning

“Benchmarking as a continuous and systematic process of comparing products, services, processes and outcomes with other organizations or exemplars, for the purpose of improving outcomes by identifying, adapting and implementing best practice approaches” (*Edith Cowan University, 2011*).

Benchmarking is a tool for improving performance. Learning and teaching are thought to be a challenging area to benchmark because it is difficult to quantify the outcomes and performance in learning and teaching. In this area, benchmarking is an evidence-based process including comparisons with other institutions in order to enhance good practice.

Principles of Benchmarking

Ten principles form benchmarking theory (Meade, 1998). Benchmarking used to

- Improves practices, services or products;
- Involves learning about 'best practices' from others;
- Accelerates the rate of progress and improvements;
- Contributes to continuous quality management;
- Is an ongoing process;
- Promotes fresh and innovative thinking about problems;
- Provides hard data on performance;
- Focuses not only on what is achieved, but on how it is achieved;
- Involves the adaptation, not merely adoption, of best practices; and,
- Results in the setting of specific targets

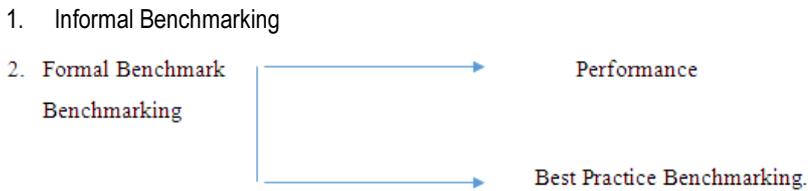
Types of Benchmarking

There are many types of benchmarking and many ways of categorizing these types. Each type seems useful for a particular situation. However, the type of benchmarking is not as important as that the aims are clear, achievable and achieved, and that the choice of partner organization is aligned with the aims. Epper (1999) speaks of “true” benchmarking in contrast to “sharing knowledge with one’s peers”. According to Australian Universities Quality Agency (AUQA) Three types of benchmarking advocated by:

Sector benchmarking in which comparisons of 'whole-of-institution' or focusing on some function or aspect are made against a benchmarking partner(s) in the same sector;

Generic benchmarking involving comparisons of processes and practices regardless of the industry; and, **Best practice benchmarking** in which the University selects a comparator known to be best in the area to be benchmarked.

Other classification of bench mark as follow:



Informal Benchmarking

This is a type of benchmarking that most of us do unconsciously at work and in our home life. We constantly compare and learn from the behaviour and practices of others – whether it is how to use a software program, how to cook a better meal, or play our favourite sport. In the context of work, most learning from informal benchmarking comes from the following:

- Talking to work colleagues and learning from their experience (coffee breaks and team meetings are a great place to network and learn from others).
- Consulting with experts (for example, business consultants who have experience of implementing a particular process or activity in many business environments).
- Networking with other people from other organisations at conferences, seminars, and Internet forums.
- On-line databases/web sites, such as the BPIR, and publications that share benchmarking information provide quick and easy ways to learn of best practices and benchmarks.

Formal Benchmarking

There are two types of Formal Benchmarking - Performance and Best Practice Benchmarking.

Performance Benchmarking; this involves comparing the performance levels of organisations for a specific process. This information can then be used for identifying opportunities for improvement and/or setting performance targets. Performance levels of other organisations are normally called benchmarks and the ideal benchmark is one that originates from an organisation recognised as being a leader in the related area. Performance benchmarking may involve the comparison of financial measures (such as expenditure, cost of labour, cost of buildings/equipment, cost of energy, adherence to budget, cash flow, revenue collected) or non-financial measures (such as absenteeism, staff turnover, the percentage of administrative staff to front-line staff, budget processing time, complaints, environmental impact or call centre performance).

Best Practice benchmarking; this is where organizations search for and study organizations that are high performers in particular areas of interest. The processes themselves of these organizations are studied rather than just the associated performance levels, normally through some mutually beneficial agreement that follows a benchmarking code of conduct. Knowledge gained through the study is taken back to the organization and where feasible and appropriate, these high performing or best practices are adapted and incorporated into the organization's own processes. Therefore best practice benchmarking involves the whole process of identifying, capturing, analyzing, and implementing best practices. There are a number of best practice benchmarking methodologies. One of which is the TRADE Best Practice Benchmarking Methodology

Process of Benchmark

Three major steps in the benchmarking process are:

- Self-evaluation against the benchmarks;
- Comparing and contrasting self-evaluations against the benchmarks with benchmarking partners; and,
- Applying benchmarking outcomes to improvement processes.

Issues of Benchmarking

There are several main issues that both inhibit organisations actively involved in benchmarking and prevent others from attempting active involvement. In a survey of UK organisations findings indicated that among some of those involved in benchmarking there were difficulties encountered during the process. These difficulties included:

- finding suitable partners
- difficulties in comparing data (50% of organisations found this)
- resource constraints (time, finance and expertise)
- staff resistance

Conclusion

One of the most important benefits of benchmarking is the discovery of innovative approaches. Benchmarking highlights problem areas and the potential for improvement, providing an incentive to change, and assists in setting targets and formulating plans and strategies.

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TECHNO – PEDAGOGY IN TEACHING AND LEARNING

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Abstract

Education system is now spectator a paradigm shift from the traditional chalk-and-talk teaching methodology to digitizing the pedagogical approach through technical devices. It opines that such a transformation is not only increasing the potentiality of the teachers but also widening the information base of students so as make them competitive in the international arena. In today's world, most people need to keep on updating both their skills and knowledge to meet the challenges of everyday life. This has spurred new learning needs which exceed by far the formal courses, provided commonly by institutions, which allow targeting a general public. Instead, the needed trainings must be more informal in order to better address individual needs. The National Curriculum Framework (2005), stated that "ICT if used for connecting children and teacher with scientist working in universities and research institutions would also help in demystifying scientist and their work ". Techno-pedagogical skills are the ways to make accessible and affordable quality education to all. The NCF (2005), and XII five year plan (2011), emphasized to provide connectivity, valuable content and low cost computing devices to all the Institutions of higher learning in the country.

Keywords: *Technopedagogy, Challenges, Content knowledge, Pedagogical knowledge, Technology knowledge, Innovation method for Primary to Higher Level of Education.*

Introduction

Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities. Effective pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, should be implemented across all key learning and subject areas. Effective pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.

Techno-pedagogy refers to electronically mediated courses that integrate sound pedagogic principles of teaching or learning with the use of technology. Technology in the professional develops specific techno- pedagogical competencies allows faculty to make the work practitioners at the centre of professional study in a community of practice. The techno-pedagogical knowledge is a collaboratively developed frame work of scholars and researches seeking to conceptualize and clarify the competencies that evolve from the intersection between pedagogy and technology. Investments and interactive technologies in education require both the technological and pedagogical skills to use them.

Content Knowledge

The term 'Content knowledge' is widely used by educators, content knowledge refers to the body of information that teachers teach and that students are expected to learn in a given subject or content area, such as English language arts, mathematics, science or social studies. Content knowledge generally refers to the facts, concepts, theories and principles that are taught and learned, rather than to related skills – such as reading, writing or researching – that students also learn in academic courses. In elementary schools, teachers have traditionally taught multiple content areas to a class of students, and most elementary schools continue to use this model. Some schools, however, are assigning teachers to subject- specific courses or lessons based on their particular expertise and training, and students are moved from class to class or teacher to teacher throughout the day. When used with younger students, this approach can be controversial, since some educators and parents believe that moving students from teacher to teacher can inhibit the development of strong relationships with adults and adversely affect learning.

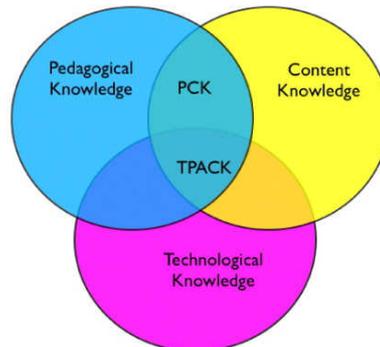
Pedagogical Knowledge

Pedagogical knowledge is deep knowledge about the processes and practices or methods of teaching and learning and how it encompasses overall educational purposes, values and aims. This is a generic form of knowledge that is involved in all issues of student learning, classroom management, lesson plan development and implementation, and student evaluation. It includes knowledge about techniques or methods to be used in the classroom; the nature of the target audience; and strategies for evaluating student understanding. A teacher with deep pedagogical knowledge understands how students construct knowledge and acquire skills; develop habits of mind and positive dispositions

towards learning. As such, pedagogical knowledge requires an understanding of cognitive, social and developmental theories of learning and how they apply to students in their classroom.

Technology Knowledge

Technology knowledge is knowledge about standard technologies such as books and chalk and blackboard, as well as more advanced technologies such as the internet and digital video. This would involve the skills required to operate particular technologies. In the case of digital technologies this would include knowledge of operating systems, and computer hardware, as well as the ability to use standard set of software tools such as word processors, spread sheets, browsers, e mail etc. Technology knowledge would include knowledge of how to install and remove software programs, create and archive documents. Most standard technology workshops and tutorials tend to focus on the acquisition of such skills.



Developing Techno-Pedagogical Skills in Teaching-Learning Process

The Technological Pedagogical Content Knowledge is a collaboratively developed framework of scholars and researchers seeking to conceptualize and clarify the competencies that evolve from the intersection between pedagogy and technology. Investments in new and interactive technologies in education require both the technical and pedagogical skills to use them. Instruction takes place in an innovative online learning environment where teacher educators and training graduates explore technology, learn technical skills, evaluate the appropriateness of various technologies in their subject areas, and devise creative and meaning ful approaches to incorporating technology into sound pedagogy. The focus is on developing both the technological skills and the critical and reflective thinking skills necessary to continue using the most up-to-date technologies in the classroom. Therefore, in order to provide targeted and appropriate professional development and support for faculty, the Center for Teaching Excellence uses the Technology, Pedagogy and Content Knowledge (TPACK) framework for identifying interrelated competencies related to teaching with technology. New technologies can create new, open learning environment in which the instructional role can be shifted from a teacher-centered to a learner-centered. Teachers move from being the major source of information and deliverers of knowledge to co-learners and collaborators.

Role of Techno-Pedagogy in Higher Education

The main applications of the techno-pedagogy in teaching and learning. The prospects can be categorized as the aspects relating to role of techno-pedagogy, such as it helps to

- Enhance linguistic abilities
- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction
- Plan specific pedagogy
- Support in Distance Education through e-learning
- Guide and Counsel for career choices
- Stimulate Self Learning ability
- Enhance enrolment and examination process
- Assist in research activities
- Reinforce for cognitive learning
- Development of life skills
- Develop aesthetic sensibility

- Cultivate values of education in addition to this it also contributes for Special Education, Health Education, Yoga Education and Environmental Education.

Conclusion

Education plays a vital role in enriching the society and human resource. Teacher educators and training graduates can play an effective role only if they are prepared in a creative, resourceful and efficient manner to use techno-pedagogical skills to nurture the students as per the demand of the changing times. Teacher educators and training graduates must also adapt and change and be familiar with using emerging technologies that can encourage student participation. Teaching with use of modern technical facilities enhances student's knowledge and improves the teaching-learning process in this fast changing complex world. Apart from the policies related to the technology governments and higher education institutions will need to develop strategies for effective techno-pedagogical skills and media deployment and sustainability. Finally, technology is never a substitute for good teaching. Without techno-pedagogical skilled instructors, no electronic delivery can achieve good results.

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UNIVERSALIZATION PROBLEMS ON TEACHING AND LEARNING

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Introduction

Learning and teaching provides leadership and support for educators to ensure engaged and effective teaching and learning for all students. The teaching and learning are the real action time or period of imparting knowledge, skills and attitude to adult learners by the adult facilitator or through the electronic media. Nowadays, teaching is changed as coaching. It becomes a global problem.

Teaching

Traditional education focuses on teaching, not learning. A teaching leads to improve student achievement using outcomes that matter to their future success. Student progress is the yardstick by which teacher quality should be assessed. Most of what is taught in classroom settings is forgotten and much of what is remembered is irrelevant.

Learning

Learning is a process that people pass through to acquire new knowledge and skills and ultimately influence their attitudes, decisions and actions. Activities carried out to achieve educational objectives. They are carried out individually, although this takes place in a cultural and social context, in which people combine their new knowledge with their previous cognitive structures.

Today's Education System

The rapid changed and increased complexity of today's world present new challenges and put new demands on our education system.

- The Indian education system is rooted in rote learning.
- Discussions of new ideas are something that is limited to very few schools across the country. Today's education system may be good to score marks, but fails to retain knowledge once students have completed their examinations.
- This leads to young minds being stifled at an age when they should be asking questions, learning and gaining knowledge, and developing a thirst for more knowledge.
- Among school children, it hardly evokes an interest that could ignite a scientific spark to carry forwards in their lives.
- In most schools, memorization is mistaken for learning.
- Most of what is remembered is remembered only for a short time. But then is quickly forgotten.
- Nowadays the teacher served as a guide and a resource but not as one who force-fed content into students' minds.

Malaise of Mass Education

The trouble began when mass education was introduced.

- It was necessary to decide what skills and knowledge everyone has to have to be a productive citizen of a developed country in the industrial age.
- To develop the means of describing and communicating the standardized information(textbooks and curricula).
- To train people to comprehend the standardized material and master the means of transmitting it. (Teacher training, pedagogy).
- To provide the coercive backing necessary to carry out this major cultural and social upheaval.

Educational Problems of Student

- Financial problems
- Banking system of education
- Lack of guidance
- Examination system
- Transportation
- Language barrier

- Imposed study programs
- Difference in theory and practical world
- Teacher's insincerity
- Communication gap

Educational Problems of Teachers

- Professional status of teaching
- Financial compensation
- Commercialisation of education
- Lack of motivation and support
- Professional development and teacher's needs
- Work life balance
- Personal image and society's expectations

Six components of Great Teaching

Content knowledge

The most effective teachers have deep knowledge of the subjects they teach and when teachers knowledge falls below a certain level it is a significant impediment to students learning.

Quality of Instruction

It includes elements such as effective questioning and use of assessment by teachers.

Classroom Climate

It involves attributing student success to effort rather than ability and valuing resilience to failure.

Classroom Management

A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space to manage student's behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place.

Teacher Beliefs

It is some evidence of impact on student outcomes.

Professional behaviours

Behaviours exhibited by teachers such as reflecting and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents.

Solution for the Problems in Education

1. Adoption of technology
2. Teacher training
3. More government spending
4. Inclusive education system
5. Quality education
6. PPP model
7. IES

Conclusion

As we can see the future for the education world is bright if we change the education system now. There are many developments to make education more efficient, simple and equal for all of them.

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E-GOVERNANCE AS INSTRUMENTAL FACILITATION FOR STUDENTS OF HIGHER EDUCATION

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Abstract

Education is one of the most important factors in achieving the development goals of the country. It is a key to the national development. In India, Education has seen enormous growth in recent years and this growth promises to produce more skilled individuals to fulfill needs of ever growing Indian economy. Also, Electronic Governance (e-Governance) is becoming the backbone of any country's growing economy in today's world of internet enabled systems and processes (Basu, 2004). The word 'electronic' primarily indicates that the usage of technology in all matters of governance. As well as, Educational-Governance can facilitate in improving transparency, providing speedy information, dissemination, improving administrative efficiency and public services in all aspects of the education. It is the fundamental requirement to make the solution in the field of educational sectors problems. However, Educational institutions may have various requirements that include computerization and management of processes such as registration, admission, student information, classes, time table, transport, attendance, library, salary and expenses, examinations, performance, grades, hostels, security and reports (Kaur & Mehta, 2014). In this paper, an attempt has been made to discuss the concept of E-Governance and use of latest applications and of it.

Key words: e-Governance, Information and Communication Technologies (ICT), e- Learning

Introduction

In the Indian context, former President of India, A P J Abdul Kalam (2008) said, "A transparent smart e-Governance with seamless access, secure and authentic flow of information crossing the interdepartmental barrier and providing a fair and unbiased service to the citizen." e-Governance is understood as a set of activities involving the effective contribution of information and communication technology (ICT) for strengthening administration and management in higher education system. Therefore the implementation of information technology may increase the broad contribution of the students in the development of good education goals at all stage and by providing the opportunity of online discussion groups and effectiveness of the learning methods Suklabaidya & Sen (2013). e-Governance in higher education system will enable various stakeholders to leverage the improved operational efficiency in various key processes like grants, utilization certificates, approval processes, feedback mechanism etc., In that way e-Governance is essential in higher education.

E-Governance: Educational Administration

E-Governance solution in the field of educational sector has changed the way administration, which is designed to make the system user-friendly, time saving and cost saving also. In the given figure e-Governance is comprised of the following components in which can be incorporated higher education system discussed below Bhanti, Lehri and Kumar (2012),

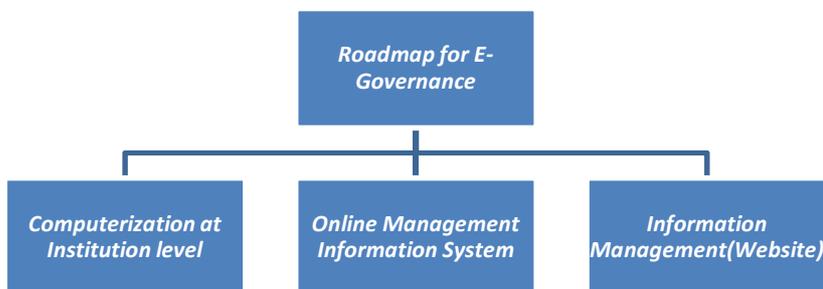


Figure 1: Roadmap for e-Governance

Computerization at Institution level

The computerization at the institution level can be seen in the context of three levels. The three main functional areas of information administration that are of great significance for day-to-day management of Higher education institutions are follows,

Student Administration

Student administration is an important and integral part of the e-Governance. This involves various activities beginning from the admission process to till results and performance analysis. This process enhances the students' enrolment, maintenance of students' personal and other academic records, availability of information like timetable / class schedule ,submission of class assignments and projects, monitoring and evaluation, and communications with the stakeholders through e-media.

Staff Administration

Staff administration includes recruitment and work allotment of staff in the institution, their attendance, pay slip generation, leave management, and performance appraisal. This also includes relevant communication to and from the institutions and among peers.

General Administration

An important part of Information administration is general administration of higher education institutions which incorporates the various day-to-day activities of the entire system. The various items classified under this category includes usage of electronic media for scheduling of halls, fee payment, Library resource circulation, internal and external examination activities.

Thus, the management of information among these units is a challenging task which can be easily dealt with computerization.

Online Management Information System (MIS)

E-Governance has provided electronic information infrastructure to simplify service delivery, reduce duplication, and improve the level and speed of service at a lower cost. The centralized information approach of e-Governance keeps all information at one place in electronic form. This approach of making information secure prevents it against any theft or leakage. Integrated MIS may have Student management system, Faculty profile, Smart card based system for the students and staff etc.,

Information Management

Information Management (IM) is the collection and management of information from one or more sources and the distribution of that information to one or more audiences. The data collected from various education institutions. This will provide the online access of the information to the stakeholders like placement agencies, business, researchers, faculty, parents, peer universities, other co-ordinating and accreditation bodies etc.,

E-Governance: Teaching and Learning

The main purpose for introducing e-governance in teaching and learning is to enhance good education.. It will be help in the betterment of the higher education in the country and increase the number of employable students (Kumar, 2012).

E-Learning

e-Learning is now facilitating a more flexible learning approach. It is the use of technology to enable people to learn anytime and anywhere. The online methods enable more effective education and offer significant advantages over traditional teaching methods. This has been possible by technological implementation based environments such as bulletin boards, virtual lectures and e Libraries and video conferencing. In e learning environment can support communication with classmates and lecturers.

Blended Learning

Blended Learning is the combination of multiple approaches to learning. It is usually used to define a situation where different delivery methods are combined together to deliver a particular course. These methods may include a mixture of face-to-face learning, self-paced learning and online classroom.

Distance Learning

It is a type of education, where students work on their own at home or at the office and communicate with faculty and other students via e-mail, electronic forums, videoconferencing, chat rooms, instant messaging and other forms of computer-based communication. Most distance learning programs include a computer based training (CBT) system and communications tools to produce a vital classroom. Because the Internet and World Wide Web are accessible from virtually all computer platforms, they serve as the foundation for many distance learning systems.

National Level Seminar on

Conclusion

E-Governance is the effective use of integrating ever-changing ICT which is a challenge to the academia as it throws new corridors for both teachers and learners. A number of higher education institutions have benefited a lot from implementation of e-Governance systems. They have been able to make their processes transparent, convenient and efficient. Also, e-Governance initiatives in the field of higher education can reduce the malpractice up to a large extent Kapoor and Kelkar (2013). The higher education system would be implemented not only to satisfy the needs of students by making them more employable but also combat possible competition from foreign Institutions. It can fully equip our student to meet the ever evolving demands in today's highly-competitive environment.

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BASIC CLASSROOM TECHNOLOGY OF TEACHER IN TEACHING AND LEARNING

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Abstract

Today students are digital natives. The technological tools provides teachers with new way to actively engage their students in the learning process. The internet is arguably the greatest technological invention of all time. It provides information both beneficial and detrimental to students with easier access than ever with a simple click. Smart boards are becoming increasingly popular. Students love to interact with technology-based educational tools. Teachers who use this technology find that students will work hard to learn because they enjoy the interaction with the camera and the fact that it is a different style of teaching and learning.

Keywords: *Classroom technology, voyages and adventure, textbooks, actively participated*

Introduction

The 21st Century has been an explosion of technological advancement and schools have not been left out of this revolution. Classroom technology has become increasingly more popular. The following basic technological tools are must-haves in every classroom today. Each tool provides teachers with new ways to actively engage their students in the learning process. Today's students are digital natives.

They were born into a world surrounded by technology, understand how to use it, and typically learn best when they are able to interact directly with technology. There is no denying that utilizing basic classroom technology has the potential to improve educational outcomes.

The Followings Are Technological Tools

The Internet

The internet is arguably the greatest technological invention of all time. Its capabilities have provided resources to teachers that were unimaginable just a generation ago. There are so many potential educational applications available on the Internet that it is impossible for a single teacher to tap into all of them. Teachers must explore the internet to find components that they believe will enhance and improve what they teach and how they teach it. The internet has allowed teachers and students voyages and adventure into realms that would not otherwise be possible. It provides information both beneficial and detrimental to students with easier access than ever with a simple click. The information available to students online is vast. Teachers who use it appropriately can actively engage their students on a daily basis in ways never imagined a short time ago. Perhaps the most beneficial component of the Internet for teachers is that its massive library of lessons, activities, suggestions, and guidelines that they can utilize in their classroom. Never before in the history of education has planning been easier than it is now, thanks to the internet.

LCD Projector

A mounted LCD projector allows a teacher the opportunity to share activities, videos, PowerPoint presentations, etc. from their computer with the whole class. In the technological age, an LCD projector is a must have in a classroom. It is a powerful tool because it allows a single computer to become a powerful tool in a large group setting. A teacher can put an entire lesson together on a PowerPoint presentation and actively engage their students in the lesson by putting it up on the LCD projector. Research has proven that this generation of students responds to a technology-based approach.

Document Camera

A document camera works in conjunction with your LCD projector. A document camera essentially has taken the place of the old overhead projectors. With a document camera, you no longer need transparencies. You simply put the document you want to show your students under the camera, and it is shot up on the screen through your LCD projector. Once it is up on the screen, you can use the camera to take a screen shot of the document and save it directly to your computer for later or just use the live version.

A document camera also allows you to place diagrams, charts, textbooks, etc. on a large screen so that all your students can see the images, passages, etc. at one time. The camera also broadcasts in color, so if you want to show your students an example of anything in color, they will see what the original looks like.

Smartboard

Smartboards are becoming increasingly popular. Students love to interact with technology-based educational tools. A smart board takes the place of a traditional chalkboard or whiteboard. It is essentially a whiteboard with technological capabilities that allow you and your students to interact in ways they had previously not been able to. Teachers can create engaging, active lessons using the many tools that a smart board provides. They can transpose diagrams, charts, and templates, have students come up and actively participate in the lesson, and then print anything such as notes that were completed on a particular day and given to students as a handout.

Learning to use a smart board correctly does require some training, but teachers who use them regularly say that notice their students are enthusiastic when they create a lesson that implements the smart board.

Digital Camera

Digital cameras have been around for a while, but you do not often find them used in a classroom setting. Today's digital cameras also have video capabilities that could bring another dimension to your classroom. A digital camera could be used in a variety of ways to engage students in the learning process. A science teacher may have students take pictures of different trees that can be found within their community. Then the students identify those trees from the pictures and build a PowerPoint presentation giving more information about each specific type of tree. An English teacher could assign her students to act out one scene from Romeo and Juliet and then record that scene to play back and discuss different aspects of that particular scene. Teachers who use this technology find that students will work hard to learn because they enjoy the interaction with the camera and the fact that it is a different style of teaching and learning.

Uses of Technology on Some Ways in Education

Integrate Technology

The internet was limited both in what it could do and in who used it. Many people had heard the word but did not have a clue what it was. Today, most teachers have not only been exposed to the internet but also have access at home and at school. In fact, a large number of schools are being retrofitted to place the internet in every classroom. Even more exciting than this is that many schools are beginning to purchase 'portable classrooms' consisting of laptops networked together so that students can work from their desks.

The laptops are networked to a printer, students can print from their personal computer to the classroom printer. Imagine the possibilities! However, using this type of technology requires a bit of research and planning.

Research

Research is the number one reason to use the internet in education. Students have a wealth of information open to them. Often, when they are researching obscure topics, school libraries do not have the needed books and magazines. The internet helps solve this problem. The quality of the information found online. However, with some advance 'footwork' of your own, along with stringent recording requirements for sources, the student determine whether their information is from a reliable source. This is also an important lesson for them to learn for research in college and beyond. The possibilities for assessment of research on the internet are endless, many of them involving other forms of technology.

Examples: essays, debates, panel discussions, role play, video presentation of information, web page creation (see next subheading for more on this) and PowerPoint(tm) presentations.

Creating a Website

1A integrate technology while truly getting the students excited about school is website creation. A website with your class about information the students have researched or personally created

. Examples : a collection of student-created short stories, a collection of student-created poems, results and information from science fair projects, historical 'letters' (students write as if they were historical figures), even critiques of novels could be included.

Online Assessments

A newer area of the internet to explore is online assessment require knowledge of the internet, so many new users might not be quite ready for this. Although, it might be a great way to interact with Advanced Placement students over vacations and the summer. In the near future, there will be many companies who will offer not only online testing but also instant Grading of exams.

Conclusion

Students have a wealth of information open to them. Often, when they are researching obscure topics, school libraries do not have the needed books and magazines. The internet helps solve this problem. The quality of the information found online. However, with some advance 'footwork' of your own, along with stringent recording requirements for sources, you can help the student determine whether their information is from a reliable source. This is also an important lesson for them to learn for research in college and beyond. There is no denying that utilizing basic classroom technology has the potential to improve educational outcomes.

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ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS DIGITAL TECHNOLOGY IN EFL CLASSROOMS

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Abstract

Teacher education empowered by Information and Communication Technology (ICT) can have a great opportunity to come up to the Centre stage and ensure academic excellence, quality instruction and leadership in a knowledge-based society (Jaiswal, 2011). Teaching competency is a crucial component in the 21st century. It ideally co-ordinates teacher's sophisticated professional skills with the pervasive use of digital technology. This in turn supports students who are creating knowledge products, and who are engaged in planning and managing their own learning goals. Teachers model the learning process for students, and serve as model learners through their own ongoing professional development, both individually and collaboratively. The aim of this study was to explore the awareness of Attitude of primary school teachers towards Digital Technology in EFL classrooms. 106 primary school teachers were randomly selected as a sample for this study. Questionnaire was administered to find out their awareness on Digital technology in EFL classrooms. Results revealed that private school primary teachers outperformed the government and aided school primary teachers in the awareness on Digital technology in EFL classrooms.

Keywords: Information and Communication Technology, technology-pedagogy, professional development

Introduction

Friedman (2005) analyzes globalization in the early 21st century and defines ten flatteners that he recognizes as leveling the global playing field. One of the most important flatteners, he claims, is "the steroids" which include wireless, voice over Internet, and file sharing. In line with him new technologies cause the world to be flattened each day. According to Tsui and Tollefson, (2007) technology and English are two pioneering aspects of the current age that bring about societal and political changes. Over the last 20 years, there has been a gigantic shift in the way that the users integrate technology into their personal lives. These changes have taken time to filter down to the education sector, but slowly teachers have recognized the need to change their practice in order to reflect the changing nature of technological use in the wider world. In the past technology has predominately been used to consume and source information, whereas today's student have become particularly skillful at creating and collaboratively developing content for a wide variety of purposes, for example, so-called web 2.0 tools such as blogs, forums and wikis. The ideal situation for teachers is to integrate technology in every day in a way that promotes positive learning and supports the curriculum. The use of technology can also help the teacher connect the classroom to the outside world, which contributes to the student's learning on an ongoing basis.

The need, nowadays sometimes the pressure, to prioritize teaching with technology considering teachers' level of preparedness has become more demanding due to the rapid advancements in the educational use of technology. This need has been extensively emphasized in a variety of contexts (Albion, 1999; Chen, 2008).

Technology, offering a great deal of options to the teachers, is a key to open a brand new door to the classrooms. Among these options, Web tools are one of the most useful innovations in classrooms. Exploring the role that Web 2.0 technologies can play in enhancing language learning development, Motteram & Sharma (2009) showed that the use of technologies is changing our understanding of the profession of language education. The second study about Web 2.0 technology (Tilfarlioglu, 2011) aimed to determine undergraduate and high school students' attitudes towards the use of English in this technology. Based on quantitative design, this study included 534 students out of randomly selected 550 participants from 6 different universities and 3 high schools in Turkey and Iraq. It was concluded that Web 2.0 technologies serve as a good learning tool in which the learners find the opportunity to practice language in a real-like atmosphere. Another study about web is based on WebCT (Web Course Tools), which is a multi-faceted program created at the University of British Columbia that allows educators to customize an existing suite of tools to their individual needs and content.

Gabriel et al. (2012) explores the gaps and intersections between students' uses and expectations for digital technologies while learning inside the classroom and socializing outside the classroom, and the instructional uses, expectations and concerns of their professors. They concluded with recommendations for uses of digital technologies that go beyond information transmission. Usluel, Mazman and Arikan, (2009) investigated EFL student teachers' awareness of collaborative web 2.0 tools. Focusing specifically on wikis, blogs and podcasts in language learning, the study concluded that prospective teachers are not mostly aware of web 2.0 tools that can be used in language.

Merc (2015) investigated the student teachers' use of technology in their classrooms during practice teaching experience. A questionnaire was given to 86 student teachers completing their teaching practicum at Anadolu University English Language Teaching Program. Findings indicated that the student teachers were not benefiting from technology available to them in their teaching practice at a satisfying level. Insufficient training, lack of basic facilities in the practicum schools, and student teachers' own choices were found the main reasons for student teachers not utilizing technology during the teaching practice. It is also noted that there is a mismatch between teacher training programs and real-world classrooms in terms of technology integration in EFL instruction. Pedagogical implications of the study consist of the need for better integration of technology in EFL teacher training and a stronger link between the placement schools and the university.

Thamarana's (2016) study suggested that the majority of the students seemed to have positive attitudes towards the use of Digital Technologies in English language education. They agreed that digital technologies play a great role in language learning according to their own pace, helps in self-understanding and it does not hinder interaction with the instructor. The findings also suggest that digital technologies supported language learning, provided motivation for the students and easy understanding of concepts.

Objectives

1. To find out the level of ICT awareness by the primary teachers of English in Kerala.
2. To find out is there any difference in the awareness of ICT based on gender.
3. To evolve recommendations based on the findings.

Research Questions

1. Are the primary teachers in Kerala aware of ICT integration in their teachings of English?
2. Do the primary teachers in Kerala differ in their awareness of ICT regarding the type of school?
3. Do the primary teachers in Kerala differ in their awareness of ICT regarding gender?

Method and Procedure

The present study adopted survey technique for data collection. A survey was conducted in 21 primary schools in Kerala to gather the necessary data in examining all the research issues. The investigators, after conceptualizing different dimensions like teaching, professional and recreational are related to the awareness of primary school teachers towards technology –pedagogy integration in ELT at the primary level and constructed 20 statements. The tool (APSTTPIELT Questionnaire) was administered with 106 Government, aided and private school teachers who involved 79 females and 27 males, in the teaching of English.

Results and Interpretation

Table 1: Shows percentage analysis of primary private school teachers' awareness of technology- pedagogy integration in ELT

Dimensions	Yes		To some extent		No	
	M	F	M	F	M	F
Teaching	62.86	83.67	35	11.56	9.29	7.48
Professional	62.14	74.83	27.86	14.63	11.43	9.52
Recreational	45.71	63.49	15	22.22	21.66	10.71

The answer for first research question reveals that the government school teacher's awareness of ICT integration in teaching is poor and the reason might be lack of knowledge about ICT.

Table: 2 Shows percentage analysis of primary government school teachers' awareness of technology- pedagogy integration in ELT

Dimensions	Yes		To some extent		No	
	M	F	M	F	M	F
Teaching	33.33	56.59	38.88	33.24	15.09	13.74
Professional	48.41	71.43	38.09	13.46	10.32	16.21
Recreational	25	38.14	35.18	26.92	22.22	34.29

The answer for the research question two reveals that the primary teaches in ELT differ in their awareness of ICT regarding the type of school. Comparing with aided and government primary schools the private primary school teachers have more awareness of ICT, because they have more technological devices in the classroom than these two types of schools.

Table 3: Shows percentage analysis of primary school teachers' awareness of technology- pedagogy integration in ELT based on gender

Dimensions	Yes		To some extent		No	
	M	F	M	F	M	F
Teaching	51.85	64.19	32.27	26.13	12.16	11.93
Professional	62.96	69.26	24.6	8.13	10.18	13.56
Recreational	38.36	47.36	20.98	25.94	18.2	25

The research question three reveals that the Primary school teachers in Kerala differ in their ICT awareness regarding their gender. This may be lack of technological knowledge.

Recommendations

In light of the findings following recommendations were formulated.

Important steps should be taken to encourage EFL for the future teachers to make use of technologies both for their future professional development and their classroom teaching.

It is mandatory that technology be integrated into pre-service language teacher education as technology and English are introspection tools.

Student teachers are encouraged to create a website where they are expected to upload the language teaching materials. This way they can improve their digital literacy.

There should not be a mismatch between theory and practice in the classrooms.

Conclusion

ICT should be used as catalyst for pedagogical change. Frequency of ICT usage is one of the parameter to measure the progress and quality. This study set out to investigate the awareness of EFL teachers on the use of Digital technology at the service of language teaching /learning. Some drawbacks found in their teaching such as lack of technological devices and poor knowledge about the integration of technology into teaching and learning. It is required to train the teachers and give supplementary instruction to the learners about the technological material. Technology offers many options to the teachers to use in their classrooms to enhance their teaching process. It can be recommended that technology should be regarded as an adaptable aid rather than a complicated tool to change the lessons completely. Therefore, technology should be incorporated in every classroom to make teaching and learning more effective and advanced.

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INTERVENTION STRATEGY AND READING PROFICIENCY IN THE MODERN TERTIARY EFL CLASSROOM

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Introduction

English is learnt as the second language in Indian educational courses. Since there is the domination of mother tongue students fail to attain mastery in the skills of English. Hence it is important to find ways and means to improve the proficiency in English. This paper deals with these strategies.

Defining Reading Ability

Reading ability can be defined as the efficiency ...to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002,). However this definition does not adequately explain affecting variables such as the purposes for reading that will require different skills and strategies, or the criteria involved that explain general reading comprehension skills. It also does not indicate the varying linguistic and cognitive factors involved such as the metaphorical models of bottom-up, top-down and interactive processes. Finally with regard to the second language (L2) reader, it fails to explain whether texts are accessed in the same manner as for first language (L1) readers, and show whether meaning accessed is proportional or not to the language proficiency of the L2 reader.

Bottom-Up v. Top-Down Processing Models

Historically researchers and educators have long regarded reading as a 'bottom-up' process (Ellis and Sinclair, 1989), where fluent comprehension entails sequencing language input in an expedite manner. This idea views linguistic processes more as a skill, proportional to the amount of exposure to texts and the efficiency of processing. The more fluent and automatic these processes are, the more skilful and proficient the reader becomes, and within this paradigm, fluent L2 readers are required to have a minimum vocabulary store in long-term memory. Whereas bottom-up models rely on lower-level linguistic processing, 'top-down' models are based on cognitive higher-level processes where emphasis is put on the reader extracting and directing enough information from a text in order to confirm or reject various expectations or prior knowledge (Bartlett, 1932). Here, reading ... is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation (Goodman, 1970, p.260).

Inferences and accessing background information are key mechanisms in this process. Inferences are problem-solving devises that help relay plausibility and logicity of incoming text and which Mackay and Mountford (1979) consider important for the preparation and use of L2 reading materials. Important skills include being able to link propositions together as well as identify ambiguous statements. Examples of logical inferences include making schematic links (Nix, 1983), where information in a first proposition is needed to interpret the second. When combined, these mechanisms help the reader/test-taker to gain access to all levels of textual comprehension ranging from *literal comprehension* through to more advanced *interpretive* and *critical comprehension*. *Literal comprehension* involves understanding surface meanings, where readers are asked to find information and ideas explicitly stated in the text. *Interpretive comprehension* involves searching beyond surface meaning. The reader must be able to identify relationships among ideas, drawing conclusions and predicting outcomes. Finally *critical comprehension* requires students to be able to identify deeper meaning units, for example to differentiate between opinions and facts and assess the accuracy of textual information. For many years researchers have investigated whether access to meaning emphasises more importance on 'top-down' or 'bottom-up' processing. Describing reading as a psycholinguistic process, Goodman's (1973, 1983) 'Psycholinguistic Guessing Game' model, views reading comprehension as a repetitious process of hypothesising, sampling and confirming background knowledge. A good reader is selective with the information available only choosing, ...enough to select and predict a language structure, ...which is decodeable (Goodman, 1973, p.164). Goodman's model is typical of higher-level processes, however it does not adequately explain how a good reader is able to precisely select that information which is useful and that which is not.

Factors Affecting L2 Literacy

Theoretical approaches to L2 literacy have been divided, with some (Cumming, 1990), taking the position that literacy in a second language is a cognitive function, whilst others (Walace, 1986; Gillespie 1993), see it as a social function. Some researchers even consider there to be multiple literacy as a function of varying social and discourse contexts (Johns 1997). There have also been various theories put forward to explain the relationships affecting L2 literacy. Alderson (1984) described two factors that might cause difficulties in L2 reading ability, namely L1 reading and L2 linguistic proficiency, which led towards two opposing hypotheses being put forward. The '*linguistic threshold hypothesis*' states that a certain threshold of L2 linguistic ability is necessary before L1 reading ability can be transferred to a second language, whereas the '*linguistic interdependence hypothesis*' allows for any L1 reading ability to be transferred from L1 to L2 regardless of L2 linguistic proficiency.

Product v. process approaches to L2 literacy With regard to L2 reading comprehension ability, research design has also typically been divided, following one of two approaches. First is to consider reading ability to be a '*product*' of the number of meaning representations gained over the course of reading texts. On the other hand it might be regarded as being proportional to the types, or '*processes*', of mental activities whilst engaged in a text in order to construct meaning. This '*product*' versus '*process*' oriented approach has been studied in detail and will be considered as follows. Particularly interesting to researchers, regarding think-aloud protocols, has and will continue to be those *strategies* used by readers to gain meaningful interpretations of the texts that they are reading. From understanding process related variables that determine meaning, research has consistently supported the '*linguistic interdependence hypothesis*', indicating a correlation between L1 and L2 reading ability, regardless of L2 proficiency level. Davis and Bistodeau (1993) provide evidence that L1 reading strategies transfer to L2 for low level L2 readers as well as for high level L2 readers and Zwaan and Brown (1996) have shown that L2 readers with high L1 reading ability are more accurate at paraphrasing than those with low L1 ability.

Accessing Texts through Learning Strategies

Reading strategies mentioned above, are part of overall '*learning*' strategies, consisting of learning behaviours, problem solving and study skills that can facilitate more efficient and effective learning, and in the case of reading, help facilitate comprehension. Chamot (1987, p.71) describes learning strategies as, '*...techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information*'. The distinction between learning and reading is an important one to consider. An L2 learner accessing a text might activate learning strategies (for example, cognitive strategies to recall words expeditiously), as well as comprehension (reading) strategies, that help gain meaning of textual information. Cognitive strategies are one of four categories of learner strategies identified by O'Malley and Chamot (1990), alongside metacognitive, social, and affective strategies. Oxford (1990) further sub-divides cognitive strategies, to include '*memory*' and '*compensation*' strategies, and as shown below, includes them as part of a detailed taxonomy of overall strategies that L2 learners use.

COGNITIVE STRATEGIES: help learners to identify, change and manipulate the language. *Memory strategies* are those that help the learner to remember and recall key items. They include semantic mapping and word associations, using keywords and developing mental images of words and phrases through grouping. *Compensation strategies* with regard to reading strategies, include guessing lexical meanings from the text and making inferences. *Metacognitive strategies* are strategies employed by learners to self-monitor, plan and execute their own learning. *Social strategies* include gaining the help of others when learning. This might include asking peers or the teacher for help or asking for feedback and correction. Finally, *affective strategies* can be identified that include those strategies that help learners to reduce anxiety and encourage their own attitude towards learning. Oxford (1990, p.16) categorises these six strategy sub-groups into two main concepts, namely those that are '*direct*' strategies (cognitive, memory, compensation) and those that are '*indirect*' strategies (metacognitive, social, affective). However there is no attempt to indicate how effective each strategy is, and whether they are used alone or in combination of other strategies.

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META-COGNITIVE AWARENESS OF HIGHER SECONDARY SCHOOL STUDENTS IN MADURAI DISTRICT

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Introduction

Education is never ending. It starts with the birth of an individual and it continues throughout the life span of the individual. It is education which makes an individual a real human being. An individual equips himself with social, moral, cultures and spiritual aspects with education thus making himself progressive, cultured and civilized.

Often we hear that one of the most important tasks of education is to teach students how to learn on their own throughout their lifetime. But how do we learn how to learn? How do we know what we've learned and how to direct our own future learning? Research has shown that one of the key traits good problem-solvers possess is highly developed meta-cognitive skills. They know how to recognize flaws or gaps in their own thinking, articulate their thought processes, and revise their efforts. Students often lack these skills or fail to recognize when to use them. As educators, it is important for us to help foster the development of meta-cognitive skills in students. These are skills that will help students learn how to learn.

Objectives of the Study

This study is conducted in order to meet the following objectives: To find out meta-cognitive awareness of higher secondary school students.

Hypotheses of the Study

The hypotheses of the present study are presented below,

- There is no significant difference in meta-cognitive awareness of higher secondary students based on gender.
- There is no significant difference in meta-cognitive awareness of higher secondary students based on mother tongue.
- There is no significant difference in meta-cognitive awareness of higher secondary students based on medium of instruction.
- There is no significant difference in meta-cognitive awareness of higher secondary students based on locality of institution.

Population and Sample of the Study

The population selected for this study is Higher Secondary School Students of Standard XI in Madurai District, Tamilnadu. The sampling technique involved in this study was Stratified Random Sampling. 300 high secondary school students from XI standard belonging to different boards of schools were taken as the sample for the study. Break Up of Sample is as follows,

S. No	Institution	Number of Samples
1	Government School	100
2	Government Aided	100
3	Private	100
Total		300

Research Tool

The tool used for the present study are listed below: Meta-cognitive Awareness Inventory (MAI) by Schraw & Dennison (1994)

Scoring

The meta-cognitive awareness inventory is rated with a three point rating scale. The scoring of which has been objectified by assigning 'Three to One' scores respectively for the positive items; sequentially rated from "Always" "Sometimes" and "Never". For negative items, the scores assigned to each of the alternatives have been reversed. They range from 'One to Three' from "Never", "Sometimes" and "Always"

Data Analysis

Null Hypothesis (H₀) – There is no significant difference in metacognition among higher secondary students based on gender, locality of institution, mother tongue and medium of instruction.

Gender	N	Mean	SD	“t” Value	Significance
Male	150	30.81	5.82	0.42	Not Significant
Female	150	30.54	5.28		
Locality of Institution	N	Mean	SD	“t” Value	Significant
Rural	100	30.4	5.28	0.64	Not Significant
Urban	200	30.81	5.55		
Mother Tongue	N	Mean	SD	“t” Value	Significant
Tamil	246	30.66	5.56	0.07	Not Significant
Other	54	30.71	5.51		
Medium of Instruction	N	Mean	SD	“t” Value	Significant
Tamil	150	30.47	5.59	0.67	Not Significant
English	150	30.89	5.56		

Findings

- There is no significant difference in meta-cognitive awareness of the higher secondary school pupils based on gender is accepted.
- There is no significant difference in meta-cognitive awareness of the higher secondary school pupils based on locality of institution is accepted.
- There is no significant difference in meta-cognitive awareness of the higher secondary school pupils based on mother tongue is accepted.
- There is no significant difference in meta-cognitive awareness of the higher secondary school pupils based on medium of instruction is accepted.

Educational Implications

The present study gives a clear view about the present position of higher secondary students’ metacognition. Based on the important findings stated earlier the following educational implications are suggested.

- Teachers can equip themselves to train the students to make them aware of their own cognition.
- It is very important for the students to have knowledge on their metacognition which helps them channelize towards their future. Students can be encouraged to train themselves using skills for metacognition.
- There are certain techniques of metacognition which can be applied in daily life. It is not only the teacher who should encourage the students but also the parents.

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GLOBAL COMPETENCY FOR INCLUSIVE WORLD

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Abstract

Reinforcing global competencies is vital for individuals to thrive in a rapidly changing the world and for societies to progress without leaving anyone behind. Against a context, in which we all have much to gain from growing openness and connectivity, and much to lose from rising inequalities and radicalism, citizens need not only the skills to be competitive and ready for a new world of work, but more importantly they also need to develop the capacity to analyse and understand global and inter culture issues.

The development of social and emotional skills as well as values like tolerance, self confidence and a sense of developing, are of the utmost importance to create opportunities for all and advance a shared respect for human dignity. The OECD is actively working on assessing global competency, including this dimension in PISA 2018 and finalizing an assessment framework. Together we can foster better global competencies for more inclusive societies.

Keywords: Knowledge, Skills, Self, confidence, Attitudes, Values, Sense of belonging.

Introduction

Global competence is a complex learning goal .It was proposed by the OECD for PISA is new and challenging: It valuing human dignity and valuing cultural diversity. Globalization brings innovation , new experience and higher living standards , but it equally contributes to economic , inequality, and social division. Around the world , in the face of widening income gaps , there is a need to dissolve tension and re build social capital.

Concept of Global Competence

The concept of global competence is a response to these questions. Global competence includes the acquisition of depth knowledge and understanding of global and inter cultural issues; the ability to learn from and live with people from diverse background; and the attitudes and values are necessary to interact respectfully with others. The driving ideas are the global trends are complex & require careful investigation, that cross- cultural engagement should balance clear communication with sensitivity to multiple perspectives and that global competence should equip young people not just to understand but to act.

Global Competence is Dimension for Comparative Assessment

Global competence is only one dimension of what people will need to learn; the OECD is looking at a broader range of dimension in the future of education and skills: an OECD Education 2030 Framework .It emphasis on attitudes and values in comparative assessment. It is the ability to mobilize knowledge, skill, attitudes &values, alongside a reflective approach to the processes of learning, in order to engage with act in the world.

Development of Global Competence In School

The development of global competence can also support employability school will continue to play an important role in helping young people live together. It need to acquire the skills and develop the attitudes to interact effectively and appropriately with people of different cultures in their local context. It is essential element of modern learning is the ability to reflect on the way the learns the concept. Each learner should strive to achieve a small set of key competence.

School's need to prepare students for a world in which people students for a world in which people need to work with others of divers cultural origins & appreciate different ideas, perspectives and values . It also develop them to understand the new OECD global competencies framework.

OECD Proposes New Approach

OECD proposes new approach to assess young peoples understanding to of global issues and attitudes towards cultural diversity and tolerance .Schools increasingly need to prepare young people for an interconnected world. Where they will live & work with people from different backgrounds and cultures. As a first step to understanding young people's attitudes, values and knowledge of global issues, the OCED is currently working on a new test to be included in the 2018 programme for international student assessment.

Conclusion

A broader range of learning attitudes can have an impart on students attitudes towards diversity & involve teachers in all subject areas, although to different degrees . It implementdegardless of whether the subject matter is linked to

humanities [or] to natural science. It can leads to improve social skills. This innovative teaching and learning methods are more effective and easier to implement if they are supported by the official curriculum and education authorities.

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BARRIERS TOWARDS ENGLISH LANGUAGE PROFICIENCY

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Abstract

The study aims to evaluate perceptions and barriers towards English language proficiency among pharmacy undergraduates at university Sains Malaysia. This study was designed as a questionnaire based, cross sectional survey. In addition to the demographic information, the association among study variable was observed by using chi-square/Fischer exact test. The present study identified pharmacy students' perceptions of their capability in English language and identified some areas of concern for improving their English language and identified some areas of concern for improve English Proficiency level for pharmacy undergraduates.

Keywords: Perception, Barriers, English Language Proficiency, Pharmacy Undergraduate, Malaysia.

Introduction

English Language Proficiency for the university students is defined "the ability of a student to make use of the language to communicate in spoken and written contexts while completing their university studies" "The terms "use" ranges from tasks as simple as discussing work with fellow students to complex exercises, such as writing an academic paper or delivering a speech to a professional audience. English Language Proficiency an important issues in Malaysian higher education; due in part to a heightened awareness of the role of English language ability in employment outcomes [Musa et al.,2012]. There is also an increased recognition within universities of the fundamental nature of language in learning and academic achievement for all students. Furthermore, students entering the universities need to be proficient in English in order to have a better edge in the job market and be better prepared to meet the challenges of globalization.

To the best of our knowledge and through extensive literature review, the majority of the studies from Malaysia that evaluated English language Proficiency of undergraduates were from the physical sciences. Moreover, there is a paucity of data reporting the level of English language proficiency from allied health sciences. Comprehending the seriousness of the issues, the current research aimed to assess English language proficiency among currently enrolled pharmacy undergraduates from the school of pharmaceutical sciences, University Sains Malaysia [USM], Penang, Malaysia.

Methods

A questionnaire based cross-sectional survey design was adopted. The research was conducted among all pharmacy undergraduates [in-542] enrolled at the school of pharmaceutical sciences, USM, Penang, Malaysia: 117 students in 1st year, 126 in 2nd year, 139 in 3rd year and 160 in the 4th year.

Personal Barriers

Students were asked potential barriers English language proficiency, with 224[50.1%] mentioning lack of time as contributing factor. There was a statistically significant association between responses to this question and MUET scores other study variables. More than half of the respondents felt they were confident in their ability to write and speak English. Race, MUET scores and the first language spoken at home were statistically associated with this first language was spread broadly among the study respondents, with 145 who were confident while 164 who were not confident. Almost all Malay respondents agreed to the statement as compare to other races. Most of the respondents with MUET band 2 and 3 agreed with statement.

Professional Barriers

The respondents seemed satisfied with faculty members as 226 disagreed that there is a lack of good teachers to help them improve their English language. A statistical association was noted in response to this question with gender. A higher percentage of female respondents disagreed with the statement as compared to male respondents, however the effect size was negligible. Statically significant associations were observed in both gender and MUET level in response to this question. Female respondents once again had a higher percentage who disagreed with this statement.

Social Barriers

One hundred and ninety eight respondents reported a conducive and friendly environment supporting the use of English language. Race, MUET scores and spoken language at home were found statistically associated with the

proposed statement. The reported effect size was, however, too small to affect the associated variables. A larger properties of females disagreed with the statements as compare to male respondents with a moderate positive effect among gender and support from family.

Conclusion

The current study reported that English language proficiency among pharmacy students is affected by lack of confidence in expressing their thoughts and opinions in English as well as lack of time in attending extra classes. The present study identified some areas of concerns among the pharmacy students for improving their English language proficiency that need to be addressed by both language and pharmacy educators in order to improve current English proficiency level for pharmacy students at USM.

Disclosure

The authors have no conflict of interest to declare no funding was received for the study.

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APPROCHES FOR EFFICTIVE TEACHING AND LEARNING PROCESS

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Introduction

Learning is the one of the important psychological process that determines human behavior. Learning is the process of accumulation of knowledge, skills and attitudes. Learning may be through training, experience, reading observation, discussion electronic media including internet, experimentation, facing the new challenges travel and exploration etc. Teaching is an interactive process primarily involving classroom talk which takes Place between teacher and pupil occurs during certain definable activity. Learning any process in an organism in which a relatively long – lasting adaptive behavioral change occurs as the result of experience.

Teacher Student Relationship

Teacher student relationship in the classroom involves the appropriate levels of dominance co-operation and awareness of high-needs. Student's dominance is defined as the teacher's ability to give clear purpose and guidance concerning student behavior and their academics. By creating and giving clear expectations and consequences for student behavior this builds effective. relationships such a cover classroom etiquette and behavior group work seating arrangements the use of equipment and materials and also classroom description. Assertive teacher behavior also reassures that thoughts and messages are being passed on the student in an effective way.

Teaching and Learning Approaches

Behaviorist Approach

Teaching learning is achieved by doing (behavior). The teacher carried out on action which in turn provokes a reaction in the learner.

Cognitive Approach

Learning is achieved through understanding at a conscious level i.e. by way of comprehension and sense making.

Constructivism Approach

Learning occurs by creating realities and meaning as a form of co- creation of knowledge. In practice the tutor and the learner create understanding and meaning together. This concept is possible the most important for teacher taking learning centered approach in that it shares the responsibility creating and delivering learning.

Visual Approach

Learning is achieved through seeing. The teacher's use of maps, diagrams, charts etc. is recommended.

Aural Auditory Approach

Learning is achieved through listening. The use of presentations, discussions and debates by the teacher is recommended.

Read/Write Approach

The learner learns through writing and words in a written form uses of readings by the teacher is recommended.

Kinesthetic Approach

The learner learns through experience and practice. The uses of examples from real life, role play and applying learning in real life situations are recommended.

The Group Learning Approach

The process of group learning is central to community education. This often understands the roles of learners might take up in class or group. In joining a class or group individuals take up or are given roles. The types of roles taken up by learners Initiator, Co-coordinator, Evaluator, Mediator, Gatekeeper, Harmoniser, Blocker, Avoider, Doubter, Critic.

Strategies for Improving Students in Learning

In addition students who are engaged in learning are more likely to become passionate about learning in general. Student engagement is one by product major pay off effective instruction that has major pay off now that you know how measure your students level of engagement, how can you increase the amount of time that students in your class are engaged in your instruction.

Use the 10:2 methods

For every 10 minutes of instruction allow the students 2 minutes to process and respond to the instruction. This can be done in various ways by having them write what they have learned question they may have, or by discussing the contact with a fellow student

Incorporate movement in to your lessons

Require student to respond to question by moving to a certain spot in the room, writing on white boards, or standing (or sitting) when they are done thinking about the question etc.

Pick up the pace

One misconception is that we must go slow for students to really understand and engage in a lesson. There is a lot of evidence that shows that when teaching is at a brisk instructional pace responds and move on the next concept.

Provide frequent and effective feedback.

Allow students 5-7 seconds of "think time" when asking a question at the end of the time draw a random name to answer the question. At the end of a lesson have students use the 3-2 method of summarizing by having students record three things they learned, two interesting things and one question they have about what was taught? Allow time to share their finding with a peer. Periodically pause mid-sentence when teaching requiring students to fill in the blanks.

Solution

Purposive

The relevance of the task with the students concerns.

Reflective

Student reflection on the meaning of what is learnt.

Negotiated

Negotiated of goals and methods of learning between students and teachers.

Critical

Students appreciate different ways and means of learning the content.

Complex

Students compare learning tasks with complexities existing in real life and making reflective analysis.

Situation driven

The need of the situation is considered in order to establish learning tasks.

Engaged

Real life tasks are reflected in the activities conducted for learning.

Responsive environment

The environment should provide excellent auditory and tactile feedback use of the resonance board provides key vibratory input.

Conclusion

A scientific understanding of learning includes understanding about learning processes, teacher student's relationships, student problem strategies for improving student in learning, solution many other factors that contribute to learning.

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SYSTEMS APPROACH TO IMPROVE THE PROFICIENCY IN TEACHER EDUCATORS

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Abstract

Systems approach is an educational tool developed to make the educational process more flexible, holistic, logical and orderly. System approach is now in the recent years been introduced to solve complex problems in teacher education. A system is an assemblage of objects united by some form or regular interaction or interdependence, which collectively contribute towards an important and complex function. Systems approach is a holistic organization, where parts of the system are arranged (organized and interrelated) in a way that distinguishes them from a simple collection of objects. Systems approach as applied to teacher education is a problem solving strategy in analyzing the educational process taken as a whole. The systems approach can be applied to develop an instructional system. The various stages involved in the development of an instructional system are Identification of the task, Analyse the Situation, Good Communication for effective management, Identify the Objectives, Materials and Methods to be adopted. The various steps of systems approach are Construct a Prototype Design, Test the Prototype Design with a Sample group, Analyse the Results, Implement and Recycle. Thus, system approach is now in the recent years been introduced to solve complex problems in teacher education. Complex problems and their dynamic relationship in teacher education can be solved through systems approach. The methodology of system approach empowers to develop and manage efficiently complex entities.

Introduction

Systems approach is a term used to describe the systematic application of educational technology to teacher education. It determines how best there is a progress from the input to output which means entry behavior to terminal behavior. Systems approach is an educational tool developed to make the educational process more flexible, holistic, logical and orderly. System approach is now in the recent years been introduced to solve complex problems in teacher education. It is the assumption of most educationists that complex problems and their dynamic relationship in education can be solved through systems approach. The methodology of system approach empowers to develop and manage efficiently complex entities.

System and System Approach

A system is an assemblage of objects united by some form or regular interaction or interdependence, which collectively contribute towards an important and complex function.

- Hickey

System in general is based on natural systems. There are systems which have been designed by man and there are systems which are combinations of natural and man made system. The purpose of a system is to produce a pre-determined output. A system receives its input from the supra-system in order to produce an output which satisfies the supra-system.

Systems approach is a holistic organization, where parts of the system are arranged (organized and interrelated) in a way that distinguishes them from a simple collection of objects.

Important Aspects of a System

- Purpose
- Content
- Process

The first aspect is any system must have a purpose. These systems are built from parts and some of these parts or component is the content. Process is the operation and functions in which components are engaged in order to accomplish the purpose of the system.

Systems Approach to Teacher Education

The problems of modern teacher education have become very complex due to the wide number of subject with multitudes of facts, theories and the different kinds of media methods and resources available. Many of the remedial measures to rectify the problems of the educational practices have not worked. Most of the problems related to the various components of teacher education, like classroom instruction, instructional planning etc., can be solved by using "Systems Approach".

Systems approach as applied to teacher education is a problem solving strategy in analyzing the educational process taken as a whole. Input to an educational system has to improve in some designed way to chance the performance in the output. The output is improved through increasing the efficiency of educational process for enabling optimum assimilation of knowledge and skills to occur during the educational process and hence maximize the quality of the output.

System approach develops instruction:

The systems approach can be applied to develop an instructional system. The various stages involved in the development of an instructional system are clearly outlined by Water A. Wittich and Charles F. Schuller as follows:

Identification of the task

The invariable first step in the systems approach is identifying the task to be performed or the problem to be solved. The causes of the problems are to be identified clearly because only then the solution to the problem can be found out. Sufficient time should be spent in identifying the task or the problem, since the whole of planning depends on that.

Analyse the Situation

Once the task or the problem is identified the obvious second step is the detailed analysis of situation. Here the characteristics of the learners are to be determined, so as to develop an instructional system suitable to them. Moreover the list of available resources in the school or the community should be prepared.

Good Communication for Effective Management

When a single teacher is involved in the development of an instructional system, the problem of management does not arise. But when two or more teachers join together organization for good management is necessary. Proper communication among the members of the group must be ensured. The detailed list of responsibilities assigned to each member should be prepared.

Identify the Objectives

Objectives of the system are to be stated in operational terms. Though there are various objectives, two of them are very important for instructional development system. They are terminal performance objectives and enabling objectives. The enabling objectives are needed to achieve the terminal objectives. For each objective, performance measures are to be decided to know whether each objective has been achieved or not.

Materials and Methods to be adopted

Once the objectives have been decided, we specify the best materials and methods to be employed for achieving the objectives. Provision must be there to get alternative materials and methods. This is the stage where we become concerned with different media.

Steps in Systems Approach

Construct a Prototype Design

Once the materials and methods for instruction are decided, we have to plan how they are going to be used. The various activities, which the learners are to be engaged in, should be given in great detail. This will also involve consideration of various instructional approaches. Along with the preparation of the design for instruction, the design for evaluation should also be prepared.

Test the Prototype Design with a Sample group:

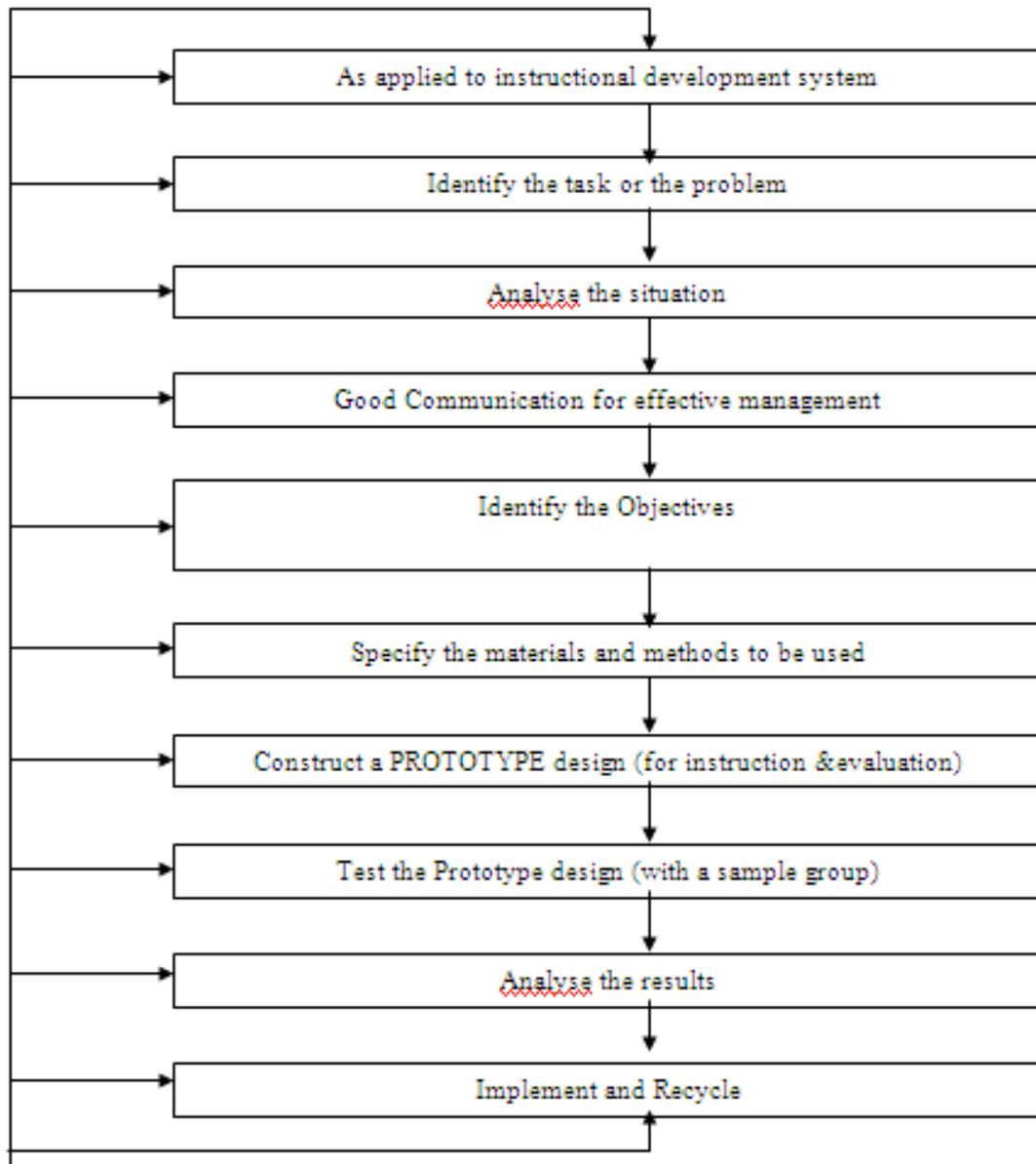
The effectiveness of the prototype design should be tested with a representative group of students. Data should be collected to know what works and what does not. The reasons are also to be found out.

Analyse the Results

The results of the test used to measure the effectiveness of the prototype should be analysed. All the aspects of the instructional design and the materials are to be carefully scrutinized in the light of the test results. Whether the terminal objectives have been achieved or not should also be determined using the test results. Thus the careful analysis of the test results will reveal the necessary revisions and modifications in the instructional system.

Implement and Recycle

After making the necessary revisions and modifications in the instructional design, it is ready for use with the whole class. Afterwards also continued evaluation will result in a better instructional system.



Advantages of Systems Approach in Teacher Education

Effective Planning of School Programmes

Our schools do not have systematic planning of short or long-range goals of education. With the help of systems approach we can translate broad educational objectives into actual assignments in terms of long-range goals and specific short-range objectives.

Increased Control and Coordination

In systems approach, effective school management techniques are used to control the various components of the instructional process. Coordination among different parts is exercised as a result of the achievement of specific objectives at level of operation.

Maximum Utilization of School Personnel

There is duplication of efforts in our traditional methods of teaching because objectives are not specifically identified by the school personnel. There is no proper utilization of human energy where objective have not been properly delineated. Systems approach utilizes more effectively the school personnel by controlling, coordinating and evaluating continuously the activities of all the personnel.

More Effective Method for Appraising Performance

Traditionally, the method of evaluation has been more or less subjective. In systems approach, objectives are clearly defined. All educators participate in deciding objectives and action plan for their achievement.

Better Training and Development Plan

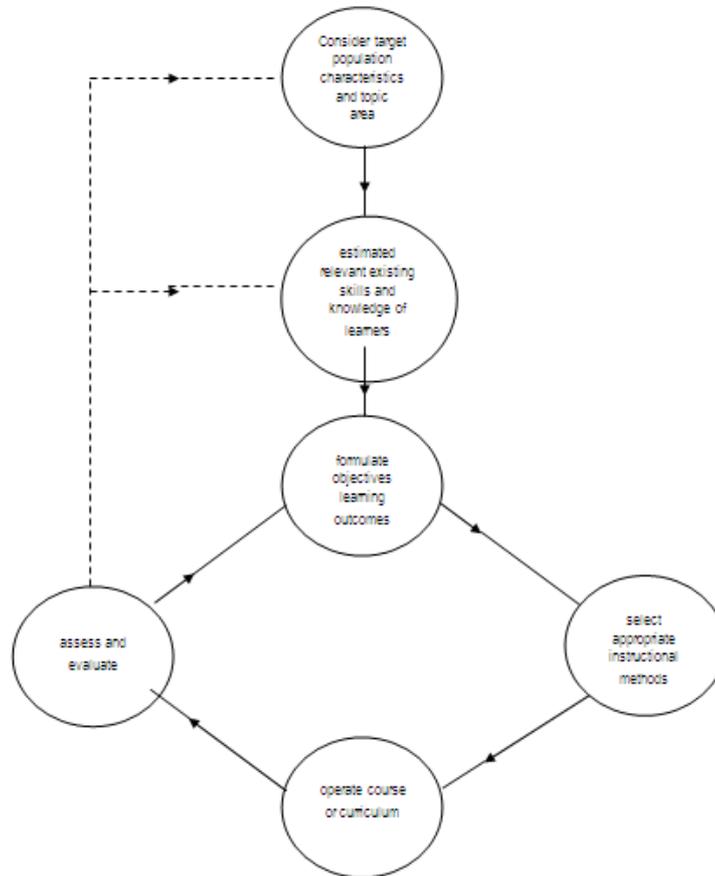
National Level Seminar on

Systems approach is an invaluable means for improving training and development programmes.

Control of Quality

The main use of system approach in education is to improve the quality of education.

A simplified approach to course and curriculum design



Conclusion

Thus, system approach is now in the recent years been introduced to solve complex problems in teacher education. Complex problems and their dynamic relationship in teacher education can be solved through systems approach. The methodology of system approach empowers to develop and manage efficiently complex entities. Hence it is an effective strategy to improve proficiency among teacher educators.

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STUDY SKILLS OF GOVT-AIDED HIGH SCHOOL STUDENTS IN MADURAI DISTRICT

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Abstract

The present study entitled "Study Skills of Govt-Aided High School Students in Madurai District" is an attempt to study skills of Govt-Aided school students in Madurai district. This study mainly focus on the study habits of the school students. The method of study adopt was survey method of research. The sample selected for the study was 150 Govt-Aided school students. The tool used for the study was standardized and self constructed. Statistical techniques used was mean, standard deviation, and 't' test. The finding of the study started at there was no significant difference in study habit based on "Family type, Tuition going and Locality of institution". Also there was significant difference in study habit based on "Class, Medium and Study habit". Discussion are carried out at the end of the paper.

Introduction

Study skills, academic skills, or study strategies are approaches applied to learning. They are generally critical to success in school considered essential for acquiring good grades, and useful for learning throughout one's life.

Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with. They include, which aid the retention of lists of information; effective reading; concentration techniques and efficient.

Study skills are discrete techniques that can be learned, usually in a short time, and applied to all or most fields of study. They must therefore be distinguished from strategies that are specific to a particular field of study (e.g. music or technology), and from abilities inherent in the student, such as aspects of intelligence.

Objectives of the Study

- To measure the study habit of Govt-Aided high school students in Madurai district.
- To find out the significant difference in the study habit of Govt-Aided high school students in Madurai district towards the study habit based on the Medium, class, Study habit.

Hypotheses of the Study

- There is no significant difference in the study habit of Govt-Aided high school students based on Class.
- There is no significant difference in the study habit of Govt-Aided high school students based on Medium.
- There is no significant difference in the study habit of Govt-Aided high school students based on Study habit Locality of institution.
- There is no significant difference in the study habit of Govt-Aided high school students based on Study habit Family type.
- There is no significant difference in the study habit of Govt-Aided high school students based on Study habit Tuition going.

Methodology of Research

The present study was carried out using "survey method of research"

Sample

150 students from Govt-Aided high School in Madurai district were selected as sample for the study. The students belonged to classes VIII and IX.

Tool Used for the Study

The tool used for the study was, self constructed by the researcher and validated through a pilot study. The tool consisted of 41 items in a five point rating scale. The tool consisted of both positive and negative items.

Data Analysis and Interpretation

S. No	Variable	N	Mean	Standard Deviation	't' value	Significance	
1	Class	VIII	77	160.8312	15.81089	3.269	Significant
		IX	73	150.7397	21.68014		
2	Family Type	Nuclear	118	157.5169	18.73373	1.944	Not significant
		Joint	32	150.0313	21.39111		
3	Medium	Tamil	79	158.1646	21.50756	1.493	Not Significant
		English	71	153.42225	16.79087		
5	Locality Institution	Urban	115	157.7478	17.7329	2.105	Significant
		Rural	35	149.9143	23.72932		
6	Tuition Going	Going	33	152.4848	18.15234	1.147	Not significance
		Not going	117	156.8889	19.82978		
7	Study Habit	Individual	77	156.7143	18.75244	0.511	Not significance
		Group	73	155.082	20.35501		

Findings

There is significant difference in the study habit of Govt-Aided high school students based on Class, Locality Institution. There is No Significant difference in the study habit of Govt-Aided high school students based on are Family type, Tuition going, Medium, Study habit.

Discussion

From the collected data It was found that, there was no significant difference in the study habit of Govt-Aided students based on family Type, Tution going, Medium and Study habit.It can be indirected that, the students are well aware about the importance of studying.Similarly it was also found that there was significant difference in the study habit based on class and locality of institution. This can due to the age of the individual. Standard VIII students are not keen in studying. Standard IX students started studying well as they are getting ready for the public exam next year.

Suggestion for further Research

- We find a result using some of few basic attributes alone. So add some more other related area attribute and find some more good results.
- It has some negative attitude in study habit. So teachers mostly use a it develop and find some positive points.
- The researcher may be get the various board of school like government, Corporation school students data and find the difference between study habits among the various fields.

Conclusion

For every student in their school life study habit is a key point for their academic success. Teachers play an important role to enrich the study habit of the students. School should take necessary steps to develop and improve the study habit of the students.

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STUDY SKILLS OF GOVT- AIDED SCHOOL STUDENTS IN MADURAI DISTRICT

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Abstract

The present study entitled "Study Skills of Govt-Aided School Students in Madurai District" is an attempt to study the skills of Govt-Aided school students in Madurai district. The study was attempted in order to know the level of study of the Govt-Aided school students. Survey method of research was used to study the study habit. The sample selected for the study was 150 Govt-Aided school students. The tool used for the study was standardized and self constructed. Statistical techniques used was mean, standard deviation, and 't' test. Based on the findings, discussion were made at the latter half of the paper.

Introduction

Study skills, academic skills, or study strategies are approaches applied to learning. They are generally critical to success in school considered essential for acquiring good grades, and useful for learning throughout one's life.

Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with. They include, which aid the retention of lists of information; effective reading; concentration techniques and efficient.

Study skills are discrete techniques that can be learned, usually in a short time, and applied to all or most fields of study. They must therefore be distinguished from strategies that are specific to a particular field of study (e.g. music or technology), and from abilities inherent in the student, such as aspects of intelligence.

Objectives of the Study

- To measure the study habit of Govt-Aided school students in Madurai district.
- To find out the significant difference in the study habit of Govt-Aided school students in Madurai district based on the Class, family type, Medium, class, tuition going.

Hypotheses of the Study

- There is no significant difference in the study habit of Govt-Aided school students based on Class.
- There is no significant difference in the study habit of Govt-Aided school students based on Medium.
- There is no significant difference in the study habit of Govt-Aided school students based on Study habit Locality of institution.
- There is no significant difference in the study habit of Govt-Aided school students based on Study habit Family type.
- There is no significant difference in the study habit of Govt-Aided school students based on Study habit Tuition going.

Methodology of Research

The researcher has conducted the study using Survey Method.

Sample

150 students from Govt-Aided School in Madurai district were selected as sample for the study. The students belonged to classes VIII and IX.

Tool Used for the Study

The tool used for the study was, self constructed by the researcher and validated through a pilot study.

The tool consisted of 41 items in a five point rating scale. The tool consisted of both positive and negative items.

Data Analysis and Interpretation

S. No	Variable	N	Mean	Standard Deviation	't' value	Significance	
1	Class	VIII	47	160.4255	17.62995	3.428	Significant
		IX	103	148.2233	21.29113		
2	Family Type	Nuclear	127	152.7244	20.82683	0.931	Not significant
		Joint	23	148.3043	21.64472		
3	Medium	Tamil	74	156.5541	20.32418	2.653	Significant
		English	76	147.6579	20.72651		
4	Locality Institution	Urban	124	152.5081	20.49489	0.588	Not significant
		Rural	26	149.8462	23.25802		
5	Institution Type	Gov.Aided	145	151.7724	21.20362	0.863	Not Significant
		Govt-Aided	5	160.0000	8.2462		
6	Tuition Going	Going	18	152.2778	21.2907	0.050	Not significant
		Not going	132	152.0152	20.97508		
7	Study Habit	Individual	106	152.0189	21.28356	0.025	Not significant
		Group	44	152.1136	20.33237		

Findings

- There is no significant difference in the study habit of Govt- Aided school students based on are Family type, Tuition going, Locality of institution, Study habit.
- There is significant difference in the study habit of Govt- Aided school students based on Class, Medium.

Discussion

From the analysed data, it was found that there was no significant difference in the study habit of Govt-Aided students based on family type, tuition going, locality of institution, and study habit. It can be inferred that, the students are well aware about the importance of studying. It can also be stated that the students are now very keen on selecting the profession for their future and hence they study well irrespective of their family type, tuition going, locality and study habit. Similarly, it was also found that there was difference in the study habit based on class and medium. This can due to the age of the individual. While in VIII standard the students are not that keen in studying. But when they move to IX standard they start studying well since they move to X standard in the next year. When medium is considered, English medium students have a slightly good study habit. This can inferred as, those in English medium find it easy when they study in English rather than Tamil.

Suggestion for further Research

- A research on study habit can be conducted for college students.
- The same study can be done for a large number of sample.
- Study habit of school students can be correlated with their academic achievement.

Conclusion

Study habit is more important for every school student to excel in life. It is the duty of the teacher to enhance the study habit of students. Without proper study, there won't be any achievement. For every future career, it is vital that the study habit of the individual should be concrete. Schools should concentrate more on the improvement and development of study habits of the students.

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LEARNING THROUGH MOBILE HANDSET

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Abstract

21st century is the mobile century. The revolution took place in the field of educational technology. Mobile technology emerged as a tool of learning. The concept emphasized on anytime, anywhere and self-paces learning in the education though we create environment for m-learning. Teachers and learners both are using this technology for better teaching and learning process. M-Learning has its own characteristics to enhance this technology in the field of education. Now the time has come to expand the ICT in various ways like e-learning, online-learning, self-pace learning and obviously M-Learning. We must use M-Learning tool in our teaching-learning process in the field of education.

Introduction

'Mobile learning' is certainly not merely the conjunction of 'mobile' and 'learning'; it has always implicitly meant 'mobile E-Learning' and its history and development have to be understood as both a continuation of 'conventional' E-Learning and a reaction to this 'conventional' E-Learning and to its perceived inadequacies and limitations. It is the 'mobile' aspect of mobile learning that makes it stand apart from other types of learning, specifically designing learning experiences that exploit the opportunities that 'mobility' can offer us. M-Learning focuses on the mobility of the learner, interacting with portable technologies, and learning that reflects a focus on how society and its institutions can accommodate and support an increasingly mobile population. This is because mobile devices have features and functionality for supporting learners. For example, podcasts of lectures can be made available for downloading. Learners are to expect to engage with these learning resources whilst away from the traditional learning spaces.

Mobile Revolution

The mobile revolution is finally here in the form of m-learning, which is a natural extension of e-learning. In a span of five years, Mobile learning or m-learning has made an exponential leap from theory explored by academicians to a real contribution to learning. Globally speaking, the kind of penetration that mobile phones have reached is astounding and no other device can come any closer, not even computers. No demography is immune from the mobile phone and it has slowly become associated with the youth in a bigger way. This kind of digital communication was unthinkable almost a decade back. M-learning has the potential of taking learning and knowledge across geographical boundaries and generations due to the fact that it can be accessed with ease. This brings us to the question what is m-learning and how effective it really is. In the basic sense of the term, it means learning through the use of mobile devices and is targeted at people who are always on the move. This kind of training can be given through mobile phones, PDA's and digital audio players and even digital cameras.

Now let's take a step back into the past and ponder over its origin. M-learning actually took roots during a Pan-European research and development program aimed at a target audience of 16-24 age groups. This was the group that was at a risk of social exclusion in Europe. There are five basic parameters for production and development of m-learning and they are:

- **Portable:** If you are using a mobile phone or a PDA, then it's easier to carry it along with you everywhere including the restroom. This makes information access through this platform easy and fast.
- **Social Interaction:** This kind of data can be sent to your friends, colleagues and others via short messages. You can exchange data with other people and gain considerable knowledge.
- **Sensitive to the Context:** This has a capability of gathering data unique to the current location, environment, and time. This includes both types of data - real and simulated.
- **Connectivity:** Connectivity plays an extremely important role and is the backbone of the m-learning project. With the help of a strong connectivity network, one can connect to data collection devices, other mobile phones, and to a common network.
- **Customized:** The most unique capability is to be able to offer customized learning information.

Definitions

According to Quinn, 'Mobile learning is learning through mobile computational devices.' Shepherd Says 'M-learning is not just electronic, it's mobile.' Kynaslahti identifies three different elements for mobility and all of these are valuable to teachers and students while they are teaching and learning –

- Convenience
- Expediency
- Immediacy

Teachers are able to work anywhere even if that requires access to the internet or a connection to others kind of electronic environment but the definition of mobile learning the focus should be on mobility. M learning should be restricted to learning on devices which a lady can carry in her handbag or a gentleman can carry in his pocket. Therefore define mobile learning as the provision of education and training on PDA's/ palmtops/smart phone and mobile phone.

A mobile learning framework

Research on the introduction of ICT in education has shown that it is effective only when developers understand the strengths and weaknesses of the technology and integrate technology into appropriate pedagogical practices in education. To address these concerns, an application framework is proposed for m-learning. This framework consists of two levels of research and analysis. First, is the mobile connectivity which focuses on the applications and technology used by commercial establishments to extend electronic commerce and second is the e-learning, which focuses on the use of Internet and other ICT in education.

Mobile connectivity

The immobile nature of PC and Internet has restricted the anytime-anyplace potential of e-learning to those moments when a learner is at home or at work in front of their PC nor complete their course work. A wireless device overcomes these limitations by allowing learners to disseminate information and complete other course work even when they are away from their hard-wired Internet connections. This enhances the anyplace potential of wired Internet to the next level, namely, anywhere. A wireless device has the potential to give instant gratification to students by allowing them to interact with the instructors, other students in the course, and access course materials from wherever (or anywhere) they have wireless connectivity.

Identifies several benefits for mobile connectivity

Mobile applications generally allow the user to control or filter the information flow and communication through the wireless device; namely, these devices are usually via real time or instant interactivity, regardless of time and location, leading to better decision making. Finally, mobile connectivity enhances customer orientation as users have better access to their service providers and do a better job in balancing their work life through a productive use of time. These benefits can prove equally useful for improving the learning environment. E-Learning has come to define any dissemination of educational knowledge over the Internet. This makes E-Learning a subset of technology-based training. It also incorporates a number of learning activities conducted on the Internet, of which mobile learning is one part. Many authors view Mobile Learning simply as the natural evolution of E-Learning, which completes a missing component such as the wireless feature, or as a new stage of distance and E-Learning. M-Learning is often described as occupying a sub-space within the ELearning space, which is in turn a sub-part of digital learning.

Seven Perfectly Balanced Motivating Principles of M learning

- Putting the learner at risk – This is probably the bottom-line strategy that when applied can change the scenario. It is important and critical to put the learners in decision making scenarios. This will give them ample responsibility to shoulder and the factor of losing will help them to pay attention. Create risk – achieve involvement!
- Relevant content – One of the key factors is how you select the content according to the need of each learner. If the content is unimaginative or cannot capture their mind, then the entire exercise will be futile in terms of objective.
- Interesting context – The more interesting the training is, the more captive the environment will be for the learners. The more they will understand and grasp to use it for the benefit of the organization. To make the context interesting, humor, music, animation etc can be used.
- Infomercials – Display e-learning marketing collateral in the form of pictures or in a flash or movie format. The infomercials can be mailed to the employee or displayed on the Intranet. Regular viewing will create an enthusiasm in the target audience and going through with the entire e-learning program will become easier.
- Provide Feedback – Feedback is probably one of the most crucial parts of the entire e-learning process. Just saying, "Good Job" will not be enough. It is important to communicate what was good about the work and how it can be made better.
- Judgmental error – This error can always be avoided at the onset. In a situation where an employee goes through their e-module training and gives a test, he/she would be probably more eager to know the results. The test

results might not be as consequential as the waiting period. And at times, the de-motivating factor is the long waiting period.

Benefits of M-Learning

- Relatively inexpensive opportunities, as the cost of mobile devices are significantly less than PCs and laptops
- Multimedia content delivery and creation options
- Continuous and situated learning support
- Decrease in training costs
- Potentially a more rewarding learning experience
- Improving levels of literacy, numeracy and participation in education amongst young adults.
- Using the communication features of a mobile phone as part of a larger learning activity, e.g.: sending media or texts into a central portfolio, or exporting audio files from a learning platform to phone.

Conclusion

Mobile technologies are an attractive and easy means to maintain literacy skills and gain constant access to information. They are affordable, can be easily distributed and thus hold great potential for reaching marginalized groups and providing them with access to further learning and development. Mobile technologies facilitate distance learning in situations where access to education is difficult or interrupted because of geographical location or due to post-conflict or post-disaster situations. Mobile Learning Environment is going to emerge in the field of education rapidly because of its affordability and accessibility.

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TECHNO – PEDAGOGY IN TEACHING AND LEARNING

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Abstract

Techno – pedagogical skills are the ways to make assessable and affordable quality education to all. In this paper we critically analyse extant approaches to technology integration in teaching and learning, discussing that using various types of ICT tools in education. TPACK framework as a way to think about effective technology integration, recognizing technology, pedagogy, content and context as interdependent aspects of teacher knowledge necessary to teach content – based curricula effectively with educational technology. The Internet and technologies now make it possible to offer students authentic learning experience ranging from experimentation to real – world problem solving. At last we discuss about the importance of developing techno – pedagogical skills in teaching and learning.

Introduction

Education may be defined as a systematic process of determining the extent in which the objectives are achieved by the public. According to Tagore, Education is that which does not merely give us information but makes our life in harmony with all existence. As the 21st century approaches, the literate citizen is increasingly expected to use computer technology to access and manipulate information. Education system is now spectator a paradigm shift from the traditional chalk and talk teaching methodology approach through technical devices.

Advocates of technology in education often envisage similar dramatic changes in the process of teaching and learning. The important thing in science is not so much to obtain new facts as to discover new ways of thinking about them by Sir William Henry Bragy.

Most educational technology research consists of case studies, examples of best practices or implementations of new pedagogical tools of course good case studies detailed examples of best practices and the design of new tools for learning are important for building understanding.

Over the past 5 years , we have been involved in conducting a design experiment aimed at helping us understand teaching development toward rich was of technology which simultaneously helping teachers both K-12 teachers and university faculty develop their teaching with technology.

In the section that follows, we will address these related issues in the following order. 1) We introduce the technological pedagogical content knowledge thinking about teacher knowledge. 2) We show how our pedagogical approach to teachers and profession development.

Techno Pedagogy

Knowledge about the technology is important in itself, but not as a separate. Today, the techno pedagogical competency is very much needed for teachers in teaching and learning process, as it facilitates effective teaching and learning. This is the hybrid method of teaching in which ICT is being used for teaching and learning situation.

Ozaji (2003) defined –Information and Communication Technologies (ICTs) as the handling and processing of information which may be in the form of texts, images, graphs, instructions and so on for use by means of electronic and communication devices such as computers, cameras, telephones, etc.

According to Nwachukwu, (2004) –Information and communication technologies is the application of computers and other technologies to the acquisition, organization, storage, retrieval and dissemination of information.

I hear and I forget,

I see and I remember,

I do and I understand. 'Confucius' Proverb

Confucius proverb clears the fact that if someone learns something with using his more senses then he can understand the concept in a well manner. In the same way, the use of information technology can engage learners in the four-step process as described by Kolb in the book *Experiential Learning* (1984), where he identifies the steps in the following manner:

The teacher pedagogical competency is nothing but the ability of the teachers to make use of technology effectively in teaching. In techno pedagogy, these are there areas of knowledge namely content, pedagogy and technology content is the subject matter that is to be taught.

Technology encompasses modern technologies such as computer, Internet, digital video and common place technologies, including overhead projectors, blackboards and books. Pedagogy describes the collected practices, processes, strategies, procedures and methods of teaching and learning.

Techno- Pedagogical Model (TPACK Model)

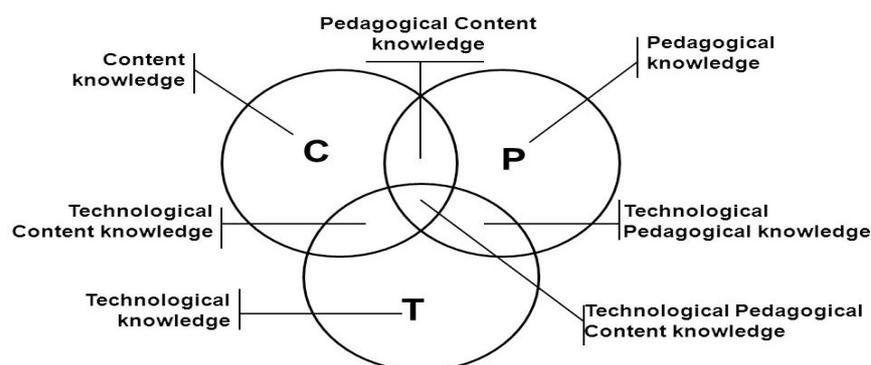
Today the techno-pedagogical competency is very much needed for teachers in teaching and learning process, as it facilitates effective teaching and learning. The techno-pedagogical competency is nothing but the ability of the teachers to make use of technology effectively in teaching. The teachers develop techno-pedagogical competencies then they may try to make use of this often in teaching and it will in turn make the learning process simple and effective. In techno-pedagogy, there are three areas of knowledge, namely: content, pedagogy, and technology.

- **Content** is the subject matter that is to be taught.
- **Technology** encompasses modern technologies such as computer, Internet, digital video and commonplace technologies including overhead projectors, blackboards, and books.
- **Pedagogy** describes the collected practices, processes, strategies, procedures, and methods of teaching and learning. It also includes knowledge about the aims of instruction, assessment, and student learning (Thakur, 2015).

The approaches to technology integration in educational practices Technology Pedagogy and Content Knowledge (TPACK) were techno-centric in nature. Technology integration in teacher education is largely influenced by this approach. Technological models aim to have teachers to acquire knowledge and skills about using technology, while pedagogical models are models that aim to have teachers to associate their technological knowledge with their pedagogical knowledge when teaching. One of the pedagogical models related to the integration of technology into education is the Technological Pedagogical Content Knowledge, TPACK model (Kabakci-Yurdakul, 2011).

The TPACK model was constituted by extending Shulman (1986) pedagogical content knowledge (PCK) and adding technology to it (Mishra & Koehler, 2006). Given the fact that the knowledge of teachers is special knowledge in the intersection of content and pedagogy, technology should not be considered as separate, but one of the inputs that shape this knowledge. This new term, which was derived from PCK, and defined as technological pedagogical content knowledge, is regarded as the foundation of effective teaching that benefits from technology (Mishra & Koehler, 2006). TPACK includes the presentation of concepts using technology: knowledge about using technology constructively to teach content, knowledge about what complicates or facilitates learning concepts, knowledge about the ways technology can help students comprehend difficult subjects, knowledge about the ways knowledge and technologies are used to add new information to current information, to develop new epistemology or to foster existing information about students' present knowledge and epistemology (Mishra & Koehler, 2006). The TPACK framework is the complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK). The TPACK approach goes beyond seeing these three knowledge bases in isolation. The TPACK framework goes further by emphasizing the kinds of knowledge that lie at the intersections between three primary forms: Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK) (Koehler & Mishra, 2009).

The Dimensions of the Technological Pedagogical Content Knowledge Approach is shown below in figure (1) (Koehler & Mishra, 2009)



ICT tools in Education

There are many ICT tools that is useful for education here I classify the tools is based on its use and functions. I will list many available tools but only command and focus on four ICT tools. Laptop and computers school needs to provide them either of this tool students may find resources for themselves. Interactive whiteboard it is interactive students can get involved with white board. Teacher can control the board from her table. Other applications e.g.; stopwatch can be used in the class and display for the class. Educational games brain teasing games Intranet school should create a website. Students can get useful informations from the website. EBooks access to resources outside library.

Conclusion

Acquiring techno pedagogy proficiencies will make teaching and learning a pleasurable exercise as it would lessen the pressure on the teachers and enable the students to delve deeper into domain of knowledge. Technology had made inroads into every sphere of human activity. Techno pedagogy is a key deciding factor for the hybrid approach of meta-teaching. The last two decades have witnessed the inclusion of developments in techno-pedagogy skills in education systems. Finally technology is never a substitute for good teacher. Without techno-pedagogic skilled instructors, no electronic delivery can achieve good result.

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PROBLEM OF SLOW LEARNERS IN LEARNING MATHEMATICS

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Introduction

The achievement gap in education refers to the disparity in academic performance between groups, standardized-test scores, dropout rates and college completion rates among other success measures.

Learning disabilities in mathematics

It is the difficulty associating number with symbol, cannot remember number facts, confuses columns and spacing, has difficulties with story problem, has difficulties comprehending mathematical concepts.

High Achievers

Children who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity or specific academic fields and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

Behaviours of High achievers

- Unusual alertness, even in infancy.
- Rapid learner, puts thoughts together quickly.
- Excellent memory.
- Enjoy solving problem especially with puzzles.
- Ask probing questions.
- Wide range of interest.
- Highly developed curiosity.
- Idealism and sense of justice at early age.

Slow learners

A slow learner is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the normal for his/her age. This child will go through the same basic development stages as other children, but will do so at a significantly slower rate. However this development, while being slower, nevertheless be relatively even. There may be deficits in any of the basic central nervous system functions, which have to do with the acquisition and use of listening, speaking, reading, writing, reasoning or Mathematical abilities. That is attention, memory, language, auditory and visual perception, motor co-ordination, impulse control and sequencing.

Strategies to identify the slow learners

- **Development**
May have immature language patterns or speech problems.
- **Social**
Poor judgement, immature social behavior, prefers company of younger children.
- **Personal**
Frustration, aggression, anxiety.
- **Academic**
May show proficiency with particular tasks rather than a subject areas, poor memory, difficulties to understanding several steps in a task.
- **Learning**
Needs to have new information linked to old, difficulties transferring information learned in one situation to other situations. Poor reading and comprehension. Poor in mathematics and problem solving. Poor memory. Poor auditory processing. Poor visual processing. Lack of focus, short attention spans. Passive listeners and slow to response.

The importance of identifying slow learners

Every child is unique. Each child has a different ability and capability. Not all children are the same. Every child can be able to perform well, if we not very well in a given or project. A child needs somebody who would be able to guide him/her, identify any weakness in the child, any be able to help the child perform well. In essence, this is the work of parents and teachers.

However, in many classes, not all children perform well. There are few who perform below average. They do not perform well in examinations and their progress in class work and assignments is very poor. In the end, they have ended being labeled to learn. These claims are not true. They are not valid because the people who have called them such have not taken such have not taken time to find out why they behave that way. Why to they perform poorly, below average?

Therefore, there is a need for parents and teachers to find out whether their children and learners are slow learners. This is because when a teacher or parent has identified whether a child is slow learners, then the approach of teaching the child would be different from the way normal learners are taught.

While identifying a slow learner may come through delayed responses and difficulties in coping or bad performance, there are different ways to identify disorders with the most common being observing if the child achieves the milestones of talking, responding and reacting at a correct age. The methods, however, may differ for each child.

Identification generally starts young. For a condition such as autism, more than academic performance, behaviour needs to be assessed. An autistic child may remain aloof, not participate in group activities, will not make eye contact or friends while a dyslexic child will not show these signs and can only be identified by careful observation of word writing, number of figure identification at a relatively later stage.

Solution for slow learners in mathematics

- Give time: slow learner needs more time to understand any problem or to find out the answer. Give extra time to slow learner students. This will increase their confidence. Do not pressurize students to perform on time beyond their ability. This will only decrease confidence.
- Teach in a small group: slow learner students need extra attention. With a small students group you can effectively respond each students.
- Create fun atmosphere: Environment is more potent than will power. Create a fun environment for students. Use new learning techniques, especially for slow learner students. Parents can provide math game and activities for their children.
- Develop a helpful plan: Build a helpful environment for students. Encourage students to ask questions and left them feel free to ask for any help.
- Concept building: Most of the slow learner students face difficulty to understand the new concepts. Try to relate the new concepts with previous concepts. This will help them to catch the new concepts relatively fast.
- Real examples: one of the best ways to teach math not only slow learner even for normal students is, explain concepts using real life examples.
- Provide opportunity: whenever possible provide opportunities to show them their work. Let the students teach you about math. This will help students to reduce math fear.
- Review time to time: Because slow learner needs more time to understand the concepts. Frequent reviewing can help them out. Reviewing math concepts time to time will allow them to master the math concepts.
- Don't pressurize: slow learner students tend to have lack of confidence, if you pressurize them for time management or anything this will only reduce their confidence.
- Reward them: Slow learner students tend to have low confidence. Low confidence impedes anyone's learning ability. If you reward them time to time this will help them to raise their confidence.

Conclusion

The problem of the achievement gap gained widespread attention after the initiation of the number child left behind (NCLB) act of 2001. According to NCLB, school, districts, and states educational systems are required to meet annual targets for improvement in identified academic areas like.

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STUDY SKILLS OF CORPORATION HIGH SCHOOL STUDENTS IN MADURAI DISTRICT

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Abstract

The present study entitled "Study Skills of Corporation High School Students in Madurai District" is an attempt to study skills of corporation school students in Madurai district. This study mainly focuses on the study habits of the school students. The method of study adopted was survey method. The sample selected for the study was 150 corporation school students. The tool used for the study was standardized tool by Dr. Sathiyagirirajan. Statistical techniques used were mean, standard deviation, and 't' test. The findings of the study started at there was no significant difference in study habit based on "Family type, Tuition going and Locality of institution". Also there was significant difference in study habit based on "Class, Medium and Study habit". Discussion are carried out at the end of the paper.

Introduction

Study skills, *academic skills*, or *study strategies* are approaches applied to learning. They are generally critical to success in school considered essential for acquiring good grades, and useful for learning throughout one's life.

Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with. They include, which aid the retention of lists of information; effective reading; concentration techniques and efficient.

Study skills are discrete techniques that can be learned, usually in a short time, and applied to all or most fields of study. They must therefore be distinguished from strategies that are specific to a particular field of study (e.g. music or technology), and from abilities inherent in the student, such as aspects of intelligence.

Objectives of the Study

- To measure the study habit of corporation high school students in Madurai district.
- To find out the significant difference in the study habit of Corporation high school students in Madurai district towards the study habit based on the Gender, Medium, class, Study habit.

Hypotheses of the Study

- There is no significant difference in the study habit of Corporation high school students based on Gender.
- There is no significant difference in the study habit of Corporation high school students based on Class.
- There is no significant difference in the study habit of Corporation high school students based on Medium.
- There is no significant difference in the study habit of Corporation high school students based on Locality of institution.
- There is no significant difference in the study habit of Corporation high school students based on Family type.
- There is no significant difference in the study habit of Corporation high school students based on Tuition going.

Methodology of Research

The present study was carried out using "survey method of research"

Sample

150 students from Corporation high School in Madurai district were selected as sample for the study. The students belonged to classes VIII and IX.

Tool Used for the Study

The tool used for the study was, self constructed and validated by the researcher. Initially a pilot study was conducted to validate the tool. The validated tool consisted of 41 items in a five point rating scale. The tool consisted of both positive and negative items.

Data Analysis and Interpretation

S. No	Variable	N	Mean	Standard Deviation	't' value	Significance	
1	Gender	Male	99	147.6364	19.12230	0.824	Not significant
		Female	51	144.7451	22.56266		
2	Class	VIII	87	150.0000	17.84168	2.407	significant
		IX	63	142.0317	22.67368		
3	Family Type	Nuclear	112	147.8661	19.78647	1.257	Not significant
		Joint	38	143.0789	21.72479		
4	Medium	Tamil	95	143.9368	19.41364	2.178	significant
		English	55	151.3455	21.18282	2.128	
5	Locality Institution	Urban	80	144.6625	20.25717	1.285	Not significant
		Rural	70	148.9286	20.31371	1.285	
6	Tuition Going	Going	50	148.5000	19.42988	0.899	Not significance
		Not going	96	145.2917	20.99118	0.921	
7	Study Habit	Individual	89	143.1798	20.59102	2.575	significance
		Group	61	151.7213	18.98169	2.615	

Findings

There is significant difference in the study habit of corporation high school students based on the Class, Medium and Study habit.

There is No Significant difference in the study habit of corporation high school students based on are gender, Family type, Tuition going, Locality of institution.

Discussion

The findings of study clearly states that there is no significant can difference in the study skill of corporation high school students based on Gender, Family type, locality of institution. From this it can be infused that the study skills of high school student is not based on the gender or family type or locality. The importance of studying has reached everyone and hence they have development their skill irrespective of anything. Similarly, there is significant difference in the study skills of high school students based on class, medium of instruction and study habit. VIII standard students show significant difference with a mean of 150 and this can be due to their involvement in study since they are already preparing for SSLC broad exam. While considering the study skills based on medium of instruction, the mean of English medium is 151.3455 which state that students learning in Tamil medium find it easy to learn in their mother tongue. Whereas, English medium student show high study skills. Similarly, locality of institution shows high mean of 148.9286 for rural area. This can be because urban children get deviated with extracurricular activities and other outings. Study skills of children has to be improved since, it is the study which fetches them good career. Every teacher has to consider this and act accordingly.

Conclusion

Study skills are approaches and strategies you use in learning. These are the most important skills to master to get good grades. Honing the study skills not only helps to succeed academically, it will also help to do well in life. Without effective study skills one will become overwhelmed and discouraged. It is the duty of the teacher to help the students to enhance their study skills.

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STRATEGIES FOR HELPING STRUGGLING STUDENTS LEARN

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Struggling students come in a variety of forms, from the troublemaker to the quiet type. Figuring out who needs help achieving academic success is not always easy. Teachers use various methods to meet the needs of all students, including those who struggle. Some methods include slowing down or speeding up the pace of the work for individual students within a classroom. Other methods include using props such as charts and pictures to show students what they are expected to learn. Teachers know that students walk into their classrooms with a wide range of abilities. But teachers try to find ways to meet the needs of all students, including those with learning and attention issues. Here are five common teaching methods:

Differentiated Instruction

With this approach, teachers change and switch around what students need to learn, how they'll learn it, and how to get the material across to them. When a student struggles in one area, the teacher creates a plan that includes extra practice, step-by-step directions, and special homework. Teachers who use differentiated instruction tailor their teaching approach to match their students' learning styles. All the students have the same learning goal. But the teaching approach varies depending on how students prefer to learn.

Instead of using a one-size-fits-all approach, a teacher uses a variety of methods to teach. This can include teaching students in small groups or in one-on-one sessions. Carol Ann Tomlinson, an educator who has done some of the most innovative work in this area, says there are four areas where teachers can differentiate instruction.

- **Content:** Figuring out what a student needs to learn and which resources will help him do so
- **Process:** Activities that help students make sense of what they learn
- **Projects:** A way for students to "show what they know"
- **Learning environment:** How the classroom "feels" and how the class works together

This approach works well with the response to intervention (RTI) process used in some schools. The goal of RTI is to spot learning problems early. Struggling students are given extra support *before* they fall behind their peers.

Scaffolding

This is a method that breaks learning into chunks. The chunks follow a logical order and move toward a clear goal. Teachers form a bridge between what students already know and what they cannot do on their own. These bridges are referred to as "scaffolds." They can include charts, pictures and cue cards.

Teachers often use this method by presenting a model of high-quality work before asking students to work on their own. Just as they're used when constructing buildings, scaffolds are removed when they're no longer needed. First, a teacher begins teaching at the level the students can understand, and then, she builds on that understanding. The teacher then presents the problem and thinks aloud as she goes about solving it. In the process, teacher shows how a solution is arrived at by combining actions, images, and language. Teacher then does the following:

- Repeats this process two more times, asking questions of the students along the way.
- Each answer, right or wrong, receives a positive response from her, to encourage participation.
- More students are asked to respond to the question each time it is repeated.
- Correction is provided as needed but reinforced positively.
- When understanding appears to be achieved, students join her in solving a new problem.
- Understanding is checked as they solve problems. If more instruction is needed, more modeling is provided.
- If students then demonstrate knowledge, she **fades**, or steps away, and allows students to work independently, offering support as needed.

Graphic Organization

Graphic organizers guide learners' thinking as they fill in and build upon a visual map or diagram. Graphic organizers are some of the most effective visual learning strategies for students and are applied across the curriculum to

enhance learning and understanding of subject matter content. In a variety of formats dependent upon the task, graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic, such as a novel or article. Because they help the learner make connections and structure thinking, students often turn to graphic organizers for writing projects.

In addition to helping students organize their thinking and writing process, graphic organizers can act as instructional tools. Teachers can use graphic organizers to illustrate a student's knowledge about a topic or section of text showing areas for improvement. Using this method, a teacher draws a picture to map out thoughts and ideas. Graphic organization can help younger students with activities like identifying the characters in a story they've read. This can also help them plan and organize a story they'll write. Older students can "map out" history, like the events leading up to World War II, or compare and contrast people or topics.

Mnemonics

Mnemonics assist the memory by using a system of rhymes, rules, phrases, diagrams, acronyms and other devices – all to help you learn, remember, and memorize names, dates, facts and figures. Most *mnemonics* work by letting you easily recall a word, phrase or poem, which in turn stands for more complicated information that you need to commit to memory

Students use special phrases to help them remember information. Here's an example: **Please Excuse My Dear Aunt Sally** is often used to remember the order of operations in math: **P**arentheses, **E**xponents, **M**ultiply, **D**ivide, **A**dd and **S**ubtract.

This strategy can also help with learning vocabulary. For example, a child can learn the scientific name for the common frog, *Ranidae*, by using *rain* as the keyword along with a picture of a frog sitting in the rain.

Multisensory Instruction

This method links what students see, what they hear, how they move, and what they feel. When students learn using all of their senses, they remember the material better. Math teachers might use base ten blocks and two-sided counters so that students learn through touch. Drawing might help students learn new vocabulary by capturing the meaning of a word and sketching it. Multisensory learning can be particularly helpful for kids with learning and attention issues. For example, these kids may have trouble with visual or auditory processing. That can make it hard for them to learn information through only reading or listening.

Using multiple senses gives these (and other) kids more ways to connect with what they're learning. This type of hands-on learning can make it easier for students to:

- Collect information
- Make connections between new information and what they already know
- Understand and work through problems
- Use nonverbal problem-solving skills

Each child learns differently. Teachers will use many creative methods to teach your child—and the students around him—so they all learn. In conclusion, all school professionals—principals and teachers—should develop higher expectations for underachieving students, for these higher expectations may result in higher achievement.

ATTITUDE TOWARDS LEARNING ENGLISH LANGUAGE AMONG B.ED STUDENTS

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Abstract

This research is an attempt to find out the attitude of B.Ed student towards learning English language and how it improves their actual performance in English language. Attitude is the main reason to improve our quality learning means attitude towards quality. This research was carried out using survey method. The sample for the study was 100 students teachers from Thiagarajar college of Preceptors. A standardized tool by Lily Epsi Bhai to measure attitude towards English language learning was used. The findings, discussions, suggestions for further research are discussed in the latter half of the paper.

Introduction

English language has become an integral part in the life of every individual. The facts of English language spreads throughout the world where English language is used broadly. But still, there are certain issues in learning English language and these issues become the barriers of the English language learning. Many of the students find difficult to use English and they are more hesitant to use it.

Objectives of the Study

- To measure the attitude level of B.Ed students towards english language learning.
- To find out the significance difference in the attitude of B.Ed students towards learning English language based on gender, qualification, locality.

Hypothesis of the Study

- There is no significant difference in the attitude towards learning English language of B.Ed students based on Gender.
- There is no significant difference in the attitude towards learning English language of B.Ed students based on qualification.
- There is no significant difference in the attitude towards learning English language of B.Ed students based on locality.
- There is no significant difference in the attitude towards learning English language of B.Ed students based on branch.
- There is no significant difference in the attitude towards learning English language of B.Ed students based on department.
- There is no significant difference in the attitude towards learning English language of B.Ed students based on residence.

Methodology of Research

Method of Research

Descriptive method using survey as a technique was used to collect data.

Sample

100 student-teachers from Thiagarajar College of Preceptors (TCP), Teppakulam, Madurai were selected as sample for the study

Tool

The tool used for the research was a standardized tool by Lily Epsi Bhai to measure the attitude towards English Language Learning. The tool consisted of 24 statements to measure the attitude towards English language learning. The tool consisted of both positive and negative statements in a five point rating scale.

Data Analysis

S. No	Variable	N	Mean	Standard Deviation	't' value	Significance	
1	Gender	Male	6	101.8333	25.97242	1.443	Not significant
		Female	54	93.0926	12.37201		
2	Qualification	UG	50	92.7000	12.13235	1.564	Not significant
		PG	10	100.3000	21.61301		
3	Branch	Arts	29	97.1379	11.48827	1.700	Not significant
		Science	31	91.0000	15.95619		
4	Locality	Rural	23	95.6957	9.58898	0.799	Not significant
		Urban	26	92.6389	16.62898		
5	Residence	Hostel	14	97.2143	11.18501	0.977	Not significant
		Dayscholar	46	92.9783	14.96587		

Findings

- There is no significant difference in the attitude towards learning English language of B.Ed students based on Gender.
- There is no significant difference in the attitude towards learning English language of B.Ed students based on qualification.
- There is no significant difference in the attitude towards learning English language of B.Ed students based on locality.
- There is no significant difference in the attitude towards learning English language of B.Ed students based on branch.
- There is no significant difference in the attitude towards learning English language of B.Ed students based on department.
- There is no significant difference in the attitude towards learning English language of B.Ed students based on residence.

Discussion

Without the literacy of English no one can survive in this world. Findings of the study revealed there was no significant difference in the attitude of B. Ed student teachers towards English language based on gender, qualification, branch, .residence, locality .This can be due to the prevailing awareness of the individual regarding the importance of English language learning. English language has become more important for everyone to excel in the career and this concept has reached every corner of the world .B. Ed student teachers being aware of the importance of English language have developed a positive attitude towards English language learning. This attitude will find favorable benefits for the student teacher to find a good career. Hence, it can be clearly stated that the attitude of towards English language learning is good irrespective of the gender, qualification, branch, residence, locality.

Conclusion

The teacher community should provide a quality education in English language, which will lead to produce more achievement. Teacher should be well versed in their subject and communication skill. It is widely accepted that an important predictor of success in learning English language is the attitude of students.

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TEACHER EDUCATION: ISSUES & CHALLENGES IN INDIA

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Abstract

Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Government of India has been focusing its attention on quality and excellence in higher education and teacher education. Teacher quality has produced voluminous studies that line many a research library. Discussion on what it is, how it is developed, and its connection to student achievement have become the feature of educational slang in the 21st century. Several studies related to classroom environment and teacher behaviour in selected subjects are referenced. The results from different papers and articles and some interview with teachers from different schools and colleges indicate that some items may be irrelevant in the Indian context (e.g., physical characteristics), while more items may be needed to reflect good teaching in India (e.g., questioning skills). In addition, the potential use of teacher profiles to drive staff development and academic improvement is explored

Keywords: *Quality, Excellence, Teacher, Education*

Introduction

Primary and secondary teachers in India are trained at universities, and the educational system is centralized and the Ministry of Education and its implementation units, such as local educational centers, have the primary responsibility for education policy, curricula design and practice. The Parliament approves legislation on education and the Ministry of Education sets guidelines for all practical issues including teacher education, as well as being the main funder in the sector. In general India does not experience shortages of school teachers but there are shortages in particular subject fields and locations, such as in the areas of mathematics, and science, especially in remote areas. Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Government of India has been focusing its attention on quality and excellence in higher education and teacher education.

Government of India Organisation Bodies in Teacher Education

Department of Elementary Education & Literacy of the Ministry of Human Resource Development of the Government of India is the apex body that looks after policy for teacher education. Its agencies include:

- National Council for Teacher Education (NCTE)
- National Council of Educational Research and Training (NCERT)
- National University for Educational Planning & Administration (NUEPA)

University Grants Commission (UGC) is also involved with Departments of Teacher Education or Departments of Education in the Universities and Institutions Deemed to be Universities and Colleges of Teacher Education. Besides these, MHRD, there are also other ministries that have institutions which run teacher training programmes. The teacher training institutions offering programmes for elementary and pre-school teachers are in many states under the control of the Department of School Education, whereas the teacher training institutions offering degree courses are under the Department of Higher Education.

Meaning of Teacher Education

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the school and classroom. In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects of their expertise. In fact, many believed that "teachers were born, not made." It was not until the emergence of pedagogy, the "art and science of teaching," as an accepted discipline that the training of teachers was considered important.

Quality & Excellency in Teaching

Teacher quality and the strength of educator's leadership are recognised as the greatest determinants of educational success. Quality teaching has a measurable impact on student outcomes. The teaching profession in India has much to celebrate. Our teachers and academic leaders are having a profound impact on our society

Improving teacher and school leader quality requires action to

- Attract the "best and brightest" entrants to teaching.

National Level Seminar on

Global Competence Learning: Braking Barriers Beyond Limits

- Train our future teachers through world-class pre-service education.
- Place quality teachers and school leaders in schools where they are needed most.
- Develop teachers skills and knowledge through ongoing professional learning.
- Retain quality teachers and school leaders in our schools.

Role of Teachers in Promoting Quality

Good education is the result of the interaction of multiple factors, the most important of which is increasingly recognized to be quality teachers and teaching. The way teachers teach is of critical concern in any reform designed to improve quality. Many educational systems are starting to advocate active-learning approaches for teachers as well and significant changes are taking place. Even in circumstances where the level of teacher preparation is low, this perspective rejects the notion that teachers must work according to rigid prescriptions, incapable of independent decision making.

- Knowledge and skills in a range of appropriate and varied teaching methodologies.
- Fluency in the language of instruction.
- Knowledge of, sensitivity to, and interest in young learners.
- Ability to reflect on teaching practice and children's responses.
- Ability to modify teaching/learning approaches as a result of reflection.
- Ability to create and sustain an effective learning environment.
- Understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced.
- General professionalism, good morale, and dedication to the goals of teaching.
- Ability to communicate effectively.

Foundation for Teacher Development

As we have various papers on this topic as "education quality" which demonstrates that there is a strong link between teacher professional development and quality. This is mainly because reforms leading to improved quality in preserves" and in-services teacher education cannot succeed unless they are backed by on-going professional development and continuous teacher learning at the academic level. Teacher professional development ensures that theories acquired in initial preparation can be successfully implemented in practice. Quality in-services professional development, backed by a supportive academic community of practice, is essential to ensuring that reforms in teaching and learning reach the classroom, are correctly implemented in the classroom, and are sustained.

Others emerging issues and challenges are:

- Innovation in pre-service teacher education curriculum.
- Lack of up-to-date books, and materials on teacher education.
- Development of national professional standards.
- Strengthen workshops and partnership between universities and schools to prepare teachers.
- Mentoring Inexperienced teachers Development of a system of on-going professional development for teachers.
- Establish learning communities and networks among teachers
- Professional learning for educational leaders
- A greater transparency in the funding of teacher education

Conclusion

Teacher education is a difficult assignment, especially at the present stage where teacher education programmes are being delivered by a large number of unaided private teacher education institutions. These institutions are also not sure of their tenure, as in near future; possibility of huge unemployment of trained persons may result in swingeing fall. Government and educators will need to understand better the links between schooling and its social and cultural environment, the kind of socialization and informal learning provided to children both before school entry and outside of the classroom and ways to develop more literate and encouraging environments in the family and the community surrounding the school. Students should listen intently, and participate actively (Concentrated listening). Teachers should try to interact with all of students in class (Thirst-quenching learning) More emphasis given to educational activities, careful planning, timed questioning session should be organised. Students learn stage-setting routines that allow teachers to change activities without interruption (Learner-trained learning)

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A STUDY ON ENGLISH LANGUAGE PROFICIENCY AMONG B.Ed STUDENTS OF NON-ENGLISH DISCIPLINE

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Abstract

"Viewed freely, the English language is the accretion and growth of every dialect, race, and range of time, and is both the free and compacted composition of all" is a famous quote by Walt Whitman by which the significance of the English language and thereby the research is understood. It is inevitable that every teacher irrespective of the subject they teach has to be proficient in the language of English in order to communicate and thus to make his/her classroom effective despite the barriers he/she faces. It has also come to a situation where knowledge of one is determined by the sophistication of the language they speak.

Keeping this scenario in mind the objective of the present study is to investigate the English language proficiency of the student teachers of Non-English stream and to find out which stream students are effective in their English language proficiency. It also showcases the reason for the barriers by monitoring the student's Board of Study. The results of the present study showed that, significant difference exists in English language proficiency among B.Ed students with respect to their Board as either State Board or Matriculation and also with respect to their discipline. This could be attributed to the lack of the scope of English language influence in the respective streams.

Keywords: Proficiency, Streams, barriers

Introduction

Language proficiency is one of the most important needs for the teachers. Scholars do say that lending the entire thought to the Non-English first language is ought to demolish the acquaintance of English as a Language. But, in the present scenario English language has been a significant barrier to the teachers in the purpose of classroom process and as the result they fail to make an effective impact among the students. The issue to excel the communication for the purpose of classroom interaction is vital from the view point of students. And thus it is essential for a student teacher, irrespective of the subject they will teach has to be proficient in English language. This study on the whole is to weigh the English language Proficiency of the B.Ed students as they are certainly intended to be proficient in this case.

Significance of the Study

With the mushroom growth of Matriculation and CBSE schools in the state, it has become an inevitable condition for each and every teacher to equip themselves with English proficiency. In connection to this, it has become a concern for the B.Ed students to promote their efficiency in English language proficiency for their future classroom process. And thus, this study is significant in projecting the language efficiency of the students thereby making the student teachers aware of what they are upto. This study will be significant, as the student teacher of particular discipline will get to know his abilities on the whole and break the barriers which lie on their way to improvise their proficiency in English Language.

Definitions

Language proficiency: It is the ability of an individual to speak or perform in an acquired language.

Objectives

- To study the English proficiency of B.Ed students with respect to their Discipline.
- To study the English proficiency of B.Ed students with respect to their Gender.
- To study the English proficiency of B.Ed students with respect to their Board of study.

Hypothesis

- There is no significant difference in the English language proficiency of B.Ed students with respect to their Discipline.
- There is no significant difference in the English language proficiency of B.Ed students with respect to their Gender.
- There is no significant difference in English language proficiency of B.Ed students with respect to their Board of study.

Selection of Sample

The sample of the study was selected from five different streams by simple random sampling i.e. Students of Mathematics, Physical Science, Biological Science, Commerce and Computer Science.

Size of the Sample

An overall of fifty students were considered as the sample of study. Ten students each from different streams (Mathematics, Physical Science, Biological Science, Commerce and Computer Science) of Thiagarajar College of Preceptors were selected.

Research Tool

An online achievement test was framed from the questions based on the sample assessment test of *East Los Angeles College (ELAC)* and was given to the students. This achievement test was used to weigh the English proficiency among the students of different streams. The items were based on *Reading skills, Sentence meaning, Language use and few Grammar*. The scale comprised of 20 items.

Statistical Implications

Objective - I: To study the English proficiency of B.Ed students with respect to their discipline

To study the English proficiency of B. Ed students with respect to their Discipline, the average score related to the level of English proficiency were analyzed.

Table 1: Showing the mean value of English Language proficiency of students with respect to Gender

Discipline	Frequency	Percent	Mean
Mathematics	10	20	11.6
Physical science	10	20	8
Biological science	10	20	6.7
Commerce	10	20	9.1
Computer science	10	20	8.3
Total	100	100	8.74

Figure 1: Showing the mean value of English Language proficiency of students with respect to Gender

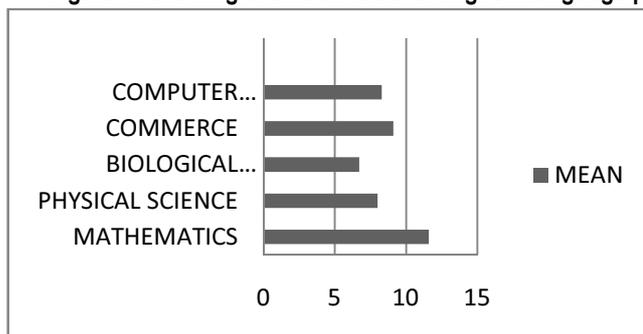


Table 2: ANOVA summary table for English proficiency of B.Ed students with respect to their Discipline

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	132.120	4	33.030	3.896	.008
Within Groups	381.500	45	8.478		
Total	513.620	49			

It is clearly indicated from the above table that calculated F-value has been obtained 3.896 which is significant at 0.008 level, hence it can be said that there exists significant difference in the English proficiency of B.Ed students with respect to their discipline. Hence related null hypothesis is rejected.

Objective-II: To study the English proficiency of B. Ed students with respect to their Gender

To study the English proficiency of B. Ed students with respect to their Gender, the average score related to the level of English proficiency were analyzed.

Table 3: Showing the mean value of English Language proficiency of students with respect to Gender

Gender	Mean
Male	10.57
Female	8.44

Figure 2: Showing the mean value of English Language proficiency of students with respect to Gender

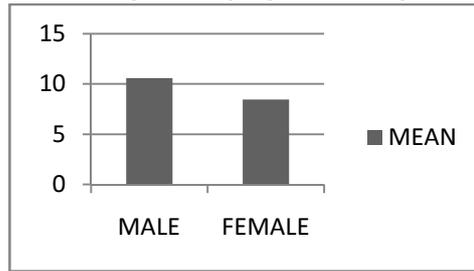


Table 4: Test showing the mean value of English Language proficiency of students with respect to Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	df
Equal variances assumed	7.760	.008	1.642	48
Equal variances not assumed			.961	6.406

It is clearly indicated from the above table that calculated t-value has been obtained 1.642, hence it can be said that there exists no significant difference in the English proficiency of B.Ed students with respect to their Gender. Hence related null hypothesis accepted.

Objective-III: To study the English proficiency of B. Ed students with respect to their Medium of Instruction in Schools

To study the English proficiency of B. Ed students with respect to their Medium of Instruction, the average score related to the level of English proficiency were analyzed.

Table 5: Showing the mean value of English Language proficiency of B. Ed students with respect to Medium of Instruction

Board	Mean
State board	8.17
matriculation	11.75

Figure 3: Showing the mean value of English Language proficiency of B. Ed students with respect to their Board of Study

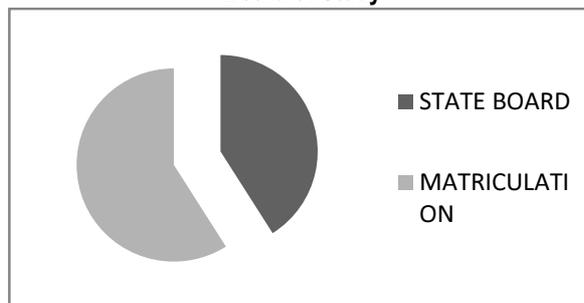


Table 6: Test showing the mean value of English Language proficiency of students with respect to the Board of study

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	T	df
Equal variances assumed	3.227	.079	-3.113	48
Equal variances not assumed			-2.242	8.031

It is clearly indicated from the above table that calculated t-value has been obtained -3.113, hence it can be said that there exists a significant difference in the English proficiency of B.Ed students with respect to their Board of Study. Hence related null hypothesis is rejected.

Findings

- There is a significant difference in the English proficiency of B.Ed students with respect to their Discipline.
- There is no significant difference in the English proficiency of B.Ed students with respect to their Gender.
- There is a significant difference in English proficiency of B.Ed students with respect to their Board of study.

Suggestions

The research can be further extended by examining the student with an achievement test before and after the remedial measures such as making the students aware on the importance of English language proficiency in state board schools and organizing communication English classes in arts & science as well as in B.Ed colleges. These measures also pave the way not only in enhancing the Language proficiency but also to upgrade the students soft skill simultaneously.

Conclusion

On the whole, the main barriers to develop the English Language Proficiency have been found to be in the form of the Board of Study and the lack of English Language influence in Non-English subjects. With the increase in Global competence, it is necessary for the experts to impart the English language influence through the books they write and in connection to the Board of Study, the State Board School working Educators must concentrate towards the development of their students second-language ability.

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TECHNO-PEDAGOGY FOR 21ST CENTURY LEARNERS

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Abstract

Education system is now spectator a paradigm shift from the traditional chalk-and-talk teaching methodology to digitizing the pedagogical approach through technical devices. It opines that such a transformation is not only increasing the potentiality of the teachers but also widening the information base of students so as make them competitive in the international arena. In today's world, most people need to keep on updating both their skills and knowledge to meet the challenges of everyday life. Every teacher should know how to use technology, pedagogy and subject area content effectively in their daily classroom teaching. It is clear that the way in which teachers integrate technology that has the potential to bring change in the education process. For teachers to become fluent in the usage of educational technology means going beyond mere competence with the latest tools to developing an understanding of the complex web of relationships among users, technologies, practices, and tools. Teachers must understand their role in preparing students in international level by using the way of technologically-oriented classrooms.

Introduction

The 21st century isn't coming; it's already here. And our students have the opportunity and challenge of living and working in a diverse and rapidly changing world. Public schools must prepare our young people to understand and address global issues, and educators must re-examine their teaching strategies and curriculum so that all students can thrive in this global and interdependent society.

- NEA President Dennis Van Roekel

Knowledge about the technology is important in itself, but not as a separate. Today the techno-pedagogical competency is very much needed for teachers in teaching and learning process, as it facilitates effective teaching and learning and create global competence among students. The techno-pedagogical competency is nothing but the ability of the teachers to make use of technology effectively in teaching. The teachers develop techno-pedagogical competencies then they may try to make use of this often in teaching and it will in turn make the learning process simple and effective. Beaudin and Hadden (2004) revealed in their study that techno-pedagogical skill foster the students for further development, attainment of learning outcomes and maintain the context of designing classroom based resources through the use of technology by the teachers. Therefore, techno-pedagogy method was a necessary component of teaching. Koehler and Mishra (2005) found in their study that good teaching was not simply adding technology rather the introduction of technology causes the representation of new concepts and requires developing sensitivity to the dynamic, transactional relationship among technology, pedagogy, content and knowledge. Techno-pedagogical skills knowledge carried out based on to increase the effectiveness and efficiency of learning and teaching process for professional development by technology integration.

Key Words and Meanings:

Content

Content is the subject matter that is to be taught.

Technology

Technology encompasses modern technologies such as computer, Internet, digital video and commonplace technologies including overhead projectors, blackboards, and books.

Pedagogy

Pedagogy describes the collected practices, processes, strategies, procedures, and methods of teaching and learning. It also includes knowledge about the aims of instruction, assessment, and student learning.

Techno-pedagogy

This is the hybrid method of teaching in which ICT is being used for teaching learning situation. Literally, 'pedagogy' refers to the art-science of teaching and 'techno' refers to the art-skill in handcrafting. Here, 'techno' is a qualifier, it intersects or crosses the meaning of 'pedagogy' with its own. Techno-pedagogy refers to weaving the techniques of the craft of teaching into the learning environment itself.

Global competence

Global competence refers to the acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community.

Role of Techno-Pedagogy in Education

The main applications of the techno-pedagogy in education is teaching and learning (Vajargah, Jahani and Azadmanesh, 2010). Role of techno-pedagogy, such as it helps to

- Enhance linguistic abilities
- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction
- Plan specific pedagogy
- Support in Distance Education through e-learning
- Guide and Counsel for career choices
- Stimulate Self Learning ability
- Enhance enrolment and examination process
- Assist in research activities
- Reinforce for cognitive learning
- Development of life skills
- Develop aesthetic sensibility

Techno-Pedagogical Skills Improve Quality of Education

Acquiring techno-pedagogical proficiencies will make teaching and learning a pleasurable exercise as it would lessen the pressure on the teachers and enable the students to delve deeper into domain of knowledge. Technology had made inroads into every sphere of human activity, including the field of education. It had totally transformed the face of didactic teaching and brought about far reaching changes in the way in which knowledge was being shared.

As the Teachers knew the significance of technology as it had made easier for students to understand. When it came to global level, the Teachers should give up the mechanical approach and make it interesting by simulating problems and finding solutions to such imaginary issues.

Students learn to be cognizant of the fact that we live in a culture of constant change a technology may be appropriate today but not tomorrow. This philosophy underpins the program and encourages students to be reflective in their teaching and learning. As Riel and Becker (2000) state, "the rapid speed of technological development brings new computer mediated tools to the classroom door each year. Teachers have to make continual decisions about how to best utilize these tools in teaching, learning, and assessment". Metacognitive teaching includes teacher awareness of the sources and characteristics of the students' misconceptions and subsequent monitoring and evaluating of the extent to which important misconceptions have changed in productive ways (Hartman 2001). Through this approach, the students realized that meaningful teaching with technology does not require the teacher to be a technology or computer expert. States and school districts must find ways to enhance educators' skills, pedagogical practices, and content related to global competence (NEA Education Policy and Practice, Washington, D.C. 2013).

Meta-Teaching and Process-Oriented Instruction

Preparing teachers to use technology effectively is a major area of concern for teacher education. Effective technology use includes such activities as linking curriculum outcomes with various technologies, establishing a learning context of discovery and process in the use of technology, collaborating with others both face-to-face and virtually to achieve learning outcomes, simulating real-world environments, and assessing outcomes. In turn, faculty modeling of effective technology use has often been emphasized as a key means of illustrating such activities in teacher education programs. "If preservice teacher education is to make a difference in how teachers use technology, then teacher educators must model effective technology use" (Milligan and Robinson 2000).

Meta-teaching helps prepare techno-pedagogically skilled teachers because it allows them to develop a holistic understanding of the process of teaching with technology. A focus on the process involves the premise that there are different forms of knowledge that can be fostered by the instructional use of technology. For example, cognitive and developmental psychologists have examined types of knowledge that change as learners advance from being intermediate learners to advanced learners; three major types include declarative knowledge (knowing *that*), procedural knowledge (knowing *how*), and conditional knowledge (knowing *when* and *why*) (Paris, Lipson, and Wixson 1983). While meta-teaching fosters a full range of key questions for preservice teachers, its greatest impact is that it compels them to think about the *why* questions regarding teaching with technology. Why is this technology appropriate for achieving learning outcomes? Why is this technology likely to improve student learning? Is there a positive change in student learning as a result of the use of technology? Through the use of meta-teaching, preservice teachers become aware that

teaching with technology is about learning both teacher learning and student learning.

The questions raised within this process are in no way intended to be exhaustive; rather, the process was intended to be a starting point for preservice teachers to begin to think about what they are doing when learning about technology for teaching and learning.

Virtual Field Trips

Virtual field trips would be an effective method to assist in exposing preservice teachers to real-life or real-classroom technology integration. In the virtual field trip component of the course, intended to present video clips of various technology-rich classroom settings. Questions related to the video clips would be the catalyst for the preservice teachers to reflect and discuss collaboratively what they were watching. Virtual field trips have the potential to target two major areas of common concern in teacher technology preparation. First, they assist in addressing what the best practices are for preparing students to work in a computer lab. Many of the preservice teachers were unaware of the basic classroom issues of working with technology. This leads to the second major benefit of virtual field trips having preservice teachers develop critical reflection skills. Learning to question what is happening when they see technology being used in the virtual field trip classroom environments forces preservice teachers to engage in active, critical, and collaborative reflection.

Global Competence in a Teacher

Began by gathering exemplary examples of knowledge, skills, and dispositions that spell out global competence in educators:

- Understanding one's own cultural identity and its influence on personal disposition and classroom practice
- Knowing and integrating global dimensions within the discipline one teaches
- Engaging students in learning about the world and in exploring their place in it
- Using real life global examples, materials, and resources when considering local, national, and human issues
- Valuing the input of culturally and linguistically diverse learners, families, and colleagues, and modeling cultural sensitivity
- Creating environments that encourage positive cross-cultural interaction
- Modeling social responsibility in local and global contexts
- Helping learners find appropriate actions to improve local and global conditions
- Assessing learners' global competence and providing growth opportunities based on their levels of development
- Advocating for global education and social responsibility

Conclusion

This article has provided a working definition of techno-pedagogically skilled teachers and exemplified how a hybrid approach of meta-teaching, technology exposure, and critical reflection can be used to enhance instruction. In all of our endeavors to prepare technology-pedagogically skilled teachers, it is crucial that we incorporate an underpinning of technology and pedagogy to prepare our preservice teachers to teach with technology and become learners on a never-ending journey. Techno-pedagogy is a key deciding factor for the hybrid approach of meta-teaching. The last two decades have witnessed the inclusion of developments in techno-pedagogical skills in higher education systems around the world. Use of techno-pedagogical skills can break down some of the barriers that lead to underachievement, student disaffection and educational exclusion (Das, 2007). However, when one looks around, in most of the colleges and universities across the country lack of harnessing of this potential is visible. In spite of the fact that planning and implementation of initiatives for enhancing role of techno-pedagogical skills in education have received priority, analysis of the existing scenario reveals number of factors which have been impeding the integration of technology in higher educational sector. Apart from the policies related to the technology, governments and higher education institutions will need to develop strategies for effective techno-pedagogical skills and media deployment and sustainability. Finally, technology is never a substitute for good teaching. Without techno-pedagogical skilled instructors, no global competence among students can achieve good results.

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TEACHING ENGLISH THROUGH SONGS: A NON-CONVENTIONAL METHOD IN THE ACQUISITION OF LANGUAGE SKILLS

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Abstract

This article tries to analyze the possibilities of acquisition of language skills by using songs. Since songs are closely associated with our life, it is better to find a track through which the learners are exposed to and are interested in. Almost all the learners are interested in hearing songs. The aim of this paper is to codify simple guidelines for the learners of English language on the basis of songs to refine their language skills and to indicate some viable means of facilitating language learning through songs.

Background to the study

Enhancing language skills of second language learners of English is a difficult task. Therefore, various pedagogical tools have to be used to develop language skills but several methods that were tried out already failed to attract the attention of the learners. It is difficult to impart a comfortable and reliable platform for learning. It is always favorable for both teachers and learners to identify learners' interest and use it to create an enabling environment that facilitates the acquisition of language skills. Perhaps, finding the field in which the learners are much exposed to the English language makes the task of the teacher easier.

To a country like India where we are having diversifications based on languages many Indian children have their own distinct and varied mother tongue. Communication becomes a great huddle. One can't understand the other's language. Here is where English gives a helping hand. To the children of contemporary world, things had to be taught without giving them the sense that they are learning it. To them songs can be a source of listening to good English. While hearing to those songs learners get to know new vocabulary, learners even tend to learn about their culture, customs, their feelings and the sufferings that are expressed through the song. Sometimes when the learners hear to a song the singer tends to narrate incidents or describe a place or a thing or a situation. This narration or description helps the language learners in enhancing their imagination. Nowadays, learners are interested in hearing songs. Anything that's musical tends to attract them because our tradition is so merged with songs. Songs are closely associated to the Indian culture. Song/music is in the blood and cell of every individual. From birth till death whether the occasion is good or bad we Indians have specific songs relating the occasion. This innate quality of us can be productively used so that we could acquire language skills that too of a foreign language like English. We Indians have very less opportunity of hearing good English in that case this song gives hand and serves as an easy way to hear good English. As language acquisition is mainly through imitation, the learners can easily imitate to the various accent, tones, and pronunciations and improve their language skills. Listening and imitating songs does a world to enhance the fluency of the learners.

Learner's role

The learners while enjoying the sheer pleasure of hearing songs they can simultaneously acquire the various skills of the language. The learners have to pay little more conscious attention to the lyric of the song. After identifying the words and phrases they have to look for its apt meaning and usage with the help of dictionary or the teacher. Once the learners start picking up gradually the learners will start decoding the meaning from the context easily.

Besides, learners can also use the facility provided in the web sources. Learners can find the documented copy of the lyric of the song. By using this lyric the learners can try to sing with the song. This will definitely help the learners in acquiring the language skills. Skills like fluency, pronunciation can be enhanced eventually will lead to the betterment of communication skills of the learner. Trying to imitate the singers will definitely heighten the language skills. In this type of learning a language, learning cannot be acquired in a single attempt constant practice and involvement is needed.

Teacher's role

Teacher's role in this type isn't much more than a facilitator. As a facilitator, a teacher should formulate certain tasks related to songs. Teacher should make the learners to listen to the song providing the lyric to the learners and must ask them to follow. If there is any doubts or if any clarifications is needed to the learners the teacher should help them in resolving their queries. The teacher should ensure the learners in their correct pronunciation, articulation and usage. The teacher may ask the students to find hard words in the songs and to find its meaning, pronunciation and usage. The teacher may also arrange a group discussion on the previously dealt songs (its lyric) and should effectively

monitor it. The teacher must find more effective means of using this song as means to teach English. Since songs are the most attractive force, it will help in grabbing the learner's attention. This attention should be effectively used by the teacher.

Summing up

In the light of this means of using songs for the enhancement of language skills, is quite evident that it would be well received among the learners and it would also become a success in its cause in the majority of the learners. Instead of trying all traditional methods which may strive hard in fitting well in the interest of the students, this kind of non - conventional methods would help them learn as it would grab the learners better. This would also make the teacher a co-learner. Thus learners and teachers have their own parts to play to optimize the learning outcome. Moreover, this method is open ended the teacher has every opportunity and liberty in improvising, remodeling and redesigning it to suit their level of learners.

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UNIVERSAL PROBLEMS ON TEACHING AND LEARNING

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Introduction:

Learning Disabilities refer to a number of conditions that might affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual disabilities.

About Learning Problems:

Finding out you have a learning disability can be upsetting. You might feel different from everyone else. But the truth is that learning problems are pretty common. And if your leaning specialist or psychologist has figured out which one you're facing, you're on the right track. Learning disability is a classification that includes several areas of functioning in which a person has difficulty learning in a typical manner, usually caused by an unknown factor or factors. Given the "difficulty learning in typical manner", this does not exclude the ability to learn in a different manner. Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to language processing, phonological processing, visual spatial processing, processing speed memory, attention and executive functions (e.g. planning and decision making).

Learning disabilities are life –long. The way in which they are expressed may vary over an individual's lifetime, depending on the interaction between the demands of the environment and the individual's strengths and needs. Learning disabilities are suggested by unexpected academic under-achievement or achievement that is maintained only by unusually high levels of effort and support.

Learning Disability and Behavior

Teachers should explore the possible existence of a learning disability when a student who appears to be capable has a history of struggling with specific components of school and/or begins to demonstrate behavioral difficulties.

Students with undetected learning disabilities might demonstrate undesirable behavior for a variety of reasons. They might feel angry, sad, lonely, frustrated, or hopeless as a result of focusing on their difficulties. Frustration might arise out of the student's level of performance compared to their level of actual ability, lack of understanding of why they struggle to perform the task or sometimes the inability to communicate in an appropriate way.

A student might also exhibit inappropriate behavior in order to avoid the frustrating task itself. At other times behavior might result from poor self- esteem, connected to the student's focus on what he/she can't do; or a student might quit trying, believing that no matter how hard they try they will never attain success. Other behavior might be the result of an emotional disturbance.

However the learning difficulty presents itself, students with learning disabilities can experience success in school if appropriate supports are provided. It is important to focus on early identification and remediation and utilize research-based, effective strategies to assist students before behavioral or emotional issues emerge.

Attention Difficulty

Some students with learning disabilities have difficulties focusing, sustaining and shifting attention. These difficulties might result from physical discomfort, emotional issues, interest and motivational factors or from challenges with self regulation.

- A student with self regulation or attention challenges might exhibit difficulties
- Organizing supplies, managing time or categorizing and/or classifying information
- Managing social interactions, taking turns, refraining from calling answers out, controlling emotions, attaining, maintaining and changing levels of arousal
- Developing and using strategies to address academic challenges, and making and following through with a plan or task
- Understanding personal strengths and weaknesses
- Maintaining thought patterns and managing sensory stimulation, e.g. fidgeting, making noises (trapping etc) or

touching people/things.

Speech and Language Impairment

Language development has a profound impact on communication, both expressive (the ability to send messages) and receptive (the ability to understand message), in both verbal and written form. Some of the speech and language related disorders commonly referred to in educational circles include: phonological processing disorder central auditory processing disorder, expressive language disorder, receptive language processing disorder and language delay.

Memory Difficulty

Students with learning disabilities might demonstrate problems with one or more types of memory.

Working memory is a component of memory in which information is stored and/ or manipulated for brief periods of time in order to perform another activity. It enables learners to hold on to pieces of information until the pieces blend into a full thought or concept.

Short term Memory is component of memory where information is stored briefly until it is either forgotten or integrated into long term memory.

Long-term Memory refers to information that has been stored and is available over a long period of time. Effective short-term memory is critical to move information into long- term memory.

Arithmetic Disorder

A student with arithmetic disorder might have difficulty with

- Organizing problems on the page, keeping numbers lined up
- Following through on multiple step calculations, such as long division
- Transposing numbers accurately on paper or on to a calculator, such as turning 56 into 65
- Distinguishing right from left
- Using the mathematical calculation signs, confusing basic operations and facts

Barriers to Math Word Problem Solving

A number of barriers influence the potential for success on mathematical word problems:

- Print/reading related
- Working memory/processing related
- Engagement/interest related

PRINR/Reading related

- Word problem solving requires a combination of reading, processing, and computational skills
- Students who demonstrate difficulties in reading are more likely to perform poorly on word problems in mathematics than average learners or learners with math only disability
- Problems can manifest in the student's ability to decode or comprehend the text in the problem

Memory / Processing Related

- Deficits in memory systems compromise the student's ability to process, access prior knowledge, and apply previously learned skills.
- Students who cannot easily retrieve facts from long term memory must use valuable working memory space to compute facts before they can be applied. This significantly impacts their ability to process problem content, transform context to numerical sentences, and apply appropriate procedures

Engagement/Interest Related

- Students demonstrate greater difficulty comprehending material that is unrelated to their personal life experiences
- Context that is not understood cannot easily be transformed to meaningful numerical sentences; appropriate operations and procedures are less likely to be selected
- Students are less likely to persevere on problems that are irrelevant or uninteresting

Using technology to overcome barriers within the curriculum

- Digitized word problems can be modified to contain hidden comments accessible by the learner if s/he experiences problems with decoding or comprehending the text.
- Insert comments/hints to prompt the learner to use strategies for: fact retrieval, selecting an approach, visualizing

the problem, or finding relevant information to determine the appropriate operation.

- Embed pictures and relevant context in the problems to encourage learners to engage with the problem and to visualize situations and conditions.
- Allow students to modify print size and spacing and to highlight and underline relevant information in the text to give them choice and greater control.

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TECHNO-PEDAGOGY IN TEACHING AND LEARNING

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Abstract

Techno pedagogical skills are the ways to make accessible and affordable quality education to all. The NCF (2005) and XII five year plans (2011), emphasized to provide connectivity, valuable content and low cost computing devices to all the institutions of higher learning in the country. This hybrid skill facilitates to enhance linguistic abilities to sketch specific pedagogy with advance study materials to design multi-grade instruction. In higher education techno-pedagogical skills facing some challenges such as destitute infrastructure of ICT, scare competence on English language and online content, calamity and lack of incentives and awareness of teachers evils on research and development, hitch of using software limited techno- pedagogical resources, lack of co-ordination among the departments, frequent power outages and fluctuations. The teachers develop techno -pedagogical competencies then may try to make use of this often in teaching and it will in turn make the learning process simple and effective.

Key words: *Techno-pedagogy, challenges, Role to Release, Higher level of education.*

Introduction

Education system is now spectator a paradigm shift from the chalk-and-talk teaching methodology to digitizing the pedagogical approach through technical devices. It opines that such he a transformation base of students so make them competitive in the international arena. In today's world, most people need to keep on updating both their skills and knowledge to meet the challenges of everyday life. This has spurred new learning needs which exceed by far the formal courses, provided commonly by institutions, which allow targeting a general public instead the needed trainings must be more informal in order to better address individual needs. The national curriculum Framework (2005), started that "ICT if used for connecting children and teacher with Scientist working in universities and research institutions would also help in demystifying Scientist and their work"

Techno-Pedagogy

This is the hybrid method of teaching in which ICT is being used for teaching and learning situation. Literally, 'pedagogy' refers to the art-science of teaching and 'techno' refers to the art-skill in handcrafting. Here techno is a qualifier, it intersect or crosses the meaning of 'pedagogy' with its own. Techno pedagogy refers to wearing the techniques of the crafts of teaching into the learning environment itself.

Role of techno pedagogy in higher education

The main applications of the techno-pedagogy in higher education is teaching and learning. The prospects can be categorized as the aspects relating to role of techno-pedagogy such as it helps to

- Enhance linguistic abilities
- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction
- Plan specific pedagogy
- Support in distance education through e-learning
- Guide and counsel for career choices
- Stimulate self-learning ability
- Enhance enrolment and examination process
- Assist in research activities
- Reinforce for cognitive learning
- Development aesthetic sensibility

Challenges of using Techno-pedagogy in Higher Education

Higher education is responding to globalization, it can be acknowledged that techno-pedagogy enhances better education rather than simple education but there are numerous challenges such as:

Lack of awareness of existing techno-pedagogical skill services:

Universities offer a rich assortment of ICT services for the development of techno-pedagogical skill. But there seems to be little awareness among students and especially among teaching staff of the breadth of technology services available to them.

Destitute infrastructure of ICT for using Techno-pedagogical skills

Several colleges do not have proper rooms & building so as to accommodate the technology. Piteable ICT lab having hardly ever used web based instruction, electronic machine such as telephone, cellular phones, fax, radio, television, video, computer, poor cable network with internet, hardware and software etc.,

Lack of incentives of teacher

Through the hurdle of instructor awareness there is also little incentive for teaching staff to devote time to altering their teaching methods from chalkboard to techno-pedagogical method through ICT or online learning.

Evils on Research and development

Techno-pedagogical skill demands sound research base for intensive formative research. For that only two way communication through two ways audio and two ways video communication.

Limited techno-pedagogical resources

Imperfect using multimedia resources for hybrid teaching methods leads to inferior learning outcomes for students resulting the ICT illiterate of students at higher level of education.

Role to Release Challenges of Using Techno-Pedagogy

Teacher Education with techno-pedagogical skills

Courses namely, Educational Technology (ET) and ICT in Education should be offered as core courses at the different levels of teacher education. Teacher education certificate and degree programmes specially devoted to these areas with extended duration.

Enhance competence on English language and online content

Enhancement is required to the proficiency in English language as this is the dominant language of internet. Through this way maximum benefits of using World Wide Web can be achieved

Developing techno-pedagogical E-content

The best practices in creations of techno –pedagogical E-content, its dissemination, criteria for selection and evaluation requires large scale networking among E-content uses and producers.

Development of techno-pedagogic skills

Mediated instruction demands techno-pedagogical skills. In teacher education programme teacher educator need to move from pedagogies to techno pedagogies. There should be adequate integration of micro teaching skills, media skills and techno-pedagogic skills. Techno-pedagogic skills and training the pupil teachers on these skills at various levels of teacher education.

Conclusion

Techno-pedagogy is a key deciding factor for the hybrid approach of meta-teaching. Use of techno-pedagogical skills can break down some of the barriers that lead to underachievement, student's disaffection and educational exclusion. However when one looks around, in most of the colleges and universities across the country lack of harnessing of this potential visible.

In spite of the fact that planning and implementation of initiatives for enhancing role of techno-pedagogical skills in higher education have received priority, analysis of the existing scenario reveals number of factors which have been impeding the integration of technology in higher educational sector.

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TECHNO-PEDAGOGY IN TEACHING AND LEARNING

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Abstract

In the rapidly expanding knowledge based society, teaching becomes one of the most challenging professions so it is necessary for teachers to use and apply modern technologies in their teaching. Teacher education is learning to teach and teach to learn. Recent evidence indicates that reforms of teacher education creating more tightly integrated programs with coursework on learning and teaching produce more effective and more likely to enter and stay in teaching.

Keywords: *Teaching skills, professional skills, pedagogical skills, technical skills*

Introduction

Education is not the filling of a pail, but the lighting of a fire. Teacher is called as an architect and nation builder. The teacher is the most important element any educational program. Teaching is a noble profession. Education may be defined as a systematic process of determine the extent in which the objectives are achieved by the public, teacher education is a teaching skills and pedagogical of theory and professional skills.

Techno-pedagogy

This is the hybrid method of teaching in which ICT is being used for teaching learning situation. Techno-pedagogy refers to weaving the techniques of teaching into the learning environment itself. Techno-pedagogy refers to electronically mediated courses that integrate sound pedagogic principles of teaching or learning with the use of technology.

Education technology provides approximate designing learning situations, holding in view the objectives of teaching and learning. The techno-pedagogical knowledge is a collaboratively developed frame work of scholars and researches seeking to conceptualize and clarify the competencies that evolve from the intersection between pedagogy and technology. Pedagogy refers "Science and Arts" of teaching techno derived from Latin word exert means "weave or construction.

Pedagogical content knowledge

The teacher should interpret the subject matter and he/she must find various or multiple ways to represent it. Student's prior knowledge is essential in this pedagogical knowledge. The term content knowledge is widely used by educators, content knowledge refers to the body of information that teachers teach and the students are expected a to learn in a given sub act or content area, such as English Language arts, Mathematics, science and Social studies.

Technological content knowledge

The teacher need be mastery in their own area. Their teaching content should be strong. The teacher must need to understand which specific technologies are best suited for addressing subject-matter learning in their domains. Technological pedagogical knowledge knowing techniques about how teaching and learning can change when particular techniques are used in particular techniques are used in particular ways. Pedagogical knowledge is deep knowledge about the processes and practices or methods of teaching and learning and how it encompasses over all educational purposes, acquiring pedagogical knowledge will make teaching and learning a pleasurable. A teacher with deep pedagogical knowledge understands how student construct knowledge and acquire skills, develop habits of mind and positive dispositions towards learning.

Constructive way of teaching

It is an effective teaching pedagogical content knowledge is a constructive way of teaching. Knowing knowledge of student's prior knowledge and theories of epistemology and knowledge of how technologies should be used in education. The technological pedagogical content knowledge is a collaboratively developed framework of scholars and researches seeking to conceptualize and clarify the competencies that evolve from the intersection between pedagogy and technology.

Pedagogical skills

Education system is now spectators a paradigm shift from the traditional chalk and talk teaching methodology to

digitizing the pedagogical approach through technical devices. Technology is a broad and constantly changing skill –set required of faculty and selecting the appropriate techno- pedagogical strategies to effectively engage student in the content is a separate skill-set "ICT if used for connecting children and teacher with scientist working in universities and research institutions would also help in demystifying scientist and their work."

Pedagogical skills can generally be divided into classroom management skills and content oriented skills. Learning theory with matter of content based system is highly qualified by inspired writing is equal to pedagogy-technical skills.

Teaching approach and teaching strategy

It is a set of principles, beliefs or ideas about the nature of learning which is translated into the classroom. It is a long term of action designed to achieve a particular goal. Pedagogical knowledge, content knowledge and pedagogical content knowledge are very important for the teaching strategies.

Conclusion

Technologies are never a substitute for good teaching without techno- pedagogical skilled instruction. As fraternity teachers we should use techno-pedagogical skills in teacher education in this twenty first century. If techno- pedagogy would be used then it can make a difference to provide accessibility, equality and quality of teacher education, thus at the end over all education. Teaching and learning must also adapt the change and be familiar with using emerging technologies that can encourage student participation. Teaching learning process must be improved using these techno-pedagogical skills. These facilities will enhance student knowledge and improve teaching learning process.

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EDUCATING FOR GLOBAL COMPETENCE FOR AN INCLUSIVE WORLD

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Abstract

Globalization brings innovation, new experiences and higher living standards; but it equally contributes to economic inequality and social division. Automation and internet business models may have encouraged entrepreneurship, but they may also have weakened job security and benefits. For some, cross-border migration means the ability to commute between continents; for others, it means escaping from poverty and war – and the long struggle to adapt to a new country. Around the world, in the face of widening income gaps, there is a need to dissolve tensions and re-build social capital.

Keywords: Economic, social values, beliefs, perspectives, attitudes and values

Introduction

Globalization brings innovation, new experience and higher living standards but it equally contribute to economic inequality and social division. Facing unprecedented challenges and opportunities, this generation requires new capacities. Whether in traditional or more entrepreneurial work environments, young people need to collaborate with others from different disciplines and cultures, in a way that solves complex problems and creates economic and social value. They need to bring judgment and action to difficult situations in which people's beliefs and perspectives are at odds. They need to identify cultural traits and biases and to recognize that their own understanding of the world is inevitably partial.

A PISA Assessment of global competence

In 2013, the PISA Governing Board decided to explore an assessment of Global Competence in the 2018 PISA assessment. We hope come take the critical first steps to defining the elements of Global Competence, asking 15-year-old students in around 80 countries to engage with what it takes to be globally competent.

The framework illustrated in this document represents a new, ambitious and still experimental approach to global competence which the OECD has developed in consultation with the international community of experts and which could provide a starting point for the PISA 2018 assessment. In particular, its emphasis on attitudes and values is novel in comparative assessment.

Respect and a belief in human dignity place a stake in the ground for the importance of right and wrong and offer a counterweight to the risk that sensitivity to other viewpoints descends into cultural relativism. The dilemma at the heart of a globalized world is how we strike the balance between strengthening common values, that cannot be compromised, and appreciating the diversity of "proprietary" values.

The results of the PISA assessment could help answer the following policy questions

- How well are students prepared for life and employment in culturally diverse societies and in a globalized world?
- How much are students exposed to global news and how do they understand and critically analyze intercultural and global issues?
- What are the salient divides in the population in terms of global competence?
- What approaches to multicultural, intercultural and global education are used at school?
- What approaches are used to educate culturally diverse students and how are schools leveraging this diversity to develop student's global competence?

The possible inclusion of Global Competence as a theme in future rounds of the OECD Teaching and Learning International Survey (TALIS) would also make it possible to analyses the effectiveness of professional development in preparing teachers to respond to different communities of students, potentially through different teaching strategies

Definition of Global Competence

Global Competence is a complex learning goal. To be made tangible, it needs to be broken down into separate and measurable learning objectives (Deardorff, 2014). The OECD proposes to deconstruct the macro domain of global competence into "dimensions" which are in turn broken down into distinct "components" that can then be measured.

Global competence is the capacity to analyses global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity.

According to the definition, global competence is a multidimensional learning domain, encompassing three dimensions needed to engage in productive and respectful relationships with people from different cultures. These dimensions are knowledge and understanding, skills and attitudes. Global competence can be thus interpreted as an overarching frame of reference encompassing multiple cognitive and non-cognitive components, mediated and constrained by the belief that diversity should be valued as long as it does not violate human dignity. Valuing human dignity and valuing cultural diversity are thus important elements in the development process leading to global competence. In the definition, the term “open” means that all participants in the interaction demonstrate sensitivity towards, curiosity about and willingness to engage with others and their perspectives; “appropriate” means that all participants in the situation are equally satisfied that the interaction occurs within expected cultural norms; and “effective” means that all participants are able to achieve their objectives in the interaction, at least in part.

The OECD recognizes that there are multiple approaches to defining Global Competence. For example, other definitions of global competence (and similar terms) from different regions of the world focus less heavily on the individual as central to the definition, and give more emphasis to aspects such as relationships between people (Deardorff, 2009; UNESCO, 2013).

The meaning of values in the framework of Global Competence

The presence of values in a framework that defines competencies could be surprising. However, values do appear in other competence schemes, though they are usually included under the heading of attitudes (rather than under their own distinct heading). By contrast, the framework proposed by the OECD draws a clear conceptual distinction between values and attitudes, with only the former being characterized by their normative prescriptive quality. This choice is motivated by the fact that values are essential in the context of conceptualizing the capacities which enable respectful participation in multi-cultural communities. Excluding values from the framework of Global Competence would make it vulnerable to agnosticism: if students are not given explicit references to establish what is ethically acceptable or not, then any behavior could be justified if it is part of the habitual practice or tradition of a group (large or small). Cultural relativity is an undeniable fact: moral rules and social institutions show an astonishing cultural and historical variability (Donnelly, 2007). However, it seems possible – even if this argument can be legitimately criticized – to argue that valuing human dignity should have universal relevance and applicability.

The meaning and implications of valuing human dignity are well described in article 1 of the Universal Declaration of Human Rights: “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood”. Individuals have a distinct moral obligation to regard and treat each other in ways that are constrained by certain inviolable limits. Embracing this value often means helping others to protect what is most important to them in life. Valuing cultural diversity, in practice, involves engaging in and encouraging actions to safeguard tangible and intangible cultural heritage around the world, as well as actions to promote the rights of all people to embrace their own perspectives, views, beliefs and opinions (UNESCO, 2009).

Conclusion

The comparative evidence from the PISA assessment could help to rethink the role of education as a vehicle towards social cohesion and intercultural dialogue. Education systems can learn from each other how to best adapt curricula, promote teaching methods and adjust teacher’s training so as to facilitate the acquisition of global competence. Education systems could consider integrating global, international and intercultural perspectives throughout the curriculum. For example, curricula can provide opportunities to learn about the languages, histories and cultures of non-dominant groups in society. In particular, rethinking the content and course material of language teaching is a possible way to better cover the learning needs of global competence in the curriculum.

Some national curricula have already started to put more emphasis on global competence education. For example, the Australian Curriculum emphasizes the importance of developing intercultural understanding as students „learn to value their own cultures, languages and beliefs, and those of others’ (Williams-Gualandi, 2015). Korea has guidelines for its national curriculum which state the importance of bringing up young people to be responsible citizens who can actively participate and communicate with the world in a spirit of compassion and sharing.

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ACHIEVEMENT GAP ANALYSIS

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Abstract

Whether and how the relationship between family socioeconomic characteristics and academic achievement has changed during the last fifty years. In particular, investigate the extent to which the rising income inequality of the last four decades has been paralleled by a similar increase in the income achievement gradient. As the income gap between high- and low-income families has widened, has the achievement gap between children in high- and low-income families also widened? The answer, in brief, is yes. We discuss these trends in some detail. In addition to the key finding that the income achievement gap appears to have widened substantially, there are a number of other important findings.

Keywords: Studies, Socioeconomic, Achievement gap, Datas, Academic achievement,

Introduction

The socioeconomic status of a child's parents has always been one of the strongest predictors of the child's academic achievement and educational attainment. As Greg Duncan and Katherine Magnuson point out that, students in the bottom quintile of family socioeconomic status score more than a standard deviation below those in the top quintile on standardized tests of math and reading when they enter kindergarten. They note that these differences do not appear to narrow as children progress through school.

Duncan and Magnuson are not the first to point out this strong association. Almost fifty years ago, in 1966, the Coleman Report famously highlighted the relationship between family socioeconomic status and student achievement. The relationship between family socioeconomic characteristics and student achievement is one of the most robust patterns in educational scholarship. An ironic consequence of the regularity of this pattern is that we tend to think of the relationship between socioeconomic status and children's academic achievement as a sociological necessity, rather than as the product of a set of social conditions, policy choices, and educational practices. As a result, much of the scholarly research on the socioeconomic achievement gradient has focused largely on trying to understand the mechanisms through which socioeconomic differences among families—in income, parental educational attainment, family structure, neighborhood conditions, school quality, and parental preferences, investments, and choices.

Gap between academic and economic statement

First, the income achievement gap (defined here as the average achievement difference between a child from a family at the 90th percentile of the family income distribution and a child from a family at the 10th percentile) is now nearly twice as large as the black-white achievement gap. Fifty years ago, in contrast, the black-white gap was one and a half to two times as large as the income gap.

Second, as the income achievement gap is large when children enter kindergarten and does not appear to grow (or narrow) appreciably as children progress through school.

Third, although rising income inequality may play a role in the growing income achievement gap, it does not appear to be the dominant to factor. The gap appears to have grown at least partly because of an increase in the association between family income and children's academic achievement for families above the median income level: a given difference in family incomes now corresponds to a 30 to 60 percent larger difference in achievement than it did for children born in the 1970s. Moreover, evidence from other studies suggests that this may be in part a result of increasing parental investment in children's cognitive development. Finally, the growing income achievement gap does not appear to be a result of a growing achievement gap between children with highly and less-educated parents. Indeed, the relationship between parental education and children's achievement has remained relatively stable during the last fifty years, whereas the relationship between income and achievement has grown sharply. Family income is now nearly as strong as parental education in predicting children's achievement.

Data

Assembling information on trends in the relationship between socioeconomic status and academic achievement requires examination of multiple sources of data. Including studies conducted by the National Center for Education Statistics (NCES), the Long-Term Trend and Main National Assessment of Educational Progress (NAEP) studies, U.S. components of international studies, and other studies with information on both family background and standardized-test

scores. Although these studies vary in a number of ways, each of them provides data on the math or reading skills, or both, of nationally representative samples of students, together with some data on students' family socioeconomic characteristics, such as family income, parental education, and parental occupation. Although the specific tests of reading and math skills used differ among the studies, they are similar enough to allow broad conclusions about the rough magnitude of achievement gaps.

Measuring Achievement Gaps

To compare the size of the achievement gap across studies, report test-score differences between groups (for example, students from high- and low-income families) in standard-deviation units, adjusted for the estimated reliability of each test. This is standard practice when comparing achievement gaps measured with different test. So long as the true variance of achievement remains constant over time, this allows valid comparisons in the size of the gaps across different studies using different tests.

Conclusion

Most, but not all, of the evidence presented in this chapter suggests that the achievement gap between children from high- and low-income families has grown substantially in recent decades. The income achievement gap is now considerably larger than the black-white gap, a reversal of the pattern fifty years ago. In some ways, this is not surprising. The 1950s and 1960s were characterized by historically low levels of income inequality and high levels of racial inequality, not only in educational achievement and attainment but in access to educational opportunity, labor markets, housing markets, and health care. Beginning in the 1970s, this pattern began to reverse. Certainly the trends in the income- and racial-achievement gaps are consistent with this explanation. The fact that the relationship between parental education and achievement has changed relatively little during the same time period is consistent with this as well, suggesting that income, not human capital (at least as measured by parental education), is the important socioeconomic factor at work. However, many of the other patterns in this chapter are not fully consistent with the simple explanation that income inequality has driven these trends. First, achievement gap among children from these families was largely unchanged. The achievement gap did grow among children from above-median-income families, but this appears to be better explained by an increase in the association between income and achievement, not by increases in income inequality. Evidence from other studies suggests that parental investment in their children's cognitive development has grown during the last half-century, particularly for higher-income families, a pattern that may explain the growing returns to income during this time period.

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EDUCATING FOR GLOBAL COMPETENCE FOR AN INCLUSIVE WORLD**C. Keerthana Devi***Student Teacher, Lakshmi College of Education, Gandhigram***Abstract**

Responding to the globalisation of commerce and communication and driven by competition in the multi-billion dollar international market for higher education, many universities are seeking to market their educational provision internationally. Feedback from some disappointed 'customers' has created pressure for change in the way that instruction is designed and delivered. This pressure is beginning to affect teachers in subjects perceived as international in perspective. The challenge for course developers is to design a curriculum that serves global rather than national priorities, which does not rely on prior knowledge of local provenance, where a student from all sources share equal opportunities for advancement in an inclusive learning environment, and which serves to introduce stay-at-home students to the demands of an increasingly multinational world of work.

Keywords: Internationalisation, multicultural, inclusive education, curriculum change, teaching strategies

Introduction

The discussion of current issues that affect all those engaged in teaching geography in higher education. Geography is a subject that is to uniquely associate with teaching about the world, its nations and its environment. However, while Geography's teaching has long addressed matters international, the way Geography is taught has not. Much human geography is taught within national or local contexts, while many geography curricula promote relatively narrow national agendas. Proof of this can be seen in most of the introductory textbooks of that we use. This paper describes the external processes that will soon drive many geographers towards making their teaching-methods and curricula more multicultural and inclusive. It continues to discuss what internationalisation of a curriculum actually means, why it is important, what it involves and describes some of the work being undertaken to accomplish internationalisation.

Background

Currently, many Universities are investigating ways of integrating an international, intercultural dimension into their teaching, research and service functions. This work has two motivations. The first is income. Many universities would like larger numbers of international students because they offer a source of revenue whose supply is not restricted by local quotas or demography. Already, many universities operate across national boundaries; they sport campuses in several nations and market their courses electronically across the Internet. Additionally, they compete for a share of the, maybe, more than 1.5 million students, who travel abroad for their higher education.

The second major motivation for internationalisation in universities is the globalisation of business and communication patterns, the emergence of a "new knowledge economy". Universities and many departments aim to enable all their graduates to compete in an increasingly global world of work. These ambitions include the creation of an integrating education area, where qualifications are transferable and standards comparable, "together with an awareness of shared values and belonging to a common social and cultural space". Administrators' money-centered approach to international students into one centered on meeting their educational needs. Second, it will be to equip all students, especially our local students, the 'stay-at-homes', to compete in an increasingly international world of work, which they will likely have to face whether they travel abroad to work or remain in their home nation. Several universities have undertaken major workshops on these topics and, if their contributors agree on little else, they agree that these will be major undertakings.

"Internationalisation of the Curriculum" - It's Meaning?

Internationalisation of the curriculum is the process of designing a curriculum that meets the needs of an international student body. Ultimately, the process is about 'fair play'. The ideal international curriculum provides equably for the learning ambitions of all students, irrespective of their national, ethnic, cultural, social class - caste or gender identities. It values social inclusion, cultural pluralism and 'world citizenship' ahead of partisan links with any smaller geographical, cultural or social unit. It contains the belief that a university should grant an equal opportunity for success to every student that it enrolls and not prejudice the advancement of any individual by granting an innate competitive advantage to students from any particular social group or tradition.

"Internationalisation of the Curriculum" - It's Educational Purpose?

"Beyond the provision of equal opportunities for learning and advancement, the ambition of most internationalised curricula is to create graduates who are capable of engaging in a culture of communication and work that is becoming increasingly global". These graduates need new skills. They must be "able to adapt to an unfamiliar culture and operate in a socially and culturally diverse environment; appreciate differences in gender, culture and customs; and be able to work effectively and sensitively within the national and international community". They must have the skills needed to operate in an international and multicultural context.

Problems and Some Solutions

Nevertheless, the diversity of the international student experience does pose a challenge in classroom teaching. Even more than 'stay-at-home' students, international students are better treated as individuals. This can be hard on old-fashioned lecturers, who see their role as imparting wisdom from the front desk and who define the student's role as learning to think in their way. The truth is that most instructors, not least in geography, have a limited cross-cultural range and a personal ignorance of the societies that source many international students. Given such limitations, humility might suggest a less didactic approach and the adoption of the model of the instructor as facilitator of student learning and development. Although many argues that we may need to find "new ways of conceptualising places, regions and nations which...require common global approach to democracy and citizenship". Meanwhile, the only barrier to the creation of a curriculum, flexible enough to allow any student to meet their own personally tailored learning needs, is the creative imagination of its teachers.

Conclusion

Geography retains a traditional interest in teaching about the world, its environments and peoples. Increasingly, it is facing up to the problem of teaching its message to students from different traditions. This may require a substantial re-evaluation of the ways in which courses are delivered and of what is and what is not acceptable as inclusive classroom practice. In essence, internationalization of the curriculum is about giving equality of opportunity and a better educational experience to all students. Frequently, this will demand major changes in the way education is delivered. There seems to be no single recipe for success, although to succeed, internationalization must be integrated and sustained as a long-term stable priority. Beyond this, internationalization involves a refocusing of all institutional activities, not just teaching and learning, away from the concerns of any host nation and in favour of the outside world. It may prove best to all students and to teach a curriculum that is designed for students and the new global economy.

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UNIVERSAL PROBLEMS ON TEACHING AND LEARNING

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Abstract

This Paper investigates the problem and challenges of teaching spoken English in and its importance in the professional life and academic promotion of teachers. It also tackles the problems of learning spoken English on the part of students. These are concerned with developing materials, teachers and learners through steps taken by the educational authorities. Most of these problems hinder the process of teaching and learning English in general in particular. Group learning facilitates not only the acquisition of knowledge but also several other desirable attributes, such as communication skills, teamwork, problem solving, independent responsibility for learning, sharing information and respect for others.

Key words: *Universal learning activities, Get activity approach, Educational technologies, Types of lessons, flow charts of the lesson, English language learners, Universal design.*

Introduction

The author considers the problems of the development of universal learning activities using modern educational technology in physics lessons-Reveals efficiency of formation of universal educational actions, through the use of modern educational technology in physics lessons that will help: self-development skills of successful assimilation of new knowledge, the formation of key competences new knowledge, the formation of key competences higher levels of functional literacy, ability to explain the formation of the physical phenomena, the ability to self-development, and self-improvement, that is, the ability to learn, including learning content in the context of solving life's problems. The problems should be sufficiently open, so that discussion is not curtailed too early in the process. Scenarios should promote participation by the students in seeking information from various learning resources.

Concept-Based teaching and learning

Concept-based learning instruction is driven by 'big ideas' rather than subject-specific content. By leading students to consider the context in which they will use their understanding. Concept-based learning brings 'real world' meaning to content knowledge and skills students become critical thinkers which is essential to their ability to creatively solve problems the 21st century.

By introducing students to universal themes engaging them in active learning. Concept based instruction.

- Creates connection to student prior experience.
- Brings reference to student learning.
- Facilitates deeper understanding of content knowledge.
- Acts as a spring board for students to respond to their learning with action.

Classroom is defining exactly what a concept...is and is not. An important distinction to note is the difference the topics that our curriculum mandates we include in our instruction, and the concept that help connect that set of knowledge and skills to students' lives.

Understanding universal design for learning:

Even if you're not familiar with the phrase 'universal design', you've most likely encountered many examples of it in your everyday life, closed captions automatic doors and accessibility features on smart phones are all examples of universal design. These design elements help people with disabilities. But people who don't have disabilities may also want to use them.

For example, the closed-caption option on TV's allows people with hearing impairment to see text on screen of that is being said. But closed captioning benefits everybody. If you've ever tried to watch the news or a game in a noisy restaurant, you probably used the closed captions to follow along.

Universal Design for Learning

Universal design for learning helps all kids, not just those with learning and attention issues. This teaching approach offers more than one way for the students to access the same material. This approach also lets students use different methods to show what they know; Universal design for learning is a valuable tool for the proactive planning of engaging, accessible lessons in today's diverse classrooms. UDL focuses on three core principles- representation, expression, and engagement-to help educator's learners, including those with special needs. Classroom application of

universal design for learning includes the use of technology., multiple modalities of instruction, flexible assessment, and group activities to give students choices and provide them with opportunities to quantitative research on student outcomes related to UDL, the literature documents benefits that include reduced behaviour problems, increased meta cognitive knowledge, and improved access to the curriculum for struggling learners.

What is problem based learning

In problem based learning, students use 'triggers' from the problem case or scenario to define their own learning objectives. Subsequently they do independent, self-directed study before returning to the group to discuss and refine their acquired knowledge and understanding. The process is clearly defined, and the several variations that exist all follow a similar series of steps.

Problem based learning is generally introduced in the context of a defined core curriculum and integration of basic and clinical sciences. It has implications for staffing and learning resources and demands a different approach to timetabling, work load and assessment. Problem based learning techniques have introduced into clinical education, with 'real' patients being used as the stimulus for learning. Despite the essential ad hoc nature of learning clinical, medicine, a 'key cases' approach can enable problem based learning to be used to deliver the core clinical curriculum.

A four part strategy for providing the best teachers

Attract the best teachers

It is important for all children to have teachers with at least a good secondary- level qualification. Therefore, governments should invest in improving access to quality secondary education to enlarge the pool of good teacher candidates. This reform is particularly important if the pool of better educated female teachers is to increase in disadvantaged areas. In some countries, this will mean introducing affirmative measures to attract more women into teaching.

Improve teacher education so all children can learn

All teachers need to receive training to enable them to meet the learning needs of all children. Before teachers enter the classroom, they should undergo good quality pre-service teacher education that provides a balance between knowledge of the subjects to be taught and knowledge of teaching methods. Innovative approaches such as distance teacher education, combined with face-to-face training and mentoring, should also be encouraged so as to extend both pre-service and on-going teacher education numbers of teachers.

Get teachers where they are most needed

Governments need to ensure that the best teachers are not only recruited and trained, but also deployed to the areas where they are needed. Adequate compensation, bonus pay, good housing and support in the form of professional development opportunities should be used to encourage trained teachers to accept positions in rural or disadvantaged areas. In addition, governments should recruit teachers locally and provide them with on-going training so that all children, irrespective of their location, have teachers who understand their language and culture and their can improve their learning.

Provide incentives to retain the best teachers

Governments should ensure that teachers earn at least enough to lift their families above the poverty line and make their pay competitive with comparable professions. Performance-related pay has intuitive appeal as a way to motivate teachers to improve learning. However, it can be a disincentive to teach students who achieve less well, have learning difficulties or live in poor communities. Instead, an attractive career and pay structure should be used as incentive for all teachers to improve their performance. It can also be used to recognize and reward teachers in remote areas and those who support the learning of disadvantaged children.

Conclusion

PBL is an effective way of delivering medical education in a coherent, integrated programme and offers several advantages over traditional teaching methods. It is based on principles of adult learning theory, including motivating the students, encouraging them to set their own learning goals, and giving them a role in decisions that affect their own learning.

Predictably, however, PBL does not offer a universal panacea for teaching and learning in medicine, and it has several well recognised disadvantages. Traditional knowledge based assessments of curriculum outcomes have shown little or no difference in students graduating from PBL curriculum seem to have better knowledge retention. PBL also generates a more stimulating and challenging educational environment, and the beneficial effects from the generic attributes acquired through PBL should not be underestimated.

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UNIVERSAL PROBLEMS ON TEACHING AND LEARNING

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Abstract

Universal Problems on teaching and learning deals with the design for learning. Framework of instructional approaches that recognized and accommodates which learning styles. It provides learning activities that expand students' opportunities for acquiring information and demonstration of universal learning. Adjustments to personalize learning for all students, not just those with disabilities multiple means, of presentation, to provide various ways of acquiring information for video, audio, computer technology, drawing, sculpture and drama, peer group, focusing on the required of learning.

Keywords: Knowledge, concepts, identity, liminality, mimicry, Pre-liminalvariation.

Universal Learning potential benefits of adaptations, innervations and remediation might have little effect unless the affective domain is also addressed. Support from caring adults helps develop the personal attributes of motivations, self advocacy and self regulation over time. Students can develop insight into their strengths. Learning needs talents, interests, and challenges they can also develop strategies to advocate for themselves and address their needs, these strategies have a direct link to student's motivation, optimism about learning and how they see themselves as learners.

Provide classroom structures that accommodate a variety of learning strengths and needs

Modeling and providing practice in asking for clarification and asking for help to enable students to get beyond beginning with strengths. Recognizing progress explicitly, by graphing or charting progress, setting goals, or planning and tracking achievement of celebrating success. Providing positive role models and experiences with trusting, and respectful adults of productive and unproductive strategies. Encouraging self evaluation as part of the process to providing consistent routines, clear rules and under stable, logical Consequences of universal learning.

Personalize student's education on programs

Universal design for learning in the learning environment, providing choice for all learners by reducing the stigma of the special learner. Focusing on passion, strengths and talents as a way to highlight different types of talent and intelligence. Providing individual choices skill appropriate responsibilities, and support for individual effort of education programs. Modeling the practice of viewing mistakes as a normal part of learning that provides opportunities to self-correct and improve for the helpful strategy. Structuring opportunities for the student to relate subsequent learning tasks to what they know about their strengths and needs building the awareness of any need for accommodation to education of programs.

Students with learning disabilities sometimes do not intuitively pick up on learning strategies. Introducing a variety of strategies, using them across a number of learning environments and discussing with the student which ones work best and where is a valuable exercise which provides insight into learning styles, different ways to organize thinking and ways to make effective plans. Encourage study groups, in order to support auditory learners and provide context for learning information. Teach students to skim through the test and answer the easiest questions first, before proceeding to the challenging question. Encourage students to highlight key as signal words in test question.

Information and communications technologies

Information and communications technologies can enable teachers to personalize the learning experience by delivering introduction in a variety of modes. A wide of technologies has been specifically designed to support student's active engagement in learning tasks, skill development and ability to demonstration of learning. Technology is not a strategy in and of itself rather it is an adaptable and powerful tool for providing. Appropriate personalized learning activities and adaptations, technology can enhance student independence and self reliance with reading and writing tasks and provide valuable opportunities to practice skills specifically tailored to a student's instructional level. Technologies can provide the opportunity for student to explore reading materials that match their individual interest, rather than limit them to their ability. Thus helping them learn to new vocabulary of make connections with new knowledge and maintain enjoyment, curiosity and motivation.

Conceptual difficulty

In the light of these observations, luminosity, we argue can provide a useful aiding our understanding of the

conceptual transformations of students. Educational settings it would appear that, on the part of the learner.

There may be inability to achieve the new transformed status occasioning stuck places. Find difficulty and anxiety in undergoing, particularly in relation to notions of being stuck places may occasion difficulty by presenting epistemological obstacles that block any transformed designers here is to identify, through constructive feedback of learning. This might be achieved, for redesigning activities and sequences, through provision of support material and technologies or new conceptual tools peer collaboration. There are occasions, if a course when the troublesome nature of knowledge might prove beneficial. An interesting variant on our understanding of troublesome knowledge might be derived from the discipline learning.

On the other hand and the stuck places encountered by students, particularly those within the humanities and social science can an ontological dimension. This obviously renders problematic any simplistic schematic attempt to overcome troublesome knowledge by techniques redesign of curricula alone, and challenges easy assumptions that if the learning environment is suitably ordered and constructively aligned then the intended transformations will ensue. A basic proposition is that student-centered teaching has, as a prime focus, an element of responsiveness that is sensitive to variation in the manner of content learning.

Language and information of identity

It is hard to imagine any shift in perspective that is not simultaneously accompanied by the extension of student's use of language. Thought this elaboration of discourse new thinking is brought into being, expressed, reflected upon and communicated. This extension of language might be acquired from that specific discipline community of natural language. This might have powerful effects as cultural studies report their recognition of the implication of determined to universal learning. Students who find the learning difficulty of troublesome certain concepts difficult of troublesome we have characterized such spaces as akin to states of luminosity

This obviously renders problematic any simplistic schematic attempt to overcome troublesome knowledge by environmental learning, such a counter narrative or thinking otherwise raises interesting tensions between the notion of luminosity as described earlier of possible functioning in language.

Conclusion

To encourage further such studies across different disciplinary settings we have, outlined what we consider being potential elements of an interpretive, explanatory and actionable conceptual framework. Ultimately of course it is not for us to generalize across the varied and complex settings within which disciplined institutions and students. In reflexive fashion as a number of already observed concepts of universal learning and teaching.

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QUALITY OUTLOOK ON TEACHING LEARNING & EVALUATION

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Abstract

The evaluation of teaching activity is especially relevant for the universities, in as much as it helps define efficient plans to guarantee quality. In this paper, an evaluation model of teaching activity based on the quality and evaluation reports is presented. These elements consider three evaluation dimensions planning, development and results based on the criteria of adequacy, satisfaction, efficiency, and predisposition to teaching innovation. The objectives of the model are: - improvement in the quality of the teaching- learning process, the recognition of teaching activity and the design of educational policies at an Institutional level.

Keywords: Student's evaluation, Instruct orating, teaching strategy, course content.

Introduction

The evaluation of teaching activity is especially important for universities, as guaranteeing the quality of their studies means assuring not only the professional skills of their teaching staff but also the quality of the teaching-learning. Teaching activity implies the co- ordination and management of teaching the deployment of teaching methods, learning and evaluation activities, and finally the later revision and Improvement of the procedures carried out. Consequently, the staff's teaching activity implies different. Procedures aimed at organizing, coordinating, planning well as evaluating their learning. An evaluation of teaching activity must take into account all of the procedures carried out and evaluate their magnitude and quality, quantitatively and qualitatively [Alimony, 1999], [violate, 2005].

Teaching Staff

Teaching staff at all levels-including tutors, demonstrators and other Instructional and supporting staff have a responsibility to incorporate the appropriate methods and processes to ensure high quality of learning and teaching.

Lectures and tutors

Staffs appointed to teach at undergraduate and post graduate level have responsibilities to

- collaborate with colleagues to ensure that subjects and courses in which they teach achieve agreed learning outcome and graduate attributes.
- use approaches to teaching that influence, motivate and Inspire students to learn;
- develop high quality curriculum and resources in order to maximize students' command of their discipline area.
- use approaches to timely assessment and feedback that foster independent, reflective learning.
- Assist students to develop as individuals;
- ensure and demonstrate that their learning and teaching functions are informed by high quality research participation;
- commit to their own learning through self-reflection, review and evaluation of their teaching, through a range of methods, including student feedback.

Definitions and Dynamics of teaching quality

A quality teacher is one who has a positive effect on and student learning on and development through combination of content mastery, command of a broad set pedagogic skills, and communications/interpersonal skills. Quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication diagnostic skills to establish an environment conducive to learning and leverage available resources outside as well as inside the classroom.

Continuous quality improvement

- Monitor benchmark and sustain excellent outcomes in teaching, learning and assessment in the course.
- Identify and responds to national and international performance indicators.
- Monitor how other higher education Institutions in the sector perform in and set new standards for the sector.
- Identify and respond to new ideas in your discipline, learning how to improve from others.
- Identify, review and remedy problems, and respond to student feedback.

- Take into account comments from the subject experience survey and course experience questionnaires.
- Take into account comments from professional accreditation bodies.

Teaching staff's Performance

- planning
- Develop
- Result

Evaluation of teaching activity

Adequacy

The teaching activity must respond to the requisites established by the university and the centre concerned, in relation to the organization planning, and development of the teachings and the evaluation of student learning.

Satisfaction

The teaching activity must generate a favorable opinion from the rest of the agents implied, especially students, colleagues and academic heads.

Efficiency

Considering the resources at the teacher's disposition, teaching activity must foster the attainment of the anticipated results, in terms of the objectives and guidelines outlined in the curriculum.

Predisposition to innovation in teaching

It should be developed from a predisposition to introduce changes that improve the teaching –learning process and, therefore, influence the manner in which teaching is planned and developed or results are evaluated.

Process for evaluation and review of quality in teaching and learning

TALQAC, the Academic Board's teaching and learning quality assurance committee, has particular responsibility for course evaluation on the Board's Behalf.

TALQAC normally defines its forward program of course evaluations annually. In setting this program, it takes advice from Academic Board officers and the provost and Deputy vice –chancellor (Academic), and is informed by issues arising from the university's annual divisional planning and performance reviews, and past reviews.

Types of reviews

TALQAC has introduced the practice of reviews at different levels of intensity ranging, for example, from simple examination of documents to major reviews.

- Specific purpose' reviews can be described as desktop analyses of existing and documented processes and outcomes. An example is a focus on assessment practices, or exit pathways.
- 'Standard' reviews are more comprehensive, and cover a range of topics and issues about a specified course or range of courses.
- Major reviews are high level reviews of a course or faculty which will be chaired by an academic board officer.

Conclusion

The evaluation model is complete, precise, adequate, universal and easy to measure. Evaluation models of teaching activity. Such as the one presented are extremely useful tools for university managers to control the quality of teaching and to design. Continuous improvement plans. On the other hand, the increasing need to design acknowledgement plans for the teaching staff's activities means that the application of models such as this one is increasingly necessary. Finally, it should be noted that the use of teaching activity evaluation systems leads the teaching staff to increasingly take into account the criteria that these systems consider. In this way the teaching staff is encouraged to reflect on adequacy. Satisfaction, efficiency and innovation in teaching, create a quality culture with teaching activity.

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BARRIERS IN LANGUAGE PROFICIENCY

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Abstract

The inability to communicate using a language is known as language barrier to communication. It's Greek to me is a well-known phrase. For communication to work, a message must be understood by the receiver, when two people cannot understand one another, they experience a language barrier, language barriers occur when a breakdown in language and communication happens at either the sender side or the receiver side of a message. The people who come to a new country at an adult age, when language learning is a difficult process overcoming the language barrier.

Key words: *Misinterpretations, misunderstanding, language disabilities, dialects, language and cultural differences, multilingual societies.*

Introduction

Language barrier is a figurative phrase used primarily to indicate the difficulties faced when communicating with others while speaking multiple languages. The language barrier occurs at both the sender and receiver levels. The unfamiliar vocabulary as well as idioms used in language present language difficulties for new speakers of all languages then is a positive and negative communication. During language learning process, the learner uses both incoming material from the environment and prior knowledge from long term memory. Learning another language is only, learning different words for the same things but learning another way to think about think.

Dialects

While two people may technically speak the same language, dialectal differences can make communication between them difficult. Examples of dialectal language barriers exist worldwide Chinese, for example, has a variety of dialects that are commonly spoken, including Cantonese and mandarins may find communication between each other difficult and often impossible. English also has a variety of dialects that create language barriers speakers of non-standard dialects.

Language Disabilities

Language disabilities are physical impediments to language. Physical language disabilities that cause language barriers include stuttering, dysphonic or an articulation disorder and hearing loss. All of these disabilities cause the person with the disability to be difficult to understand or entirely unintelligible. Stuttering and dysphonic create barriers at the sender level of a message. People with hearing loss often experience a language barrier at both often experience a language barrier at both the receiver and the sender level of message.

Language Barrier and Migration

Language barriers also influence migration. Emigrants from a country are far more likely to move to a destination country which speaks the same language as the emigrants country. These, most British emigration has been to Australia, Canada or Newzerland most Spanish emigration has been to Latin America and Portuguese emigration to Brazil even if the destination country does not speak the emigrants language, it is still more likely to receive immigration if it speaks a language rebutted to that of the emigrant. The most obvious example is the great migrations of Europeans to the Americans. The United States, with its dominant Germanic English language attracted primarily immigrants from Northern Europe where Germanic tongues were spoken or familiar. The most common backgrounds in the united states are German, Irish and English and the vast majority of Candia avian emigrants also move to the united states or English speaking Canada.

Dyslexia

Dyslexia is a learning disability that creates a language barrier at the receiver level. Dyslexia affects activity in the left sphere of the brain, which translate print to sound. People with dyslexia find reading difficult, and often the message of the printed message is lost on the receiver. Discoind people must be taught copying mechanisms to over come this language barrier.

The Chief Language Related Barriers are the Translator

This barrier is created because of the wrong choice of words, in civil words, the wrong sequence of sentences and frequent repetitions. This may be called linguistic chose. A symbol or a word can have different meanings, if the receiver misunderstands the communications, it becomes meaningless. A manager receives much information from superiors and subordinates and the translator in for all the employees according to their level of understanding. Hence, the information has to be molded according to the understanding or environment of the receiver. If there is a little carelessness in this process, the faulty translation can be a barrier in the communication. It has been observed that sometimes a sender taken it for granted that the receiver knows some basic things and therefore, it is enough to tell dim about the major subject matter. This point of view of the sender is correct to some extent with reference to the daily communication, but it is absolutely wrong in case of some special message.

Psychological or Emotional Barriers

A mental disturbed party can be a landrail in communication; following are the emotional barriers in the way of communication. Sometime the receiver of information tries to dig not meaning without much thinking of the time of receiving or even before receiving information, which can be wrong. This type of evaluation is a hindrance in the exchange of information. When the receiver is preoccupied with some important work does not listen to the message attentively. In such a situation the boss may not key any attention to what subordinate is saying. Thus, the arises psychological in the communication. This is called loss be transmission, happens normally in case of oral communication poor relation of information means that with every next transfer of information the actual form or truth of the information will overcome language barrier in the classroom. Language barriers are just one of the many disadvantages that immigrant students face, since immigrant students do face even more disadvantage then non-immigrant students they even support from home and from school to help them succeed in the classroom. English is their second language therefore it is not used often in the home. Immigrant students do not get enough support from familiar second language. One way the beliefs of parents differ from the beliefs of the schools, is the role that the school play in the child's education.

Barriers Related to Superiors of Language

Everybody desires to occupy or high office in the organization. in thus hope of the officers try to conceal their weaknesses by not communicating their ideas, there is a fear in their mind that in case the reality comes to light they may have to move to the lower level. Top level superiors think that the lower level employees are less capable and therefore, they ignore the information or suggestions sent by them. They deliberately ignore the communication from their subordinates in order to increase their own importance consequently the self confidence of employees is lowered

Conclusion

Language is one way street, but communication is Multi-way Street. Communication through language of different cultures in very difficult. The language barrier is probably the most difficult and takes the longest to overcome there are no language barriers when you are smiling. Just learning to think in another language allows you to se your own culture in a better view point. The limits of the language are the limits of the world.

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BARRIERS OF LANGUAGE PROFICIENCY

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Abstract

Language barriers in the classroom have become a major problem due to the growing number of minority students who do not speak English. This is such a huge problem because these kids are not getting the same opportunities to meet their full potential. Effective communication with patience is critical to the safety and quality of care. Barriers to this communication include differences in language, and cultural differences. Evidence and low health literacy. Evidence based practices that reduces thus barriers must be integrated into, rather than just ordered to, work processes.

Key Words: *Language differences, cultural difference, information management; accreditation*

Introduction

Language barriers in the class room has become a major problem due to the growing number of minority students who do not speak English. This is such a huge problem because these kids are not getting the same opportunities to meet their full potential. This is not right because it is causing these kids to not succeed in school. There are several ways to deal with this problem. The four options are, creating, equal education for all students, motivating kids through support systems, both inside and outside of the classroom, doing anyway with standardized tests and lastly by using various forms of non-verbal communication amongst diverse children. All these options are possibilities in dealing with the dilemma of language barriers. There is an increasing difficulty with the problem of so many students not being proficient in English. This is the notion that the number of language being spoken has increased to incorporate a wide variety of native language speakers not just the traditionally assumed Spanish. The idea that there are so many diverse languages is important for the schools to understand because; "school districts need to know the number of languages spoken and the size of the population who speak each of the languages to make long- and short-term plans for language and other services, allocating financial and human resources"

BI- Lingual

BI – lingual education may treat minority children differently because of their inability to relate to them. Children quickly realize this and are often intimidated in the classroom. "Many young people may know some English but do not speak it in classroom for fear of being reticulated by peers and criticized by teachers,... However, as educators committed to public schooling, we believe it is crucial to children"s self-image and self-confidence to be able to ask and answer questions and present solutions to problems in front of their teachers and peers. For this reason alone we believe that adjustments made by classroom teachers to instructional strategies, evaluation systems, and classroom management to involve immigrant students active are indispensable"

Language Barrier and Communication

Language barrier is a figurative phrase used primarily to indicate the difficulties faced when communicating with others while speaking multiple languages. Typically, little communication occurs unless one or both parties learn a new language, which requires an investment of much time and effort. People travelling abroad often encounter a language barrier.

Auxiliary Languages as a Solution

Since the late 1800s, auxiliary languages have been available to help overcome the language barrier. They were traditionally written or constructed by a person or group. Originally, the idea was that two people who wanted to communicate could learn an auxiliary language with little difficulty and could use this language to speak or write to each other. In the first half of the twentieth century, a second approach to auxiliary languages emerged: that there was no need to construct an auxiliary language, because the most widely spoken languages already had many words in common. These words could be developed into a simple language. People in many countries would understand this language when they read or heard it, because its words also occurred in their own languages.

Misconceptions

It is sometimes assumed that when multiple languages exist in a setting, there must therefore be multiple language barriers. Multilingual societies generally have lingua francas and traditions of its members learning more than one

language, an adaptation; while not entirely removing barriers of understanding, it belies the notion of impassable language barriers.

Causes of Language Barriers in General Difference in Accent

Very often, the problem of language barriers is due to the fact international students are not familiar with the American English accent: this result is not surprising at all. This is because most of the international students usually learn British English, which is a little different from the American English in terms of stress, intonations and pronunciations. To make the condition more difficult, the United States is a very diverse country where people from different regions of the nation speak differently and, at times, do not understand each other. Hence, familiarizing with various American English accents could be extremely challenging for international students.

Phrases and Idiom

American English relies heavily on the use of phrases and idioms. Oftentimes, the meaning of phrases and idioms are not obvious and sometimes could be deviated totally from its root words. Also, some phrases and idioms are used commonly in spoken English only, not in writing. As a result, students with little exposure to these phrases and idioms would find them particularly difficult to comprehend. "An international student is likely to be misled by „Give me a ring“, for example, especially if „call me“ is more accurate and appropriate". Many languages in the world have structures different from English. For example, in Japanese, sentences are constructed in a subject – object- verb structure: a pattern very different from subject-verb-object sentence structure in English. In some languages, there are suffixes which cannot always be converted into English. This has made communication in English very difficult for international students.

Culture Barriers

"Language reflects culture and tends to control or influence processes used to think and to perceive". Thus, sometimes, the barriers are not due to the use of words in the language, but the ways the speakers go about saying it or the ways the listeners go about perceiving it. In addition, culture also shapes the way students communicate with others. For example, Asian international students are particularly sensitive to the issue of "save face". In an attempt to provide assistance or instruction to an Asian student and asks if the student understands, the student would likely respond that he/she does understand, even if he/she does not. Such an attitude would generate a barrier in communication.

Slang

"Slang refers to a small set of new and usually short-lived words in the vocabulary of a dialect or language". Many of these words are not defined in the dictionary and their usages are limited to small regions. Thus, it is very likely that international students are not exposed to these words. As a result, the students have to struggle to comprehend the context and meaning of these words.

Language Style

The speaking style in American English is generally quite unique. In general, most of the Americans speak relatively fast. This, coupled with unfamiliar American English accents and different language structures, has made American English even more intelligible for international students. The cause of the language barriers between native English speaking students and international teaching assistants as seen from the students' point of view is their teaching assistant's lack of command of the English language. Fifty-six percent of our respondents said that they have problems communicating with their international teaching assistants as a result.

Conclusion

English has been included in school curriculum as second language as a language for practical utility. But there are certain barriers which need to be tackled tactfully. Before tackling such barriers, letters discuss the condition under which English is taught. The conditions under which English is taught and learnt remain a cause of dissatisfaction. The natural corollary is the poor standard of learning language in our schools. "A language is not a subject which can be thought. It is a subject, which must be learnt". Pupils are taught English for about six periods a week for six years. But it has been estimated that they hardly know 1500 words by the time they join a university. Through our primary and secondary research we have uncovered many of the causes of language barriers here at the University of Illinois. We have also explored the severity of these problems as viewed from both students and faculty.

Our research clearly indicates that the student and faculty population is aware and concerned about the effect that language barriers create.

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TECHNO PEDAGOGY IN TEACHING AND LEARNING

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Abstract:

This paper we critically analyze extant approaches to technology integration in teaching, arguing that many current methods are techno centric, often omitting sufficient consideration of the dynamic and complex relationships among content, technology, pedagogy, and context. We recommend using the technology, pedagogy, and content knowledge (TPACK) framework as a way to think about effective technology integration, recognizing technology, pedagogy, content and context as interdependent aspects of teachers' knowledge necessary to teach content-based curricula effectively with educational technologies. We offer TPACK-based "activity types," rooted in previous research about content-specific activity structures, as an alternative to existing professional development approaches and explain how this new way of thinking may authentically and successfully assist teachers' and teacher educators' technology integration efforts.

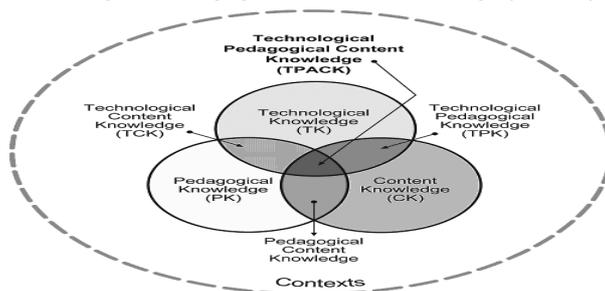
Keywords: Technological pedagogical content knowledge, learning activity types, technology integration, TPACK, TPCK

Introduction

Studies of teachers' instructional applications of educational technologies to date show many to be pedagogically unsophisticated; they are limited in breadth, variety, and depth, and are not well integrated into curriculum-based teaching and learning. Researchers emphasize technology uses that support inquiry, collaboration, and reformed practice, whereas many teachers tend to focus on using presentation software, learner-friendly Web sites, and management tools to enhance existing practice. These authors suggest that such technology-based curricular transformation happens only in those few content areas (e.g., music, literacy, and art) that are "largely defined by the media they use." We argue that this discrepancy between a vision of transformative uses of educational technologies and the more prevalent efficiency and extension applications can be traced to the nature of how technology use in classrooms has been conceptualized and supported. Five general approaches dominate current and past technology integration efforts:

1. Software-focused initiatives.
2. Demonstrations of sample resources, lessons and projects .
3. Technology-based educational reform efforts.
4. Structured/standardized professional development workshops or courses.
5. Technology-focused teacher education courses.

Technological Pedagogical Content Knowledge (TPACK)



Considerable interest has surfaced recently in using the notion of technological Pedagogical content knowledge as a framework to understand teachers' knowledge required for effective technology integration. TPACK emphasizes the connections among technologies, curriculum content, and specific pedagogical approaches, demonstrating how teachers' understandings of technology, pedagogy, and content can interact with one another to produce effective

discipline-based teaching with educational technologies.

Content Knowledge (CK)

Content knowledge is knowledge about the subject matter that is to be learned or taught, including, for example, middle school science, high school history, and undergraduate art history

Pedagogical Knowledge (PK)

Pedagogical knowledge is deep knowledge about the processes and practices of teaching and learning, encompassing educational purposes, goals, values, strategies, and more. This is a generic form of knowledge that applies to student learning, classroom management, instructional planning and implementation, and student assessment. It includes knowledge about techniques or methods used in the classroom, the nature of the learners' needs and preferences, and strategies for assessing student understanding.

National Level Seminar on

Global Competence Learning: Braking Barriers Beyond Limits

Technological Knowledge (TK)

Technological knowledge is always in a state of flux—more so than content and pedagogical knowledge. This makes defining and acquiring it notoriously difficult. Keeping up to date with technological developments can easily become overwhelming to time-starved teachers. This also means that any definition of technology knowledge is in danger of becoming outdated by the time this text has been published. There are, however, ways of thinking about and working with technology that can apply to all technological tools, regardless of when they emerged. In that sense, our definition of TK is similar to the notion of Fluency of Information Technology (“Fitness”)

Pedagogical Content Knowledge (PCK)

Pedagogical content knowledge is the intersection and interaction of pedagogy and content knowledge. It covers essential knowledge of teaching and learning content-based curricula, as well as assessment and reporting of that learning.

Technological Pedagogical Knowledge (TPK)

Technological pedagogical knowledge is an understanding of how teaching and learning change when particular technologies are used.

Technological Content Knowledge (TCK)

Technological content knowledge (TCK) includes an understanding of the manner in which technology and content influence and constrains one another. In planning for instruction, content and technology are often considered separately.

Technological Pedagogical Content Knowledge (TPACK)

Underlying truly effective and highly skilled teaching with technology, we argue, is technological pedagogical content knowledge. TPACK is different from knowledge of its individual component concepts and their intersections. It arises instead from multiple interactions among content, pedagogical, technological, and contextual knowledge.

Developing the Interacting Components of TPACK

How are teachers to acquire an operational understanding of the complex relationships among content, pedagogy, technology, and context? As noted earlier, typical approaches to technology-related professional development are based upon assumptions that it may be enough to just expose teachers to particular educational technologies and possible curriculum-based uses of those tools and resources. Approaches that teach only skills (technology or otherwise) are insufficient. Learning about technology is different than learning what to do with it instructionally.

Conclusion

Because teachers' TPACK is not limited to a particular approach to teaching, learning, or even technology integration, it is important that TPACK-based professional development for teachers be flexible and inclusive enough to accommodate the full range of teaching philosophies, styles, and approaches. One way to ensure that flexibility is to share the full range of curriculum-based activity types within each discipline area, encouraging teachers to select among them based on perceived appropriateness and advantage with reference to students' learning needs and preferences, and to engage in this selection, combination process each time they plan a new lesson, project, or unit.

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தமிழ்மொழியைப் பயிற்றுவிக்கும் எளிமையான வழிமுறைகள்

சு.பாண்டிஸ்வரி & பா.சிவசங்கரி

தமிழ்த்துறை. கல்வியியல் முதலாமாண்டு, தியாகராசர் கல்வியியல் கல்லூரி, மதுரை



ஆய்வுச்சுருக்கம்

இன்றைய சூழ்நிலையில் மாணவர்கள் தமிழ் மொழிப் பாடத்தில் பின்தங்கியுள்ளனர். அக்குறைகளை நீக்கவும், எளிமையான முறையில் மாணவர்களுக்கு கற்பிக்கவும், நவீன தொழில் நுட்பங்களை இக்கற்றல் - கற்பித்தலில் எவ்விதம் பயன்படுத்தலாம் என்பதை இத்தலைப்பின் வழியாகக் காண்போம்.

முன்னுரை

ஒரு மனிதனின் பிறப்பு முதல் இறப்பு வரை தொடர்ச்சியாக இருந்து சுடுகாடு வரை அவர் கேட்டும், பேசியும் வரும் மொழியே தாய்மொழியாகும். அன்றாட வாழ்க்கையில் தமது எண்ணங்களைப் பேச்சு, எழுத்து மூலமாக வெளியிடுவதற்கு நமது தாய்மொழியே பயன்படுத்துகிறோம். இவற்றையே வள்ளுவர் பெருந்தகையும்,

“என்பொருள் ஆகச் செலச்சொல்லித் தான்பிறர்வாய்

நுண்பொருள் காண்பது அறிவு”

என்று தாய்மொழி கற்பிக்கும் ஆசிரியர் சிறப்பைக் கூறியுள்ளார். இக்கட்டுரையில் தமிழ் மொழியைப் பயிற்றுவிக்கும் எளிமையான வழிமுறைகளை பின்வருமாறு காண்போம்.

தமிழ்மொழியைக் கற்பிக்கும் படிநிலைகள்

தாய்மொழி குறித்த நுண்ணிய எண்ணங்களும், தெளிவான கருத்துகளும், மாணவர்கள் இடையே தோன்றுவதற்கும் ஆசிரியர் பின்வரும் படிநிலைகளைக் கையாள வேண்டும்.

- எளிய முறையில் ஒரு பொருளைக் குறித்து தெளிவாகப் பேசுதல்.
- இலக்கணத்தை (எளிமையான எடுத்துக்காட்டுகளைப் பயன்படுத்தி கற்பிக்கலாம்.)
- (எ.கா) ஏவல் வினா: நீ கடைக்குச் சென்று வா! என்று எளிமையான எடுத்துக்காட்டுகளை ஆசிரியர் பயன்படுத்துதல் வேண்டும்.
- தெளிவான முறையில் ஒருவர் ஒரு பொருளைப் பற்றி கேட்கவும், கேட்டுப் பொருளுணர்வும்
- (எ.கா) உரைநடை பகுதிகளை மாணவர்களை வாசிக்கச் செய்து, பொருள் உணர்வை வைத்தல்.
- ஒரு பொருளைப் பற்றி தெளிவாக எளியமுறையில் எழுதவுமான ஆற்றல்களை பெறச் செய்தல்
- (எ.கா) செய்யுள் பாடலை சீர்ப்பிரித்து எழுதச் செய்தல்
- இத்தகைய படிநிலைகளை மாணவர்கள் மனதில் பதியச் செய்வதில் பெரும்பங்கு ஆசிரியரிடம் உள்ளது என்பதை இவ்வழியில் அறியலாம்.

தாய்மொழியை கற்பிக்கும் எளிமையான நிலைகள் (பள்ளிகளைப் பொறுத்து)

தொடக்கநிலை

(முதல் வகுப்பு முதல் எட்டாம் வகுப்பு வரை)

ஆங்கிலத்தை முதன்மை பாடமாகக் கொண்டு இயங்கும் பள்ளிகள் (மெட்ரிக்குலேஷன்), நடுவணரசு தலைமையிலான பள்ளிகளில் தாய்மொழிக்கு முக்கியத்துவம் இருப்பதாகக் கூறமுடியாது.

- தமிழ்மொழியை தொடக்க வகுப்புகளில் எளிமைப்படுத்தவும் அடிப்படைத் திறன்களைப் பெறச் செய்யவும் (LSRW) ஆசிரியர் மாணவர்களிடம்,
 - உரைநடைப் பகுதியை வாசிக்கச் செய்தல்.
 - விளையாட்டுப் பாடல்களைப் பாடச்செய்தல்
 - நாடகக் காட்சினை அமைத்து நடிக்ச்ச செய்தல்.
 - எளிய தொடர்களை எழுதச் செய்தல்.
 - போன்ற திறன்களை தொடக்க நிலையிலே மாணவர்களை அறியச் செய்தல் ஆசிரியரின் முக்கியக் கடமையாகும்.
 - எ.கா மின்னட்டை
 - சுழல் அட்டை
 - தொடர் அட்டை
- போன்றவற்றை தொடக்கநிலை ஆசிரியர்கள் பயன்படுத்தலாம்.

இடைநிலை

(ஒன்பதாம் வகுப்பிலிருந்து பன்னிரெண்டாம் வகுப்பு வரை)

ஆசிரியர் – மாணவர்களிடம், கையாள வேண்டியவை

- சிறு சிறு வாக்கியங்களை ஒன்றாக இணைத்து சொற்றொடர்களை அமைக்கச் செய்தல்
- துணைப்பாடத்தை படித்துப் பொருளுணர்ந்து கட்டுரை வடிவில் எழுதச் செய்தல்.
- இலக்கணத்தில் நயங்களை உணர்ந்து பாடல் இயற்றும் பயிற்சி அளித்தல்.
- சுயக் கற்றலை ஊக்குவித்தல்
- குழு விவாதம், கருத்தரங்கம், பட்டிமன்றம் போன்றவற்றை மாணவர்களிடையே ஏற்படுத்தி அவர்களை பங்குபெறச் செய்தல் இடைநிலை ஆசிரியரின் முக்கிய பணியாகும்.

நவீன கற்பிக்கும் முறைகள்

- கணினி வழிக் கற்பித்தல்
- ஒலிப்பதிவு நாடா
- வானொலி
- குறுத்தட்டுகள் (CD)
- தலைமேல் பிம்பம் படம் வீழ்த்தி
- திரவப் படிக்கைக்காட்சி வீழ்த்தி
- தொலைக்காட்சி
- நழுவ வீழ்த்தி (Projector)
- மொழிப் பயிற்றாய்வுக் கூடம்

கணினி வழிக்கற்பித்தல்

- மாணவர்களின் நிலைக்கேற்ப திட்டமிடுதல் அமையும். (மீத்திறன், நடுநிலை, கடைநிலை மாணவர்கள்)
- கணினி மூலம் அளிக்கும் பயிற்சிகளை மாணவர் கற்று பதிலளிப்பர்.
- (எ.கா) மொழிப்பாடம் தொடர்பாக கணினி கேட்கும் வினாவிற்கும் ஏற்ற விடைகளை கூறி மாணவர் கற்றலின் பயிற்சிப் பெறுவர்.
- சரியான விடைக்குத் பாராட்டு கிடைக்கும்.
- தவறான விடைக்குத் தவறு என்ற துலங்கலை அளிக்கும்.
- மாணவர் மீண்டும், மீண்டும் பயிற்சி எடுத்து கற்றலில் தம்முடைய தவறுகளை திருத்திக் கொள்ள வாய்ப்பளிக்கும்.
- கற்றலில் தேவைப்படும் தகவல், வினாக்கேற்ப விடைகள் போன்றவற்றை நொடியில் கணினி திரையில் காட்டும்.
- இவையே மொழிப் பாடம் கற்றல் - கற்பித்தலில் கணினியின் முக்கிய பங்கு ஆகும்.

ஒலிப்பதிவு நாடா

- ஒலிப்பதிவு நாடாவில் ஒலியுடன் கூடிய படங்களும், ஒலியற்ற ஊமைப் படங்களும் உண்டு.
- ஒலியற்ற ஊமைப்படங்களுக்கு ஆசிரியர் விளக்கம் தருவார்.
- ஆசிரியர் பாடப்புத்தகங்களை முன்னரே படித்துக் குறிப்புகள் எடுத்து, பின்னர் மாணவர்களுக்கு படத்தை போட்டுக் காட்ட ஏற்பாடு செய்தல் வேண்டும்.
- அப்பொழுதுதான் பாடம் சம்பந்தமான சந்தேகங்களை ஆசிரியர் மாணவர்களுக்கு தீர்க்க முடியும்.
- (எ.கா) மொழிப்பாடத்தில் ழ, ள, ல, ண, ன, ந, ர, ற எழுத்துக்களை உச்சரிக்கும் போது நாவின் அசைவுகளை தேவைக்கு ஏற்ப நிறுத்திப் போட்டுக் காட்டலாம்

நழுவ வீழ்த்தி (Projector)

இலக்கணம் : இலக்கணத்தை நழுவ வீழ்த்தி மூலம் (Projector) மாணவர்களுக்கு போட்டுக் காட்டுவதால், அவர்கள் தமிழ் மொழிப் பாடத்தை எளிமையாகப் புரிந்துகொள்கின்றனர்.

குறும்படங்கள் (உரைநடை) : உரைநடைப் பகுதிகளை குறும்படமாக தயாரித்துப்

போட்டுக் காட்டுவதால், மாணவர்கள் எளிமையாக புரிந்துக் கொள்ளவும், கற்றலில் மேம்பாடு அடையும் இம்முறை உதவுகிறது.

இசைத்தட்டுகள் (செய்யுள்) : செய்யுள் பாடல் வரிகளை இசையுடன் கலந்து மாணவர்களை கற்கச் செய்வதால், நீண்ட நாள் நினைவில் வைத்துக் கொள்ளவும், எளிமையான முறையில் மனப்பாடம் செய்யவும் இம்முறை உதவுகிறது.

பயன்கள்

- கற்பித்தலில் ஆசிரியர் பெறும் இடத்தை இந்நவீன கருவிகள் பெறுகின்றன. இவற்றில் பாடப்பொருளை தயாரிப்பவர் ஆசிரியரே ஆவார்.

- இத்தகவல் தொழில்நுட்பக் கருவிகள் மாணவர்களுள் மீத்திறன், நடுநிலை, கடைநிலை போன்ற மாணவர்களின் தனியாள் வேற்றுமை நிலைக்கேற்ப அமைகின்றன.
- மாணவர் ஒருவருக்கு ஆசிரியர் ஒருவர் (இங்கே கருவி) என்ற அமைப்புடைய கற்றல் முறையாக அமைகிறது.
- மொழிப்பாடங்களில் உரைநடை, செய்யுள், இலக்கணம், போன்றவற்றைத் திட்டமிட்டுக் கற்பித்தலை விட, அவை தொடர்பான செய்திகளை செம்மையாகவும், ஆழமாகவும், மாணவர்கள் மனதில் பதியச் செய்வதற்கு இத்தொழில்நுட்பக் கருவிகள் பயன்படுகின்றன.
- திட்டமிட்டதைத் தானே கற்றல் முறையை இக்கருவிகள் மூலம் செயல்படுத்தலாம்.

முடிவுரை:

இவ்வழிமுறைகளை மொழியாசிரியர்கள் நன்குணர்ந்து மாணவர்களிடம் சமூகம் பயன்தரத்தக்க வகையில் பயிற்றுவித்தால், நமது பண்பாட்டின் அடித்தளத்தில் எழுதப்பட்ட மொழிக்கல்வி தழைத்துப் பயன் தரும்.

எளிமையிலிருந்து – கடினம் என்ற முறைப்படி ஆசிரியர் மாணவர்களுக்கு கற்பித்தால் தமிழ்மொழிப் பாடங்கள் “சுமையாக இல்லாமல் சுவையாக அமையும்” என்பதில் ஐயமில்லை.

“இனிய எளிய வழியில் தமிழைக் கற்பிப்போம்

எளிதில் அதை மாணவர் மனதில் பதியச் செய்வோம்”

பார்வை நூல்கள்

- | | |
|--|------------------------------|
| 1. தமிழ் ஆய்வுச் சிந்தனைகள் | - முனைவர் தூ.சேதுபாண்டியன் |
| 2. தமிழ் பயிற்றும் முறைகள் | - டாக்டர் ந.சுப்புரெட்டியார் |
| 3. செம்மொழிக் கல்வி | - டாக்டர் பி.இரத்தினசபாபதி |
| 4. தமிழ்மொழி கற்பித்தலில் புதிய அணுகுமுறைகள் | - முனைவர் கோ.பெரியண்ணன். |

“உலகளாவிய தமிழ்மொழிக் கற்றலில், பிழை ஆய்வும் செயல்நெறியும்”

டோ.சார்லஸ் பாபு

தமிழ்த்துறை, கல்வியியல் முதலாமாண்டு, தியாகராசர் கல்வியியல் கல்லூரி, மதுரை



ஆய்வுச்சுருக்கம்

மக்களை, மாக்களின்னீன்று வேறுபடுத்தப் பயன்படும் கருவியாக திகழ்வது மொழியேயாகும். தமிழ் மொழியைத் தாய்மொழியாகக் கொண்ட மாணவர்களுக்குத் தமிழ்கற்றல் என்பது ஓர் எளிய செயல். பிறமொழியைப் பேசுகின்ற குழந்தைகள் பள்ளியில் தமிழைப் பயில் மொழியாகக் கற்கும் போது சில இடர்பாடுகளுக்கு உள்ளாகின்றனர். தமிழ்நாட்டுச் சூழலில், கன்னடம், தெலுங்கு, மலையாளம், இந்தி போன்ற மொழிகளைத் தாய்மொழியாகக் கொண்ட மாணவர்கள் பயிற்று மொழியாகத் தமிழ்மொழியைக் கற்கும்போது, ஏற்படும் பிழைகளையும் அவற்றிற்கான காரணங்களையும் ஆராய்வதே இந்த ஆய்வின் நோக்கமாகும்.

முன்னுரை

கற்றலென்பது அறிவையும், செயல்திறன்களையும் புதியதாகப் பெற்றுக் கொள்ளுதல் (அல்லது) ஏற்கனவே பெற்ற அறிவினை மெருகூட்டுதல் ஆகும். ஒரு மொழியைக் கற்கும் போது, கற்போர் பல்வேறு காரணங்களினால் பிழை செய்வது இயற்கை. அதனைக் களையச்செய்து மொழியினை முறையாகவும், தெளிவாகவும் பயன்படுத்திட மொழியாசிரியர் கற்றுக் கொடுக்க வேண்டும்.

மொழியைக் கற்றல் என்பது இன்றைய சூழலில், இன்றையமையாத தேவையாகிவிட்டது. தமிழ்நாட்டில் தமிழ் அல்லாத பிறமொழியைப் பேசுபவர்கள் தமிழ் மொழியின் வளர்ச்சிக்கு பல வகைகளில் மறைமுகமாக உதவி வருகின்றனர். பிறமொழியைப் பேசுவோர் தமிழ் மொழியைப் பயன்படுத்தும் போது ஏற்படுகின்ற பிழைகளைக் கண்டறிந்து, அவற்றைக் களைவதற்கான வழிமுறைகளைக் கண்டறிவதன் மூலம் தமிழ் மொழியின் எல்லைகள் விரிவாக்கப்படுகின்றன.

பிழைகளின் வகைபாடு

இந்த ஆய்வுக்காக எடுத்துக் கொள்ளப்பட்ட பிழைகளை மூன்று பிரிவுகளால் அணுகமுடியும்.

- எழுத்துப்பிழைகள்
- சொற்பிழைகள்
- சொற்றொடர் பிழைகள்

எழுத்துப்பிழைகள்

மொழி கற்கும் ஆரம்பநிலையில் தான் இப்பிழைகள் அதிகமாக செய்யப்படுகின்றன. எழுத்து வேறுபாடு, எழுத்து மொழியின் இலக்கண கூறுகள் தெரியாத நிலையில் இப்பிழைகள் ஏற்படுகிறது.

சொற்பிழைகள்

தமிழ்மொழியில் உள்ள சொற்களை சரியான முறையில் உச்சரித்துப் பழகாததாலும், கேட்டுணராததாலும் இப்பிழைகள் உருவாகின்றன.

சொற்றொடர் பிழைகள்

இலக்கண அமைப்பு முறைகளிடையேயுள்ள கூறுகளை பிறமாழி மாணவர்கள் சரியாகப் புரிந்து கொள்ளாத காரணத்தால் இப்பிழைகள் ஏற்படுகின்றன.

பிழை - தவறு வேறுபாடு

மாணவர்கள் எழுதும் போதோ, பேசும் போதோ வழக்கள் ஏற்பட வாய்ப்பு உண்டு. அப்படி எழுகின்ற வழக்களை இருவகையாகப் பிரிக்கலாம்.

1. பிழைகள் (ஒழுங்கான வழி)
2. தவறுகள் (ஒழுங்கற்ற வழி)

பிழைகள்

மாணவன் தன் கருத்தை வெளியிடும் முயற்சியின் போது ஒரே தவறைப் பலமுறை செய்திருப்பின் அவ்வழக்கள் பிழைகள் எனப்படுகின்றன.

சான்றாக, ‘அறம்’ என்று குறிப்பிடுமிடத்து, வல்லின ‘ற’ கரத்தை பயன்படுத்த வேண்டிய இடங்களில், இடையின் ‘ர’கத்தைப் பயன்படுத்துவதால் அதன் பொருள் மாறுபடுகிறது.

தவறுகள்

மாணவன் ஒருவரின் பேச்சிலோ, எழுத்திலோ சில வழக்கள் ஒழுங்கில்லாமல் இருக்கும். அதாவது தனது கருத்தை வெளியிடும் முயற்சியில் மாணவன் ஒரு சொல்லை பயன்படுத்தும் போது, அச்சொல்லில் ஓர் எழுத்தை விடுத்தோ, அல்லது நெடில் வர வேண்டிய இடத்தில் குறிலையோ, குறில் வர வேண்டிய இடத்தில்

நெடிலையோ பயன்படுத்தியும், பின்பு அதே சொல்லை மறுபடியும் பயன்படுத்தும்போது சரியான முறையில் கையாண்டும் இருப்பின் இதனைத் தவறு எனலாம்.

சான்றாக, சிலப்பதிகாரத்தை பற்றி எழுதும் மாணவன் முதல் வரியில் **கப்பியம்** எனவும் மறுவரியில் **காப்பியம்** எனவும் குறிப்பிட்டிருப்பது.

பிழை ஆய்வின் படிநிலைகள்

பிழை ஆய்வு என்பது மொழியின் வளர்ச்சிக்கு பெரிதும் துணைநிற்கின்ற ஓர் ஆய்வாகும். பிழை ஆய்வினை மேற்கொள்ளும் போது அதன் செயற்பாட்டுத் தன்மையை முதலில் வரையறுத்துக் கொள்ள வேண்டும்.

1. தரவுகளைச் சேகரித்தல்
2. பிழைகளை அடையாளம் காணுதல்
3. முறையான பயிற்சிகள்

தரவுகளைச் சேகரித்தல்

பிழைகளைத் தொகுக்கும் போது மிகுந்த கவனம் தேவைப்படுகிறது. மாணவர்களின் தேர்வுத் தாள்களிலிருந்தும், வீட்டுப் பாடக் குறிப்புகளிலிருந்தும் பிழைகளைத் தேர்ந்தெடுக்கலாம் அல்லது மாணவர்களினுடைய படைத்தல் திறனை வெளிப்படுத்தும் பகுதியாகிய கட்டுரை, கதைகளிலிருந்தும் பிழைகளை இனம் காணலாம்.

பிழைகளை அடையாளம் காணுதல்

மொழியின் அமைப்பு நிலைகளில் பிழையினை அடையாளம் காணலாம். எழுத்துப்பிழைகள், உருபனியல் பிழைகள், புணர்ச்சிப்பிழைகள், தொடரியல் பிழைகள், சொற்பிழைகள் என்று எந்த வகைப்பாட்டில் மாணவருடைய பிழை அமைந்துள்ளது என்பதை அடையாளப்படுத்த வேண்டும்.

முறையான பயிற்சிகள்

பன்மொழிச் சூழலில் பயிலும் மாணவர்கள் பல பிழைகளைச் செய்தாலும் அவற்றை முறையான பயிற்சிகளின் மூலமாக நிவர்த்தி செய்யலாம்

புத்தகத்தை பார்த்து எழுதச்சொல்லுதல்

மாணவர்களின் கற்றலில் பிழையின் நிலையை சோதிப்பதில் இது முதல்நிலையாகும். மாணவர்கள் அவர்களது பாடப்புத்தகத்தை பார்த்து எழுதச் செய்வதன் மூலம், அவர்களைய கவனத்தன்மை, கவனச்சிதறல் போன்றவை அடையாளப் படுத்தப்படும்.

ஆசிரியர் சொல்ல மாணவர்கள் எழுதுதல்

ஆசிரியர் ஒவ்வொரு சொல்லாகச் சொல்ல, மாணவர்கள் அதை எழுதுதல், எளிய சொல்லிலிருந்து கடினமான சொற்களுக்குப் படிப்படியாக முன்னேறிச் செல்லுதல் என்ற இம்முறையின் மூலம் மாணவர்களின் மனதில் பதிந்திருக்கின்ற எழுத்துக்களை மீண்டும் நினைவு கூர்ந்து பார்க்க வழி செய்கின்றது.

ஆசிரியர் சொல்ல மாணவர்கள் எழுதுவதால் சொல்லிற்குரிய ஒலிகளை மாணவர்கள் சரியாக உச்சரித்துப் பழகும் வாய்ப்பும் ஏற்படுகிறது.

பார்த்துப் படித்தபிறகு பார்க்காமல் எழுதுதல்

பாடப்பகுதியின் குறிப்பிட்ட ஒரு பத்தியை புத்தகத்தைப் பார்த்துப் படித்து பின்னர், பார்க்காமல் எழுத வைத்தல் இம்முறையாகும்.

இவ்வாறு எழுதுவதன் மூலம் எழுத்துக்களின் வரிவடிவங்களில் சிதறல்கள் ஏற்படாத வண்ணம் தடுக்க இயலும். பத்தியினை எழுதச் செய்வதன் மூலம் நீண்ட வாக்கியங்களை மனதில் நிலைநிறுத்திக் கொள்கிற திறன் மாணவர்களிடத்தில் எம்முறையில் அமைந்திருக்கிறது என்பதை அறிந்து கொள்ளவும், சொற்பிழை, சொற்றொடர்பிழை போன்ற பிழைகள் ஏற்படும் இடங்களையும் அறிந்து கொள்ள இயலும்.

பொருத்தமான முடிவினைத் தேர்ந்தெடுக்க வைத்தல்

ஒரு கதையினைக் கூறி அக்கதையோட தொடர்புடைய பல முடிவுகளைக் கூறுதல். பொருத்தமான முடிவினை மாணவர்கள் தேர்ந்தெடுத்த எழுதுவதனால், மாணவர்களின் சிந்தனைத்திறன் வளர்ச்சியோடு எழுத்துப்பிழைகள், ஒற்றுப்பிழைகள் ஏற்படுகின்ற வாய்ப்பு குறைக்கப்படுகிறது.

புதியதாகக் கட்டுரை படைக்கச் செய்தல்

மாணவர்களின் படைப்புத்திறனை எடைபோட்டுப் பார்க்கும் கருவியாக படைக்கச் செய்தல் எனும் இம்முறை அமைகின்றது. மேலும் மாணவர்கள் செய்கின்ற ஒருமைப்பன்மை பிழைகள், இலக்கணப் பிழைகள், எழுத்துப்பிழைகள், கருத்துப் பிழைகள் முதலானவை குறைக்கப்படுகின்றது.

முடிவுரை

மாணவர்களின் பிழைகளைச் சுட்டிக்காட்டுவதனாலோ, அவர்களின் பிழைக்குப் பதிலாக சரியான மொழியமைப்பில் எழுதச்செய்வதனாலோ பிழைகள் முற்றிலும் நீக்கப்படுவதில்லை. மாறாகப் பிழைகளைத் தொகுத்து. மொழிக்கற்றலுக்கு எதிரான காரணங்களைக் கண்டறிந்து சரியான பயிற்றுவிப்பு செய்வதனால் மட்டுமே மொழிக்கற்றலில் முழுமையை அடைய இயலும்.

பார்வை நூல்கள்

1. மொழித்திறனும் மொழிப்பயிற்சியும் - சங்கர்.வே (நன்மொழி பதிப்பகம்)
2. தமிழ்பயிற்றும் முறைகள் - முனைவர் ந.சுப்புரெட்டியார்
3. தொழில்நுட்பக்கல்வி - முனைவர். ரோகா யாதவ்
4. நற்றமிழ் கற்பிக்கும் முறைகள் - வி.கணபதி

**‘மெய் நிகர் கற்றல்’ தளத்தின் வழி தமிழ்மொழி கற்றல் கற்பித்தலில்
மேற்கொள்ளும் உத்திகள்**

பா.காளிதாஸ்.இ

கல்வியியல் முதலாமாண்டு. தியாகராசர் கல்வியியல் கல்லூரி, மதுரை



முன்னுரை

தொழில் நுட்ப வளர்ச்சிக்கு ஏற்ப எல்லா துறையும் பல மாற்றங்களை முன்னெடுத்துக் கொண்டிருக்கிறது. இக்கால சூழலில் பல மாற்றங்களை, ஏற்றுக்கொண்டு தன்னை வளர்த்துக் கொள்பவர்கள், வெற்றி பெற்றவர்களாகவும், ஏற்றுக்கொள்ளாதவர்கள் பின்தங்கியவர்களாகவும் கருதப்படுகின்றனர். இத்தகு நவீன வளர்ச்சி கற்றல் கற்பித்தலை எளிமைப்படுத்துகிறது. தமிழ்மொழிக் கற்றல் கற்பித்தலை மெய் நிகர் கற்றல் தளத்தின் வழி போதிக்கலாம் என்பதைக் குறித்தே இவ்வாய்வு அமைகிறது.

கற்றல் பொருள்

உலகம் முழுவதும் அனைத்து வயதுடைய மக்கள் அறிவு பெறவும், தங்கள் வாழ்க்கையை மேம்படுத்த பள்ளியில் பல திறமைகளை வளர்க்கக் கூடிய நிகழ்வு கற்றல். கற்றல் என்பது ஒருவன் முயன்று பெறும் அறிவு அதனால் ஏற்படும் அனுபவம், பழக்கவழக்கங்கள், மனப்பான்மை, செயல்பாடுகள் ஆகியவற்றை பெறக்கூடிய நிலையினைக் குறிக்கிறது.

கற்றல் வரையறை

கற்றல் என்பதற்கு நிலையான வரையறை கிடையாது. ஆயினும் உளவியல், கல்வி அறிஞர்கள் சிலவற்றை வரையறுத்துள்ளனர்.

“அனுபவம், பயிற்சி, ஆகியவற்றை மூலம் எழும் நடத்தை மாற்றமே கற்றல் எனப்படும்”

- கேட்ஸ்

கற்றல் - பயிற்சி அனுபவம் → நடத்தையில் மாற்றம்

“கற்றல் என்பது சூழ்நிலையின் தேவை காரணமாக ஒவ்வொரு நடத்தை மாற்றத்தையும் இணைத்து முழுநடத்தை மாற்றங்களையும் குறிப்பிடுவது”.

----கார்டினர்

மெய்நிகர் கற்றல்

மெய்நிகர் கற்றல் தளம் என்பது அதிநவீன கற்றல் கற்பித்தலை மாணவர்களுக்கு மேற்கொள்ளக்கூடிய ஒரு தளமாகும். கற்றல் கற்பித்தலைப் பல வகைப்படுத்தி மாணவர்களை ஆர்வத்துடன் செயல்படவைக்கும் வண்ணம் இத்தளத்தை மலேசியக் கல்வி அமைச்சகம் உருவாக்கியுள்ளது. இத்தளம் இணையதளதொடர்புடன் நடக்கக்கூடியதாகும். இத்தளத்தைக் கொண்டு சிறப்பான கற்றல் கற்பித்தலை மேற்கொள்ளலாம்.

மெய்நிகர் கற்றலின் உட்கூறுகள்

- உட்பொதி இணையத்தளம்
- வெளி இணைப்பு
- ஊடகம்
- எழுத்துப்பயிற்சி
- புதிர் போட்டி

உட்பொதி இணையத்தளம் : (Embed Website)

கற்றல் கற்பித்தலுக்கு தொடர்பான திறமுனைச் செயலிகளை(வ) ஆசிரியர் இத்தளத்தில் பதிவேற்றலாம். திறமுனைச் செயலிகளின் அனைத்தையும் உட்பொதி இணையத்தளத்தின் வழியாக படைப்புகளை எளிமையாக பகிர்ந்து கொள்ள முடியும். தமிழ் மொழியில் இலக்கணத்தில் வருகின்ற நிலைமொழி, வருமொழி சொற்கள் புணரும் விதத்தினை இம்முறையின் மூலம் விளக்கப்படமாக மாணவருக்கு எளிதாக புரியும் விதத்தில் அமைத்துக்காட்ட முடியும்.

வெளி இணைப்பு: (External link)

வெளிஇணைப்பு வழி வளைப்பதிவுகளையோ இணையதளத்தையோ இங்கு இணைப்பு (டமை) கொடுக்கலாம். இந்த இணைப்பானது மாணவர்கள், கொடுப்பதன் மூலம், மெய்நிகர் கற்றல் தளத்திலிருந்தே தேவையான வளைப்பதிவுகளையோ, இணைய தளங்களையோ மாணவர்கள் படித்து பயன்பெறலாம். தமிழ் அறிஞர்களின் சீர்மிகு தமிழ் மரபுகள் மற்றும் உரைகளை இணையத்தின் மூலமாக மாணவர்களுக்கு புரியும் விதத்தில் கொடுப்பதற்கு இந்த வெளியிணைப்பு பயன்படுகின்றது.

ஊடகம்: (Media)

ஆசிரியர்களுக்கு அதீத பயனை தரவல்லதாக இந்நிரல் பலகை அமையும். இதன் வாயிலாக கற்றல் கற்பித்தல் தொடர்பான படங்கள், காணொலிகள் போன்றவற்றைப் பதிவேற்றம் செய்து மாணவர்களை காண வைக்கலாம். ஆசிரியர் பள்ளிக்கு வராத நாட்களில் கூட மாணவர்கள் அன்றைய கற்றல் கற்பித்தலை சம்பந்தப்பட்ட ஆசிரியருடன் (web camera) மூலம் கற்றல் கற்பித்தலை மேற்கொள்ளலாம். தமிழின் பெருமையை, இலக்கியங்கள் தொடர்பான கருத்தரங்குகளை இருந்த இடத்திலே இருந்துகொண்டு அதன் பயனை பெறுவதற்கு மாணவர்களுக்கு ஊடகம் ஒரு முக்கிய பங்கினை வகிக்கிறது.

எழுத்துப்பயிற்சி: (Text Activity)

எழுத்துப்பயிற்சி மூலம் மாணவர்கள் பயிற்சி செய்யவோ அல்லது பதில் அளிக்கவோ பயன்படுத்தலாம். மாணவர்களிடமிருந்து பதில் வேண்டுமாயின் அதற்கு மட்டுமே ஆசிரியர் இதனை பயன்படுத்தமுடியும். மாணவர்கள் அளிக்கின்ற பதில்கள் யாவும் ஒப்படைப்பாகத்தான் (Assignment) ஆசிரியர் பெற்றுக்கொள்ள முடியும். இதில் மாணவர் மட்டுமே தட்டச்சு செய்ய இயலும். இதில் ஆசிரியர் தட்டச்சு செய்ய இயலாது. தமிழ் எழுத்துக்களை அறிவதற்கும் அதனை சரியான இடத்தில் சரியான முறையில் பயன்படுத்துவதற்கும் மாணவர்களுக்கு எழுத்துப் பயிற்சி அவசியமான ஒன்றாக கருதப்படுகிறது.

புதிர் போட்டி: (Quiz)

இந்நிரல்பலகையை பயன்படுத்தி மாணவர்களுக்கு பயிற்சிகளை வழங்கலாம். இதில் ஆசிரியர் தட்டச்சு செய்யாதலே போதும் அதுவே நாம் தேர்ந்தெடுக்கும் வகைக்கு ஏற்றவாறு அதன் வடிவத்தை உருவாக்கிக் கொள்ளும். இதில் பத்துவகை கேள்வி தயாரிக்கும் முறை உள்ளது. மொழிப்பாடங்களுக்கு சரியான விடையை தேர்ந்தெடுத்தல் (Multiple choice), தேடுதல் (Find text), சரியா? தவறா? (True or False), படங்களை தேர்ந்தெடுத்தல் (picture choice), கோடிட்ட இடங்களை நிரப்புதல் முசனையெசல யனெ (Fill in the blanks) ஆகியவற்றை பயன்படுத்தலாம். இத்தளத்திலேயே பதில்களை திருத்தும் வசதியும் உள்ளது. இலக்கியங்கள், இலக்கணங்கள் தொடர்பான செய்திகளை மாணவர்களிடம் மேலே கூறப்பட்டுள்ள முறைகளின் மூலம் எளிதாக புரிந்து கொள்ளவைக்க முடிகிறது. இதனால் மாணவர்கள் பயனடைகின்றனர்.

முடிவுரை

“அணுவைத் துளைத்து ஏழ்கடலில் புகட்டி” என்ற ஓவையின் சீர்மிகு வரிகள் பல நூற்றாண்டிற்கு முன்பே அறிவியலின் நுட்பத்தை பறைசாற்றுகின்றன. இன்றைய கற்றல் கற்பித்தலும் தகவல் தொழில்நுட்பமும், பிரிக்க முடியாதாகிவிட்டது. புத்தகங்களை புரட்டிய காலம் மாறி திறன்பேசிகளின் மூலமாக பல தகவல்களை அறிந்து கொள்ளமுடிகிறது.

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2. உலகத்தமிழ் ஆராய்ச்சி மாநாடு—ஆய்வுகட்டுரை
3. kementerian pendidikan malasia (Jun 2013)

தமிழ் மொழி கற்பித்தலில் சிக்கல்கள் மற்றும் நீக்கும் நவீன முறைகள்

ந. நதியா & த. மங்கள ஜோதி
தமிழ்த்துறை, தியாகராசர் கல்வியியல் கல்லூரி



ஆய்வுச் சுருக்கம்

தமிழ்மொழியை கற்பதில் மாணவர்கள் எதிர்கொள்ளும் சிக்கல்கள், அவற்றை நீக்கும் வழிமுறைகளில் நவீன கற்பித்தல் உபகரணங்களின் பங்கு.

முன்னுரை

அறிவியல் மற்றும் தொழில்நுட்ப வளர்ச்சியானது பல நல்ல மாறுதல்களை கல்வியின் கற்றல் - கற்பித்தல் செயல்பாடுகளில் உண்டாக்கியுள்ளது. இருப்பினும் இன்றைய சூழலில் மாணவர்களுக்கு தாய்மொழிக் கற்றல் என்பது சற்றுக் கடினமாகவே உள்ளது. மேலும் இன்றைய இளைய தலைமுறையினர் யாரும் தமிழ்மொழியை கற்க ஆர்வம் காட்டுவதில்லை. இதனால் தமிழ்மொழியையும், எழுத்துக்களையும் சரிவரக் கற்காத காரணத்தினால் மாணவர்களின் படைப்புத் திறன் குறைந்துள்ளது. இதற்கு கற்றல் - கற்பித்தல் செயல்பாடு சிறப்பாக நிகழாதது பெரும் காரணமாகும். எனவே தமிழ்மொழியில் கற்றல் - கற்பித்தல் செயல்பாடுகளை தொடக்க நிலையிலேயே செம்மைப்படுத்த வேண்டியது அவசியமாகும்.

மொழிக்கற்றலின் நோக்கம்

மொழிக் கற்றலின் நோக்கம் பண்பாட்டை அறிந்து அதன்வழி நடத்தல், மொழியறிவை வளர்த்தல், சொற்களஞ்சியத்தைப் பெருக்குதல், ஆற்றலை வெளிப்படுத்துதல், தன்னை உணர்தல் போன்றவையாகும். தமிழ்மொழியானது கற்பதற்கு எளிமையானது. எனவே அத்தகைய மொழியை கற்க மாணவர்களுக்கு ஆர்வம் உண்டாகும் முறையில் கற்பிக்க வேண்டியது ஒவ்வொரு மொழியாசிரியரின் கடமையாகும்.

“எத்தகைய கல்வி நல்ல ஒழுக்கத்தை உருவாக்குமோ

மன வலிமையை வளர்க்கச் செய்யுமோ

விரிந்த அறிவைத் தருமோ,

ஒருவனை சுய வலிமையைக் கொண்டு ஏற்கச் செய்யுமோ

அத்தகைய கல்விதான் நமக்குத் தேவை.

-சுவாமி. விவேகானந்தர்.

தமிழ்மொழி கற்பதில் மாணவர்கள் எதிர் கொள்ளும் இடர்கள்

தமிழைத் தாய்மொழியாகத் கொள்ளாத மாணவர்களுக்கு கற்றலானது சிக்கலாக உள்ளது.

ஆங்கிலம் போன்ற அந்நிய மொழி கலப்பினாலும் தாய் மொழியின் மீது ஆர்வமில்லாத காரணத்தினாலும் மொழிப்பாடம் கற்றல் என்பது மாணவர்களுக்கு விருப்பமின்றி நிகழ்கின்றது.

தாய்மொழியான தமிழின் இலக்கணமும், அதன் விதிகளும் சற்றுக் கடினமாக உள்ளதால் தமிழில் இலக்கணப்பகுதியை கற்க எந்தவொரு மாணவரும் ஆர்வம் காட்டுவதில்லை.

உச்சரிப்பும் - ஒலிப்பு முறைகளும் தவறுதல். அதாவது ஒலிகளை உச்சரிப்பதில் போதிய பயிற்சி பெறாததும் ஒரு காரணமாகும்.

அறிவியல், தொழில் நுட்பம் சார்ந்த கருத்துக்கள் அடங்கிய புத்தகங்கள் அனைத்தும் ஆங்கிலத்திலேயே வெளிவருகின்றன. இதனால் தமிழ்மொழியானது கற்பதற்குத் தேவையில்லை என்ற எண்ணமானது மாணவரிடம் தோன்றுகிறது. இதனால் உயர்நிலைக் கற்றலில் தமிழ்மொழியின் பயன்பாடின்றி போகின்றது.

செய்யுள் பகுதிகளில் பாடல்வரிகளின் நடையானது சற்று இலக்கண விதிகளுடன் அமைந்திருப்பதால், அதனைக் கற்க யாரும் முன்வருவதில்லை.

ஒரு சொல்லானது - பல பொருளை உணர்த்துவதால் புரிந்து கொள்வதில் மாணவர்களுக்கு குழப்பம் உண்டாகிறது.

எழுத்து வேறுபாடு உணராமையும் ஒரு தடையாகும். தமிழின் (லகர ளகர, முகர மற்றும் னகர, ணகர மற்றும் றகர, ரகர) வேறுபாடுகளை உணர்ந்து கற்பதில் சிக்கல்கள் உண்டாகின்றன.

ஒத்த ஒலியுடைய சொற்கள் - வேறு வேறு பொருளை உணர்த்தும். இத்தகைய பொருள் வேறுபாட்டை உணராது தவறாக கற்பதால் உண்மைப் பொருளை உணர முடியாது போகின்றன.

மேலும் ஆழ்ந்தப் பொருளுடைய கருத்துக்களை உணர்ந்து புரிந்து படிக்காது, அதனை மனம் செய்வதால் அக்கருத்தானது நீண்ட நாள் நிலைத்திருப்பதில்லை.

ஆங்கில மற்றும் (ஹிந்தி, பிரஞ்சு) மற்றைய மொழிகளுக்கு முக்கியத்துவம் கொடுப்பதால் தமிழ்மொழியின் சிறப்பும், முக்கியத்துவமும் குறைந்து போகின்றது.)

தமிழ்மொழியை கற்பிக்கும் நவீன முறைகள்

வளர்ந்து வரும் தொழில் நுட்ப வளர்ச்சியின் காரணமாக பல்வேறு மின்னணு ஊடகங்கள் மற்றும் தகவல் தொடர்பு சாதனங்கள் பல உருவாகியுள்ளன. இதன் உதவியால் கற்றல் - கற்பித்தல் செயல்பாடு எளிமையாகியுள்ளது. மேலும் அறிவியல் அறிவையும் பெற உதவுகின்றது. மேலும் கற்றல் - கற்பித்தலில் எளிமை, விரைவு, விளையுதல், ஈடுபாடு, மனமகிழ்வு போன்றவை உண்டாகின்றன.

மேலும் பல்லாயிரக்கணக்கிலான தமிழ் வலைதளங்களும். வலைப் பதிவுகளும் கற்பித்தலுக்கு உதவுகூடிய கட்டுரைகள், கதைகள், கவிதைகள் முதலான தரவுகளை வழங்குவது மட்டுமின்றி மின் இதழ்கள், மின் நூலகங்கள், இணையத் தமிழ் அகராதிகள், கலைக் களஞ்சியங்கள் எனப்பலவகையான கற்றல் - கற்பித்தல் மூலங்களையும் இணையம் வழங்குகின்றது.

வானொலி - தொலைக் காட்சி போன்ற சாதனங்களின் மூலம் கேட்டல் - பார்த்தல் திறன் வளர்வதோடு மட்டுமின்றி ஒலி உச்சரிப்பு, வாசிப்பில் தெளிவு போன்றவையும் மேம்படும்.

காட்சி கேள்விக் கருவிகள் ஆர்வத்தைத் தூண்டி கவனத்தை ஏற்படுத்தித் தெளிந்த அறிவினைத் தரவல்லன. அர்த்தமற்ற சொல்லாட்சியைக் குறைத்துத் தெளிவான விளக்கத்தையும் நிலைத்த அறிவினையும் கொடுக்கின்றன.

பயின்ற பாடங்களை நீண்ட நாள் நினைவில் வைத்துக் கொள்ள இத்தகு நவீனக் கருவிகள் உதவுகின்றன. கருத்துப்பரிமாற்றம் சிறப்பாக நிகழ்வதற்கு காணொலிக்காட்சி மற்றும் ஒளிப்பதிவு நாடாக்கள் உதவும்.

மொழிப்பயிற்றாய்வுக் கூடம் மூலம் மொழிப்பாடத்தின் அடிப்படைகளை அறியவும், எழுத்துக்களின் ஒலிப்புமுறை - உச்சரிப்பை அறியவும் முடியும்.

தொடக்கக் கல்வியிலேயே உச்சரிப்பு, எழுத்துக்கள் வருமிடம் ஆகியவற்றை மாணவர்களுக்கு கற்பிக்க விளையாட்டு முறை உதவுகின்றது. மேலும் நடிப்புமுறை, மேற்பார்வை படிப்பு முறை, செயல்திட்டமுறை, உரையாடல் முறை, கண்டறி முறை, செயல்முறைக் கற்றல் போன்ற முறைகளின் மூலமும் மாணவர்களிடையே கற்றவை திறம்பட உருவாக்கலாம்.

கற்பித்தல் முறைகள்

- மாணவர்களுக்கு ஆர்வமானவற்றைக் கற்பித்தல்
- எளிமையான பாடப் பொருளை அமைத்தல்
- விதிகளை முதலில் கூறி பின் உதாரணத்துடன் விளக்குதல்
- ஒன்றை புரிந்து கொண்ட பின்னரே அடுத்தப் பகுதிக்கு செல்லுதல்
- ஒன்றுக்கொன்று தொடர்புபடுத்திக் கற்பித்தல்
- நடைமுறை வாழ்வோடு தொடர்புபடுத்திக் கற்பித்தல்

நிலைகள்

பாடப்பொருளைத் திட்டமிடல், வழங்குதல், விளக்குதல், படிநிலைகள், மதிப்பிடல் போன்றவை மொழிப் பயிற்றாய்வில் இன்றியமையாததாகும். மேலும் பல்வேறு கற்பித்தல் முறைகளான விரிவுரைமுறை, வினவுதல்முறை, கலந்துரையாடல் முறை, செய்து காட்டல் முறை, நுண்ணிலைக் கற்பித்தல் போன்றவையும் தமிழ்மொழி, கற்றல், கற்பித்தலை எளிமையாக்குகின்றன.

முடிவுரை

“இனம் வாழ்வதால் மொழி வாழ்ந்துவிடாது, ஆனால்

மொழி வாழ்ந்தால் தான் இனம் வாழும்”

என்பதற்கிணங்க தாய்மொழிக் கல்வியல் ஆர்வத்தையும், திறமையையும் மாணவரிடத்து ஏற்படுத்த வேண்டும். கற்பித்தல் என்பது ஒரு கலை. அதிலும் மொழிக் கற்பித்தல் என்பதனை தனிப்பட்ட ஒவ்வொரு ஆசிரியரும் நேர்த்தியோடு செய்தல் வேண்டும். மாணவருக்கு அடிப்படைத் திறனை வளர்க்க வேண்டியது மிகவும் இன்றியமையாத ஒன்றாகும். கற்கின்ற கல்வியானது மாணவனின் எதிர்காலத்திற்கு உதவுவதாகவும், தாய்மொழிப் பற்றைத் தூண்டுவதாகவும் இருத்தல் வேண்டியது அவசியமாகும்.

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GLOBAL IMPORTANCE OF ENGLISH LANGUAGE IN INDIA

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Abstract

Today any source of knowledge or details can be accessed through Internet, where English language acts as a powerful tool and a mediator. In fact most of the details are found only in English, as it had been considered as an official language, in most of the countries. In this way, English language has ramped in every walk of the street, all over the world. As it had been used widely, it is accepted as a global language. Hence forth this paper focuses to bring out how English language has created a strong impact, especially in India.

Key Words: *English language, India, a tool, to develop*

English language is the accretion and growth of every dialect, race and range of time, and is both the free and compacted composition of all.

(Walt Whitman)

It is well known fact that English came to India through the entrance of British traders who slowly spreaded their English and today it has laid an embossing print. When on 1834 there was a great change in the History of English education in India, Mahatma Gandhi was against the English Education as he considered that it is not soil of India. But on the other hand, great leaders like Nehru, Macaulay, etc felt that English is the essential tool to develop the nation.

However after several debates, arguments, issues and research related to English language, today English has created a great impact in India. In the current scenario, day by day English language is spreaded all over India, as it is a globalized language that provides various opportunities. In this way, Indian English language has occupied a separate identity. Though in India, Hindi is considered as a national language, yet English language is practically presented everywhere.

Hence it is also considered as an official language, that is been used both in public and personal life of an individual. However one language with the other is in no way inferior, yet English language has attained first place as a proof where one can find everything today is available in English.

One can also easily witness the position of English language that has occupied a privileged status in education where administration and medium of instruction in schools and colleges are made compulsory in English. As a result of this, it has become a tough task for the teachers to train the students to enhance their English knowledge.

So teacher with sound background of English skills takes strenuous effort to satisfy the aim of teaching English in a systematic manner. Though learning English is a lengthy process of learning, teachers spend much time and guide the students little by little to attain employment opportunities.

In fact learners also understand that there are plenty of white coloured job opportunities for the one who had commendable English knowledge. So they also try to equip and qualify the skill of English. Subsequently not only in Education, but even in many professionals English is linked.

One can find that mastering a language is not only in speaking but it is also correlated to reading and writing too. So one can also find today in many official places such as Bank, post-Office, Schools and colleges, Business, Newspapers, Journals, Advertisement, films etc the English is filled in form of application, any exchange of information's, where the screenplays instructions are in English.

Even politically and legally one can find English plays its role. For an instance, in courts, lawyers are permitted to keep their arguments, ideas only in English language. As a result one can trace that English language is needed everywhere as it is flowed across various minds of an individual that is shaping the whole community. To stress this point,

Mr.Chandra Bhan Prasad, have built a temple to the Goddess English in an impoverished village in the Northern State of Uttar Pradesh...people like Mr. Prasad, who want to liberate the poorest segment of the population, the Dalits, through the extra ordinary power of English, view Indian culture and all related sentiments with suspicion...In

Mr. Prasad temple there is an idol in robes wearing a wide brimmed hat...He also plants to fix a loud speaker in the temple from which a recorded voice would chant the English alphabet, from A to Z, everyday at 5 a.m.

Through above instance one can understand that English is considered as a God that gives life to many. So to wind up, one cannot resist the language of India as an alien or British as India is a Multi cultural and "Unity in Diversity". In fact in this process, English language has only united us to the other world and has given us respect and great.

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