National Conference on

COGNITIVE AND TECHNO PEDAGOGICAL SKILLS FOR 21st CENTURY LEARNERS (CTPSCL-2019)

Editors

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Published by

DEPARTMENT OF EDUCATION

ALAGAPPA UNIVERSITY

Accredited with A+ Grade by NAAC (CGPA : 3.64) in the Third Cycle,
Graded as Catergory - I University and Granted Autonomy by MHRD - UGC

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COGNITIVE AND TECHNO PEDAGOGICAL SKILLS FOR 21st CENTURY LEARNERS (CTPSCL-2019)

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ISBN : 978-93-5346-994-8

No. of Pages: xvi + 420 = 436

Price: ₹1000 /-

Published by: Department of Education, Alagappa Unviversity, Karaikudi.

Printed in India at Poocharam Printers, Karaikudi

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A NOVEL COGNITIVE PARADIGM FOR LEARNING OF ENVIRONMENTAL SCIENCE

Dr. N. Anandakumar[*] & Dr. G. Kalaiyarasan[**]

Abstract:

Cognitive learning is one of the important branches in the cognitive psychology. It makes how people perceive and organize the information from the World around them, but these variations do not reflect levels of intelligence or pattern of special abilities.In this research study, the investigator used various patterns of cognitive frames for the learning of environmental science at higher secondary level. For this research a software package for environmental science was developed with the help of pedagogical experts. This package was developed by the process of Bloom's instructional objectives. Experimental design was followed in this study. The research findings reveal that the experimental group students performed better in their learning due to the effectiveness of the cognitive approach.

Keywords: Cognitive learning, Environmental science, Biodiversity conservation & NCF.

Introduction:

In classical Kohler's Gestalt theory, perception is dominant role and create the learning. In-sight learning is purposeful learning and goal-oriented task. This theory was developed by a group of Gestalt Psychologists, such as Max Wertheimer, Kurt Koffka and Wolfgang Kohler. Our perception of the world is of meaningful wholes. They believed that we react to pattern of our own perception when we face a problem. Solution may come to us all of a sudden. Kohler conducted a series of experiments on chimpanzees. The teacher's most important responsibility is to help the learner find worthwhile goals, which may be clear and realistic ways. He believed that every type of instruction or approach, we start with meaningful whole.

Focus on elements and relationship that determine the correct response. The same concept was reflected in Lewin's perceptual reorganization theory. Here, in-sight is a perceptual process. Lewin's theory represents restructuring the perceived data. Learning and in-sight can always be viewed as a change in the cognitive structure of the situation. Learning process determined by level of aspiration. Lewin's theory of learning has four categories: 1. Learning is a change in cognitive structure 2. Learning is a change in motivation 3. Learning is acquisition of skills 4. Learning is a change in group belonging. Tolman's sign theory also stresses perceptual process. He was influenced by Freud and McDougall in the development of principles of learning. He published his major work "Purposive Behaviour in Animals and Men" in 1932. He introduced the concept of variables like independent variables, dependent variables and intervening variables. He revised his theory of learning in 1949, such as cathexis, equivalence beliefs, field expectancy, field cognition modes, drive discrimination and motor patterns. His main contribution is that behaviour is always purposeful and docile. Learning is an expectancy or value of signs rather than S-R. In Bandura's social cognitive theory, observation was one of the important criteria for learning. Social cognitive theory states that social and cognitive factors as well as behavior play an important role in the learning process. Bandura has developed a reciprocal determinism model that consists of three main factors: behaviour, cognitive and environment. Further, Bandura describes four key processes in observation learning: attention, retention, production and motivation. Observation of other's behavior is very important activity for learning process.

In Swiss psychologist Jean Piaget's developmental theory, schema is vital and important factor for learning. Learning is a complex process and it is viewed as acquiring changes in the cognitive structure. He described how thinking develops in human beings from infancy to

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EDUTAINMENT STRATEGIES IN ENHANCING SCIENCE COMPREHENSION AMONG UPPER PRIMARYSCHOOL STUDENTS

D. Prabakar[*] & Dr.R.Ramnath[**]

Abstract

The term edutainment is relatively new, which became popular along with the developments of entertainment industries and programs in the late twentieth century, including amusement parks, television shows, and computer games. In recent years, teacher education has made a shift from traditional teacher-centered instruction in to a more interactive, engaging, experiential method. In the U.S.A, John Dewey and other theorists who incorporate cognitive psychology into their theories of education pointed out the importance of initiative and excitement on the part of the child in learning and emphasized learning as a life long activity which is a fundamental to human existence. Among many contemporary education theorists, Nel Noddings, in her Happiness and Education, argued that education should be directed toward the fundamental goal or purpose of human life, happiness. Play, or playfulness, is an important factor in education. As Johan Huizinga (1872-1945) pointed out, play and joy are essential to all human activities. In the field of positive psychology, theorists such as Mihály Csíkszentmihályi argued in his Flow Theory that human beings could perform better when they are totally immersed in joyful activities. Although edutainment was often used for computer game type activities, the concept also applies to broader fields.

Keywords: Edutainment, Strategies, Science Comprehension, Upper primaryLevel Students,

Introduction

Edutainment is a new term similar to infotainment , which expresses the integration of education and entertainment in a work or presentation such as a television program or a Web site.

Edutainment (also known as educational entertainment or entertainment-education) is a form of entertainment designed to educate as well as to entertain. Edutainment typically seeks to instruct or facilitate social interaction in its students by embedding lessons in some familiar form of entertainment: Television programs, computer and video games, films, music, websites, multimedia software, and so on.

Most often, edutainment seeks either to tutor in one or more specific subjects, or to change behaviour by engendering specific socio cultural attitudes. Successful edutainment is discernible by the fact that learning becomes fun and teachers or speakers educate an audience in a manner which is both engaging and amusing. Various groups in the United States, the United Kingdom, and other countries in Africa and others, have used edutainment to address the health and social issues such as substance abuse, immunization, teenage pregnancy, HIV/AIDS, and cancer.

Educational theories that support Edutainment

The theories that justify the Entertainment -Education as follows:

- Persuasion Theory by Aristotle, Petty, Cacioppo states that Psychological characteristics effect the response of a person to messages. Also indicates the message and source factors that influence a person's response such as the credibility, attractiveness, and expertise of the source.
- Theory of Reasoned Action by Ajzen, Fishbein justifies that social influences behavior, including beliefs and perceived social norms.

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OVERCOMING MATHEMATICAL DYSCALCULIA FOR CHILDREN WITH SPECIAL NEEDS THROUGH COGNITIVE ALIGNMENT STRATEGIES

U.K.Ulaganathan* & Dr.Mrs.M.Parimala Fathima*

Abstract

Students with dyscalculia find math puzzling, frustrating, and difficult to learn. Their brains need more teaching, more targeted learning experiences, and more practice to develop these networks. The theory of cognitive alignment (Biggs, 1996) represents a merging of constructivism and instructional design. The purpose of this research is to overcome the dyscalculia for students with special needs through strategies of cognitive alignment. In this study, 30 higher secondary school children from Dindigul district in Tamilnadu diagnosed to have mathematical dyscalculia through psychiatric interview, according to DSM -V criteria, as well as school records. T-test showed that means difference between the two groups in pre-mathematic test was not significant (t=1.383, p=0.245). The differences between the two groups in IQ test (F=2.023, P=0.795), and age (t=- 0.624, p=0.735) according to t-test and sex (p=0.656) and education (p=0.598) according to Chi-square test were not significant as well. Therefore the two groups were similar in terms of IQ, age, education, sex and severity of dyscalculia. One-way analysis of covariance was used to compare the both groups. These strategies improve mathematical performance in boys and it shows that efficacy of treatment remains high even one month after treatment. Children with any of the attention problems discussed can have math difficulties. Math procedures must be done in order, and we can't approach them with a wandering, flickering, or halfhearted focus. That's why the Spotlight function of selective, sustained, and stimulated attention is important.

Key words: Cognitive alignment, Mathematical Dyscalculia.

Introduction

"All learning occurs because the brain develops specialized structures for different tasks," says Glynis Hannell, a family psychologist and author of *Dyscalculia.* Students with dyscalculia find math puzzling, frustrating, and difficult to learn. The theory of cognitive alignment (Biggs, 1996) represents a merging of constructivism and instructional design.

Hypothesis

1. There is a significant difference between two groups according to IQ level, age and sex.
2. There is a significant difference between both groups after intervention effect.

Methodology

The purpose of this research is to overcome the dyscalculia for students with special needs through strategies of cognitive alignment. In this study, 30 higher secondary school children diagnosed to have mathematical dyscalculia through psychiatric interview, according to DSM -V criteria, as well as school records and have IQ scores of at least 70 based on Wechsler

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3. Private college students are utilizing their mobile phone for learning in a greater extent than the government college students.
4. There is no significant difference between the mean utilization score of mobile phone for learning among the respondents with respect to their locality of college.
5. Parental Annual Income, Parental Occupation and Parental Educational Qualification is not influencing the utilization score of mobile phone for learning among Arts and Science College Students.

CONCLUSION

From the research findings, it is revealed that the mean utilization score of mobile phone for learning among arts and science college students is high. It is also found that the private college students are utilizing their mobile phone for learning for a greater extent than the government college students. Classroom interaction in the form of asking questions, collecting answers and giving feedback will enhance the students learning and attention. Mobile learning also promotes an active learning environment and also increases students' motivation. Hence the investigator suggests using of mobile learning for academic work.

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A CRITIQUE OF BRAIN BASED LEARNING IN EDUCATION

Dr. A. Catherin Jayanthy*

Abstract

The brain based learning is the new concept and recent development in neuroscience that have enabled to understand the action of brain. Thus the neuroscience is exploding scientific filed with new information that could transform in to classroom. In this paper, we will discuss about the neuro-education and the function of neuro education in learning process. Similarly, this paper is to explore about the principles of brain based learning. The paper is discussed about the using information from neuroscience of the brain and how does the brain learn to guide their teaching. Further, this article will discussed with the working of brain based learning and the principle of brain based is to be considered while teaching. The paper is to analyze about the active processing and relaxed alertness.

Keywords: Brain based learning, Neuroeducation, Relaxed alertness

Introduction

The brain-based learning refers to teaching methods, and school programs that are based on the latest scientific research about the learning process in brain including such factors as

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MOBILES APPLICATIONS FOR LEARNING

Dr. M. Vasimalairaja*

ABSTRACT

"Educational" is a broad term. When it comes to mobile apps, there's a diverse range of software that falls under the umbrella of education. You could peruse the top educational offerings in any app store, but locating the best ones — and those that aren't merely a fad — is more difficult than you think.Some educational apps are tailored for high-school students, some for soon-to-be college graduates, and others still, are more apt for those who provide an education or those who still pine for knowledge long after school lets out for summer. We've looked at helpful apps for teachers and educators, so this list is more focused on apps for students.Apps have exploded on the scene, and while there are plenty of time wasting games available on the market, today's offerings also include a wide range of affordable apps that enrich learning and allow for quick on-the-go play.Even though older adults might still carry a negative association with video game consoles and devices, today's technology is vastly different than it was 20 years ago.

Keywords: M-learning, mobile apps, applications, learning

Introduction

There are hundreds of mobile phone apps available and it's possible to find free options suited to students on a budget. Every day hundreds of new applications get released by different developers, some of them are just for fun, some are made to ease our lives and some of them are made to help us go through college and university and pass it with flying colors.

Being a student means you will need to wake up early almost every day, but there are a lot of things that will get in your way. There are a lot of mobile applications ready to destroy your sweet dreams and not let you dive back in the ocean of slumbers.Mobile learning is one of the hot educational trends for the coming year and here at Exam Time we are embracing that.

Mobile Apps for Learning?

Mobile apps are a type of delivery format designed for offline viewing of learning material for learners on mobile devices. Although the course needs to be downloaded to the device first using internet connection, it can be accessed without internet access from the mobile device for subsequent visits once the course has been downloaded to the device. Internet access is also necessary when it comes to tracking of learners' progress via Learning Management Systems.People are increasingly taking to mobile apps and the number of mobile app downloads that take place every year justifies that. According to a report, the number of mobile apps forecasted to be downloaded worldwide in 2017 stands at a whopping 2.6 million! It comes as no surprise that mobile apps for learning are an area you must invest on.

Advantages of using Mobile Apps for learning?

There's a reason why more and more companies are pumping money into mobile learning technology and mobile app development year after year. Mobile apps are one of the hottest mobile learning trends driving the market today. According to reports, the global annual revenue generated by mobile apps will be $75 billion by 2018. The format comes with a host of benefits after all.

Some of the benefits of mobile apps are:

- Ideal for people looking for information on the move.
- Suited for online as well as offline viewing.

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Cognitive skills need to work effectively with group work on content forms individual question, problem assignments, projects, group tests. Cooperative learning enjoyable and interesting, student participation, teacher encouragement and student interaction positively relate to improve critical thinking, active practice, motivation, and feed back in thinking skills stimulates exploration and development of thinking, opportunity to work cooperatively to respond changelings.

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BRAIN BASED LEARNING

Dr. J.E. Merlin Sasikala*

Abstract

Neuroscience research explains how the brain learns is a dynamic field. Brain-based education emphasizes how the brain learns naturally and is based on what we currently know about the actual structure and function of the human brain at varying developmental stages. Using the latest neural research, educational techniques that are brain friendly provide a biologically driven framework for creating effective instruction. This theory also helps explain recurring learning behaviours, and is a meta-concept that includes an eclectic mix of techniques.

Keywords: Neuroscience, Brain based Learning, Orchestrated immersion, Relaxed alertness, Active processing

Introduction:

Brain Based Learning theory is based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur. People often say that everyone can learn. Yet the reality is that everyone does learn. Brain-Based Education is the purposeful engagement of strategies that apply to how our brain works in the context of education. Brain-based learning has been called a combination of brain science and common sense. "Brain-based" learning activities engage both hemispheres of the brain simultaneously, resulting in stronger, more meaningful learning experiences and permanent brain connections.

Core Principles Of Brain Based Learning:

Caine and Caine (1991) developed twelve principles that apply what we know about the function of the brain to teaching and learning. The principles are:

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Teachers: Teachers want to know technology level usages with taught their subject easily. In middle school students depend the teachers' knowledge through technology in their traditional class room. Teacher is a good modulator to create interest an English language.

Timeless: Time is not enough because of students listening and watching the technologies sometimes can't understand the main themes in their traditional classroom. Students mostly spend the time with computer, laptop, cell phones etc.,

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IMPORTANCE OF USING INTERACTIVE WHITEBOARD IN TEACHING LEARNING PROCESS

P.Elavarasu* & Dr. R. Portia**

ABSTRACT

Teachers using interactive whiteboards (IWB) effectively can engage and motivate students with a range of digital resources to explore concepts. This paper illustrates how interactive pedagogies in the IWB classroom using to support whole class. Video captured lessons with the use of the IWB provided some initial evidence of an increase in students' participation and conversations ,exploratory talk. IWB pedagogy describes positively on the teaching environment. It is recommended toProvide specific training programs to prepare more teachers to use the IWB's interactive features.

INTRODUCTION

The education system has experienced tremendous changes in the past few years as the traditional heavy textbooks are being replaced by convenient eBooks while notebooks are replaced by devices such as interactive whiteboards, Tablets and iPads.

Interactive whiteboard

An **interactive whiteboard** (IWB) is a large **interactive**display in the form factor of a **whiteboard**. It can either be a standalone touchscreen computer used independently to perform tasks and operations, or a connectable apparatus used as a touchpad to control computers from a projector.

Uses of interactive whiteboard in education

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12. Conduct action research and case studies on educational inte-gration of the IWB.

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EFFECTIVENESS OF E-CONTENT IN LEARNING OF PHYSICS AT HIGHER EDUCATION

R.Nandhakumar* & Dr.K.Govindarajan**

Abstract

Higher education is the important stage for educational achievers. Physics is the popular discipline worldwide. In India Physics is the main subject and ancillary to Mathematics, Physics and Computer Science.. Systematic means of learning Physics will help to acquire knowledge easily and effectively. Hence, the Physics learners are expected to be more competent and effective in their learning. e content acts as a catalyst for Physics learners. Through modern curriculum it is possible to explore and nurture necessary competencies among the learners. The aim of this study was to find out the utilization of e content and its effectiveness in enhancing the learning of Physics among the students of undergraduate programme and to suggest the ways and means of changing the mode and methods of learning.

INTRODUCTION

The world is becoming more and more competitive. The progress of civilization largely depended on the quality of learning and the ability of the learner. Learners will be able to fulfill their educational achievements only when they the prepared for the learning. A sound and effective system of learning leads to result in the learner's development of their competencies. E content fosters the creativity of the learner by means of their creative sense. The e content is a versatile environment. A creative learner can develop the material with all his ideas. The advances in technology lead to the emergence of enhanced learning facilities. In this technological era the goal of education is better served as helping pupils develop their intellectual and diverse competencies.

NEED AND SIGNIFICANCE OF THE STUDY

Now we are in the age of knowledge explosion. Education is influenced by social media and modern technology. Educational technology is revolutionizing instructional practices across the world over the last few years. It gives raise to utilize wide varieties of electronic gadgets for learning physics. Technology enhanced learning is helpful in learning Physics. It plays an effective role in learning Physics. Varieties of e resources such as CD-ROMs, e books, e journal and internets are used to serve this purpose. The subject matter presented in CD-ROMs, e books, e journal and internets are known as e content. There are two kinds of e content available. One is teacher made one and other one is standardized one. The aim of this study is confined to the study of effectiveness of e content which is standardized one and useful to the learners. The effectiveness of e content will reflect in their future.

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From the table 3 it is found that based on the motivation and illustrations the experimental group differed significantly from the control group at 0.05 level. Critical value for 0.05 level is 1.96. Table 4: Comparison of mean gain scores for different dimensions - Female students

Dimensions	Group	N	Mean gain scores	SD	Z value	
Learning objectives	Experimental Control	21 21	4.72 4.53	4.69 3.63	0.231	Not significant
Motivation	Experimental Control	21 21	3.50 4.12	2.92 2.72	1.15	Not Significant
Illustrations	Experimental Control	21 21	3.78 3.45	1.99 3.17	0.75	Not Significant
Outcomes of objectives	Experimental Control	21 21	0.39 1.71	2.44 2.15	2.96	significant
Evaluation	Experimental Control	21 21	1.22 1.78	2.25 2.28	1.54	Not significant

From the table 4 it is found that based on the outcomes of objectives the experimental group differed significantly from the control group at 0.05 level. Critical value for 0.05 level is 1.96.

It is inferred from the Table 3 and table 4 that the mean gain scores of male and female students differed significantly at motivation, illustration and outcomes of objectives.

CONCLUSION

The present study is of descriptive type research. The results reveal that the use of e content in the learning of is significant. Also the result showed significance difference in three major areas of learning – Motivation, Illustration and Outcomes of objectives. For the instructional objectives and evaluation there is no significant difference. So we need to think about the use of e content in learning.

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TECHNOLOGY BASED TEACHER EDUCATION

S.Raveendran[*] & Dr. M. Mahendraprabu[**]

ABSTRACT

Technology is a new technique for teacher education programme of 21^{-st} century in India. Education is the most important invention of mankind, it is more important than his invention of tools, machines, spacecraft, medicine, weapons and even of language. Rapidly emerging developments in technologies and the digital nature of 21^{-st}century curriculum, pedagogical, digital teaching and digital learning environments have been shaping and also transformed the ways teachers access, learners access, process, and interpret both the general pedagogical content

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Conclusion:

Teaching is a noblest profession to innovate new and built new creators through teachers. Such teaching should be highly modified based on the learner's pace also the teaching competencies given by the teachers should compete the learners to acquire all skills. Without any frustration, fluctuation, boredom, sluggish the learner should receive the information, they have to connect theold memories with the present and to create in future, linking and correlating the knowledge, inquiry-based teaching learning environment, ever developing brain cells. This can be achieved by adapting metacognitive and neurocognitive based teaching competencies, which stimulatesa good memory processing among all level of learners.

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EFFICACY OF PRANAYAMA PRACTICES ON OBESE

Dr. P. Yoga*

Abstract

The purpose of the present study was to investigate the efficacy of pranayama practices on cardiovascular endurance among obese men students**.** To achieve the purpose of the study thirty college students were selected from Alagappa University, Karaikudi, during the year 2019. The subject's age ranges from 21 to 25 years. The selected students were divided into two equal groups consists of 15 men students each namely experimental group and control group. The experimental group underwent an pranayama practices programme for six weeks. The control group was not taking part in any training during the course of the study. Cardiovascular endurance was taken as criterion variable in this study. The selected subjects were tested on Cardiovascular endurance was measured through Cardiovascular endurance was measured through Cooper's 12 Minute Run / Walk test. Pre-test was taken before the training period and post- test was measured immediately after the six week training period. Statistical Technique't' ratio was used to analyse the means of the pre-test and post test data of experimental group and control group. The results revealed that there was a significant difference found on the criterion variable. The difference is found due to pranayama practices given to the experimental group on cardiovascular endurance when compared to control group.

Keywords: Pranayama practices , Cardiovascular endurance and t' ratio.

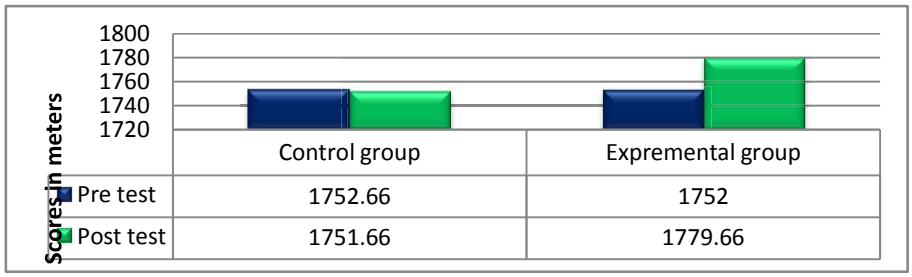
INTRODUCTION

The regular practice of Yoga helps us to accept whatever physical or mental conditions we might be suffering from, by increasing our immediate sense of well being, concentration, and calmness **(Anita:2014).** Yoga is what is mainly experienced in practice and this helps the modern man to gain much from the daily practices. "due to its metaphysical nature, yoga adepts have suggested that Yoga cannot be explained or understood by our intellectual faculties and that it can

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Figure-1

Bar diagram showing the pre and post mean values of experimental and control group on cardiovascular endurance Scores in meters



DISCUSSIONS ON FINDINGS

The result of the study indicates that the experimental group, namely pranayama practices group had significantly improved the selected dependent variable, namely cardiovascular endurance, when compared to the control group. It is also found that the improvement caused by pranayama practices when compared to the control group.

CONCLUSIONS

1. There was a significant difference between experimental and control group on cardiovascular endurance after the training period.
2. There was a significant improvement in cardiovascular endurance. However the improvement was in favour of experimental group due to six weeks of pranayama practices.

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IMPACT OF YOGIC PRACTICE ON RESTING PULSE RATE

K. Alaguraja[*] & Dr. P. Yoga[**]

Abstract

The purpose of the present study was to investigate the impact of yogic practice on resting pulse rate among high school students. To achieve the purpose of the study forty school students were selected from Alagappa Model Her Sec School, Karaikudi, during the year 2019. The subject's age ranges from 14 to 18 years. The selected players were divided into two equal

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2. There was a significant improvement in Resting pulse rate. However the improvement was in favour of experimental group due to six weeks of yogic practice.

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INFLUENCE OF YOGIC PRACTICE ON CARDIO RESPIRATORY ENDURANCE

R. Balamuralikrishnan[*] & Dr. P. Yoga[**]

Abstract

The purpose of the present study was to investigate the influence of yogic practice on cardio respiratory endurance among school handball players. To achieve the purpose of the study thirty school students were selected from M N U Jayaraj Nadar Her Sec School, Madurai, during the year 2019. The subject's age ranges from 14 to 18 years. The selected players were divided into two equal groups consists of 15 men students each namely experimental group and control group. The experimental group underwent a yogic practice programme for six weeks. The control group was not taking part in any training during the course of the study. Cardio respiratory endurance was taken as criterion variable in this study. The selected subjects were tested on cardio respiratory endurance was measured through Cooper 12 minutes run and walk test was conducted on a 400 meters standard track. Pre-test was taken before the training period and post-test was measured immediately after the six week training period. Statistical technique't' ratio was used to analyse the means of the pre-test and post test data of experimental group and control group. The results revealed that there was a significant difference found on the criterion variable. The difference is found due to yogic practice given to the experimental group on cardio respiratory endurance when compared to control group.

Keywords: Yogic practice, Cardio respiratory endurance and 't' ratio.

INTRODUCTION

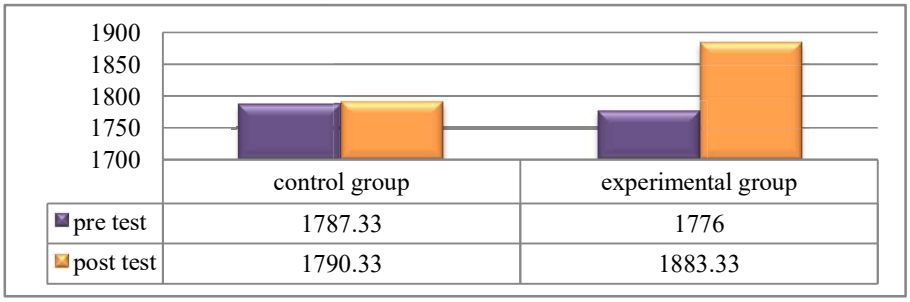
Physical activity can improve health, decrease the loss of muscle mass, increase functional strength, and greatly improve the likelihood of achieving successful weight maintenance. Exercises are good for one's health has been the topic of scientific debate for years. Serious scientific research designed to examine the role of exercise on mortality and morbidity was started in the 1950s and data now show that regular amounts of yogic practices reduce the risk of heart diseases and extend life expectancy. **Baumgartner and Jackson (1991).**

Yoga derived from the Sanskrit root Yuj, which is to mean to yoke, join or attach, and it is considered as any ' practices' that help facilitate a union between self and the Divine. "There are four Yogas, viz., Karma Yoga, Bhakti Yoga, Raja Yoga and Jnana Yoga" **Sivananda, (1999).**

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Figure-1
Bar Diagram Showing the Pre and Post Mean Values of Experimental and Control Group on Cardio respiratory endurance Scores in meters



DISCUSSIONS ON FINDINGS

The result of the study indicates that the experimental group, namely yogic practice group had significantly improved the selected dependent variable, namely Cardio respiratory endurance, when compared to the control group. It is also found that the improvement caused by yogic practice when compared to the control group.

CONCLUSIONS

1. There was a significant difference between experimental and control group on Cardio respiratory endurance after the training period.
2. There was a significant improvement in Cardio respiratory endurance. However the improvement was in favour of experimental group due to six weeks of yogic practice.

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EFFECT OF NADI SODHANA PRANAYAMA ON BREATH HOLDING TIME AMONG COLLEGE STUDENTS

James Rathinaraj S[*] & Dr. P. Yoga[**]

Abstract

The purpose of the present study was to investigate the effect of nadi sodhana pranayama on breath holding time among college students. To achieve the purpose of the study thirty college students were selected from Alagappa University College of Physical Education, Karaikudi, during the year 2019. The subject's age ranges from 21 to 25 years. The selected players were

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effective teachers, necessary equipment's and resources to aid students in the performance of their academic tasks.

Goker (2006) studied the impact of peer coaching on self-efficacy and the instructional skills of EFL pre-service teachers in Northern Cyprus. Using Bandura's (1995) General Self-Efficacy Scale, Goker found that peer coaching improved pre-service teachers' self-efficacy. The findings of this study showed that experiential activities such as teaching practicum or other mastery experiences seemed to have a greatimpact on the self-efficacy of pre-service teachers.

Need for the study

Yoga is a conventional exercise for the sensation and the body. It gives the freshness and the callus to Self-efficacy. Yoga expects a tyrannical part in every individual. It is astoundingly special to the exchanges since substitutes accept a crucial part in the school life. The present investigation particularly inferred for the prospective teacher'sto improvementSelf-Efficacythrough yoga-basedintervention. From this intervention, it is possible to know how alternatesimprove their Self-efficacyinlearning. Considering the implications of such investigation round there, the investigator has contained an inspection on a subject created Self-efficacyprospective teacher'sthrough yoga-basedintervention.

Objectives of the study

1. To find the significant difference between the self-Efficacy of the total sample before and after treatment.
2. To find the significant difference in self-efficacy between the prospective teachers'in term of the male before and after treatment.
3. To find the significant difference in self-efficacy between the prospective teachers'in term of the female before and after treatment.

Hypotheses of the study

1. There exists any significant difference between the self-Efficacy of the total sample before and after treatment.
2. There exists any significant difference in self-Efficacy between the prospective teacher'sin term of the male before and after treatment.
3. There exists any significant difference in self-Efficacy between the prospective teacher'sin term of the female before and after treatment.

Statement of the problem

The purpose of this study was to find out theenhancing Self-efficacyof prospective teacher'sthroughyoga-based intervention.

Methodology

In order to test the hypotheses- Pre-test, Post-test Single Group design was found to be the most relevant and applicable method in the study.

Sample& sampling technique

The 40prospective teachers'from B.Ed College'smodel constitute the sample of the present study. The total sample selected through purposive sampling technique. The homogeneity was established verified.

Tools used for the present study

1. A questionnaire of test for Self-Efficacyof prospective teacher's(pre-test and post-test)
2. Yoga based Intervention to be developed by the investigator.
3. The earlier exam mark of the students considered as a tool for the reaching in the Self-efficacy.

The figured "t" values country and urban (7.961) are lesser than the table esteem (2.00). It is surmised from the above table there is a significant difference in self-Efficacy between the prospective teachers'in term of the female before and after treatment.

Findings

- There is a significant difference between the Self-Efficacy of the total sample before and after treatment.
- There is a significant difference in Self-Efficacy between the prospective teacher'sin term of the male before and after treatment.
- There is a significant difference in Self-Efficacy between the prospective teacher'sin term of the female before and after treatment.

Conclusion

It's concluded that Yoga based learning and teaching improves theSelf-Efficacy of prospective teacher's and alsoyoga based Intervention method is more effective than any other method in the practise.

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THE IMPACT OF BLENDED LEARNING APPROACH ON E-QUEST AND ACHIVEMENT IN TEACHING OF SCIENCE AT B.ED. LEVEL

Dr. K.Pandiyan* & Dr. P.Raja**

ABSTRACT

The present study aims at finding out the impact of Blended learning approach on e quest and Achievement in science education of B.Ed students over the traditional lecture method. The pretest, post-test experimental group design was adopted. In this study the purposive sampling technique was adopted. A sample of 20 B.Ed student teachers comprising Physical science, Biological science and Computer science optional subjects were selected for the study from M.S.P college of Education, Virudhunagar as the control group subjects and 20 B.Ed student teachers comprising Physical science, Biological science and computer science optional subjects from Sri Vidya college of Education, Virudhunagar were selected as the experimental group subjects. They were selected through purposive sampling technique. The Achievement test and scale of e quest was used to collect data from the subjects. The't' test, gain score analysis and correlation analysis was used to analyze the data. The results showed that Blended learning

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** *Principal, Sri Vidya College of Education, Virudhunagar*

- Online Trainer Approval Rating

AWW HAS INTRODUCED EMBED OPTION FOR

- Canvas,
- Edmodo and
- Moodle

CONCLUSION

From the modernization of E-rate to the proliferation and adoption of openly licensed educational resources, the key pieces necessary to realize best the transformations made possible by technology in education are in place and All applications of mercantile have generated electronically great economic revolution for students in which paperless is a classroom rotation for students in today's time and for the next generation, will be challenged, motivated, and their talents fully developed. Educational technology is a constantly changing and growing field in education so that students are taught in any environment. is a paperless classroom. This is the era of technology where we are utilizing scientific techniques for solving problems and improving life. However for acquiring education also we are implementing technology to make teaching-learning easier, simple, and comprehensive. This technology is known as educational technology which is saving time and energy and assisting learner progressively.

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BRAIN-BASED TEACHING - RETHINKING ON TEACHING VOCABULARY

M.Suryakumari* & Dr.S.Leo Stanly**

ABSTRACT

Based on the function and structure of the human brain new teaching method is developed that is Brain-Based Teaching. It emphasizes is given on meaningful learning instead of memorization which is different from current curriculum methods. It enhances learning in every subject. The brain-based program involves the implementation of carefully planned principles as per the needs of the students. Due to understanding of learners' learning styles, memory functions, as well as their emotional preferences, help teachers to build their teaching practices to optimize students' learning. The current study implements Brain-Based Teaching to improve vocabulary. It also helps the students to maximize motivation towards learning language skills.

Keywords: Brain-Based Teaching, Rethinking, Vocabulary

INTRODUCTION

"I never teach my pupils. I only attempt to provide the conditions in which they learn". -Albert Einstein

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A STUDY ON ATTITUDE TOWARDS SMART CLASS ENVIROMENT AMONG D.EL.ED. STUDENTS OF NAGAPATTINAM DISTRICT

C.Palanisamy* & Dr.G.Sivakumar**

ABSTRACT

Destination of a country can be determined in the class room. It is possible only when the efficient teachers are guided. In the digital era, education has become more universal, and people are looking for learning with simplicity and interest. Students teachers are looking for more interactive and attractive learning style rather than old traditional style. Using technology based learning; we can enhance the education system of teacher education. We can deliver quality education to students as well as we can ease and uniform the process of education by using the modern technologies and methods. In this paper, we propose a study on attitude towards smart class room environment among D.El.Ed (Diploma in Elementary Education) students and to enhance the quality of teacher education at primary level.

Keywords: Smart class environment, attitude.

INTRODUCTION

In this competitive world, there exists a tremendous focus on having e-learning and e-technology in a variety of departments. Using smart virtual class room learning, we can provide the quality education to remote and rural regions with the help of modern technologies like satellite, internet, and etc. Smart class room learning is entirely different from the traditional way of teaching by writing on black boards. Student teachers are able to learn and understand difficult concepts and understand the complex problems by watching highly effective audio visuals and animations. Smart class room also enables faculties to rapidly evaluate the learning by their students in class. Smart virtual class rooms are also supposed to be environmental friendly, so that they can provide good environmental practice for the student teachers as well as faculties and instructors.

REVIEW OF RELATED STUDIES

Anurag Chaudhary (2014) This paper is about the much growing technology "SMART CLASS and E-LEARNING". The usage of smart teaching techniques is now more prevalent in school as well as other colleges and institutes. It was generated back in 1980s and is growing since then. This new technology helps the students with the benefit of learning with a different experience. The methods of e-learning make the classroom more interactive and interesting. It has also created a greater impact on our society as well as on education system. The government has also started implementing this idea of e-learning in the schools. There are several examples available in the market that encourage the idea and work for its betterment. The smart classes have their own merits and demerits but this new technology s welcomed by the society in a great manner.

Mehedi Masud (2016) The large number of reasonably priced computers, Internet broadband connectivity and rich education content has created a global phenomenon by which information and communication technology (ICT) has used to remodel education. E-learning can be explained as the use of available information, computational and communication technologies to assist learning practice. In the modern world, education has become more universal, and people are looking for learning with simplicity and interest. Students are looking for more interactive and attractive learning style rather than old traditional style. Using technological learning, we can

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EMOTIONAL INTELLIGENCE AND STRESS STRATEGIES

G.Narayanamoorthi* & Dr. J.E. Merlin Sasikala**

Abstract

Emotional Intelligence is very important aspect and also children future career. The absence of Emotional Intelligence indicate the week, personality. Emotional Intelligence involves awareness, regulation and true expression of a range of Emotions. Its represent the experience in whole of the life. Emotional intelligence includes what type of feelings you are having and how to use your feelings to make good decisions in every day life. In the modern world, Education is getting widened and there is a cut – throat competition, among students to excel. Students feel difficult to control their emotions in various situation in school life. The way of managing emotions in crucial for better performance. Emotions of student can affect him in many ways. It can enrich their learning proficiency and make them efficient as well as achievers. Emotional Intelligence skills are vital to human. It response to a learning environment and also instructional method in classroom. Education plays a pivotal role in modern society and also comprehensive, complex process bringing about not only change in knowledge and skill but also changes in attitude, behavior and need. Education enables an individual to live his life efficiently and successfully by relating and utilizing his abilities and potentialities. According to Daniel Goleman "Emotional Intelligence is a collection of capacity having to do with knowledge of emotions, control of emotions and sensitivity to ones own emotional states Emotional Intelligence as a master aptitude, either facilitating or interfering with them. Emotional Intelligence as a form of social Intelligence that involves the ability to monitor one's own and other's feelings. (slavery and Mayer 1990).

Key words: Stress tolerance, Stress strategies.

Introduction

Emotional Intelligence has a determining influence on skills to cope with stress and interpersonal relationship and also moderate relationship on interpersonal relationship skills. Thorndike defined social Intelligence as, "The ability to understand and manage men and women, boys and girls to act wisely in human relations". Humar relations as commonly visualized are day – to – day dealings with other. People at home and at work. Whatever may be the nature of our work, the success (or) failure of a task depends on our handling the situation and the people involved with. Education is able to instill in the child a sense of maturity and responsibility. Its also develops the individual like a flower which distributes its fragrance all over the environment. Emotional Intelligence may be defined as the capacity to reason with emotion. Each child is born with some innate tendencies, capacities and inherent powers and develop them to the full, through formal, informal and non formal agencies. Education meets the immediate needs of a child and also prepares it for its future life. It promotes social and refined patterns of behavior. "Emotional Intelligence is helping to focus on what it means to be complete human beings". India is faced with challenges [Maurice Elias at home whose urgency cannot be denied. (1999)]. If proper Education, opportunities and efforts are made for the training of Emotions and developments of proper Emotional Intelligence Potential among the children right from their childhood, then it will surely help in bringing mutual and Emotional understanding, actions and also behaviors.

Stress tolerance constitutes as one of the major components and essentials of intra – personal management of one's internal emotional turmoil state, popularly known as stress. In such disturbing and turmoil state, one is found to be completely occupied with the physiological and psychological changes occurred in the mind and body of the human being. Since overpowering of

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REPERCUSSION OF STRESS AND COPING STRATEGIES AMONG STUDENTS

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Abstract

At the present time, the students are facing stress due to external and internal pressures that are received in learning environment. The stress is feeling of psychological strain or tension. The stress is caused by various factors and also caused some diseases. In this, some types of stress are easily managed and some types of stress are unmanageable. This paper is to explore about the causes of stress and how the students are affected by the stress. This study is to discuss about the various strategies to cope with stress. Further, this article is to study about the effect of stress and to give some approaches to understand the stress. This paper is to analyze about the stress and coping strategies for stress and also discussed with cognitive behavioural therapy for reducing stress.

Keywords: Stress Coping Strategies, Effect of stress, Cognitive Behavioural Therapy

Introduction

The word stress means "strain" and it is the state of mental or emotional strain or tension by various reasons. The stress differs from individual to individual. They may be experienced when a body responds to any kind of extreme insists. The signs of stress may be physical, emotional or behavioural. It can be caused by whether good or bad experiences. When we feels stressed, body may reacted by releasing some chemicals in to blood and gives outlet may in positive or negative stress. we are in stressed, the hormones speed up the heart rate, breathing rate, rises in blood pressure, nervousness etc., Stress is a constraining force or influence such as a force exerted when one body or body part presses on, pulls on, pushes against, or tends to compress or twist another body or body part. It is a physical, chemical, or emotional factor that causes bodily or mental tension and it may be causes mental illness

Causes of stress:

The stress affects everybody in various way and some of them are being over stressed due to various reasons like

- Exams
- Problems at school work
- New responsibilities
- A traumatic event
- Chronic illness etc.,

Affect of Stress:

Physically: The heart pumps faster, making the heart pound and blood pressure rise. Some people experience palpitations. The muscle tensions increases, leading to headaches, dizziness, and even insomnia. The breathing is faster and less efficient which can lead to over-breathing and breathlessness. The changes in the flow of blood to the skin can cause sweating, blushing or clammy hands and feet.

Mentally: The certain amount of stress can be mentally inspiring but too much can involved our thinking ability. The thoughts may become jumbled and confused. Similarly, the thinking becomes focus on worrying. It becomes much harder to make decisions or find solutions to problems. Thinking negatively and fearing the worst increases worry and stress.

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WEB BASED VIRTUAL LEARNING

P.Tamilselvan[*] & Dr. M. Mahendraprabu[**]

ABSTRACT

Web Based Technology has a dramatic impact on learning and teaching. A framework that delineates the relationships between learner control and learning effectiveness is absent. Our work focuses on the effectiveness of a technology mediated virtual learning environment in the context of basic information technology skills training. Grounded in the technology mediated learning literature, this topic presents a framework that addresses the relationship between the learner control and learning effectiveness, which contains four categories: learning achievement, self efficacy, satisfaction, and learning climate. Internet technologies are having a significant impact on the learning industry. For profit organizations and traditional institutions of higher education have developed and are using web-based courses.

Introduction

The internet is more frequently becoming a part of our daily lives, and its presence in education is the most useful. Web-based courses seem to dominate the attention of educators and students. **Turoff (1997)** defines virtuality as the property of a computer system with the potential for enabling a virtual system to become a real one by encouraging the real world to behave according to the template dictated by the virtual system. Once these virtual systems are actually used in the world of physical reality.

Four specific objectives of educational technology:

- The need to reach more students,
- To reach them with an improved range of learning materials,
- To offer greater opportunities for independent study and
- To permit at least a limited student response.

Application of Technology in Education

Application of technology to the field of education is meant by Educational Technology. Educational Technology refers to the systematic use of technology to plan, implement the curriculum, instruction and evaluation. It is a system in education in which machines, materials, and media.

Technology Explosion' has yielded several new machines, materials and media. A judicious use of these together with new functions and roles of educational personnel can bring about more efficient and effective teaching and learning. Although, it does help in specifying the goals and translating them into behavioural terms, it is not one particular method of achieving educational goals like that of Montessori or strategy of developing self-instructional material, which propounded by **B. F. Skinner.**

Educational system in an age of 'information explosion', 'knowledge explosion', 'population explosion', and 'expectation explosion'. It is implied that the primary role of Educational Technology is to increase both efficiency and effectiveness of teaching-learning process.

Different Web-Based Virtual Learning Environments

The web gives educators the possibility to integrate proven as well as new methods of teaching. From mail-based do it. Interactive audio- and video conferencing – the web has the potential to integrate all.

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USAGE OF DIGITAL LEARNING IN ENHANCING CONCEPTUAL CLARITY AND RETENTION

G.Saraswathi* & Dr.S.Leo Stanly**

Abstract:

"Digital learning is generating new learning opportunities as learners engage in online, digital environments and as faculty change educational practices through the use of hybrid courses, personalized instruction, new collaboration models and a wide array of innovative, engaging learning strategies.Using digital tools to develop academic outcomes and enhance independent learningDigital learning experiences are used to support encounter real life situation.Used effectively, digital learning can play a role in stimulating curiosity, interest, conceptual clarity and retention in facilitating and sustaining purposeful engagement in teaching learning process.

Key words: Digital learning, conceptual clarity, retention.

Introduction

Educational technologies have become commonplace entities in all aspects of life. Across the past twenty years the use of Educational technology has fundamentally changed the practices and procedures of nearly allforms ofendeavour educational sphere. In education, learning is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of interaction with higher education level students.

ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Yusuf, 2005).

Characterismof Digital Learning

- Digital learning by their very nature are tools that encourage and support independent learning.
- It'senhancing the scholastic performance.
- Digital learning environment enhancing learning motivation
- Usage of digital learning enhancing the quality and accessibility of education
- Digital teaching and learning process enhancing clarity of content and retention.

Digital learning pros:

- Using Digital teaching learning process in the classroom allows learner to experiment more in pedagogy and get instant feedback.
- Digital learning environment in the classroom helps ensure full participation.
- There are countlessdigital resources for enhancing rich education and making learning with conceptual clarity and retention.
- Technology can automate a lot of your tedious tasks.
- Through the digital learning, learners have instant access to fresh information that can supplement theirlearningreal experience.
- It also fosters a more collaborative learning environment; learners, networked together online, canshare information, work together on group projects, and interact with the instructor.

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a new model of governance. E-governance and education is an institutional thinking that seeks to entrust in building, managing and sustaining students, teacher, learner and others for achieving the larger benefits of e-government system. The probable benefits are: for service users in terms of reduced cost of transmitting information and resources accesses, lesser time and cost for services; for service provider, reduced processing time, error rates, complaints; and for government, improved service consistency and equality; and finally, the benefits lead to enhance the outcomes, as well as the performance criteria e.g. better informed students or learners leading to improve delivery of objective, greater information collection related

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VIRTUAL LEARNING ENVIRONMENT

A. Saravanan* & Dr. R. Portia**

Abstract

This present digital world has passed through various revolutions, and may rejuvenate in future. From the school Level the students are eager to handle the technologically advanced gadgets, like PCs, mobiles, tablets, Laptops, etc... to communicate with the society in and abroad. Higher Education institutions like Universities and private bodies provide a number of e-resources to their own wards. In the 21st century, education emerges as effective tool of change in the society. If has, several dimensions like philosophy, psychology, sociology etc... Classrooms are already changing from Traditional to smart virtual classrooms. The smart classroom with such ICT devices as compute, internet, video camera, speakers, microphone, projector etc... is called Virtual Classroom Technology. Here, the teacher can deliver lecture with both the mode like synchronous and asynchronous virtual mode through internet. By using this virtual classroom, the teacher can not only deliver the lecture but also evaluate the students. The virtual class room software has several features like live class/online class, offline class, assessment, feedback etc...The teacher can use power point presentation / work documents while delivering live lecture students can easily communicate through chat/ feed back segment to teacher and get quick reply also. The virtual class room software reduces the huge paperwork and gives quick assessment. A teacher can manage the progress of the each students of the class through this software. It will be beneficial for teachers, students and entire educational system. A virtual learning environment (VLE) in educational technology is a web-based platform for the digital aspects of courses of study, usually with in educational institutions. They present resources, activities and interactions within a course structure and provide for the different stages of assessment. Virtual Learning Environment usually report on participation, and have some level of integration with other institutional systems.

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Conclusion

A Virtual Learning Environment is a system for delivering learning materials to students via web. These systems include assessment, student tracking, collaboration and communication tools. They can be accessed both on and off-campus, meaning that they can support students learning outside the classroom 24 hours a day, seven days a week. For teachers who edit them, VLEs may have a de-facto role as authoring and design environments. VLEs have been adopted by almost all higher education institution in world. In TamilNadu Government Hr.Sec. Schools successfully doing smart virtual environment through DIETs.

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THE IMPORTANCE OF APPLYING E-CONTENT IN TEACHING-LEARNING PROCESS

B. Prabakaran[*] & Dr. AR.Saravanakumar[*]

ABSTRACT

In the modern era, commutation technology is growing up from earth to sky. It is more change to human life and his behaviour patterns. Modern revolutions occur through modern communication devices and equipment.Communication is the art of successfully sharing meaningful information with people by means of an interchange of experience.The National Policy of ICT in Schools Education and the National Curriculum Framework represent the importance of ICT in the field of education. All type of students are going to learn from modern ICT technology to integrate with educational pedagogy.E-content is a very powerful tool of education. It is valuable to the learners and also helpful to teachers of all individual instruction system. It is the latest method of instruction that has attracted more attention to gather with the concept of models.Most of the e-content preparations consider the learner only as a self-learner.

Communication is the art of successfully sharing meaningful information with people by means of an interchange of experience. The important word is 'successfully', which implied that a desired behaviour change results when the receiver takes the message" (Walklin 1993, p. 164). Effective communication is the part and parcel of teaching-learning process. Learning is not restricted within the boundary of classroom. Learning is started anywhere, by anyone, at any time from individual interest and his/her potential capabilities. Communication of teacher with subject matter can be achieved by the learners inducing much more stimulations and responses. Stimulations and responses switch on students' enthusiastic thoughts and creation making.

The National Policy of ICT in Schools Education and the National Curriculum Framework represent the importance of ICT in the field of education. All type of students are going to learn from modern ICT technology to integrate with educational pedagogy. Teachers become a new ICT knowledge holder for the given purpose of education. Because, teacher investigates the technological possibilities in modernization and methods of education; teacher makes new hardware, software and ICT interaction for students'suitable learning; teacher evaluates students' learning through modern ICT technology. Students' point of view on ICT are enhancing the creativity and problem solving ability without any fear; introducing the world

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19. E-content can be given immediate reinforcement to the students for their task correctly and redirect to their task wrongly.
20. Students can watch one concept repetition at many times in classroom and outside the class room until they are understanding this concept.
21. E-content can be reduce the teachers' task which is burdened with more repetition.
22. E-content can tend to Students' friendly approach for better learning.
23. E-content can be accessed easily in the internet around the world.
24. E-content can take easily through secondary memory devices such as Pen Drive, Google Drive, CD, VCD etc.
25. E-content is a weightless content when compared with the conventional book printing. Student feels free from more weight through carrying the weighted books.
26. E-content is an environmental friendly approach to production from degradation of natural sources such as paperless approach.
27. E-content can be stimulated through sharing ideas around the world by students to students and experts to experts of content.

Indian UGC of higher education and the directorate of school education mostly concentrate on modifying our education system with student friendly approach and psychological approach for the progressive, harmonious, and the creative learning. Students are the best future resource of economic development of India. So, our education modernization collaborates with world. Students must get their knowledge from e-content delivery apart from the teacher. E-content can bring out the clear-cut ideas of students' mind in their subject matter and the smooth learning is possible through the e-content delivery.

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ENHANCING COMMUNICATION SKILL THROUGH THE TECHNOLOGY BASED LEARNING

A.Punitha[*] & Dr. D. Baskaran [**]

Abstract:

We are in a digital era. It is difficult to think of any event in our daily life that is not using Information and Communication Technology. Our schools and classrooms are no exceptions. This course is meant for introducing you with these technologies with the intension that you meaningfully integrate technology in your practices related to enhancing communication skill.

Key words: communication, technology, wireless communication.

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Wireless Technologies:

Over the last several years, wireless technologies have progressed and achieved success in various fields like healthcare, education, manufacturing, etc. Wireless technology has been around libraries for some years. But now only the libraries have realiced benefits for information service and library management activities.

Bluetooth;

Bluetooth is a global de facto standard for wireless connectivity and is based on low-cost, low-power, short-range link for mobile devices and for Wide Area Network/Local Area Network access point.

CONCLUSION:

Technology include email, texting, instant messaging, social networking, tweeting, blogging and video conferencing. These technological resources makes it possible for people to communicate. For example, people working in a team need to regularly update each other on the progress of a given project. Thus, they use several modes of communication including project management software, social media or email.

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WEB NAVIGATION SKILLS OF HIGHER SECONDARY TEACHERS IN ORATHANADU BLOCK AT THANJAVUR DISTRICT

Mr. I. Jayaraj[*] & Dr. R. Ramnath[**]

ABSTRACT

A survey was conducted to study the level of web navigation skills of higher secondary teachers in Orathanadu block at Thanjavur district. Normative survey method was adopted for the present study. 150 teachers were taken as a sample for the study by using simple random sampling technique. The tool consists of fifteen statements with five point likert type scale which was prepared the researcher. The scoring procedure of the tool are as follows, very little extent-1, little extent-2, some extent-3, great extent-4 and very great extent-5. The reliability of the tool through test-retest method was 0.695. The validity of the present tool through factorial validity was 0.719. The collected data were analyzed by using the SPSS package. The result revealed that teachers have moderate level of web navigation skills.

Key Words: Web navigation skills, Higher secondary teachers.

INTRODUCTION

Web navigation is the process of navigating a lot of information from the web which is organized as hypermedia. Web navigation was come out after introduction of World Wide Web which was introduced in 1989 by Timothy Berners-Lee. The types of navigations are hierarchical

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Since the calculated "t" value 4.090 (Subject handled) is greater than the table value 1.96 at 0.05 level, it is inferred that there is a significant difference between the web navigation skills of higher secondary teachers with respect to subject handled. Hence, the stated hypothesis is rejected. On the other hand the calculated "t" values 1.522 (Gender), 1.032 (locality) and 1.317 (Teaching experience) is lesser than the table value 1.96 at 0.05 level, it is inferred that there is no significance between the web navigation skills of higher secondary teachers with respect to gender, locality and teaching experience. Hence, the stated hypothesis is accepted.

MAJOR FINDINGS

The result indicated that higher secondary school teachers have moderate level of web navigation skills. The background variable subject handled influences the web navigation skills of teachers and other background variables such as gender, locality and teaching experience do not have any influence the web navigation skills of higher secondary school teachers.

DELIMITATIONS OF THE STUDY

1. This study is restricted to Orathanadu taluk in Thanjavur district.
2. One hundred and fifty higher secondary school teachers were taken as a sample for the present study.
3. The following background variables alone have been taken for the present study, namely gender, locality, subject taken and teaching experience.

CONCLUSION

At this fast changing society, everyone is accessing internet for various source such as from computer, mobile phone, Wi-Fi and broadband connection. Even small kids also utilizing the web for learning the rhymes and watching cartoons. Web navigation skills will be useful for higher secondary teachers to prepare their students for NEET exam, IIT, JEEE and various competitive examinations. In order to update the latest information, teachers and other professional people also mandatory to learn utilization of web and its related information.

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DIGITAL PORTFOLIO AMONG THE MATHS FACULTY MEMBERS OF THE TECHNICAL AND TECHNOLOGICAL INSTITUTIONS – AN APPRAISAL

S.Jayaraj* & Dr.R.Ramnath**

Abstract:

The present investigation attempts to findout the digital portfolio of the faculty members of the technical and technological institutions. For which, the normative survey method was using as a method of the study. The 200 teachers constitute the sample of the study and they were administered a tool that appraise their digital portfolio. The results indicated that the teachers

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TECNO PEDAGOGICAL SKILLS FOR PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

Dr.T.Ravichandran* & Dr.AR.Saravanakumar**

Abstract

Techno pedagogy is the hybrid method of teaching in which ICT resources are utilized in class room interaction process. Techno pedagogical skills are very useful in making teaching learning process a joyful experience as it would make notable changes in the interaction pattern of teachers. Modern technological inventions are boon for every teacher for effective transaction of knowledge effectively. In these recent years most of the teachers are very scared to apply the modern gadgets inside the classroom for various personal reasons. If a teacher is able to adapt the technology linked innovations, definitely he/she makes the class more active and attentive. In this respect the modern technology is able to equip the teacher educators to implement various resources of technology for effective practice of prospective teachers. If a teacher educator is willing to learn and apply the new system of pedagogical approach, it will enhance the professional competency and skills. This paper analyses the various dimension of techno pedagogy in professional growth of teacher educators.

Introduction

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. Modern technological inventions are store house of knowledge for teacher educators. 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. 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 ICT by the teachers. As it is well known fact that the present educational scenario is changing very fast due to knowledge explosion, digitalization and technological advancement at all levels of education. Consequently, pedagogical processes are continuously influenced by the emerging new technologies and Information and Communication Technology (ICT) supported tools, devices &innovative procedures. In keeping view of this, developing competencies and skills associated with using, applying and integrating technology in pedagogical processes is of utmost importance for promoting quality concerns among teacher educators.

Role of Techno-Pedagogy in Higher Education

Techno-pedagogical competency is very much needed for teachers in their learning space, as it facilitates teaching and learning. Techno-pedagogical competency is the ability of teachers to make use of technology effectively in teaching. It is described as the ability and the will to regularly apply the attitude, knowledge, and skills that promote learning. 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

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TECHNOLOGY BASED TEACHER EDUCATION FOR SPECIAL CHILDREN

Karpagam.V.K[*] & Dr. J.E.Merlin Sasikala[**]

Abstract

A special child in the normal classroom may be they only physically present in the class room but they will not have the opportunity to learn as well as others. The special children are requiring different educational system for a better understanding. With this regards ICT can provide opportunities for children to improve their ability to learn and practice higher level of thinking. This system provides them a specific classroom or laboratory in order to understand their contribution to self and society. ICT can help special children face barriers in learning and enriching their abilities to create opportunities for higher level thinking skills. ICT supported learning through selecting and assessing appropriate technological resources and designing, structuring and sequencing a set of learning activities. So, the rational of this study is to identify the use of information technology in education for the learning of special children.

Keywords: Technology, Teacher Education, Special children.

Introduction

Technology can help special children overcome many of their communication barriers, so they can be included in lessons, and access a wider curriculum. Special children have always been considered as students who are at the upper end of the bell curve in academic abilities. At this upper end, the bell curve tail can continue for a considerable distance representing increasingly extreme difference (Peterson, 2006). For example, access devices can help learners with physical difficulties to use a computer, and enable them to access the same curriculum as their peers. The new learning culture helps interactivity; flexibility and convenience have become the order of the day in the ICT supported environment. For some children technology may be the only way to ensure they can make their thoughts and needs known. For them, access to appropriate ICT-based solutions provides perhaps the only chance of participating in society and realizing their full potential.

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ELECTRONIC CONTENT AND ONLINE COURSES ON MASSIVE OPEN ONLINE COURSE (MOOC) IN INDIA

K.Sathish Kumar[*] & Dr. K. Govindarajan[**]

ABSTRACT

In recent years, the enrolment in Massive Open Online Course (MOOC) has increased tremendously. India after US is dominating the global growth in enrolments. Seeing the growth of enrolment from the country and satisfy their need of education, India has started various projects for offering MOOC courses. Currently, NPTEL, mooKIT, IITBX, and SWAYAM are the platforms used in India for offering courses. In this paper, a theoretical and technical background of these platforms is provided with a discussion of their features.

Keywords: MOOC, MOOC in India, NPTEL, MooKIT, SWAYAM, Indian MOOC platforms.

INTRODUCTION

Education with technology is considered as most promising development in education. Technological usage in education provides global learning environment, which allows accessing the course material anytime, anywhere, connect other learners, and get access to the content without considering any geographical boundaries. Nowadays, MOOC is the most popular way used to offer online courses, globally. MOOC are the massive course designed to support unlimited (logically) participation and are offered through a platform. It has gained lot of popularity since the time of its development in 2008. As of December 2016, approximately 58 million students are registered for the MOOC courses, offered by more than 700 universities and approximately 6850 courses, offered by various providers such as, Coursera, edX, Udacity.

MOOC PLATFORMS IN INDIA

Many initiatives have been taken by the Indian government to provide and support concept of open education. Initially, the objective was to provide open resources in terms of repositories, libraries, educational media files, e-books, etc. These were made accessible for everybody. Some of the efforts in this direction started as National Digital Repository of IGNOU, Sakshat providing e-content, Shishya for XI-XII Standards by CBSE Board, and VidyaVahini integrating IT into the curriculum of rural schools by providing interactive training and developmental communication. Some of the common names in this path are, Education and Research Network (ERNET) connecting various colleges and schools by providing network connectivity; EDUSAT, a satellite launched for education in India, Consortium for Educational Communication (CEC), use the power of television to act as means of educational knowledge dissemination; Information and Library Network Centre (INFLIBNET) autonomous Inter-University Centre for connecting university libraries, also it has started several other programs.

A.NPTEL

NPTEL stands for National Programme on Technology Enhanced Learning. It is a project funded by MHRD, initiated in 2003. It is a joint initiative of seven Indian Institute of Technology (IITs) and Indian Institute of Science (IISC) for offering courses on engineering and science, initially. Now, NPTEL has started online course in computer science; electrical, mechanical, and ocean engineering; management; humanities, music etc. Already, NPTEL is the largest single repository of technical courses in the world in the streaming video format and with text metadata for videos, text transcription and subtitling, and possible conversions to all Indian languages. Currently, it is offering more than 1200 courses.

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their learning stages itself.Awareness of teachers' needs and proper interventions that address them are likely to increase their job satisfaction and to reduce the odds of their burnout and attrition.

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A COMPARATIVE STUDY OF TEACHING ECONOMICS IN SENIOR SECONDARY CLASSES THROUGH GOOGLE CLASSROOM

Himanshu Tripathi* & Dr. J.E Merlin Sasikala**

INTRODUCTION:

Use of ICT while teaching seems to be now a general trend in teaching-learning process. Sometimes it can be in the blended form, flip form or direct integration. Many learning management systems like EDMODO, Moodle etc. are available and ready for use in the teaching-learning process. Now a day, Google is considered as the largest platform of e-service provider. It is providing Google classroom which is a free web service developed by Google for schools that aim to simplify creating, distributing and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.

Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, and Google Calendar for scheduling. Students can be invited to join a class through a private code, or automatically imported from a school domain. Each class creates a separate folder in the respective user's Drive, where the student can submit work to be a graded by a teacher. Mobile apps, available for iOS and Android devices, let users take photos and attach to assignments, share files from other apps, and access information offline. Teachers can monitor the progress for each student, and after being graded, teachers can return work along with comments.

Features of Google Classroom

Each class created with Google Classroom creates a separate folder in the respective user's Google Drive, where the student can submit work to be graded by a teacher. The teachers evaluate the work done by the students and grade them. Hence, evaluation is possible in Google Classroom.

Assignments

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INTERACTIVE TECHNO-PEDAGOGICAL APPROACHES IN LEARNING

Mrs. V. Kamatchi[*] & Dr.S. Leo Stanly[**]

Abstract

"We need to embrace technology to make learning more engaging. Because when students are engaged and they are interested, that's where learning takes place."

With the onset and proliferation of Information and Communication Technology (ICT), there is a growing demand of technology inclusion in education system. Today students are no longer the target audience what educational system was designed to teach. Internet, instant messaging, video games, video conferencing and networking formed a substantial part of the native language of digital natives or net generation. Schools and universities across the country are beginning to redesign learning spaces to enable this new model of education, foster more interaction and small group work, and use technology as an enabler. Today, massive amounts of information (books, audio, images, videos) are available at one's fingertips through the Internet, and opportunities for formal learning are available online worldwide through the Khan Academy, MOOCs, podcasts, traditional online degree programs, and more. The access to information and educational opportunity that technology has enabled, in many classrooms today, we see the teacher's role shifting to the "guide on the side" as students take more responsibility for their own learning using technology to gather relevant information. This paper briefly discusses about integration of techno-pedagogical approaches in learning.

Keywords: Interactive, Techno-pedagogy, Approach, Learner Centered Learning

Introduction:

Technology can promote effective instruction that is more student-centered, inter-disciplinary, more closely related to real-life events and processes, and adaptive to individual learning styles. Such instruction encourages development of higher order thinking and information-reasoning skills among students, and socially constructed (collaborative) learning, all of which are increasingly required in today's knowledge-based global economy.

Interactive:

Accepting input from a human. Interactive computer systems are programs that allow users to enter data or commands.

Techno-Pedagogy

Techno- pedagogy is the art of integrating technology in designing teaching learning experiences so as to enrich the learning outcome.

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THE EFFECT OF USING MULTI-MEDIA IN TEACHING MATHEMATICS FOR HIGH SCHOOL STUDENTS

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Abstract

The present study intended to find the effect of using Multimedia in teaching Mathematics for high school students in Thanjavur District. The study was used Experimental Method. The study was conducted on a sample of 50 ninth standard students at Government Higher Secondary School in Thanjavur District. Tool used were Multimedia Package and Mathematics Achievement test. The investigator divided the 50 sample students into two groups based on the pre-test score. Odd numbers are placed in experimental group and those with even numbers are placed in control group with each having 25 students. The pre-test contains 40 objective type questions. The same test item is use for the post-test. Students under control group is taught using traditional method and each student under experimental group is taught using Multimedia Package developed by the investigator. After the treatment the post-test is conduct. The answer sheet of the students for the achievement test is scored. One mark is given to each objective type question. The scores are then tabulated for statistical analysis. The result show that the Multimedia Teaching is effective in teaching Mathematics at High school level over the Traditional Method. Findings of the study showed that there was significant difference between pre-test and post-test scores for the Experimental group in learning Mathematics.

Keywords: Multimedia, Mathematics, Control group, Experimental Group, Students

Introduction

"What is called the numeral and then the alphabet
Are the two eyes for a life with high repute" -Thiruvalluvar

Knowledge starts in knowing the alphabets and numerals and develops when they are utilized Eyes are needed to identify and bear witness. Knowledge sees in and out of everything. Applying the 'cause and effects' theory it understands the things going deep into them. 'seeing the things and happenings as they really are' is called knowing. Any living being if it has eyes, can see the things if there is light. The first educator of a child is mother. Then the child knows things from other family members, from familiar persons, from the universe. There is one education organized and formal, given by the government or by the profit seekers. As its duty and to fulfil its responsibility the government provides standard education to the children of the wealthy people ready to pay any amount. To increase, the quantity, and improve the quality, of education changes are to be made in educational methods and in the aids and instruments. The research to find out the best way of teaching and best equipments to assist teaching is the beginning of educational technology.

Need and Significance of the Study

Real strength of a country lies in the education offered to the children, the future citizens, the constructors, builders, moulders of the nation, who should at first improve themselves morally, socially and spiritually before working for others. To obtain the degree of a doctorate one has to spend more than twenty years of one's life in the name of education.

The main duty of the researchers in Education is to reduce the time eased in the name of Teaching. Teaching should be simplified and made attractive and interesting. Teachers should be simplifies and made attractive and interesting. Teachers should be

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Therefore the null hypothesis is rejected. The improvement of the mean scoring in the post test from that in the pre-test shows the effectiveness of Multimedia package in teaching Mathematics.

Hypothesis – 4

There is no significant difference between the achievements in pre-test and post-test held in Control Group. Showing the mean difference between Pre-test and Post-test in Control Group

TABLE – 4

S.no	Background variable	Category	Mean	Standard Deviation	t-value	Remark
1.	Control Group	Pre-test	45	15.8	1.07	Not Significant
2.		Post-test	50.5	16.5		

From the above table the calculated 't' value is (1.07) less than table value(1.96) at 0.05 level of significance. There is no significance difference between the achievement in pre-test and Post-test in Control Group. Therefore the null hypothesis is accepted.

Findings of the study

1. There is no significant difference between the achievement of experimental group and control group in the pre-test.
2. There is significant difference between the achievement of experimental group and control group in the post-test.
3. There is significant difference between the achievement in pre-test and post-test in experimental group.
4. There is no significant difference between the achievement in pre-test and post-test in control group.

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BLENDED LEARNING: AN INTENTIONAL INTEGRATION

S.Floral Jeya* & Dr.AR.Saravanakumar**

Abstract

Blended learning is an innovative concept embraces advantages of both traditional teaching in the classroom and ICT supported learning including both offline learning and

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Conclusion

Adopting a blended learning approach offers the appeal of combining different learning elements using the power of ICT while retaining a human touch (Ravichandran.T & Dr.AR.Saravanakumar (2014)). A blended learning model should describe a planned and deliberate educational activity that integrates student-centered learning, classroom- based teaching and learning with mobile and web-based online approaches based on individual learners and their specific needs. There is a growing world-wide trend in initiative explicit about the availability of learning anywhere, anytime.

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ICT BASED TEACHER EDUCATION- FUTURE BETTERMENT

K.Paavizhi* & Dr.AR.Saravanakumar**

Abstract

ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters (UNESCO, 2002). ICT stands for Information and Communication Technologies. ICT is a part of our lives for the last few decades affecting our society as well as individual life. ICT which is now broadly used in educational world. Teacher, Student, administrator and every people related to education are popularly used ICT. Teacher use ICT for making teaching learning process easy and interesting. A competent teacher has several skills and techniques for providing successful teaching. So development and increase of skills and competencies of teacher required knowledge of ICT and Science & Technology. The knowledge of ICT also required for pre-service teacher during their training programme, because this integrated technological knowledge helps a prospective teacher to know the world of technology in a better way by which it can be applied in future for the betterment of the students. ICT also helps teachers, students and parents to come together. So, the knowledge of ICT is very much essential for the both prospective teachers as well as in-service teachers also. This will help teachers to know integrated technology with classroom teaching.

Keywords: ICT, technology, pre-service, in –service, student teacher, teacher training.

Introduction

Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners(Dr.AR.Saravanakumar (2019)). Our schools, community

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EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT OF THE PROSPECTIVE TEACHERS

V.Mathialahan* & Dr. K. Govindarajan**

Abstract

Teaching is an art that brings behavioral changes in a child. In the present study, the investigator has attempted to study the Academic Achievement and Emotional Maturity of Prospective teachers. The sample consisted of fifty Prospective teachers, studying in Government College of Education in Thanjavur district. The survey method was followed in this study, the data were analyzed using percentage analysis and't' test. The results revealed that the level of academic achievement of prospective teachers is low. The level of emotional maturity of the prospective teachers is also low. There is significant difference between genders, basic subjects, and their academic achievement but there is no significant difference between locality of prospective teachers and their Academic Achievement. There is significant difference between genders, and there is no significant difference between basic subject and locality of prospective teachers in their Emotional Maturity.

Key words: Emotional Maturity, Academic Achievement, Prospective Teachers

INTRODUCTION:

Education is regarded as the potential instrument of bringing about social, political, economic and cultural transformation of the country. Education helps to develop the individual as a whole and to bring out the innate abilities. The objective of the educational system is to create a healthy and holistic human progress. The important activities of educational institutions include teaching, evaluation and also creating a positive attitude towards student's perception about their achievement. The academic achievement is influenced by various factors like gender, Basic Degree Subject, Locality attitude emotions and personality of the learners. In such a situation an individual has to come up with the socially desirable dimension of behavior.

Academic achievement oriented behavior is conceived as invariably influenced by the strength of an individual's tendency to achieve. success and in addition to his tendency to avoid failure, which is also inherent is situation involving existing which gives rise to feeling and passions. Usually emotions give us energy to face particular situations in life and they work as a motivation of our behavior. According to Walter D. Smitson (1974) emotional maturity is "A proving in which the personality is communally striving for greater sense of emotional health,

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story board describes step by step script of the final outcome of the e-content i.e. story board is created to provide a blue print of the course with each and every detail along with the content notes. The story board is created based on the objectives and instructional strategies. Here the developers create and assemble the content assets and learning objects. **Programming and integration** of all media elements into a cohesive multimedia package are the part of this phase.

Implement: In the implementation phase, materials are distributed to learners. A comprehensive implementation strategy document is developed. This document should cover the course curriculum, learning outcomes, method of delivery in terms of hard ware and soft ware requirements and testing procedures. Ensure that the web site is functional if the material is on the web site

USE OF E-CONTENT IN LEARNING MATHEMATICS

Mathematics develops our intellect, reasoning and thinking. In order to Quote young "it is the sole issue that encourages and develops rational thinking and also helps the pupil to discriminate between essentials as well as non - essential. Additionally, it will help them to suit facts to bring tersely and with no ambiguity". The most crucial abilities in mathematics are clear reasoning and careful analysis. We use mathematics in daily life from easy tasks to complicated tasks. Inspite of its usefulness students find it difficult to understand the concept. But with the usage of e-content researches has shown achievement increase in mathematics.

CONCLUSION

Success in e-learning involves a broad understanding of content development processes. Recent content developments include the growing importance of dynamic and interactive representations of multimedia elements. The process of developing an effective e-content is often performed by following some guidelines. For this reason, this study tried to enhance the quality of learning by integrating the cognitive theory of multimedia learning within a framework to give clear guidelines for the development of educational e-contents.

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ROLE OF PERSONALITY TRAITS AND INTERPERSONAL CONFLICT AMONG ADOLESCENCE

Mrs. J. Mutharasi[*] & Dr. N. Sasikumar[**]

ABSTRACT

There are several ways in which personality may be related to conflict. McAdams (1995) argues that individual differences in personality can be described at three levels: what a person has, what aperson does (contextually influenced strategies, goals, and concerns), and how the person makes meaning of his or her experiences (life narratives). With respect to the relationship

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neuroticism has also been studied in relationship to conflict. It is positively related to both frequency of conflict and affect intensity associated with that conflict (Bolger & Zuckerman, 1995;McFatter,1998; Suls et al., 1998). In addition, individuals high on neuroticism are more likely to experience anger and hostility (Costa & McCrae,1992; Watson & Clark, 1984), and, when asked, have the greatest number of complaints about their partners (Buss, 1991). However, those high on neuroticism do not tend to express their anger (Berry & Willingham, 1997; Bolger & Zuckerman, 1995; Geist & Gilbert, 1996) and they avoid arguments (Blickle, 1997). Furthermore, their partners do not report high levels of anger nor anger intensity (Buss, 1991). Therefore, we expect to find an association between neuroticism and frequency of conflict but offer no specific hypothesis about neuroticism and conflict type. However, because those high on neuroticism tend not to express their anger, we do not expect to find associations between partner neuroticism and conflict reports.

OPENNESS TO EXPERIENC

Individuals high on openness to experience are described as creative, inquisitive, introspective, and attentive to inner feelings (Costa & McCrae, 1992; Hofstee, deRaad, & Goldberg,1992). Because openness is the least studied of the five-factor traits, we know little about the association between openness and conflict. However, several pieces of evidence suggest such a relationship. First, one study found that the intuition scale from the Myers-Briggs Type Indicator, which is closely related to the openness factor (Costa,McCrae, & Holland, 1984), was negatively correlated with a compromising strategy in response to conflict (Chanin & Schneer, 1984). Second, in two studies, Blickle (1995, 1997) found that openness was positively correlated with the tendency to approach (vs.avoid) arguments. Because these studies suggest that open individuals do not shy away from conflict, we expect open individuals will experience conflict more frequently. Furthermore, because openness is the best five-factor predictor of argumentativeness—the tendency to pursue intellectual arguments that are focused on positions rather than people (Blickle, 1995, 1997)—attributions of task conflict are more likely to be made by individuals who score high on openness than by those who score low on this trait.

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DIGITAL TOOLS IN LEARNING

J.Breen Vadhani[*] & Dr. M.Mahendraprabu [**]

ABSTRACT

Digital tools are very important for learning in Indian education system. Learners must evaluate their beliefs, assumptions and learning and determine how those beliefs influence classroom reading practice. By gaining a better understanding of their own individual learning styles through digitalized practice, learners can improve their cognitive skills in the classroom.

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CONCLUSION

Quality in Education through Digital tools and its awareness among learners will have positive impact on the society. Digital Tools can be helpful in quality and standards of education by implementing it in various phases of education. Learner will continue to develop understanding and practice regarding the use of technology to help for learn effectively.

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BRAIN BASED EDUCATION

S.Sunitha* & Dr.K.Govindarajan **

Abstract

The early childhood is the most critical period for learning, as the causal link between the number of synapses or glucose uptake, and the rate or quality of learning have not been shown. For them, early learning is important because it is the basis on which to build later learning, but the focus must remain on the whole educational career. They also point out that the studies providing a time course of 0 to 3 years on synaptic density increases were conducted mostly on rhesus monkeys, and limited studies on humans have found a longer time frame. Moreover, neuro scientific research provides no information between synaptic density, emergence of skills and capacities, and the relationship between those and school learning. “In short, experience-expectant brain plasticity does not depend on specific experiences in specific environments, and for this reason, does not provide much guidance in choosing toys, preschools or early child-care policies. The experiences children need to develop fundamental sensory-motor and language skills occur in any normal environment.” (Bruer,1997)

Key words: Neuroscience, Brain based education, Principles of brain based education, Utilizing music and art, Use diverse forms of assessment.

INTRODUCTION

Brain based learning has hatched a new discipline now entitled by some as educational neuroscience, or by others mind, brain, and education science (Sousa, 2011). Whatever we call this “not really new” discipline, it is a comprehensive approach to instruction using current research from neuroscience. Brain-based education emphasizes how the brain learns naturally and is based on what we currently know about the actual structure and function of the human brain at varying developmental stages. Using the latest neural research, educational techniques that are brain friendly provide a biologically driven framework for creating effective instruction. This theory also helps explain recurring learning behaviors, and is a meta-concept that includes an eclectic mix of techniques. Currently, related techniques stress allowing teachers to connect

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AUGMENTED REALITY(AR) IN EDUCATION: THE HOTTEST EDUCATION TECHNOLOGY TREND IN LEARNING PROCESS

M.Monicka[*] & Dr.J.Jayachithra[**]

Abstract

Traditional methods of education as we know it are becoming a thing of the past. They are becoming increasingly digitized and are being driven by technology innovations.Augmented reality in education can serve a number of purposes. It helps the students easily acquire, process, and remember the information. Nowadays we may find some excellent examples of augmented reality in education worldwide. Ability to connect reality and digital content has been steadily improving, opening more options for teachers and students.Augmented reality animated content in classroom lessons could catch students' attention in our dynamic day and age, as well as motivate them to study.

Key words: Augmented Reality, Classroom Technology, Learning

Introduction

Traditional methods of education as we know it are becoming a thing of the past. They are becoming increasingly digitized and are being driven by technology innovations.Among the most significant trends in EdTech, augmented reality rightfully takes a leading position.Augmented reality in education will soon affect the conventional learning process.Augmented reality in education can serve a number of purposes. It helps the students easily acquire, process, and remember the information. Additionally, AR makes learning itself more engaging and fun. AR has the potential to change the location and timing of studying, to introduce new and additional ways and methods. It is also not limited to a single age group or level of education, and can be used equally well in all levels of schooling; from pre-school education up to college, or even at work. Capabilities of Augmented Reality technology may make classes more engaging and information more apprehend able. Educators know that the learning process should be all about creativity and interaction. While teachers do not necessarily need to recruit all students into science, their goal is to get them interested in a subject. Nowadays we may find some excellent examples of augmented reality in education worldwide. Ability to connect reality and digital content has been steadily improving, opening more options for teachers and students.

Augmented Reality Classroom

One of the simplest AR uses in education is its introduction in the traditional classroom.Supporting textbook materials with AR examples adds another dimension to the learning process - a process that will become a hybrid of the traditional approach and innovative practical illustrations of complicated concepts.Augmented reality animated content in classroom lessons could catch students' attention in our dynamic day and age, as well as motivate them to

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opportunity to use the knowledge acquired to solve problems. Visiting the past, present, and future exposes the mind. Thus, improves understanding and increases curiosity in the learning process.

Conclusion

Despite the rising use of Augmented Reality in many areas of the modern era, augmented reality in education is still new and unsettled. Though possibilities of AR in teaching/studying are great, providing new ways of learning. Teachers get to catch the attention of students and motivate them better, while students get new tools to visualize their subjects and complex concepts, as well as obtain practical skills.

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COGNITIVE SKILLS AND LEARNING

M.Radha* & Dr.G.Sivakumar**

ABSTRACT

The cognitive process of isolating, or "abstracting," a common feature or relationship observed in a number of things, or the product of such a process. Development of these cognitive skills is largely dependent on stage of growth and on various biological processes including myelination, which increases the speed at which an individual can process information. Researchers have developed the information processing model to describe the actions of the brain when human beings think. This model helps us explain how human beings achieve higher cognitive abilities. Abstract thinking skills are developed in various ways in and out of the classroom

INTRODUCTION:

Cognition encompasses mental processes such as memory, perception, decision-making reasoning and language. Cognitive scientists are using a combination of behavioural and neuropsychological techniques to investigate the underlying neural substrates of cognition. They are interested in understanding how information is perceived, processed and how does it affect the final execution of behaviours. With this knowledge, researchers hope to develop new treatments for individuals with cognitive impairments. During the school-age years, children develop the complex cognitive skills that will carry them through school and beyond. The strong foundational cognitive skills they have developed as children prepare them for learning as teens and adults. When you support the developing brain you are building a strong foundation for future school and life success. This lesson will introduce you to important concepts about how the brain develops during the school-age years. It will end with suggestions about what you can do to help make sure all children meet their potential.

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EMOTIONAL MATURITY AND SELF CONCEPT AT HIGHER SECONDARY LEVEL

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ABSTRACT

The present study investigated the emotional maturity and intelligence of secondary school students Tamilnadu. The study was conducted on one thousand class-X students by giving due representation to boys (500) and girls (500) as well as rural and urban localities of both the districts. The schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique. The findings of the study reported that there is a negative relationship between emotional maturity and intelligence among the secondary school students of whole sample of both the districts.

Keywords: Emotional Maturity, self concept, leadership qualities, emotional health, intra personal.

INTRODUCTION

The main purpose of education is the progress of physical, social activity, emotion, and wisdom of student sustainability. The adequate education makes good quality human resources for a rapidly developing country. According to this reason, many countries have been trying to develop the educational quality in the national policy and strategy to enhance effective implementation. The assessments placed on these qualities may be significantly influenced by outsiders in one's immediate environment and/or by society at large.

NEED AND SIGNIFICANCE OF THE STUDY

The specific needs for identifying these phenomena of Emotional maturity and self concept as a natural and inevitable essential outcome of student growth and development rather than among pathological symptom. The Emotional maturity and self concept becomes important in the behavior of individuals. As the students are the pillars of the future generations their value pattern of Emotional Maturity and self concepts are vital.

OBJECTIVES OF THE STUDY

To find out the level of Emotional Maturity and Self Concept among Higher Secondary student who are studying in various schools in Ramanathapuram district, Tamilnadu, South India. To find out the significant difference if any between the different groups of biographical variables such as sex, location of the school, type of the school, Parents educational qualification, Parents occupation, Parents Annual income, parents nature, and type of the Family in the students of higher secondary course in respect to their Emotional Maturity and Self Concept.

HYPOTHESES OF THE STUDY

There is no significant difference in the level of Emotional Maturity and Self Concept among Higher Secondary students who are studying in various schools in Ramanathapuram district, Tamilnadu, South India. There is no significant difference if any between the different groups of biographical variables such as sex, location of the school, type of the school, Parents educational qualification, Parents occupation, Parents Annual income, parent's nature, and type of the Family in the students of higher secondary course in respect to their Emotional Maturity and Self Concept.

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SOCIAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

AL. Jeyapriya* & Dr.N.Sasikumar**

Abstract

This paper is an aimed to list out the Contribution of Social Intelligent and Academic Achievement. Social Intelligent is the ability to distinguish between signals and use this information to manage thoughts and actions of others. Social intelligence is the ability to use emotional intelligence in social situations. But, academic achievement is the performance in school in a standardized series of educational test. The term is more generally used to describe performance in the subjects of curriculum. Social intelligence is the capacity to know oneself and to know others and it is also improve the quality of the individual. Social scientist Ross Honeywell believes social intelligence is an aggregated measure of self- and social-awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. Psychologist, Nicholas Humphrey believes that it is social intelligence, rather than quantitative intelligence, that defines who we are as humans. In this aspects the how the social intelligent contribute the academic achievements for the betterment of the society as well as the students community. This is the time for go through all the aspects of the contribution of Social Intelligent and Academic Achievement towards Social Changes. Hence, this paper has been attempted on 'Social Intelligent and Academic Achievement.

Key words: Social Intelligent, Academic Achievement, Social development

Introduction

Social Intelligent is the ability to distinguish between signals and use this information to manage thoughts and actions of others. Social intelligence is the ability to use emotional intelligence in social situations. But, academic achievement is the performance in school in a standardized series of educational test. The term is more generally used to describe performance in the subjects of curriculum. Social intelligence is the capacity to know oneself and to know others and it is also improve the quality of the individual. Since social intelligence was formally introduced by Dewey in 1909, the concept has been defined and repeatedly redefined by researchers. Tests such as the George Washington Test of Social Intelligence attempted to measure social intelligence, but ultimately received widespread criticism in its validity (Cronbach, 1960). Today, social intelligence is understood as a multidimensional construct that can be accurately measured, given the right instrument for the right population (Grieve & Mahar, 2013; Silvera et al., 2001). Recent literature contains many studies pertaining to social intelligence,

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14 to 16. It includes the classes between ninth and tenth. It aims to provide the students with following skills and knowledge

Social Behavoiur

In physiology and sociology, social behavior is behavior directed towards society, or taking place between members of the same species. Behaviors such as predation—which involves members of different species—are not social. While many social behaviors are communication (i.e., they provoke a response—or a change in behavior—without acting directly on the receiver), communication between members of different species is not social behavior. The umbrella term behavioral sciences is also used to refer to sciences that study behavior (retrieved6).

Unlike the full scope of human behavior, which may or may not have a social component, in sociology, "social behavior" has both social meaning and social context. In a sociological hierarchy, social behavior is followed by social actions, which are directed at other people and are designed to induce a response. Further along this ascending scale are social interaction and social relation.

Just as positive interactions among individuals in a society help create a pleasant environment for citizens, activities defined by peer groups to be acceptable, even if harmful to select individuals or subgroups within a society, are also part of social behavior. Studies of massive human rights violations have helped illustrate the extent by which harmful, but socially acceptable, behaviors have persisted in some societies. Examples of widespread acceptance of negative behavior within a peer group include historical incidents of mass genocide and human enslavement. Similarly in a marriage where both husband and wife are working, the expectation of mutual sexual fidelity is more binding than the expectation that the wife

Conclusion

Based on the above all discussion, the how the social intelligent contribute the academic achievements for the betterment of the society as well as the students community.

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METACOGNITION ON MATHEMATICAL PROBLEM-SOLVING ABILITY: AN EXPLORATION

A.Ganesh Babu[*] & Dr.N.Sasikumar[**]

ABSTRACT

Mathematical problem-solving ability becomes more difficult as students progress through the school grades, and it proves to be a real challenge for students at every level of achievement. However, students at risk of underachieving in mathematics and students with learning disabilities are at a particular disadvantage. According to a number of studies, students

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METACOGNITION: A CATALYST FOR TEACHING LEARNING IN THE CLASSROOM

KR.Geetha* & Dr. M.Parimala Fathima**

Abstract

Metacognition is a regulatory system that helps a person understand and control his or her own cognitive performance.Metacognition allows people to take charge of their own learning. For all age groups, metacognitive knowledge is crucial for efficient independent learning because it fosters forethought and self-reflection.Metacognition consists of two processes namely Knowledge of cognition, Regulation of cognition.Teachers who use metacognitive strategies can positively impact students to develop an appropriate plan for learning information, which can be memorized and eventually routine.

Introduction:

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours .Metacognition allows people to take charge of their own learning. It involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies. (Hacker, 2009).Learners often show an increase in self-confidence when they build metacognitive skills. Self-efficacy improves motivation as well as learning success.

Process of metacognition

Many theorists organize the skills of metacognition into two complementary processes that make it easier to understand and remember. According to theory, metacognition consists of: 1) the knowledge of cognition and 2) the regulation of cognition.

Knowledge of cognition

has three components: Knowledge of the factors that influence one's own performance; Knowing different types of strategies to use for learning; Knowing what strategy to use for a specific learning situation.

Regulation of cognition involves:

Setting goals and planning; Monitoring and controlling learning; Evaluating one's own regulation (assessing results and strategies used).

Theory behind metacognition

A theory of metacognitive regulation that is widely cited in the research literature is Nelson and Narens' (1990) Model of Metacognition. This consists of two levels: the object level and the meta level.The **object level** is where cognitive processes or 'one's thinking' occurs. One example is decoding text when reading. At the object level, cognitive strategies (e.g., decoding) are used to help the learner achieve a particular goal (understanding the meaning of the text). The

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learners improve their comprehension of a difficult subject. **Provide Opportunities for Making Errors,** When learners are given the opportunity to make errors while in training, such as during simulations, it stimulates reflection on the causes of their errors**.**

Conclusion

Metacognition is a set of skills that enable learners to become aware of how they learn and to evaluate and adapt these skills to become increasingly effective at learning. Metacognitive practices help students become aware of their strengths and weaknesses as learners, writers, readers, test-takers, group members, etc. A catalyst is an agent that enhances rate of reaction, like catalyst metacognitive strategies enhances rate of teaching learning in the classroom.

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SELF REGULATED LEARNING THROUGH INFOTAINMENT STRATEGIES IN ENHANCING PROCESS SKILLS OF SCIENCE

Sathyaraj.K[*] & Dr. R. Ramnath[**]

ABSTRACT

The purpose of this study was to examine the effectiveness of self-regulated learning through infotainment strategies to enhance the process skill of science among the engineering students. An infotainment content were developed to enhance the process skill of science by self-regulated learning of the engineering students to improve students' learning achievements and self-regulated learning skills and it focuses on the factors that affect self-regulated learning and the students' learning outcomes from application of self-regulated learning. A nonequivalent control group experimental design was conducted to evaluate the effectiveness of the proposed approach of 42 academic engineering college students. The experiment group adopted an intervention of infotainment content learning approach to enhance process skill of science under self-directed learning, whereas the control group was not supported by any approach of the self-regulated learning. The Findings of the study confirm that the self-regulated learning through infotainment strategy hassignificantlyenhanced the students learning achievement and desirable affective outcomes. Furthermore, it was found that the proposed approach did not increase students' cognitive load. Does the participants of this study also revealed that the infotainment intervention of self-regulated learning was very useful and effective according to the interview results and questionnaires.

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experiment group has highly performed better in their achievement by the help of infotainment intervention strategies to enhance their process skill of science.

- The above findings are concluded that the self regulated learning through the infotainment strategies are most effectiveness to enhancing the process skill of science among the engineering students. There is a significant relationship between the gender in self-regulated learning acquired through the infotainment by selected strategies to enhance the process skill of science.

CONCLUSION AND RECOMMENDATIONS

From the results obtained in the study, the researcher concludes that self-regulated learning through the infotainment strategy method is superior to the conventional chalk-talk approach in enhance process skill of science among the engineering students. When students are exposed to learning through exploration, asking question, answering questions and writing down questions and answers on what they have explored, concepts are more appropriately internalized with the learner taking responsibility of their own learning. Based on the findings of this study, the researchers recommend that self-regulated learning through infotainment instructional strategy should be included in the curriculum of pre-service teachers. In addition conferences, seminars and workshops should be organized regularly by government and relevant professional bodies to educate science teachers on the use of self regulated learning instructional strategies. Government agencies and professional associations, whoseresponsibilities it is to design and revise the curriculum for secondary schools, should incorporate and emphasize the use of self-regulated learning instruction strategies in science based curriculum.

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DIGITAL TOOLS IN LEARNING

Mr. G. Praveen Kumar* & Dr. M. Vasimalairaja**

ABSTRACT

The 21st century is a time of quickvariation, and while the mind may not be changing (much), the tools we use to feed it are.This puts the 21st century educator in a serious spot–of learningcontinuouslydeveloping technology and digital learning tools–the same tools their learners use every day.So below, we've started with such tools, but this is perceptibly just scratching the surface. This list is not meant to be exhaustive (noticeably), or even confident (but rather, subjective). This is the 21st century, after all. Months after this post is published 2-3 of these tools could be outdated, and if this turns up in the Google search results of a query in 2018, they may seem categoricalludicrous, but here and now, this is a properlytruthful litmus check of what the types of tools the average 21st century teacher can be estimated to use and

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will continue to develop your understanding and practice regarding the use of technology to help your students learn effectively.

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ICT DIGITAL TOOLS IN LEARNING

T.Balasubramanian[*] & Dr.K.Govindarajan[**]

Abstract:

In universalcreation of ICT use in education more effective appears to be a collective knowledge concerning which ICT applications in education are effective. Amakingmutual support for using ICT in education between those that actually have to use the ICT tool, if possible from the bottom up and simplifying that schools and most importantly, teachers, become used to with the ICT application using it in the greatestreal way. It is substancestating that one computer per student does not look like to be necessary to achieve the positive effects found.Assessments of information and communications technology (ICT) are wide in opportunity, as they usually evaluate the impact of an ICT enabling strategy shift, e.g increased ICT for schools or families or the availability of free Wi-Fi on school sites. These assessmentsregularly study the general development of devices or networks.

Keywords: Information and Communications Technology, wi-fi, networks, Multimedia, video projector, whiteboards innovative technology.

INTRODUCTION:

The usage of educational technology in information and communication Technology (ICT) for learning has been stays to be at the best performs as educators try to build a beliefs that adopts innovation and transforms the classroom involvement. Educators have a charge to discover and integrate digital tools in ICT.

Information and communication technology can provision and develop learning, with admittance to computers and the internet, students can exploration for information and obtain knowledge elsewhereanything us offered through teachers and textbooks.

ICT as welldeliver students with new techniques to training their skills, such as maintaining a personal webpage or online publication programming computers, talking and listening to native speakers when learning a additional language. And preparing a multimedia presentation whether alone or as part of a remotely connected team. ICT devices conveyorganisedusually separated education media such as books, writing, audio recordings, video recordings, databases,, games etc.,Consequently integrating the range of time and places where learning.ICT Real-world projects in which they relate their education.

From end to end the use of digital devices students are dynamicallyinvolved in their learning and are working on expressive. Generalproficientprogress and support linked to teaching resources for a number of altered devices is accessible to classroom teachers for their use of

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TECHNO PEDAGOGICAL APPROACHES IN LEARNING

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Abstract

This study is an attempt to discuss the techno pedagogical approaches in learning. Techno-pedagogical skills are the ways to make accessible and affordable quality education to all. In today's world, most people need to keep on updating both their skills and knowledge to meet the challenges of everyday life. Techno pedagogy is the art of incorporating technology in designing teaching learning experiences so as to enrich the learning outcome. This paper exploring about the three areas of knowledge Content (C), Technology (T) and Pedagogy (P). Similarly, it will discuss about the need for techno pedagogy and role of techno pedagogy. Further, it will discuss about the various approaches of techno-pedagogy in learning and Challenges of Using Techno-Pedagogy.

Keywords: Techno-pedagogy, three areas, Challenges, Role, Approaches.

Introduction

Education system is now spectator a paradigm shift from the traditional chalk-and-talk teaching methodology to digitizing the pedagogical approach through technical devices. 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".

Every teacher should know how to use technology, pedagogy and subject area content effectively in their daily classroom teaching. 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.

Today the techno-pedagogical competency is very much needed for teachers in teaching and learning process, as it facilitates effective teaching and learning. 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. It also includes knowledge about the aims of instruction, assessment, and student learning.

Techno pedagogy

"21st century's should be a techno-pedagogue."

Electronically mediated courses that integrate sound pedagogic principles of teaching/learning with the use of technology. -H. Connors (2001).

The objective is not to prepare technocrats, but to develop techno-pedagogues. Techno pedagogy is the art of incorporating technology in designing teaching learning experiences so as to enrich the learning outcome i.e. to make use of Internet technology, exploring it, accessing information from it to use in teaching learning process.

Techno-pedagogy: Three areas of knowledge

- **Content (C)** is the subject matter that is to be taught.
- **Technology (T)** encompasses modern technologies such as computer, Internet, digital video and commonplace technologies including overhead projectors, blackboards, and books.

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IMPACT OF YOGASANA ON FLEXIBILITY AMONG COLLEGE STUDENTS

K. Selvakumar[*] & Dr. P. Yoga[**]

Abstract

The purpose of the present study was to investigate the impact of yogasana on flexibility among college students. To achieve the purpose of the study forty college students were selected from Alagappa University College of Physical Education, Karaikudi, during the year 2019. The subject's age ranges from 18 to 24 years. The selected players were divided into two equal groups consists of 20 men students each namely experimental group and control group. The experimental group underwent a yogasana programme for six weeks. The control group was not taking part in any training during the course of the study. Flexibility was taken as criterion variable in this study. The selected subjects were tested on flexibility was measured through sit and reach test. Pre-test was taken before the training period and post- test was measured immediately after the six week training period. Statistical Technique't' ratio was used to analyse the means of the pre-test and post test data of experimental group and control group. The results revealed that there was a significant difference found on the criterion variable. The difference is found due to yogasana given to the experimental group on flexibility when compared to control group.

Keywords: Yogasana, Flexibility and 't' ratio.

INTRODUCTION

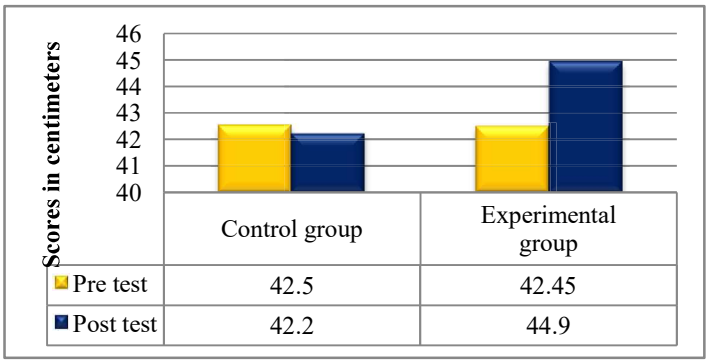
According to WHO – "Health is a state of complete physical, mental and social well-being and not merely an absence of disease or infirmity" **(WHO 1964).** Hence the contribution of yoga in providing this integrated whole benefit to individuals who practicing yoga in the day to day life is huge. The importance of yoga in modern life can be categorized under physical, mental, spiritual benefit. In practicing Yoga several people related Yoga with Physical exercise only but that is not correct it goes beyond the physical fitness or posture, it is whole sided system of thought that can provide valuable understanding of how to make our life best, including not only the concern of the physical, but also the emotional, mental, and spiritual parts of life. In general Yoga is a "way of life"**(Claire: 2004).** There is an interrelationship between the mind and the body "when the body is physically healthy, the mind is clearly focused and stress is under control" **(Sunil, 2015).**

Flexibility is one of the main fitness components, important for success in many sports. Certain sports, such as gymnastics, it is one of the most important physical attributes. In many

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Figure-1
Bar diagram showing the pre and post mean values of experimental and control group on Flexibility Scores in centimetres



DISCUSSIONS ON FINDINGS

The result of the study indicates that the experimental group, namely yogasana group had significantly improved the selected dependent variable, namely flexibility, when compared to the control group. It is also found that the improvement caused by yogasana when compared to the control group.

CONCLUSIONS

- There was a significant difference between experimental and control group on flexibility after the training period.
- There was a significant improvement in flexibility. However the improvement was in favour of experimental group due to six weeks of yogasana.

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ROLE OF COGNITIVE RELATED LEARNING DIFFICULTIES IN LEARNING MATHEMATICS AMONG HIGH SCHOOL STUDENTS

B.Jankiraman* & Dr. S. Leo Stanly**

Abstract

Students who are good at mathematics can not only solve the problems of the classrooms, but also can solve the societal problems approaching them without any prejudice and preconceived opinions. There is a need to find out the nature of learning difficulties of students in mathematics and causes for them so that suitable remedies can be suggested and implemented not only to help them to do well in mathematics, but also to help them to solve problems in life also

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that the high school students studying in boys, girls and co-education schools differ significantly in their cognitive related learning difficulties. This may be due to the fact that the co-education school students are competitive in nature with improved cognitive skills and improve their educational performances.

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SELF-REGULATION SKILLS AND STRATEGIES

Mrs. K.Jeyakumari[*] & Dr. A.Balu[**]

Abstract

The purpose of the study was the investigate the effects of self-regulationstrategies training on the academic motivation and self-efficacy. The essay will attempt to operationalize the theoretical concepts behind self-regulations strategies in order to investigate the correlation between perceived usage of self-regulations strategies and performance, with a special focus on emotional. The chapter being so many different neurological mechanisms in the mind.

Keywords: self-regulations, emotional, strategies, cognitive.

Self-Regulations

It can refer to self-control by a wide range of organisms and organizations, but for our purposes, we'll focus on the psychological concept of self-regulation.good emotional self-regulation has the ability to keep their emotions in check. They can resist impulsive behaviors that might worsen their situation, and they can cheer themselves up when they're feeling down. They have a flexible range of emotional and behavioral responses that are well matched to the demands of their environment" (2016).

The goal of most types of therapy is to improve an individual's ability to self-regulate; to gain (or regain) a sense of control over their behavior and their lives. Psychologists generally refer to two specific types when they use the term "self-regulation":

- Behavioral self-regulation
- Emotional self-regulation

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ENHANCING ENGLISH READING SKILLS THROUGH METACONGNITIVE STRATEGIES AMONG 9TH STANDARD STUDENTS

S.Usha* & Dr.A.Selvan***

Abstract

This study aims to find out the enhancement of English Reading skills through Meta cognitive strategies Metacognition is the art and science of knowing or cognition of cognition. It is the process of thinking and also regulation of one's own thinking process and learning process. It is always identified in terms of thinking, knowing, learning, and in interrelation and integration of these components. Objectives of the study is to identify the low achievers in English Reading skills among 9th standard students.Then to facilitate learning task in English Reading Skills through Metacognitive strategies and to find out the effectiveness of Metacognitive strategies in enhancing English Reading skills among 9th standard students.The investigator selected 30 students studying from Government Higher secondary school ,Kalayarkovil through Random Sampling technique. The investigator framed questionnaire for assessing English reading skills among 9th standard students. The questionnaire was framed to assessing understanding skills of the text, vocabulary, inferring, summarizing, reflecting, and know meaning from the text. The results showed that Using metacognitive strategies develop students' vocabulary and its retention. Meta cognitive strategies enhances students skills in understanding text and inferring. This strategies facilitates the learner in summarizing the text. Meta cognitive strategies helps the learner to enhances their reading experiences.

Key Words: Metacognition, Reading and English

Introduction

> 'Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers'. -Charles W. Elio-

Every human being tries to understand his or her surrounding world through different perceptions. However, to share these experiences, human beings need language. Therefore language has always seen as a central element of human existence. It has been observed that in many civilizations, when there was not written form of expression, people used to preserve these experiences and pass them on from one generation to another through, oral and aural method. But after the emergence of written language, the reading skills got the prominence. Another reason that supported the importance of reading skills was that it leads us to better understanding and comprehension. However, out of four basic skills of language, Listening and Reading both are receptive skills while Speaking and Writing are productive skills. Hence, if anyone wants to acquire or learn any language he or she is required to Listen and Read as much and frequently as possible. As far as learning English at secondary level is concerned, the importance of Reading skill assumes an important role. Good readers can understand the individual sentences and the organizational structure of a piece of writing. Good readers develop a few more qualities; they can comprehend ideas. Such readers do have a good range of vocabulary so they can also determine the meaning. Moreover in term of the unfamiliar words, they can also infer meaning from the context. If not, they may use dictionary to arrive at a universal meaning. In brief, good readers can extract from the writing what is important for the particular task they are engaged in. And they can do it quickly! Unfortunately, students lack reading habits and this has affected the understanding or comprehension level of students. Moreover, the material and the way it has been

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- Implementing modern strategies that activate students' prior knowledge such as metacognitive strategies.
- Providing support for the learners to be able to learn on their own through
- using new strategies such as metacognitive strategies.
- Students are encouraged to use metacognitive strategies to activate their prior knowledge.
- The metacognitive strategies improved the teacher's instruction as they assist teachers to involve learners actively in the learning process and transform students' role from passive recipients to active participants and teachers' role from knowledge givers to facilitators and organizers of language learners.
- The metacognitive strategies consider the individual differences among learners. Because they allow and require learners to be responsible for their own learning, students learn at their own pace and set appropriate and attainable objective's and goals for their own learning.

Conclusion

The metacognitive strategies increased the students' interaction in class as they are new strategies for them and very easy to use. In conclusion, it is important for teachers to understand the suitable method to improve the students' motivation in learning reading because it is the key of success in teaching learning process. The use of Meta cognitive strategies has proven to be an appropriate strategy in teaching learning reading comprehension.. So teachers can use this strategy in their class. Before implementing the strategy, teachers should explain how to do the steps clearly. The teachers must guide the students patiently. Explain one by one the steps and the activities that can help students to find main idea, explicit information, implicit information, reference and meaning of words. The students should have a great motivation in learning English.

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TEACHERS STRESS VULNERABILITY AND COPING STRATEGIES USED TO REDUCE STRESS

Mrs. T. Bella florence[*] & Dr. R. Portia[**]

ABSTRACT

Stress is understood to be a set of factors which has affected a large number of professionals, often causing them to lose their positions. Moreover, teachers have been highlighted as particularly predisposed to stress. Scientific studies have confirmed that experiencing physical, psychological and emotional wear are related to stress in the classroom (Ernesto, 2008, p.13). In their daily lives teachers face stressful situations at school, such as discipline problems, drugs, parents' complaints, violence, disagreements with the administration, co-workers, paperwork, long working hours, low salaries, and so on. Thus, teachers face countless

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DIGITAL TOOLS IN LEARNING

Dr. M. Suganthi*

ABSTRACT

The education system in India is often criticized for its importance on rote learning, instead of critical thinking and problem solving. Students are often observed spending most of their time memorizing their lessons, without any thoughts placed on practical applications. But, today accessibility of technology based learning has been radically creating an upsurge in the inculcation of digital methods in traditional educational roles. Digital technology includes social media, online games and applications, multimedia, productivity applications, cloud computing, interoperable systems and mobile devices. ICT has a positive impact on students' performance in schools.

Keywords: Multimedia, Cloud Computing, Digital Technology, System and Mobile Devices.

INTRODUCTION

As technology continues to persuade the way we proceed in our daily lives, every age group benefits from superior learning tools, giving rise to a synchronized existence between the tradition and modern applications. Today, accessibility of technology based learning has been radically creating an upsurge in the inculcation of digital methods in traditional educational roles.

WHAT ARE DIGITAL TECHNOLOGIES?

Digital technologies are electronic tools, systems, devices and resources that generate store or process data. These include social media, online games and applications, multimedia, productivity applications, cloud computing, interoperable systems and mobile devices.

WHAT IS DIGITAL LEARNING?

Digital learning is any type of learning that is facilitated by technology or by instructional practice that makes effective use of technology. Digital learning occurs across all learning areas and domains. It encompasses the application of a wide spectrum of practices including:

- Blended and virtual learning
- Game based learning
- Accessing digital content
- Collaborating locally and globally
- Assessment and reporting online
- Active participation in online communities

Computerized Grading

Computerized grading is not new, indeed, educators have relied on computerized grading for years. Computerized grading of written, free-form short answers or essays has not yet been fully realized but is rapidly gaining attention as a new technology for education. Computerized grading applies the techniques of machine learning and artificial intelligence to determine statistically the probability that a human grader would give a particular grade on essay. A number of companies are developing software for computer grading

E- Textbooks

E-Textbooks offer the opportunity to enhance written text with hyperlinks to additional resources, including other textbooks or readings, videos, audio feeds and slide presentations. Theoretically, e-textbooks could link students to real-world data sets or streaming sensor data and thereby empower students with data to explore graphical software packages, statistical tests and

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- It includes the process of careful selection of goals and small group session permit the way to attain maximum probability of success.
- Learners are comfortably felt in asking questions to the peer students.
- More opportunities are available to the teacher for providing individualized feedback.
- This learning method is valuing the teacher as facilitator instead of lecturer.

Conclusion:

With the supportive passages as described above, small group teaching maintains the active participation of the learners through interaction within the learning group. It is a team work in which students indulges the activities of interaction between student vs teacher and student vs student. Small group teaching allows the learner as independent learner and motivates self learning. It leads deep learning and understanding of the learners. It also enhances the learner's communication skill, problem solving ability and leading skill on teamwork. Finally the authors conclude that small group teaching directly focusing on the goal of the learning group and it enhance the engagement and deep learning of the learners.

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ENHANCING TEACHING COMPETENCY OF TEACHER TRAINEES THROUGH SELF REGULATION STRATEGIES

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Abstract

In preparation of primary level teacher, the district institute of education and training(DIET) playing a major role to have given the output of competence based teacher. However, the teaching competency is not an easiest learning process. Because it requires the continuous practices made by the teacher trainees through different types of approaches followed by the teacher educators Teacher educators facilitate physical, intellectual, social, and emotional development of the students. The teaching competency of a teacher is determined by various

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components existing in the teacher trainees while studying their teacher training course at selected institutions. In order to develop the teaching competency among the teacher trainees the self regulation strategies one among the suitable personal and easily accessible strategies which is helps to develop their teaching competency with their own time based. The result of the present investigate strongly implies that the self regulation strategies has identified greatest strategies for the teacher trainees to develop their teaching competency skills including internal and external ability of teacher trainees who suffered for their teaching capacity in their selected subject who taught in the school curriculum. Further the present study implies that it is the self oriented activities for the teacher trainees it would be help them to become a efficient teacher in their classroom.

CONCLUSION

The present investigation has concluded that the good teaching its depends upon the hands of the good teachers to performed in their classrooms with students inspiration. Now there are more number of exposures for available for the teacher trainees who will become a competency based teachers in their classrooms. The duty of teacher education institution to prepare a competency based teachers who ever joined in this institution. This study has concluded the self regulation strategies are one among the easy accessible and available strategies perceived by the teacher trainees by their own lack of the components in teaching competency. The present investigation further instructor the teacher trainees who will be adopt the self regulation strategies in his/her teaching learning process it will be surely help them to become a master in their subject concern at school curriculum

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PROMOTING CRITICAL THINKING SKILLS INSIDE THE CLASSROOM

Shanumugarajah Sudharshini* & Dr.A .Catherin Jayanthy**

Abstract

Critical thinking inside the classroom is a common term that is used by educators. Critical thinking has been called by Ruggiero as “the art of thinking about thinking” with the intent to improve one’s thinking. The challenge, of course, is to create learning environments that promote critical thinking in the classroom. Teaching and practicing critical thinking gives adults with the opportunity to embrace and take charge of learning. Adults occupied in critical thinking approach the classroom experience in a different way. Typically, students who apply critical thinking skills approach the courseware in a more thoughtful and effective manner, ask more challenging questions and partake in the learning process more strongly. This critical thinking process endures

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SOCIAL INTELLIGENCE OF COASTAL AREA STUDENT IN RELATION TO THEIR ENVIRONMENTAL HYGIENE

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ABSTRACT

The difficult of social intelligence of researchers has attracted dedication in recent years. Social intelligence is one of the most important features of coastal area students. The aim of this research was to study features of structure of social intelligence and environment hygiene of future students. The respondents in this study were selected samples 125 of coastal area students and around pudukkottai .The following tools are used in the work a method of research of social intellect by tool was own constructed. Results of findings and theoretical studies have revealed general and specific features of social intelligence and environment hygiene of future teachers. The results of research point out those normative-role values accepted in society are significant for respondents the students are guided by these values in situations of interpersonal relations. Dynamics of limits of social intelligence and environment hygiene of respondents was performed. Gender features of social intelligence of future the students were established.

Keywords: Social Intelligence, Environmental Hygiene, Students, Dynamics.

INTRODUCTION

Here is a considerable volume of research of the social structure of social intelligence and environmental hygiene of social intelligence. Generally, social intelligence was intentional by foreign investigators. We define social intelligence of future teachers as a cognitive component of their communicative competence. Intelligence is one of the main characteristics feature by which we can differentiate the peoples. Intelligence has been attended by various psychologists and educationist from many years ago. Human intelligence has long been the subject of controversy among psychologists and non-psychologists alike (Cianciolo & Sternberg, 2004). One of the most frequently debated issues is that of multiple intelligences; specifically, whether intelligence is best conceptualized as a single factor (as measured by IQ) or an interrelated set of multiple intelligences. Some have received greater consideration than others, particularly those pertaining to the moral, existential, and spiritual domains of existence. Wiggles Worth (2004) also introduced four types of intelligence including physical, cognitive, emotional, and spiritual intelligences.

DEFINITION OF SOCIAL INTELLIGENCE

"Social intelligence as the ability to understand and manage men and women, boys and girls - to act wisely in human relations." - Thorndike (1920). "Social intelligence is the ability to deal with and adjust to other persons trails considered to be measurable aspect of social intelligence are the following : sense of humor memory for names and faces, common sense in social relations, recognition of the mental stage of the speaker and common observation of social behavior" - Moss & Hunt (1927).

ENVIRONMENTAL HYGIENE

Environmental hygiene can be looked at from two aspects, viz. Hygiene at the household level and Hygiene at the community level. Good-quality housing is a key element for ensuring a healthy community. Environmental hygiene is a group of activities of that aim to protect coastal area students from dangerous conditions arising from unsanitary shelters, air supplies or bodily nourishment centres. A sustained state of optimal physical, neuro/ cognitive, psychological and social well-being (definition of WHO) Hygiene **(Hygiea = goddess of health)** Science studying the influence of environmental factors on human health.

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- There is no significant difference between the mean scores of Social intelligence of urban and rural of the coastal area students in their social intelligence with respect to their type of student location.
- There is no significant difference between the mean scores of Government and private institutions of the coastal area students in their social intelligence with respect to their type of management.
- There is no significant difference between the mean scores of male and female of the coastal area students in their Environmental Hygiene with respect to their gender.
- There is no significant difference between the mean scores of Tamil and English medium of the coastal area students in their Environmental Hygiene with respect to their medium.
- There is no significant difference between the mean scores of urban and rural of the coastal area students of Environmental Hygiene with respect to their type of student location.
- There is no significant difference between the mean scores of Government and private institutions of the coastal area students in their Environmental Hygiene with respect to their type of management.

Conclusion:

In the structure of social intelligence and environmental hygiene of the future students are establish high levels of cognition of behaviour another student, despite professional requirements for communication of pedagogues, gender-age features, social and hygiene factors in the study.

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TEACHER AS A TECHNO-PEDAGOGUE

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Abstract

It is the art and craft of incorporating technology in tailoring teaching learning. Techno-pedagogical skills are the ways to make accessible and affordable quality education to all. This hybrid skill facilitates to enhance the abilities, to sketch specific pedagogy with advance study materials, to design multi-grade instruction. Techno pedagogical knowledge demands high attention as it is one of the basic necessities in practicing the skill. This paper aims to highlight the role of using modern technology in teaching. It discusses different approaches and techniques which can assist the students to improve their learning skills by using technology.

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TECHNOLOGY BASED TEACHER EDUCATION

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Abstract

Colleges and schools of education today are facing a challenge caused by the differing philosophies and views of their teacher education faculty and the educational technology faculty. Some believe that technology should play a role in education and should be integrated within teacher education courses. Others feel technology should be left to an expert who teaches one course on technology skills. Still others believe that there are more important skills preservice teachers need, such as literacy or child development, and that technology is receiving too much attention. Some teacher educators do not understand the type of teaching and learning technology supports. They have developed a culture that does not include technology and are uncomfortable when that culture is challenged. On the other hand, some educational technology faculty members are familiar with, at best, one pedagogical content area and are unaware of some of the issues teacher education needs to address. As the educational technology field moves away from the stand-alone technology course and moves toward integrating technology across all teacher preparation courses, some important issues need to be considered. Technology was not a part of the majority of faculty members' teacher education preparation (Norton & Sprague, 2002-2003). Therefore, what technology skills they have developed were self-taught, learned at professional development workshops, or learned from a technology proficient mentor. Teacher's activities can be divided into two major tasks in technology-based education: 1- planning and providing electronic content for learners, and 2- creating good relations between teacher and learners. He/she will participate in the knowledge created by others and his/her role as one of various knowledge sources will change. by facilitating learning process and timely feedback, the teacher provides good education results and strengthens the learners' internal motivation by creating a positive attitude towards lessons and providing emotional mode in the class. Educating cultured, social and moral citizens requires face to face communication in every kind of education systems so, teacher's role cannot be ignored simply in technology-based education.

Keywords: Technology, Teacher Education

Introduction

There is pervasive unanimity that technology is now an unavoidable and vital part of our daily life, work and home experiences. Subsequently, the call for schools to move to a more technologically integrated approach to teaching and learning has been resonating among departments of education in various countries. Advancement of technology initiated by digital revolution through technology innovations has caused a paradigm shift in the way we do things of which the entire landscape of education is included. The computer has changed information and data handling in all fields of endeavour with the Internet and the numerous networks within it (Asangansi, Adejoro, Farri, and Makinde, 2008). Akbulut (2010) says the current workplace practices urge individuals to have the ability to use Information Communication Technology (ICT) with efficiency and confidence. More so, ICTs are crucial for lifelong learning and awaits educators to equip trainees' with the relevant experiences before gaining employment

Definition of Technology based education :

Technology education is the study of technology, in which students "learn about the processes and knowledge related to technology. As a field of study, it covers the human ability to shape and change the physical world to meet needs, by manipulating materials and tools with techniques. It addresses the disconnect between wide usage and the lack of knowledge about technical components of technologies used and how to fix them. This emergent discipline seeks to

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officials, administrators, teachers, and parents should unite their efforts for the development of serious programs that will support education reform. However, technology can help reform education and the education system needs to be reformed for successful technology integration. If we believe that teachers are the primary agents of change, then a good place to start is by reforming our teacher education programs to better prepare teachers take advantage of the affordances of the various technologies and successfully integrate them in their practice.

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BRAIN BASED STRATEGIES FOR LEARNING

R.Udhaya Mohan Babu* & Dr G.Kalaiyarasan**

Abstract

Neuroscience research is scientifically confirming many learning theories. The Brain-based" learning activities engage both hemispheres of the brain simultaneously. The human beings learn through their brain research. Today's educational system often expects students to retrieve content that has been removed from context. Knowledge of how the brain learns provides a basis for achieving a better understanding of how adults learn. Neuroscientific research has found evidence of the brain's plasticity and ability to respond throughout life, and it has shown that adults continue to learn throughout the lifespan.

Introduction

Neuroscience research is scientifically confirming many learning theories. That research only first introduced the educational reform efforts. The brain's activity is controlled by genetics, development, experience, culture, environment, and emotions, and it is constantly under stimulation to change (Gardner, 1999). Brain Based strategies for Learning is based on the structure and function of the brain. The brain is not forbidden from fulfilling its normal processes, therefore the learning will occur. People often say that everyone can learn. The reality is that everyone does learn. Brain-Based learning is the purposeful engagement of strategy that apply to how our brain works in the context of education. Brain-based learning has been called a combination of brain science and common sense. "Brain-based" learning activities engage both hemispheres of the brain simultaneously, resulting in stronger, more meaningful learning experiences and permanent brain connections.

Principles of Brain Based strategies for Learning

Many of the instruction methods and tips that are "brain-based", means that they are based on the brain's needs as discovered through brain research.The human beings learn through their brain research. They call following the Twelve Principles are Brain-Based Learning.

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TECHNOLOGY BASED PHYSICAL EDUCATION IN CRICKET

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ABSTRACT

This research is primarily based on generation of bodily schooling in the area of wise cricket choice making machine using snickoanalysis. A snickometer is used to discover and examine the susceptible audio alerts coming from bat and ball contact for better choice making machine in cricket fit. However, the audio signals detected using snickometer wishes for use at the side of gradual movement video for the offline evaluation to make a decision. This technique has boundaries in analysing the more than one sounds leading to wrong choice. To conquer the limitations of snickometer analysis and to improve the accuracy of selection making gadget in cricket a era based totally bodily education became proposed for an powerful cricket choice making machine using snickosignals. Experiments had been conducted to simulate and report snickometer indicators the use of PC micro-telephone with the assist of RAVEN LITE software. A easy time-frequency primarily based pattern reputation technique was advanced and examined. The overall performance of the proposed method is located be fine and suitable for the development of strong decision making system the usage of snickoanalysis.

Keywords: Cricket; Snickometer; STFT; RAVEN LITE; Time-frequency Analysis.

INTRODUCTION

The development of era ends in the deployment of innovative applications for the evaluation and broadcast of sports activities. The use of such technology had spurned quite a few hobby in the target market and particularly the sports fan with data as well enthusiasm. Some of the technologies watches are currently in use are Dartifish, Hawk-Eye, Snickometer and Hot spot. This technology no longer handiest heeled the TV broadcast channels to get mere audience however additionally discovered to be useful in adjudication procedure in various games. Moreover, they are found to be beneficial for athletes and sports personnel for his or her betterment and education. Dartfish is at the beginning referred to as SimulcamTM which is product of an in depth studies in picture and video processing technology evolved on the Swiss Federal Institute of Technology in Lausanne, Switzerland Currently Dartfish isused in interactive internet content enhancements in addition to growing modern-day sport training applications. Also, it's miles widely recognized for one-of-a-kind televised broadcast footage and breakthrough education programs for sports activities, training and healthcare. Similarly, the opposite technology inclusive of Hawk-Eye, Hot spot and Snickometer located exciting applications in Cricket. Initially those technologies were evolved to be able to beautify the broadcast facility by imparting extra statistics for the evaluation of the sport and umpiring choices. Recently, the intensity at which cricket is played has grown up relatively main to very near contest. Sometimes the umpiring decisions have emerged as very crucial to the contest and pretty frequently influencing the healthy end result.

The objective of the era is to enhance the choice making system in sports via umpires and to growth the opposition so that it affords a good deal enjoyment to the nearby as well as worldwide audience.

Materials and Methods

Snickometer

A snickometer is utilized in televising cricket to graphically analyses sound and video, and show, purportedly, whether or not an excellent noise, or snick, occurs as ball passes bat. It became invented by using English Computer Scientist, Allan Plaskett, within the mid-Nineties.

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ROLE OF E-LEARNING AND VIRTUAL LEARNING ENVIRONMENT IN ENGLISH LANGUAGE LEARNING

Dr.M.Mahendraprabu[*] & V.Steffy Sherin Mary[**]

ABSTRACT

This paper studies various concepts related to E-learning and Virtual Learning Environment (VLE)and their role in English language learning. E-learning and VLE are someof the best effective and innovative approaches in English language learning procedure especially toinculcate and reinforce the opportunities to achieve language learning goals. At present,there are many tools for creating web-based learning experiences that becoming more

Powerful and easier to use, and Internet technology is advancing at surprising levels. Further, this paper presents some important VLE related tools such communication tools, content delivery, assessment; and their advantages in learning English language along with some essential issues to be considered while using VLE. In addition to VLE related aspects, this paper critically presents some of the most essential issues about E-learning. The evolution of E-learning and the benefits offered through E-learning are presented in this study. Finally, it is mentioned some of the limitations of using E-learning for English language learning.

Keywords: E-Learning, Education Technology, VLE, Interactive White Boards, ICT.

Introduction

Forthe past few yearscomputer technologies have been developed to support teaching including as assessment or communication tools. Modern technologiesenabled these tools to be combined into single products called virtual learning environments(VLEs). So, a virtual learning environment (VLE) can be defined as a self-contained computer based online environment enabling interactions between instructor and learner. A VLE handles information directly related to student teaching, for instance, lecture notes, online discussions and perhaps student grades. Moreover, an MLE deals with the management of other information which may not be directly connected with teaching 'in the classroom'.

A Virtual LearningEnvironment(VLE)

A VLE is an online (web) environment, where various tools are provided for the teacher and the student to facilitate the learning experience. VLEs generally operate across the World Wide Web, so you often only need an Internet connection to access a VLE, although access will be restricted to registered students by the teacher. Advantages of using a VLE:The use of VLEs to support teaching and learning just like in what face-to-face teaching can offer in order to foster learning:

(a)Information delivery

(b)Peer support

(c)Group work

(d)Self-assessment

(e)Formative / summative assessment

(f)Teacher–student communication

(g)Tutorials

A VLE provides a range of tools to facilitate the same teaching and learning principles, but they are delivered online in a 'virtual' environment. Thus, using computer technology does not involve a whole new approach to teachingit utilises the same methods but applied in a

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NEURO-LINGUISTIC PROGRAMMING FOR LEARNING

A.Kottairaj[*] & M.Sanmuga Revathy[**]

Abstract

Neuro-linguistic programming (NLP) is an approach to communication, personal development, and psychotherapy created by Richard Bandler and John Grinder in California, United States in the 1970s.We experience the world subjectively thus we create subjective representations of our experience. These subjective representations of experience are constituted in terms of five senses and language. That is to say our subjective conscious experience is in terms of the traditional senses of vision, audition.Neuro Linguistic Programming (BBNLP), which subsequently claimed that it existed only to provide benefits to its members and not to certify credentials.

Introduction

Neuro-linguistic programming (NLP) is an approach to communication, personal development, and psychotherapy created by Richard Bandler and John Grinder in California, United States in the 1970s. NLP's creators claim there is a connection between neurological processes (neuro-), language (linguistic) and behavioral patterns learned through experience (programming), and that these can be changed to achieve specific goals in life. Bandler and Grinder also claim that NLP methodology can "model" the skills of exceptional people, allowing anyone to acquire those skills. They claim as well that, often in a single session, NLP can treat problems such as phobias, depression, tic disorders, psychosomatic illnesses, near-sightedness, allergy, common cold, and learning disorders.

NLP is marketed by some hypnotherapists and by some companies that organize seminars and workshops on management training for businesses. There is no scientific evidence supporting the claims made by NLP advocates and it has been discredited as a pseudoscience. Scientific reviews state that NLP is based on outdated metaphors of how the brain works that are inconsistent with current neurological theory and contain numerous factual errors. Reviews also found that all of the supportive research on NLP contained significant methodological flaws and that there were three times as many studies of a much higher quality that failed to reproduce the "extraordinary claims" made by Bandler, Grinder, and other NLP practitioners. Even so, NLP has been adopted by some hypnotherapists and also by companies that run seminars marketed as leadership training to businesses and government agencies.

Early development

According to Bandler and Grinder, NLP comprises a methodology termed *modeling*, plus a set of techniques that they derived from its initial applications. Of such methods that are considered fundamental, they derived many from the work of Virginia Satir, Milton Erickson and Fritz Perls.Bandler and Grinder also drew upon the theories of Gregory Bateson, Alfred Korzybski and Noam Chomsky (particularly transformational grammar), as well as ideas and techniques from Carlos Castaneda.Bandler and Grinder claim that their methodology can codify the structure inherent to the therapeutic "magic" as performed in therapy by Perls, Satir

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ESSENTIAL OF COGNITIVE SKILLS TO STUDENT LEARNING

Prof.K.Balasubramanian* & Dr.A.Anandhi**

Cognitive skills are the mental capabilities that our students need in order to successfully learn in school. In order for our students to effectively read, write, think, analyze, understand, remember, and solve problems, all of these cognitive stills must come together and be able to function properly. When these skills are weak, then that is when we see our students begin to struggle. Here we take a look at the top cognitive skills that are essential to our students' learning, as well as why they are important.

Concentration Cognitive Skills

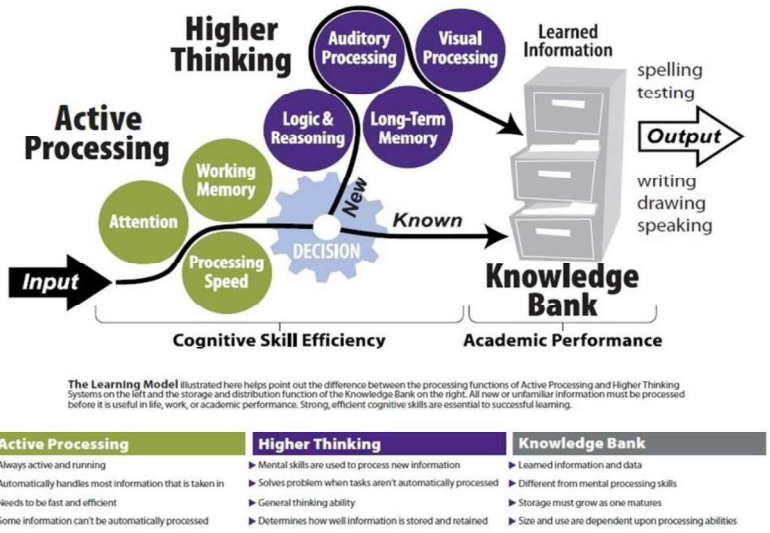
Concentration is a cognitive skill that has to be taught. You cannot make someone pay attention, but you can, however, help to improve someone's concentration with practice. If someone is weak in this area, then it can impact a lot of other cognitive areas. Watch for a student's inability to stay on task for a long period of time. This is called sustained attention. Teach students how to have selective attention, where they learn to ignore distractions and stay on task. Also, teach students how to have divided attention, which happens when they are able to multitask. When students are able to do this, then they will have high-functioning cognitive skills, which will help them to succeed in school.

Memory

If information cannot be retained long enough to remember it, then learning will suffer. Students have both a working memory and a long-term memory. Their working memory allows them to retain information for short periods of time, while their long-term memory allows them to store and recall information later. Watch out for a student's inability to remember short, simple, one-step instructions, or to remember things from over a period of time. Learning will suffer if this occurs, so it's important to provide students with plenty of activities that can help both their working memory as well as their long-term memory.

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The Learning Model



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METACOGNITIVE STRATEGIES IN OVERCOMING LEARNING DISABILITIES (DYSLEXIA) AMONG PRIMARY SCHOOL STUDENTS

M.Manivannan[*] & Dr.M.Parimalafathima[**]

Abstract

The primary schools play a vital role in all round development of children. Even in their primary level more attention has been focused on such concepts such as mathematical scientific, linguistic and social and thereby the children are forced to mug up the content without any consideration to their learning abilities. Most of the teachers fail to understand and find out the learning disabilities of their children at the primary level. It is a general fact that unless and until the students learn to develop scientific point of view on researching, objectivity through analysis etc. between cannot able to discharge their duties effectively. Metacognitive strategies play a vital role for the student's academic achievement in reading. Learning disabilities refers to significant

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Let us all dedicate ourselves for the cause of educating innocent disabled children who will lead India in the intellectual society making it a knowledge super power in future.

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EFFICACY OF COMPUTERIZED MOLECULAR MODELING IN ENHANCING SCIENCE PROCESS SKILLS OF SECONDARY ELVEL STUDENTS

Balraj.G[*] & Dr. R. Ramnath[**]

ABSTRACT

The study of science is always innovative and interest. The science is meant for an inquiry which creates speculation among the students at every segment of the learning. The study of science is complex also because of its internationalism and innovations. Thus, science study has its own simplicity and complexity. There are many factors involve in reducing such complexity. The technology is one among them. The computerized molecular modeling (CMM) is one of the technological strategies of learning chemistry which is widely utilizing. The present study aims to verify the efficacy of CMM in enhancing students' Science process skills in chemistry to prove its consistency and permanency in learning. Based on the above features, it is observed that the CMM will play a pivotal role in enhancing the science process skills of the secondary level students in general and process skills of chemistry in particular. Hence, an endeavour has been taken to prove efficacy of CMM in bringing up the performance of the secondary level students in science through science process skills of the secondary level students in general and process skills of chemistry in particular. Hence, an endeavour has been taken to prove efficacy of CMM in bringing up the performance of the secondary level students in sience through science process skills. The science process ksills are the tools for both the groups of the present study 80 students from IX standard were chosen as sample by using simple random sampling technique. They were further fission in to 40 each in the control and experimental group. Since the score of the science process skills is more in the experimental group than control group, it is inferred that they were able to enhance the science process skills through CMM. The computerized molecular model had a good efficacy in improving students sicence process skills irrespective of their confounding variables. Therefore, this present investigation concludes the CMM can be used as an instructional and learning strategy to the various tiers of students".

INTRODUCTION

The study of science is always innovative and interest. The science is meant for an inquity which creates speculation among the students at every segment of the learning. The study of science is complex also because of its internationalism and innovations. Thus, science study

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A STUDY INTO DEVELOPMENT OF COGNITIVE AND TECHNO EDAGOGICAL COMPETENCIES OF TEACHERS FOR 21ST LEARNERS UNDER SAMAGRA SHIKSHA

Reena Dagar* & Dr.M.Parimalafathima**

Abstract

The modern world is fast changing due to advancements and developments of technologies. We are living in 21st century. So, it is necessary to make the 21st century learners competent enough to face their future confidently. It is possible only when, the teachers, who deal with the students are well versed in the technology, pedagogy and content knowledge.

Samagra Shiksha is an overarching programme of Ministry of Human Development (MHRD) to develop the education system holistically from pre- nursery to class 12th. It has subsumed the centrally sponsored schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Mayadhamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).This paper tries to find the status of cognitive and techno-pedagogical skills of teachers under Samagra Shiksha.

INTRODUCTION

The modern world is fast changing due to advancements and developments of technologies. We are living in 21st century. So, it is necessary to make the 21st century learners competent enough to face their future confidently. It is possible only when, the teachers, who deal with the students are well versed in the technology, pedagogy and content knowledge.

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This scheme envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels. The vision of the scheme is to ensure inclusive and equitable education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education. The major objectives of the scheme are provision of quality education and enhancing learning outcomes of students. The main outcomes of the scheme are envisaged as Universal Access, Equity and Quality, promoting Vocationalisation of Education and strengthening of Teacher Education Institutions.(TEI's).The role of Information Communication Technology (ICT) is thought to be one of the major factors contributing towards quality in education. Teachers are medium through which this integration of technology and pedagogy takes place.In order to prepare the students to navigate the 21st century world, they must be exposed to technology based instruction in the classroom. To be able to survive and be successful in the future school environment, teachers need to acquire techno-pedagogical skills. An amalgamation of teaching skills, pedagogical theory and professional skills would lead to an important skill – techno-pedagogical skills. Techno-pedagogy or the powerful combination of various technologies and pedagogy provides new opportunities to support a range of learning environments.

Teachers are the medium through which these techno-pedagogical schemes can be taken to the grass root level and integrated into the classroom. It is evident from the researchers that teacher's capacity to integrate ICT in classroom depends on teacher's competency in using ICT in classroom. Capacity building of teachers is achieved through pre-service teacher training as well as in-service teacher training. Infusing ICT into the curriculum to enhance the

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ROLE OF TECHNO PEDAGOGICAL SKILLS IN LEARNING BIOLOGY

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ABSTRACT

Today's world, most people need to keep on updating their skills and knowledge to meet the challenges of everyday life. This has spurred new teaching and learning, now which is providing commonly by educational institutions. Pedagogical skills can generally be divided into classroom management skills and content-related skills; these are designed to shift from traditional chalk-and-talk teaching methodology to digitizing the pedagogical approach through techno devices the responsibility gradually from the traditional teaching method to technology method for teaching and learning. Techno-pedagogical skills carried out based on to increase the effectiveness and efficiency of teaching and learning biology. Teachers must understand their role in technological-oriented teaching. Use of multimedia Technology can potentially solve the any discrimination in the biology teaching and learning process. Thus, in this paper an attempt has been made to discuss the skill of techno pedagogical skill in teaching and learning of biology

Key words: technology, pedagogy, multimedia

INTRODUCTION

ICT is being utilized every part of life, in education use of ICT has become imperative to improve the efficiency and effectiveness at all levels and on both formal and non-formal settings. Profound technical knowledge and positive attitude towards this technology are the essential prerequisites for successful learner of the coming decades. Techno-pedagogy refers to electronically mediated course that integrate some pedagogic principles of teaching and learning with the use of technology. Technology in the professional develops specific techno- pedagogical competencies allows teacher to make the professional study in a practice. The techno-pedagogical knowledge is a collaboratively developed frame work of student and teacher seeking to conceptualize and clarify the competencies that evolve from the intersection between pedagogy and technology.

The National Curriculum Framework (2009) stated that "ICT can be imaginatively drawn upon for professional development and academic support of the pre-service and in-service teachers." Still This is vital role in education that the Computer-assisted instruction (CAI) such as multimedia provides information in sequential modes to increase student's knowledge. Therefore, multimedia support the transferring of knowledge sufficiently and offers good environments for students to avoid feeling bored in the classroom they can also receive knowledge effectively. Techno-pedagogy method is a necessary component of teacher education for learning biology.

MULTIMEDIA

In Indian schools Information and Communication Technologies (ICT) are changed the teaching and learning as multimedia. The increasing availability of technology-based learning resources has increased the techno-pedagogical possibilities in learning biology and many schools are agreement technology infrastructure by setting up fully-equipped multimedia class rooms.

Nevertheless, the teaching of biology currently continues to be partially in the traditional classroom and partially in the multimedia. In fact, most schools are not yet willing to invest big amounts in technology infrastructure, despite school policies that encourage teachers to make use of multimedia learning.

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SOCIAL EMOTIONAL COMPETENCE IN PRE SERVICE TEACHERS' PERSPECTIVES

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Abstract:

Teachers' social–emotional competence is crucial for promoting a positivelearning environment to the students. However, the research on teachers' social–emotional abilities is very limited the relationship betweenemotional abilities and self-efficacies and empathy among teachers, hypothesizingthat teachers' self-efficacy belief mediates the relationship between the other twovariables. We found a strong positive association between the three social emotional competencies, and direct and indirect (via teachers' self-efficacy) effects ofmotional self-efficacy on empathy. These results suggest that teachers' belief inthe ability to regulate their emotions contributes to teachers' empathy in both ways.

Key Words: Social Competence, Emotional competence and

Introduction

Social and emotional competence is the ability to interact with others, regulate one's own emotions and behaviour, solve problems, and communicate effectively. Children who are socially and emotionally competent have (Centre for the Study of Social Policy, 2013): Healthy importance of social and emotional competence for teachers, for very young children and for at-risk students: latest research. ... Social and emotional competence refers to the skills that help us to interact in positive ways with others and manage our own emotions.

Importance of social and emotional competence for teachers

For very young children and for at-risk students: latest research. ... Social and emotional competence refers to the skills that help us to interact in positive ways with others and manage our own Social and Emotional Competence and Teachers Thus far we have focused on promoting social and emotional competencies among students. Alongside attention to students' social and emotional competencies, we argue that teachers' social and emotional competence is also crucial. This is because: Social and emotional competence plays a central role in determining how, what, when, and why teachers do what they do in the classroom. When teachers are socially and emotionally competent, they are better able to create a classroom environment that is positive, supportive, and well organised.

Social and emotional competence also influences how teachers interact with others at work. When teachers have strong social skills, for example, they are able to be more responsive to students' needs.Social and emotional competence is beneficial for teachers' own wellbeing by helping them to manage the ups and downs of their workTeachers are often responsible for implementing social and emotional learning in the classroom and teachers' social and emotional competence has a big influence on how they go about doing this. For example, when teachers are socially and emotionally competent, they tend to have more positive interactions with students and use teaching practices that are more conducive to learning.

At an individual-level, professional development focused on teachers' social and emotional competence is an avenue that is gaining support for improving teachers' wellbeing and their ability to create a more positive and supportive classroom environment. For example, mindfulness-based professional development programs involve training in emotional skills (e.g., role plays to help teachers to recognise and be aware of their emotions), mindfulness (e.g., deliberate practice of present moment awareness), and caring and compassion (e.g., mindful listening to others without judgement).

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PROCEDURES AND NECESSITY OF ePEN

The cause of technology limit that effect the visually impaired peoples to achieve high education and highest position .in this case we produce or develop ePen equipments for visually impaired peoples education progress. We found special phones and computers for visually impaired peoples. So, we can develop the ePen for them

The technology helps visually impaired peoples in various sectors. We found the electric stick for their good walk and special phones and so on. These are the evidence of technological help for visually impaired peoples. Whereas visually impaired peoples are depending Braille system to read. That is much cost and waste more time. So it is the remedy, if we develop the ePen it will help very easy to read.

The camera captures the pictures and letters then convert to sound wave.

The ePen's shape such as a ball pen attached a camera in near the nib and affixes a speaker on the top. It helps to hear and understand the in formations.

Visually impaired peoples can read with the help of Braille system. It is less that the converted the books to Braille. If we convert a book to Braille system the number of pages will increase. So, if we use the ePen that will help to read very simply for visually impaired peoples.

CONCLUTION

Modern students are born as internet citizens; whereas the elder generation is grown as internet citizen. Technology day by day is updating different regions that led revolutionary changes between in humans. The impaired people are humans so that want to live like a gentle man, so we develop our technology to improve or progress to their better life and job with epen, Braille system like that. The education is making a good person so well educated people carrying better lifestyle. Some impaired people carrying better life style. Some impaired people are begging in the street for their daily life. So we must find them and arise to a better life**.**

EFFECTS OF C1RCUIT TRAINING AND PLYOMETRIC TRAINING ON THE SELECTED PHYSICAL FITNESS VARIABLES OF COLLEGE STUDENTS

T.Priya[*] & Dr.K.Murali Rajan[**]

Abstract

The purpose of the study was find out the effects of circuit training and plyometric training on selected physical fitness variables (speed, flexibility and muscular endurance) of the college students. For the present study, sixty college students studying from Alagappa University College of Physical Education, Karaikudi, Tamil Nadu, were selected randomly as subjects. Their age ranged from 19 to 23. Twenty subjects were distributed into three equally groups. Control group (N=20), Group – I circuit training (N=20), group– II plyometric training (N=20),. The experimental groups with varied load and velocity (intensity) underwent their respective training programme for three days in a week for eight weeks. Analysis of co-variance (ANCOVA) and scheffes post hoc tests were used to examine the significance between the variables for testing groups. The analysis was carried out using SPSS version in 21.0 and statistical significance was set to a priority at $p < 0.05$.all physical fitness variables signifince improvement of traditional circuit training, plyometric training and control group. The speed and flexibility no significant

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THE CONCEPT OF STRESS AND ITS MANAGEMENT STRATEGIES

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Abstract

With the evolution of civilization and advancement of technology, life has become more unpredictable and prone to stress. The current economic crisis is one of the biggest causes of worry for people, even in the most advanced countries. The World Health Organization predicts that stress will be the number one killer in the world by the year 2020. Through the proper understanding of the concept of energy, working of mind, will power and energy management and its practice in sophisticated way we can make a stress free life as the byproduct.

Introduction

Stress in varying degrees has become a part of everyone′s life due to a shift from traditional to modern lifestyle. Stress may be best defined as a psycho-physiological process, usually experienced as a negative emotional state, resulting from physical or psychosocial demands (Agarwal and Marshall, 2001 [1]). Stress can be categorized in several ways (Larzelere and Jones, 2008 [13]): Duration (acute/chronic), domain (physical/psychological), and severity (traumatic/daily hassles). Stress produces both adaptive and maladaptive effects on the physiological system. The burden of chronic stress can cause inhibition of neurogenesis, disruption of neuronal plasticity, even neurotoxicity (McEwen, 2007 [15]). Further, accompanying changes in personal behaviour due to chronic stress cause wear and tear in the body ("allostatic load"), which in turn alters physical and mental health (Juster et al., 2010 [8]).

Analyzing Stress

Mind is the fountainhead of desires and emotions. It seems it cannot survive without them. Desires appear in the mind incessantly, like the waves in an ocean. Even while dreaming, we have desires. When a desire is fulfilled, we feel a sense of satisfaction, albeit, temporary. Soon we start dreaming again—this time for yet another desire.

Stress can begin when we foresee a sense of failure. An uneasy feeling develops in the mind. Feelings of dread and apprehension about the future, with or without any specific cause, disturb our mind. It becomes stressed, because it perceives some strong obstacles in the achievement of its goals. Although stress originates in the mind, it spreads its influence all over the body. Clinical studies have shown that stress is the root cause of more diseases than was previously thought.

Model of stress response according to classical Yoga texts

The Classical Yoga texts model of stress is explained as imbalance in different kośas. In waking state, occurrence of an event or demanding situation results in repeated thinking and further leads to attachment (sangah). Intense attachment (kāma) in its turn, leads to an avalanche of thoughts (strong likes and dislikes). When this avalanche of thoughts is unfulfilled, it transforms into intense anger (krodhah):

Dhyāyato viṣayān puṁsaḥ saṅgasteṣupajāyateŚaṅgāt sañjāyate kāmaḥ kāmātkrodho′bhijāyate \

Bhagavad Gita\2\62\[When a man thinks of the objects, attachment for them arises; from attachment desire is born; from desire anger arises (Sivananda, 2013 [25])]

Intense Kāma and Krodha set out an involuntary impulse in the vijñananmayakośa:

śaknoṭihaiva yaḥ soḍhuṁ prākśarīravimokṣanāt\

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EDUCATION @ DIGITAL EON

T.Sundararasan* & Dr.G.Kalaiyarasan**

ABSTRACT

The Digital Era is defined by technology which raisesthe speed and wideness of proficiency turnover within the economy and nation. The social and economic implications of the Digital Era are enormous and will hike as technological functionality becomes more knowledge-based, our everyday lives and understanding of ourselves become more related to it, and it takes on a lifeof its own. Understanding the Digital Era in terms of transformation will help protect we build sustainable socio-economic relationships both with technology and with the advanced knowledge that technology helps us create.

Keywords: Digital, Education, Teacher, Media

INTRODUCTION

There's no opposing that the technology has dramatically altered the education over the past 15 years. It brings major sources into each and every classroom and permits for extra open and speed communication among teachers and students. Our question is to catch ways to alter our education system so that the students as well as the educators can take advantage of this speedily moving digital present, consciously and reflectively. Some classroom movements have become much lighter to be accessed over digitalisation. Some classroom exercises can be now automated using the technology. Atechnology automates all such moments and drive efficiencies higher by permitting the institutions divert the assets previously being wasted on routine activities.

THE DIGITALCLASSROOM

Nowadays classrooms are enough vary than they were a decade ago. A decade ago, if you were to step into an elementary school classroom, you would view students sitting in rows reading from a book, or finishing a worksheet. The teacher would be placed in front of the classroom teaching to students and each student would be trained the knowledge in the perfect way as his classmate. In nowadays classrooms, the desks are organized so students can work collaboratively; the teacher isn't just aninstructor, but a facilitator or a guide for her students.

GOODBYE CHALK AND OBSOLETE WHITEBOARDS

Many schoolsare still working with traditional chalkboards.First of all, chalk dust gets in all places: in the air, on teacher's dress, on school apparatus. It builds a dirty atmosphere which is injurious to fitness and highly affect for teacher with allergies. A chalkboard attracts other dust molecules like a magnet, which means it needs cleaning with particular cleaning equipment. It's very time absorbing. But, the digital era is altering the appearance of education.

THE DIGITAL WORLD HAS TO OFFER

The digital world has so enough to offer. As digital devices boost, so does the education for our students. Digital learning has the possible to grasp additional children than ever previously. It also has the potential to create more career opportunities for teachers.As technology advances, teachers must advance with it. This means professional development courses become particularly important. Digital technology makes it possible for teachers to learn quicker and better. It allows them to connect with other teachers, and it has the potential to boost the effectiveness of ordinary, average teachers. It has the ability to turn boring, non-innovative lessons into fun and engaging ones.

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LATEST ICT TOOLS USED IN TEACHING LEARNING PROCESS

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ABSTRACT:

Combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction. The real action time or period of imparting knowledge, skills and attitude to adult learners is facilitated through the electronic media. Information Communication Technology tools are digital infrastructure such as; computers, laptops, desktops, data projector, software programs, printers, scanners and Interactive teaching box. The five categories of ICT tools are discussed. Informative tools are applications that provide large amounts of information in various formats such as text, graphics, sound, or video. Informative tools can be regarded as a passive repository of information. Situating tools is a system that lay the students in the environment where it involve a context and the occurrence of a situation. constructive tool is a general purpose tool that can be used to manipulate information, construct their own knowledge or visualize students understanding. Construction tools such as Microsoft Word or Powerpoint has a strong impact in the educational environment and is widely used in most organizations in the form of memos, reports, letters, presentations, record routine information, giving businesses the most. Communicative tools are systems that allow easy communication between teachers and students or between students outside the physical barrier classroom. It is including e-mail, electronic bulletin boards, chat, teleconference and electronic whiteboard. Collaboration tools of ICT is currently the focus of much interest and emerging as development of new tools that make online collaborative projects draw a realistic option for a distributed group work. Internet can be used for many collaborative activities such as meetings; discussions are taking place, working in the document, information dissemination, and other tasks.

TEACHING AND LEARNING PROCESS:

Teachers are central to the learning process and play a critical role in improving learning outcomes. Beyond any other school-based factor, teacher effectiveness has been found to be the most important predictor of student learning.

ICT TOOLS:

Information Communication Technology tools are digital infrastructures such as; computers, laptops, desktops, data projector, software programs, printers scanners and Interactive teaching box. In the world we live in, technology is literally everywhere and the kids adapt to it

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better. Exposure to various course of studies, their advantages and disadvantages should be given to students who are educationally disadvantaged. Following are the suggestions given by the investigator for the benefit of the future researchers.

An experimental study may be conducted on emotional intelligence by giving differential treatment to higher secondary students. Emotional intelligence of teachers and authorities may be studied in relation with their leadership competencies. Emotional intelligence of high school students may be studied in relation with their general intelligence. Emotional intelligence of skilled labour, professionals and officials may be studied in terms of their professional commitment. An intensive study may be conducted about the knowledge of the students in respect of emotions and its impact on expressions of emotions.

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PROMOTING PHYSICAL AND MENTAL HEALTH THROUGH YOGA AND MEDITATION

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Abstract

Yoga and meditation is an ancient science which overhauls the entire being and helps to achieve balance in mind, body and spirit. Yoga and meditation is becoming more apparent to people on a universal scale .yoga means to add or to join. It is a process of some bodily posture,

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ROLE OF SELF-REGULATION IN ENHANCING TEACHING-LEARNING PROCESS

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INTRODUCTION:

In our current society and culture, it is common to think of how to improve cognitive abilities in children, teenagers, and college students. But we do not often consider how to improve cognitive skills and yet brain function is the chief health concern all over the world today. There is a rapidly growing wealth of information from studies that show that adults can improve their cognitive function regardless of their age. This is important because diminished cognitive function can cause premature aging and reduced life expectancy.

Cognitive skills:

Cognitive Skills are basic abilities our brain uses to think, study and learn. They are the tools that enable you to do things like remember, read, pay attention, and reason. Cognitive skills training programs consist of intense mental exercises that sharpen the core skills the brain uses to think, learn, read, reason and pay attention. Each of our cognitive skills play an important part in processing information. If any of these skills is weak, grasping, retaining, or using information is impaired.

Self-Regulated Learning

Self-regulated learning refers to the process a student engages in when she / he takes responsibility for his/her own learning and applies herself/himself to academic success (Zimmerman, 2002).

Self Regulated Teaching-Learning Process:

1. **Planning:** The student plans his/her task, sets goals, outlines strategies to tackle it, and/or creates a schedule for the task
2. **Monitoring:** In this stage, the student puts his/her plans into action and closely monitors his/ her performance and experience with the methods he/she has chosen.
3. **Reflection**: Finally, after the task is complete and the results are in, the student reflects on how well he/she did and why he/she performed the way she did (Zimmerman, 2002)

When students take the initiative and regulate their own learning, they gain deeper insights into how they learn, what works best for them, and ultimately they perform at a higher level. This improvement springs from the many opportunities to learn:

1. In the **planning phase**, students have an opportunity to work on their self-assessment and learn how to pick the best strategies for success.
2. In the **monitoring phase**, students get experience implementing the strategies they chose and making real-time adjustments to their plans as needed.
3. In the **reflection phase,** students put everything they have learned together and reflect on their experience, learning what works for them, and what should be altered or replaced with a new strategy.

Self-Regulation is Important for Well-Being:

Outcome of effective self-regulation may not be as immediately obvious, but this concept is so vital to the outcome in a moment. Let's take a closer look at enhancing and maintaining a healthy sense of well-being.

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- Self-regulates when the energy level is high
- Deals with being teased in acceptable ways
- Deals with being left out of a group
- Accepts not being first at a game or activity
- Accepts losing at a game without becoming upset/angry
- Says "no" in an acceptable way to things he/she does not want to do
- Accepts being told "no" without becoming upset/angry
- Able to say "I don't know"
- Able to end conversations appropriately

CONCLUSION:

On the subject of pursuing our goals, self-regulation is also clearly entwined with motivation. Motivation is one of the core components of self-regulation; it is one factor that determines how well we are able to regulate our emotions and behaviors. An individual's level of motivation to succeed in his endeavors is directly related to his performance. If the best of intentions, well-laid plans, and extraordinary willpower, We will still likely fail if we are not motivated to regulate our behavior and avoid the temptation to slack off or set them goals aside for another day. The more motivated we are to achieve our goals, the greater our ability to strive toward them. This impacts our well-being by filling us with a sense of purpose, competence, and self-esteem, especially when we are able to meet our goals.

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SENSITIZING 3 H'S APPROACH IN ENVIRONMENTAL EDUCATION FOR A BETTER FUTURE

Dr. G. Rajeswari* & Dr. G. Kalaiyarasan**

ABSTRACT

Environment is everything that surrounds human beings or it constitutes whatever is present around him, above the land, on the surface of the earth and under the earth. The study of environment is considered as environmental education. The nature of environment is much influenced by Man. Hence the need for introduction of environmental education at school level becomes inevitable. The main focus of Environmental education is to improve the quality of environment and the quality of man. To impart meaningful environmental education, suitable strategies should be adopted. This paper discusses the Head, Heart and Hand approach in environmental education which relates 'about', 'in' and 'for' the environment. This three-fold approach favors the inculcation of knowledge, understanding, values, attitude, concern and skills needed to better improve our environment.

Introduction

Environmental education is an area of learning which tries to interest and involve students in the major environmental aspects of our day. It primarily promotes a head, heart and hand

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Conclusion

Curriculum development initiatives are required to support teachers' experience with more innovative and participatory learning styles. The future of the environment may depend upon our teachers' ability to educate the ***head***, ***heart*** and ***hand***. While education ABOUT the environment could be interpreted as being concerned with the *head*, and education IN the environment with the *heart*, education FOR the environment can be seen as involving the *hand*. Realizing the goals of environmental education requires the integration of education ABOUT, IN and FOR the environment to form a holistic head,heart, hand approach to learning about environmental problems. This strategy covers the complete cycle of environmental education objectives and successfully addresses the key goal of developing an environmentally literate and committed individuals.

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ROLE OF EMOTIONAL WELLBEING IN DEVELOPING COGNITIVE SKILLS FOR 21ST CENTURY LEARNERS

S. Bhaskaran* & Dr. R. Portia**

Abstract

Fast-paced technological change has had a significant impact on the structure of the students and learning environment. In that cognitive skills are the core skills are brain use to think, read, learn, remember, reason and pay attention. Emotional well being involves utilizing your strengths rather than focusing on fixing problems or weaknesses in day to day life. The better way is able to master your emotions, the greater your capacity to enjoy life, cope with stress and focus on important personal priorities. Positive well-being might influence cognitive function in later life through several mechanisms. There is considerable evidence from experimental studies that induced states of positive well-being improve performance on a range of cognitive tasks, possibly because of raised dopamine levels. Build capacity amongst academicians and learners to design, undertake to improve the environments in which children live and the service systems which support families to improved developmental, education, health and wellbeing outcomes for children.

Key words: Emotional wellbeing, Cognitive skills, Learners.

Introduction

Major changes have taken place in the Indian education over recent decades with deregulation and the rise in global education system and competition. Fast-paced technological change has had a significant impact on the structure of the students and learning environment. In that cognitive skills are the core skills are brain use to think, read, learn, remember, reason and

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VIRTUAL LEARNING ENVIRONMENT

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ABSTRACT

Twenty years ago they were the province of early adopters only and limited to email and, more unusually, asynchronous conferencing. Today, VLEs are widespread and cloud computing, virtual study, group discussion, mainstream, sophisticated and officially sanctioned components of many learning techniques. By studying the use of a virtual learning environment, many have focused on automatically logged web data in order to detect factors that enhance learners' use of the virtual learning environment and that may impact their productive and efficient learning via this means. Virtual learning environments (VLE) have recently emerged as an important topic in education theory and practice. The interactive instruction technology described above can be used to create a special environment- a language, simulation, or data base that can be manipulated by the learners. Fore, special computer language, such as logo, can help learners gain particular problem –solving skills. Another form of learning environment is the simulation. A simulation of a laboratory experiment for a practical course, for instance, might present on a television screen a variety of weights and springs.

Keywords: Virtual learning, educational technology, Distance learning, E-learning.

INTRODUCTION

This introductory section provides an overview of virtual learning environments (VLEs) focussing on how they can be used to improve the learning experience for both the learners and the teacher.Learners of education should be critical of the extreme claims of any one school, remembering that each probably has some valid contribution make to learning and to the attainment of knowledge, in general. The achievement of worthy outcomes, whether these are the forming of connections or habits, changing behavior, or the developing of insight or understanding, is not dependent upon the realization of any one point of view of learning but upon the realization of the principles that fit a specific learning situation. In other words, the different theories of learning point to one important goal are growth of the standing, skills, and attitudes. This has been deliberately done to avoid confusion and misunderstanding.

What is VLEs?

A virtual learning environment is an online system that allows education materials to be transmitted through the internet to transfer knowledge from organization teacher to learners. Virtual learning environment examples include the following and more, all of which can be accessed via an online or computer-based system:

- Distance Learning Degree Programs

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Whether card game, board game, PC or console video game, the key ingredient for success is parent involvement, and regardless of the delivery method, the main focus of learning games is that they should be both fun and educational. Incorporate fun into daily learning activities by using games, and you will be surprised at how much kids learn!

Conclusion

Now the modern education linked with information technology. The institution include many special programs in the teaching method. The walls of institutions painted with picture that effect the students mind capture all information suddenly.

We can see the modern era educational applications and gaming programmes included in the teaching method that lead to a evolutionary change in the educational department the game and applications create video and with picture that suddenly capture the in formations in all students mind.

EMOTIONAL REGULATIONS AND STRESS COPING STRATEGIES

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INTRODUCTION

Emotion is instinctive or intuitive feeling as distinguished from reasoning or knowledge. Emotion is a strong feeling derived from one's circumstances, mood or relationship.Some of the emotions are anger, fear, sadness, joy, disgust, distress and excitement.The subconscious mind gathers the data, sorts facts, determines the suitable emotion that should be triggered when unfavourable or challenging condition is faced. That's why you sometimes think that the emotion come out of no where. Its just that you weren't conscious when it was being prepared.the sole purpose of an emotion is to motivate you to reach a certain goal or to avoid a certain thing that can harm your well being.

Stress is a state of imbalanced physiological or psychological conditions caused bysituations, concerns or challenges. Stress is a state of mental and emotional pressure caused bychallenging or unfavourable circumstances. It is an outside force that rules an individual's feelings and behaviour. Stress is an effect produced in an individual in his attempt to cope with the demands created by social factor or circumstances. Some of the circumstances which will create stress are work pressure, study pressure, death of a loved one, loss of a job, social and economic pressure.

Certain emotions like anger, shame, and anxiety usually arise from stress, which refers to harmful, threatening, or challenging conditions, showing a relationship between stress and emotion. Stress and emotion depend on how an individual evaluates (appraises) transactions with the environments.

Stress and negative emotions are closely associated with each other. Depression is a form of stress response. The students show angry emotions when they are in the higher level of stress on learning and interpersonal relationship.

Your stress and the related problems it causes all stem from emotions that are being ignored, denied, misunderstood, suppressed, or just poorly handled. Your distressing emotions, when they aren't taken care of in a productive way, are at the root of all of your most common

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- Eye accessing.
- Percenptual positions

NLP Application teaching and learning

The teacher learner relationship is a cybernetic loop a dynamic process in which meaning is constructed through reciprocal feedback, not a transmission of information from one individual to another separate and individual.

Advantage of NLP

- In language teaching the ways students learn and better process information are affected by elements that find practical.
- It imploves levels of interpersonal competency and help one to grow as an individual.

Disadvantage of NLP

- The mechanical nature of some of the techniques has been criticalsed, but it depends on how skillfully the techniques are applied in practice.
- Lack of evidence of the effectiveness of NLP has led to criticism of the technique.

CONCLUTION

Its scientific basis it's often discredited neuro-linguistic programming covers a broad spectrum of uses NLP training to achieve maximum potential and great success.



BRAIN BASED LEARNING

Dr. S. Sumithra[*] & Dr. M. Parimala Fathima[**]

INTRODUCTION

Teaching is a delightful experience when focus is given on activities that student's brain enjoys doing and does well, such as exploring concepts, creating metaphors, estimating and predicting, co-operating on group tasks, and discussion oral or ethical issues. Conversely, teaching loses much of its luster when students are forced to do things which their brains do not enjoy doing and do poorly. Now, innumerable and neuro scientific facts are available which dramatically increases our understanding of the brain. Active brain imaging techniques give us windows through which we can view the brain in action.

Clearly, teaching will be more effective if it use methods which are aligned with how the brain best attends to understanding and retaining information. The search on which, teaching methods are most brain-compatible. Although some have warned that it is too early at this point to make valid inferences about teaching methods based on brain science, many are making the attempt to build bridges from theory to practice, and educators are being urged through books and workshops to make classrooms (brain-compatible).

BRAIN-BASED LEARNING- AN OVERVIEW

Brain-based learning has hatched a new discipline now entitled by some as *educational neuroscience*, or by others *mind, brain, and education science* (Sousa, 2011). Whatever we call this "not really new" discipline, it is a comprehensive approach to instruction using current research from neuroscience. Brain-based education emphasizes how the brain learns naturally and is based on what we currently know about the actual structure and function of the human brain at

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DEVELOPING COGNITIVE SKILLS THROUGH COOPERATIVE LEARNING STRATEGIES

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ABSTRACT

This paper describes about the Cooperative learning strategies develop the cognitive skills like academic, psychological, Social, Emotional and psychosocial skills. The process of collaborative work increases neural activity in relational and emotional memory connections and long-term memory storage.

KEY TERMS

Cooperative learning strategies, Cognitive skills

INTRODUCTION

Cooperative learning positively impacts students openness to diversity, personal development and analytical skills. Students who involved in cooperative teams learn to adopt environmental changes cognitive development. Theorists stated that they assimilate or accommodate the information relative to existing knowledge. Behavioral learning theory encourages group members to provide both positive and negative outcomes that reinforce individual behavior and also creating motivation for the individual to avoid future negative consequences.

COOPERATIVE LEARNING

Cooperative learning is a teaching strategy that requires small student groups to work interdependently on learning activities in order to achieve and receive group rewards or recognition. Students may learn better when they work together because they are held accountable to each other.

The learning process in education requires active participation of students and teachers. To create a quality learning environment required good interaction between teachers and students and between students the one with other students. It improve the quality of learning.

COGNITION

Cognition refers to the mental process that transforms the sensory input in various ways under it. It includes the process such as perceiving, recognizing, conceiving, judging and reasoning. The cognitive development gains associated with cooperative learning may help convince faculty to use this approach in their class room delivery. Cooperative learning enhances communication, team work, and accountability.

COOPERATIVE LEARNING WITH CONGNITIVE KEY COMPONENTS :

1) "Positive interdependence: Each individual depends on and is accountable to the others a built-in incentive to help, accept help, and roof for others,
2) Individual accountability : Each person in the group learns the material
3) Promotive interaction : Group members help one another, share information, offer clarifying explanations.
4) Social skills : leadership communication decision making Trust building, conflict management.
5) Group Processing : Assessing how effectively they are working with one another.

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PRINCIPLES AND TEACHER ROLE IN IMPLEMENTING THE CURRICULUM TRANSACTION

Prashant. A. Rudragoudar[*] & Prof. G. Kalaiyarasan[**]

Abstract

Education leads from darkness of illiteracy to brightness of intellect. Education is the right of a human being in the world which is required to develop all of their attributes and skills to achieve their potential as human beings and members of society. Major emphasis should be given on effective transaction of curriculum in any educational program. The main responsibility of the curriculum transaction lies on the teachers and trainers who may use different types of pedagogies to create a nice academic environment in the institution and students can be benefited in gaining knowledge and developing skills as per industry demand. Curriculum transaction is effective implementation of the curriculum contents on the basis of aims and objective listed in the curriculum. The teacher should use a variety of teaching methods and should provide rich and diverse learning experiences to suit the needs of all learners. The function of the teacher is primarily that of guiding learners to identify and solve significant problems. Therefore, keeping in mind the objectives of curriculum and diverse and varied interests and capacities of students, teachers should select the appropriate teaching strategies and learning experiences. Together, these should provide for optimum personal development and should promote continuity of experience. The second important aspect in curriculum transaction is the effective use of resources available. The teacher should make maximum use of resources available in school. The teacher should also be able to mobilise the community resources. Curriculum Transaction is the process of planning and organizing the curriculum in a particular subject area for different levels of education and continuously monitors it while being implemented. Essential requirements for the transaction of curriculum include duration, intake, eligibility, content and qualification of teaching staff and certain other factors. The present paper emphasis on principles and role of the teacher in implementing the curriculum transaction.

Keywords: Curriculum, Transaction, Curriculum Transaction, Principles of Curriculum Transaction

Introduction

Education leads from darkness of illiteracy to brightness of intellect. Education is the right of a human being in the world which is required to develop all of their attributes and skills to achieve their potential as human beings and members of society. In all aspects of the surrounding education community, the focus is on learning which strengthens the capabilities of human being to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates emotions of safety, security and healthy interaction in the human. Curriculum is a systematic and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organized learning experiences both in formal and non-formal settings. A noble curriculum plays an important role to the development of thinking skills and the acquisition of relevant knowledge that learners need to apply in the context of their studies, daily life and careers.

Major emphasis should be given on effective transaction of curriculum in any educational program. The main responsibility of the curriculum transaction lies on the teachers and trainers who may use different types of pedagogies to create a nice academic environment in the institution and students can be benefited in gaining knowledge and developing skills as per industry demand. Curriculum is implemented by teachers, and depends moreover on the quality of

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