

Indhira College of Education

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COLLEGE MAGAZINE

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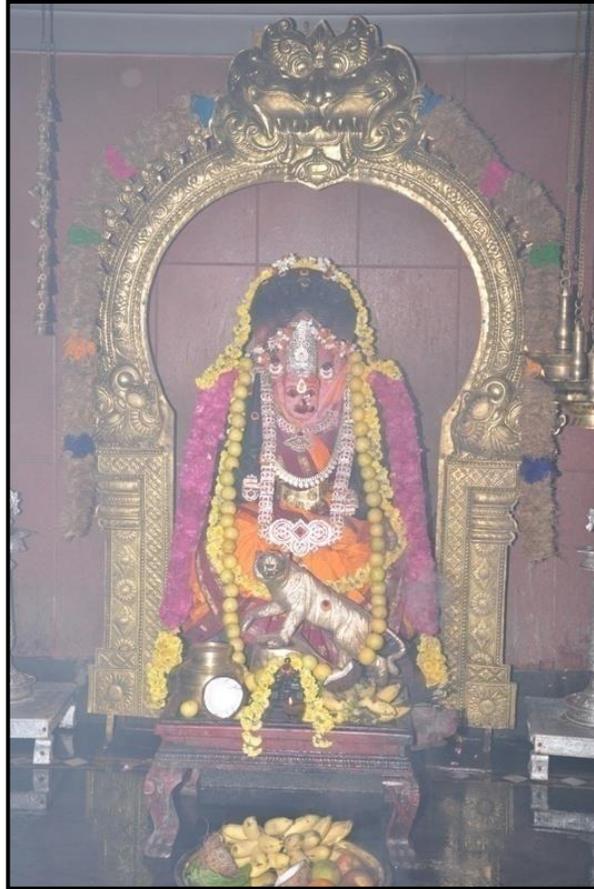


PRAYER

With the blessings of our college Deity “**Sri Padavettamman**” all our endeavors have been initiated. Here we offer our prayers thanking her for past progress and instilling in us the confidence of our future progress. On the occasion of successfully completing nine years of public service, we present the finest legacy of imparting education that liberates the mind and enhances the quality of life.



Sri Padavettamman



Our Inspiring Deity

Greetings



OUR FOUNDER



Sri. V.G. Raajendran

Chairman

Indira Group of Educational Institutions

The founder **Mr.V.G. Raajendran** is a construction professional with vast experience in promoting high quality residential complexes at affordable cost mainly to cater to the needs of middle and upper middle class society. Who has basically been in the field of promoting real-estate projects in the city of Chennai. He is a philanthropist and social activist who realizes the need for immediate action, decided to establish a world class educational conglomerate at Thiruvallur district.

I am happy to learn that the Indhira College of Education is bringing out a Souvenir. I send warm greetings and congratulate the Principal & Staff for all their efforts to make the college as one of the best colleges in the city. I do hope that the teachers trained in this institution will be in a position to develop the skill and knowledge of the youth and make them worthy citizens. I wish you all success.

Sri. V.G. Raajendran

Chairman
Indira Group of Educational
Institutions

**"Nothing Great in the world has ever been accomplished without
PASSION"**

OUR TRUSTEE



Smt. Indira Raajendran

Managing Director

Indira Group of Educational Institutions

IE&CT was founded by Mr.V.G. Raajendran a highly regarded construction professional on 13/2/2002 to provide quality educational opportunities at affordable cost to the needy and deserving. We believe that in addition to space, premises and infrastructure which are indispensable, an ideal ambience is the sum total of the utility of space, structure etc.,

It gladdens my heart to learn that the college has completed one more year of continued progress and growth in all areas of its activity.

Well done. Let me congratulate the Principal and all others involved in this challenging task of shaping the institution in its pursuit of excellence. I am sure there will be continued progress and we will have much more to show at the end of the year.

Good Luck...!!!

Smt.Indira Raajendran

Managing Director

Indira Group of Educational Institutions

From the Principal's Desk



It is my duty to express our gratitude to our management for their support and encouragement. I sincerely thank our Faculty and non-teaching staff members for their dedication and hard work. I convey special word of thanks to the students, especially for this batch and good wishes for their success.

At this point, my thought goes to the future and I ask myself, are we doing something other than training them as teachers? Do we teach them to discover themselves and to understand that their job is not merely to teach but to instill the need for character and discipline, which will build up a structured society? Let us look beyond teaching profession, open the hearts and minds of those we train.

Dr. Regina Joel
Principal



WITH BEST COMPLIMENTS FROM

Department of Tamil



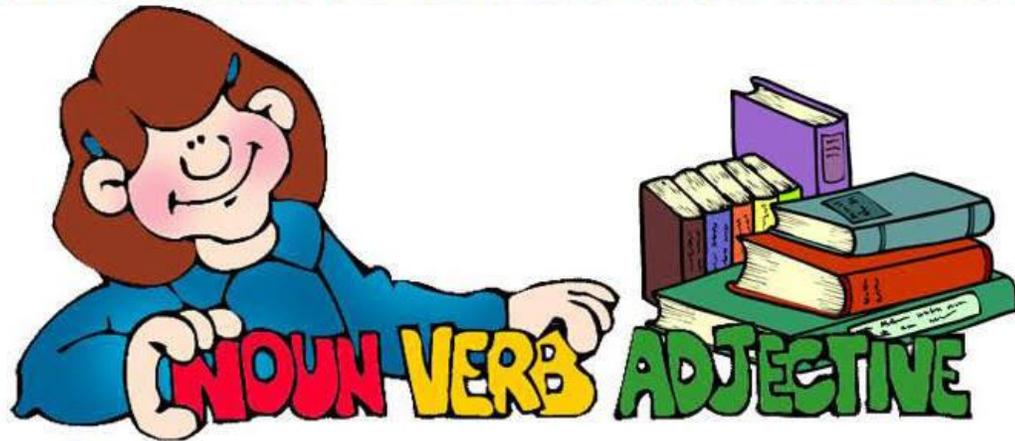
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DEPARTMENT OF TAMIL - ACTIVITIES



WITH BEST COMPLIMENTS FROM

ENGLISH DEPARTMENT



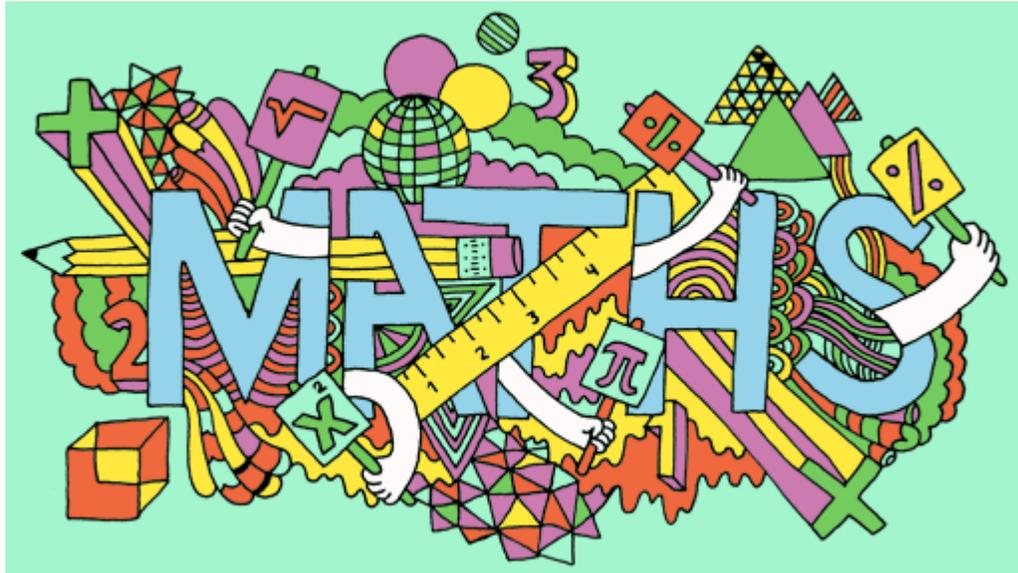
The Limits of my language are the limits of
my world

DEPARTMENT OF ENGLISH - ACTIVITIES



WITH BEST COMPLIMENTS FROM

Department of Mathematics



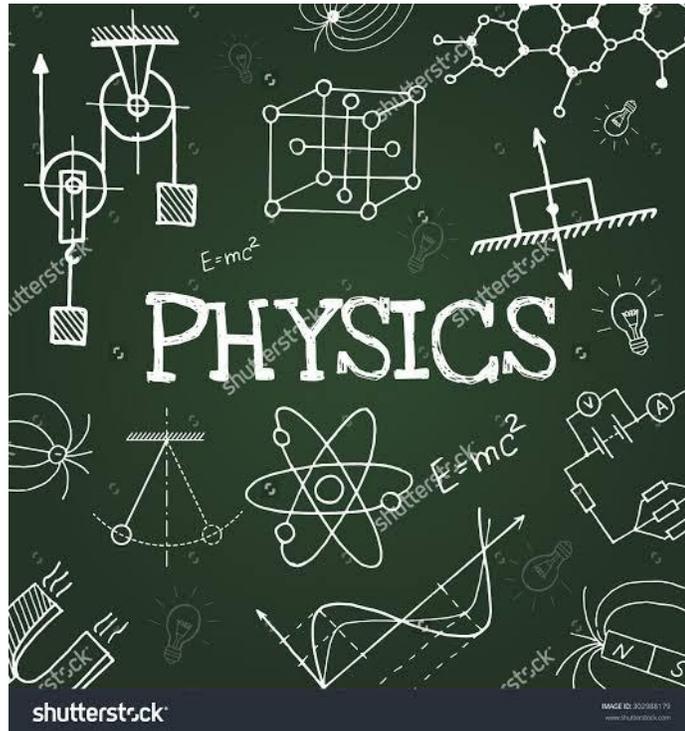
Mathematics may not teach us how to add love or minus hatred, but it gives us every reason to hope that every problem has a solution

DEPARTMENT OF MATHEMATICS - ACTIVITIES



WITH BEST COMPLIMENTS FROM

Department of Physical Science



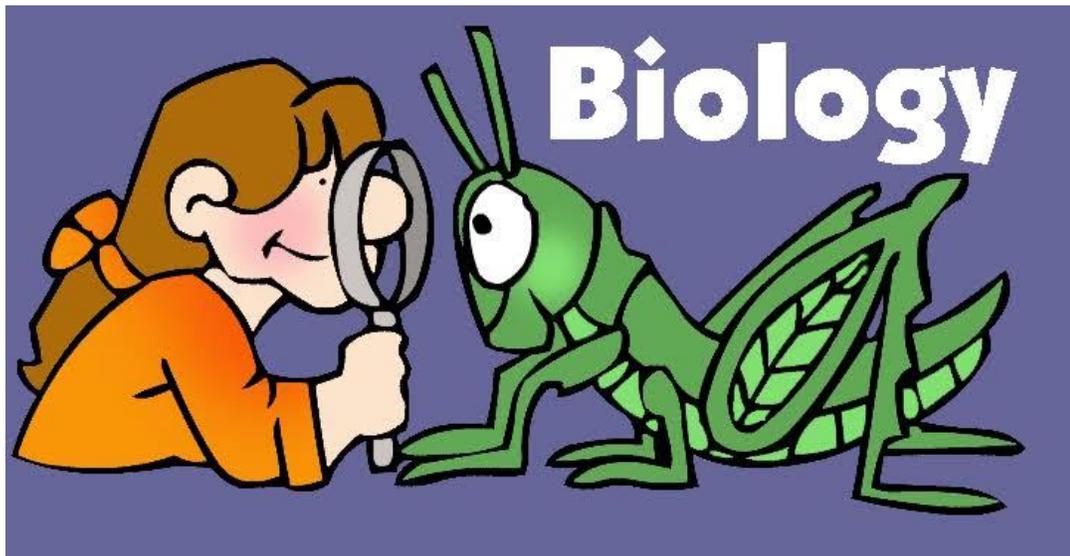
Memories are not recycled like atom and particles in Physics; they can be lost forever

DEPARTMENT OF PHYSICAL SCIENCE - ACTIVITIES



WITH BEST COMPLIMENTS FROM

Department of Biological Science



The Scientist is not a person who gives the right answers; he is one who asks the right questions

DEPARTMENT OF BIOLOGICAL SCIENCE - ACTIVITIES





WITH BEST COMPLIMENTS FROM
Department of History



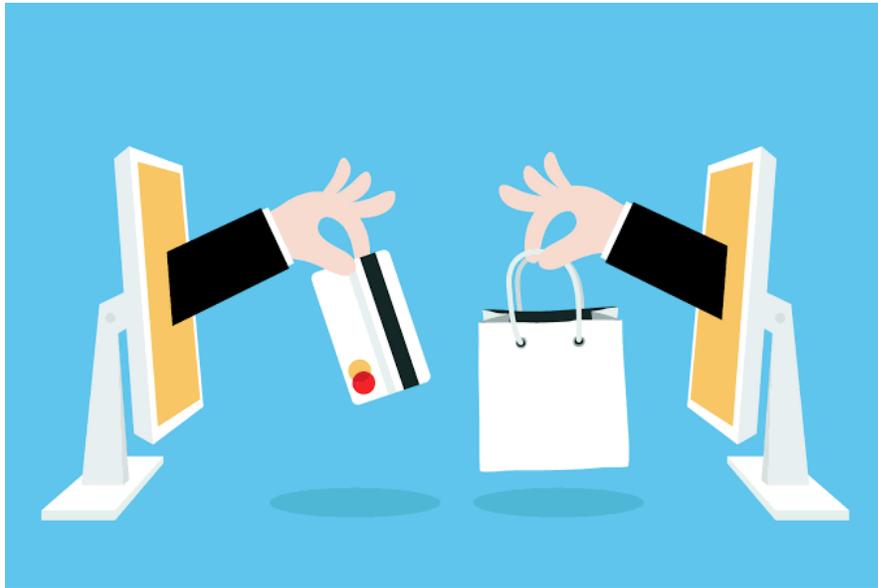
Difficulty is the excuse history never accepts

DEPARTMENT OF HISTORY - ACTIVITIES





WITH BEST COMPLIMENTS FROM
Department of Commerce



**The superior man understands what is
right, the inferior man understands what
will sell**

DEPARTMENT OF COMMERCE - ACTIVITIES





WITH BEST COMPLIMENTS FROM
Department of Economics



**The love of economy is the root of all
vertue**

DEPARTMENT OF ECONOMICS - ACTIVITIES



WITH BEST COMPLIMENTS FROM

Department of Physical Education



Physical activity can get you going when you are immobilized, get action in your life and don't just talk about it, get into the arena

DEPARTMENT OF PHYSICAL EDUCATION - ACTIVITIES



SEMINARS AND CONFERENCES



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By,

P. Muthu

B.Ed (Commerce) - II year

If you want to shine like a sun

First burn like a sun

By,

S. Shobana

B.Ed (English) – II year

NEED AND SIGNIFICANCE OF INCLUSIVE EDUCATION

Paper presented by

**Mrs.N.Jayavardhini, Assistant Professor of Psychology,
Indhira college of Education,Pandur, Thiruvallur.**

Abstract

Inclusion in education was once described as an approach wherein students with special educational needs spend most or all of their time with non-disabled students. Now it is crucial that all policy makers, school boards, administrators, guidance counsellors, teachers, parents and students ensure inclusive practice in all aspects of educational environments. Research suggests that inclusivity is no longer defined by physical and cognitive disabilities but also includes a full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences".

Introduction

Disabilities in children can be due to extreme poverty, landmines, malnutrition, poor maternal care, inadequate health services or a high prevalence of tropical diseases such as malaria, river blindness and nodding disease. This could result in children becoming blind or visually impaired, deaf or hearing impaired, an inability to walk or grip (physical impairments), or to speak, or difficulties with learning and intellectual impairments.

Education faced by children with disabilities and any others who are excluded, but will nurture tolerance in society and improve the quality of education for all children. Inclusive Education is a system that caters for all excluded children who are currently not supported to achieve their potential at school. These include children from ethnic and linguistic minorities, girls, nomadic and street children, children suffering extreme poverty and living in rural areas as well as children with disabilities. Inclusive Education will entail the development of schools, teachers and the community at large to successfully support all learners in acquiring quality education. In other words, instead of treating all learners the same, we must develop a system that meet their needs.

What Is Inclusion?

Inclusion is an effort to make sure students with disabilities go to school along with their friends and neighbors while also receiving whatever “specially designed instruction and support” they need to succeed as learners and to achieve to high standards. Inclusion presents this challenge not just on behalf of students with disabilities, but also on behalf of students who are different in other ways.

Different languages and cultures, different homes and family lives, and different interests and ways of learning all need accommodation and adjustments from educators.

The purpose of education is to ensure that every student gains access to knowledge, skills, and information that will prepare them to contribute to America's communities and workplaces. This central purpose is made more challenging as schools must accommodate students with ever more diverse backgrounds, abilities, and interests. For students with disabilities, achieving this common purpose means thinking again about the consequences of special and general education as separate systems, and realizing that no longer can we educate students grouped primarily by their differences if we are to achieve a common educational purpose. Special education is not a place, although for most students with disabilities it has traditionally been a separate classroom or school where they learn different things in different ways from students without disabilities. In order to change these separate experiences for any student, we must first reexamine the assumption that if you are different you will probably learn less and must be taught differently. Instead, educators need to arrange learning and teaching so that all students benefits.

Classification of Students and Educational Practices

Classification of students by disability is standard in educational systems which use diagnostic, educational and psychological testing, among others. Inclusion has two sub-types: The first is sometimes called regular inclusion or partial inclusion, and the other is full inclusion.

"Inclusive practice" is not always inclusive but is a form of integration. For example, students with special needs are educated in regular classes for nearly all of the day, or at least for more than half of the day. Whenever possible, the students receive any additional help or special instruction in the general classroom, and the student is treated like a full member of the class. However, most specialized services are provided outside a regular classroom, particularly if these services require special equipment or might be disruptive to the rest of the class (such as speech therapy), and students are pulled out of the regular classroom for these services. In this case, the student occasionally leaves the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services, such as speech and language therapy, occupational and/or physical therapy, psychological services, and social work. This approach can be very similar to many mainstreaming practices, and may differ in little more than the educational ideals behind it.

In the "full inclusion" setting, the students with special needs are always educated alongside

students without special needs, as the first and desired option while maintaining appropriate supports and services. Some educators say this might be more effective for the students with special needs. At the extreme, full inclusion is the integration of all students, even those that require the most substantial educational and behavioral supports and services to be successful in regular classes and the elimination of special, segregated special education classes. Special education is considered a service, not a place and those services are integrated into the daily routines and classroom structure, environment, curriculum and strategies and brought to the student, instead of removing the student to meet his or her individual needs. However, this approach to full inclusion is somewhat controversial, and it is not widely understood or applied to date. Much more commonly, local educational agencies have the responsibility to organize services for children with disabilities. They may provide a variety of settings, from special classrooms to mainstreaming to inclusion, and assign, as teachers and administrators often do, students to the system that seems most likely to help the student achieve his or her individual educational goals. Students with mild or moderate disabilities, as well as disabilities that do not affect academic achievement, such as using power wheelchair, scooter or other mobility device, are most likely to be fully included; indeed, children with polio or with leg injuries have grown to be leaders and teachers in government and universities; self advocates travel across the country and to different parts of the world. However, students with all types of disabilities from all the different disability categories have been successfully included in general education classes, working and achieving their individual educational goals in regular school environments and activities.

Principles of Inclusion and Necessary Resources

Although once hailed, usually by its opponents, as a way to increase achievement while decreasing costs, full inclusion does not save money, but is more cost-beneficial and cost-effective. It is not designed to reduce students' needs, and its first priority may not even be to improve academic outcomes; in most cases, it merely moves the special education professionals (now dual certified for all students in some states) out of "their own special education" classrooms and into a corner of the general classroom or as otherwise designed by the "teacher-in-charge" and "administrator-in-charge". To avoid harm to the academic education of students with disabilities, a full panoply of services and resources is required, including:

- Adequate supports and services for the student
- Well-designed individualized education programs

- Professional development for all teachers involved, general and special educators alike
- Time for teachers to plan, meet, create, and evaluate the students together
- Reduced class size based on the severity of the student needs
- Professional skill development in the areas of cooperative learning, peer tutoring, adaptive curriculum
- Collaboration between parents or guardians, teachers or para educators, specialists, administration, and outside agencies.
- Sufficient funding so that schools will be able to develop programs for students based on student need instead of the availability of funding.

Indeed, the students with special needs do receive funds from the federal government, by law originally the Educational for All Handicapped Children Act of 1974 to the present day, Individuals with Disabilities Education Improvement Act, which requires its use in the most integrated setting.

Common Practices in Inclusive Classrooms

Students in an inclusive classroom are generally placed with their chronological age-mates, regardless of whether the students are working above or below the typical academic level for their age. Also, to encourage a sense of belonging, emphasis is placed on the value of friendships. Teachers often nurture a relationship between a student with special needs and a same-age student without a special educational need. Another common practice is the assignment of a buddy to accompany a student with special needs at all times (for example in the cafeteria, on the playground, on the bus and so on). This is used to show students that a diverse group of people make up a community, that no one type of student is better than another, and to remove any barriers to a friendship that may occur if a student is viewed as "helpless." Such practices reduce the chance for elitism among students in later grades and encourage cooperation among groups.

Teachers use a number of techniques to help build classroom communities:

- Using games designed to build community
- Involving students in solving problems
- Sharing songs and books that teach community
- Openly dealing with individual differences by discussion
- Assigning classroom jobs that build community
- Teaching students to look for ways to help each other
- Utilizing physical therapy equipment such as standing frames, so students who typically use

wheelchairs can stand when the other students are standing and more actively participate in activities

- Encouraging students to take the role of teacher and deliver instruction (e.g. read a portion of a book to a student with severe disabilities)
- Focusing on the strength of a student with special needs
- Create classroom checklists
- Take breaks when necessary
- Create an area for children to calm down
- Organize student desk in groups
- Create a self and welcoming environment
- Set ground rules and stick with them
- Help establish short-term goals
- Design a multi-faced curriculum
- Communicate regular with parents and/or caregivers
- Seek support from other special education teacher

Team Teaching Models

- **One teach, one support:**

In this model, the content teacher will deliver the lesson and the special education teacher will assist student's individual needs and enforce classroom management as needed.

- **One teach, one observe:**

In this model, the teacher with the most experience in the content will deliver the lesson and the other teacher will float or observe. This model is commonly used for data retrieval during IEP observations or Functional Behavior Analysis.

- **Station teaching (rotational teaching):**

In this model, the room is divided into stations in which the students will visit with their small groups. Generally, the content teacher will deliver the lesson in his/her group, and the special education teacher will complete a review or adapted version of the lesson with the students.

- **Parallel teaching:**

In this model, one half of the class is taught by the content teacher and one half is taught by the special education teacher. Both groups are being taught the same lesson, just in a smaller group.

- **Alternative teaching:**

In this method, the content teacher will teach the lesson to the class, while the special education teacher will teach a small group of students an alternative lesson.

- **Team teaching (content/support shared 50/50):**

Both teachers share the planning, teaching, and supporting equally. This is the traditional method, and often the most successful co-teaching model.

Selection of Students for Inclusion Programs in Schools

Educators generally say that some students with special needs are not good candidates for inclusion. Many schools expect a fully included student to be working at or near grade level, but more fundamental requirements exist: First, being included requires that the student is able to attend school. Students that are entirely excluded from school, or who are educated outside of schools cannot attempt inclusion. Additionally, some students with special needs are poor candidates for inclusion because of their effect on other students. For example, students with severe behavioral problems, such that they represent a serious physical danger to others, are poor candidates for inclusion, because the school has a duty to provide a safe environment to all students and staff.

The students that are most commonly included are those with physical disabilities that have no or little effect on their academic work (diabetes mellitus, epilepsy, food allergies, paralysis), students with all types of mild disabilities, and students whose disabilities require relatively few specialized services. Regular inclusion but not full inclusion, is a reasonable approach for a significant majority of students with special needs for some students, notably those with severe autism spectrum disorders or mental retardation, as well as many who are deaf or have multiple disabilities, even regular inclusion may not offer an appropriate education. Teachers of students with autism spectrum disorders sometimes use antecedent procedures, delayed contingencies, self-management strategies, peer-mediated interventions, pivotal response training and naturalistic teaching strategies.

Positive Effects of Inclusion in Regular Classrooms

There are many positive effects of inclusions where both the students with special needs along with the other students in the classroom both benefit. Research has shown positive effects for children with disabilities in areas such as reaching individualized education program (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with nondisabled peers. Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms.

Conclusion

Many children with disabilities are hidden or prevented from going to school by their families, who do not see the value of educating a child with a disability. Other parents fail to send their children to school because they fear for their safety or wish to protect them from the negative attitudes and discrimination of others. Those children with disabilities, who do attend school, have to contend with challenges such as inaccessible buildings and learning material. Negative attitudes, a lack of sensitivity towards disability and failure to acknowledge the rights of people with disabilities are at the root of these barriers to education.

The important task now is to research more thoroughly the mediators and moderators that support the optimal education for children with SEN and disabilities and, as a consequence, develop an evidence-based approach to these children's education. A fundamental reason is that it is the right thing to do to deny a student with disabilities the opportunity to receive an education in the general education environment, when it is the appropriate placement, is quite simply, discrimination.

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IMPORTANCE OF GUIDANCE AND COUNSELLING IN TEACHER EDUCATION PROGRAMME

**S.Arunachala Perumal, Assistant Professor
Indhira College of Education, Pandur, Thiruvallur**

ABSTRACT:

Teachers have multiple roles to perform nowadays. To fulfil their roles professionally, teachers need to be competent in their responsibilities towards their students inside and outside the classroom. One important teacher role inside and outside the classroom is to provide guidance and counselling to students. This paper has two aims. First, it discusses the importance of guidance and counselling training for teachers. The second aim of this paper is to investigate guidance and counselling training needs for teachers through students taking an innovative guidance and counselling component in a pre-service undergraduate teacher preparation program. This course component has been tried out with four cohorts of English Language Studies and English Language Teaching double-honours degree students. Using qualitative analysis of students' responses in a personal reflection activity in the latest cohort, the present study found that students have various training needs, and perceived strengths and impeding issues in relation to carrying out the guidance and counselling role at school. The paper ends with discussions on directions for future teacher training and research.

INTRODUCTION:

Apart from subject teaching, teachers are entrusted with many responsibilities nowadays. Guidance and counselling are some of their major duties. In the guidance and counselling literature, these two words generally take on different meanings. The former refers to helping students' whole-person development, while the latter is frequently targeted at helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counselling is more of supportive, remedial work. The global trend seems to have moved from a casework and remedial approach to a preventive, developmental approach in providing guidance and counselling.

TRAINING NEEDS:

All participants considered that there was a need for training. The number of training

needs identified by each participant ranged from 1 to 9, with the mean number of training needs being 3.9. Twenty-seven students (87.1%) mentioned 1 to 5 training needs. In terms of their perceived needs for training, participants saw the need for training in communication skills, counselling skills, skills in handling cases, interpersonal skills, knowledge related to guidance and counselling, and ways to deal with their own issues as most important .

COMMUNICATION SKILLS:

“Communication skills with different students (different students with different background.)”

COUNSELLING SKILLS:

“Strategies for responding to students so as not to discourage them and stimulate students’ emotion.”

SKILLS IN HANDLING CASES:

“To learn how to act professionally to deal with students’ problems.”

“How to deal with different kinds of problems, e.g. family, personal problems”

INTERPERSONAL SKILLS:

It tells how to maintain a good relationship with students.

IMPEDING ISSUES:

Twenty-nine participants (93.5%) cited 1 to 3 issues perceived to impede their guidance and counseling work at school. Among these issues, their personal qualities, prejudgment or bias against students, lack of experience, and workload and time pressures were the top concerns raised . The following are some examples of students’ responses in these categories:

Personal Qualities:

“My being quiet might lead to weaknesses in self expression.”

Prejudgement or bias against students: “Prejudgment or bias of some students – students from wealthy families may be spoiled.”

Lack of experience:

“Not experienced in providing guidance and counselling; not sure my suggestions are really good for the students.”

Workload or time pressures:

“Time is also a problem for me; too busy, not enough time to use.”

“Heavy work load means no time to talk to students.”

FACILITATING PERSONAL STRENGTHS OR RESOURCES:

In terms of personal strengths or resources which students perceived that could facilitate their guidance and counseling, twenty-eight students (90.3%) could name 1 to 3 categories of such factors. Among these facilitating categories, work at school, students’ personal qualities, social networks, their skills or abilities and working experience were most frequently mentioned . Some examples of their responses are listed below:

PERSONAL QUALITIES:

“I’m patient and I’m a listener. I respect others’ privacy.”

“I’m myself an optimistic person and I hope I can guide my counselees to think more positively when I talk to them.”

SOCIAL NETWORKS:

“I have a broad social network, which makes it easier for me to get different resources of information from my friends.”

SKILLS OR ABILITIES:

“Skills: good communication skills enable me to talk to students easily and make them understand.”

WORKING EXPERIENCE:

“I have a part-time job since I was 17. I’ve met many different people, and have learnt from their stories.”

IMPLICATIONS OF TRAINING:

Respondents were found to unanimously indicate a clear need for training. Their perceived training needs included not only knowledge and skills related to guidance and counseling, but also life skills. They demanded training in communication skills, interpersonal skills and ways to deal with their own issues. This information is important because if training programmes are to be a satisfying experience, the training contents should match trainees' needs. Day (2002) argued that teacher development programmes which do not match teachers' needs were unlikely to arouse their motivation. In Law's (2000) in-depth interviews with teachers about their views towards guidance training, five out of eight interviewees gave negative comments about the training courses offered by the government. They criticized the training as being too general, imparting only fundamental guidance knowledge and could not arouse their interest.

Besides training needs, results from the present study also found several areas and issues which participants considered could impede their guidance and counseling work. These should be taken into consideration in designing training programmes so that the effects of such barriers could be minimized. For example, training programmes can include experiential, reflective exercises and in-class discussions for trainees to examine and work on issues of personal qualities and prejudice which they consider most hindering. These strategies have found some support in the literature. One such example can be seen in Heppner and O'Brien's (1994) work. In evaluating a multicultural counseling course, they found that an increased awareness and interpersonal exchanges in class were most helpful in facilitating change.

One should also note that respondents in the present study also identified several perceived personal strengths and resources. These should be taken into consideration when designing training programmes so as to motivate and engage participants in the training process.

CONCLUSION

The present study has yielded useful information to enrich the literature on the guidance and counseling training needs for teachers. It sheds light on topics and issues to consider for designing teacher training or education programmes. Training approaches which are experiential, reflective and interactive are recommended to match teachers' training needs and enhance trainees' motivation and interest in training. More research using larger samples of teachers with different backgrounds to study teacher training needs in guidance and counseling are also recommended. Future

research can also investigate training needs in terms of their different roles and experience in guidance and counselling service, and their level of competencies. Another line of research is to examine the effectiveness of various training programmes and their relationship with participants' training needs.

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By,
P.Ullash
B.Ed (History) – II year

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By,
R. Reeta
B.Ed (History) – II year

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By,

B. Padmapriya

B.Ed (Physical science) – I year

Full list of Indian States, capitals

STATES	CAPITAL CITY
Andhra Pradesh	Amravathi [*Hyderabad initially]
Arunachal Pradesh	Itanagar
Assam	Dispur
Bihar	Patna
Chhattisgarh	Raipur
Goa	Panaji
Gujarat	Gandhinagar
Haryana	Chandigarh (shared with Punjab)
Himachal Pradesh	Shimla
Jammu & Kashmir	Srinagar (Summer) Jammu (Winter)
Jharkhand	Ranchi
Karnataka	Bangalore
Kerala	Thiruvananthapuram
Madhya Pradesh	Bhopal
Maharashtra	Mumbai
Manipur	Imphal
Meghalaya	Shillong
Mizoram	Aizawl
Nagaland	Kohima
Odisha (Orissa)	Bhubaneshwar
Punjab	Chandigarh (shared with Haryana)
Rajasthan	Jaipur
Sikkim	Gangtok
Tamil Nadu	Chennai
Telangana (from June 2, 2014)	Hyderabad
Tripura	Agartala
Uttar Pradesh	Lucknow
Uttarakhand	Dehradun
West Bengal	Kolkata

List of all Indian Union Territories, capitals and governing bodies:

Union territory	Capital City
Andaman and Nicobar Islands	Port Blair
Chandigarh	Chandigarh
Dadra and Nagar Haveli	Silvassa
Daman and Diu	Daman
Lakshadweep	Kavaratti
Delhi – National Capital Territory	Delhi
Puducherry (Pondicherry)	Pondicherry

TEACHER’S ROLE IN DEVELOPING THE LIFE COPING SKILLS

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ABSTRACT

There are so many situations in our lives that cause worry. Life seems to be really difficult. This is due to the fact that somewhere we lack the essential skills that are required to handle these difficult situations. This is where Life Skills come to our rescue. The investigation generalizes that Life Coping Skills helps in regulating our lives. Life Coping Skills enhances self-confidence and self-esteem among students. Life skills help adolescents to transit successfully from childhood to adulthood by healthy development of social and emotional skills.

Key words: Life Coping Skills ,self-confidence and self-esteem.

INTRODUCTION

“By education I mean an all-round drawing out of the best in the child and man; body, mind and spirit.” – Gandhiji.

The ultimate aim of Education is the overall development of a child's personality which cannot be achieved without exposing students to various Life Coping Skills. Life Coping Skills are the abilities that help in the promotion of mental and social well being and competence in young children to face the realities of life. Hence, Life Skills Education plays a key role in the growing years. Activities designed to strengthen Thinking Skills, Social Skills, Personal Self-Management Skills and Emotional Skills will help learners to be actively engaged in school. Enhancing the social environment with Life Coping Skills empowerment of students can increase school bonding, which in turn may enhance academic achievement and reduce problem behavior.

Life skill education

“Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights”.

Life skills can be described in the following way

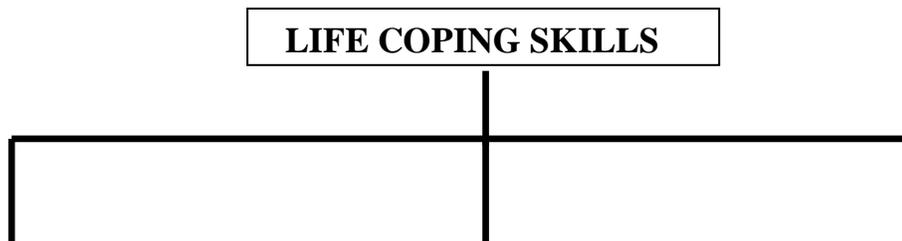
- a) They include the abilities necessary to apply the conceptual thinking and reflection in concrete situations;
- b) They imply capacities to be involved in effective interaction with the environment and provide an appropriate motivational attitude;
- c) They involve psychological prerequisites for successful performance, such as problem solving capacities, self-confidence and skills for critical thinking.

NEEDS OF LIFE COPING SKILLS

Anyone who wants to lead a meaningful life needs Life Coping Skills. They are applicable to all ages of children and adolescents, since young people in this age group seem to be the most vulnerable to behaviour related health problems. Life Skills are thus needed for the promotion of good health and well being, rather than as an intervention aimed only at those already at risk.

The host of factors that promote high risk behaviour such as alcoholism, drug abuse and casual relationships are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. Life Coping skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk behaviours.

MAIN COMPONENTS OF LIFE COPING SKILLS



Thinking – Skills	Social – Skills	Emotional - Skills
a) Self-Awareness	f) Interpersonal- Relationships	i) Managing Feelings/
b) Problem-Solving	g) Effective- Communication	Emotions
c) Decision-Making		
d) Critical-Thinking	h) Empathy	j) Coping with Stress
e) Creative-Thinking		

THINKING-SKILLS

These include decision-making/problem-solving skills and information gathering skills. The individual must also be skilled at evaluating the future consequences of their present actions and the actions of others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them.

SOCIAL- SKILLS

These include verbal and non-verbal communication, active listening and the ability to express feelings and give feedback. Also in this category, are negotiation/refusal-skills and assertiveness skills that directly affect one's ability to manage conflict. Empathy, which is the ability to listen and understand others' needs, is also a key interpersonal skill. Team work and the ability to cooperate include expressing respect for those around us. Development of this skill set enables the adolescent to be accepted in society. These skills result in the acceptance of social norms that provide the foundation for adult social behaviour.

EMOTIONAL SKILLS

These refer to skills to increase the internal locus of control, so that the individual believes that s/he can make a difference in the world and affect change. Self-esteem, self-awareness, self-evaluation skills and the ability to set goals are also part of the more general category of self-management skills. Anger, grief and anxiety must all be dealt with, and the individual learns to cope with loss or trauma. Stress and time management are key areas of focus, as are positive thinking and relaxation techniques.

TEACHER'S ROLE IN DEVELOPING THE LIFE COPING SKILLS

The role of teachers and facilitators in developing Life Skills differs from traditional instruction in their being a guide and friend to facilitate learning. The following behaviours promote Life Skills Education Development:

- Requiring justification for ideas and probing for reasoning strategies.

- Confronting learners with alternatives and thought provoking questions.
- Asking open ended questions.
- Serving as a master of apprentices rather than a teacher of students as in vocational education.
- Acting as positive role models, as Life Skills are better caught than taught.
- Using Socratic discussion techniques, enquiry and debate to stimulate critical thinking.
- Assigning simple assignments and projects based on Life Skills.
- Life Skills as an independent subject as well as integrating it with other disciplines.
- Providing opportunities for developing Life Skills.
- Allowing students to practice the skills in different situations, as actual practice of skills is a vital component of Life Skills Education.
- Seeking cooperation and participation of parents in developing right attitudes towards life among the students, as family is also one of the basic institutions that lay the foundation of Life Skills.

EDUCATIONAL IMPLEMENTATION OF LIFE COPING SKILLS

In the formal primary or secondary school curriculum:

- ❖ Facilitated by a teacher trained in the content and methods
- ❖ Through a relevant "carrier subject", with time designated in the schedule
- ❖ May or may not be assessed
- ❖ Guest speakers and outside resource people
- ❖ Extra-curricular projects & activities. Extra-curricular programme affiliated with schools but not necessarily delivered in schools
- ❖ Participants may be reached through schools
- ❖ School resources and facilities often used, either during or out of school time
- ❖ Facilitated by somebody trained in the content and methods, usually with teacher support; (e.g., peer educators, guidance counselors)

In the Non-Formal, Programme delivered and participants reached through community settings and organizations, such as health centers, drop-in centers, churches, street programmes, women's/young people's groups and clubs (e.g., girl guides/boy scouts)

- ❖ Typically target out-of-school youth, but may include students as educators, counselors or learners

- ❖ Curriculum typically developed by non-governmental or community-based organizations, rather than government

Educational messages, stories & activities delivered through local or national communication channels, including TV, radio, videos, comic books, storybooks, audiocassettes, posters, Internet, newspapers, etc.

- ❖ Can supplement any of the first three models
- ❖ May provide educational activities or materials that can be used in schools

In Involuntary Environments, Programmes delivered within an institution or involuntary setting such as detention centres and transition houses. Includes programmes that must be completed as a penalty (e.g. drunk-driving counselling courses)

- ❖ Maybe voluntary or involuntary
- ❖ Requires facilitators experienced in working with the participant group
- ❖ The fact that participants may not want to be there is the greatest challenge

Useful to make links with programmes delivered outside the involuntary environment, including transition programmes and livelihood programmes (e.g. points or accreditation in the course count towards training that can be continued outside the detention centre)

In Emergency Situations, Programme delivered and participants reached in a protective environment within the emergency setting such as Child-Friendly Spaces, IDP/refugee camps, health centers, or churches.

- ❖ Learners include children, young people, women, and men, depending on the life skills topic (e.g. landmine awareness, violence prevention, conflict resolution, peace building, HIV/AIDS prevention, health and sanitation)
- ❖ Curriculum typically developed by international agencies, non-governmental or community-based organizations, rather than government

CONCLUSION

Life Coping Skills helps us to regulate our lives. They contribute to our perceptions of self confidence and Self-Esteem as well as motivate us to look after ourselves and others, handle day to day situations effectively, and prevent any health and behaviour problems. Life skills help adolescents to transit successfully from childhood to adulthood by healthy development of social and emotional skills. Life Coping Skills affects day-to-day life as well as the Academic Achievement of the students. Yet students have to improve their Life Coping Skills.

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Activity-based learning in India

Activity-based learning or ABL describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If child is provided the opportunity to explore by their own and provided an optimum learning environment then the learning becomes joyful and long-lasting.

Impact on India

Under Activity Based learning education main focus is on child or we can say that it is one of child centered approach. It develops self-learning skill among the learners and allows a child to study according to his or her skill. Activities here can be in the form of songs, Drawings, Rhymes, Role play to teach a letter or a word, solve mathematical problems, form a sentence, understand social science or even concept of science. The learner takes report Card only after completing all the steps in a subject. If a child is absent even a single day he starts from where he left unlike in the old system and the child had to do self learning of the missed portions.

The key feature of the Activity Based Learning (ABL) method is that it uses child-friendly educational aids to foster self-learning and allows a child to study according to his or her aptitude and skill. ABL serves as one model of child-centered, child-friendly education, which is the mandate of the Right of Children to Free and Compulsory Education Act (RTE) Act in India.

The Sarva Shiksha Abhiyan Scheme by Government has introduced many initiative and creative methods to bring about changes in teaching method for both- Teacher as well as learners. In

state of Tamil Nadu, the elementary schools have taken initiative to use methodology called Activity Based Learning through Sarva Shiksha Abhiyan.

ICT ENRICHING CLASSROOM EXPERIENCE

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Abstract

The field of education has been affected but ICTs, which have undoubtedly affected teaching, learning and research.. 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 changes. In a rapidly changing world, basic education is essential for an individual be able to access and apply information. Such ability must find include ICTs in the global village.

Introduction

“ICT” Stands for “Information and Communication Technologies”. ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones and other communication mediums.

ICT (information and Communications technology – or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICT's are often spoken of in a particular context, such as ICTs in education, healthcare, or libraries.

In the past few decades, information and communication technologies have provided society with a vast array of new communication capabilities. For example, people can communicate in real-time with others in different countries using technologies such as instant messaging, voice over

Expand video-conferencing. Social networking websites like Face book allow users from all over the world to remain in contact and communicate on a regular basis.

Modern information and communication technologies have created a “global villages”, in which people can communicate with others across the world as if they were living next door. For this reason, ICT is often studied in the context of how modern communication technologies affect society.

Enriching Teaching and Learning

Teaching and learning is at the core of ANGEL learning products. The goal of schools is to improve student achievement. The goal of ANGEL learning is to help schools. The ANGEL learning management Suite (LMS) is easy to use for teachers just beginning just to incorporate technology at the same time it is a robust system with many advanced features that allow teachers more experienced with technology truly meet the needs of the students.

Ease of use perceived benefits encourage teachers to try ANGEL in the traditional classroom. Initial success generates enthusiasm. Soon factually are applying ANGEL in new ways, and ANGEL becomes integral to instruction. Watch the enthusiasm that ANGEL brings to a building spread as implementation grows, leading to more focused teaching and learning.

ENGAGE STUDENTS

In order to reach today’s digital natives and involve them in the learning process, educators must engage students using the tools and technology there are used to accessing in their daily lives. In addition today’s student expert and respond to a media rich environment, a personalised approach, and collaborative learning opportunities. The ANGEL LMS provides teachers with all of these capabilities.

Create different learning paths-release advanced or remedial material based on performance and release material only when a student has reached a pre-determined level or completed assignments and assessments.

Provide personalized feed back-praise and encourage students based on performance and send reminders when work is due or missing. Enable authentic student-allow students to prove what they know in a variety of ways, including project-based learning. Allow students to work at their own pace-enable anywhere, anytime learning so students can work when it is convenient for them.

PERSONALIZED

Deliver a media-rich curriculum-integrate audio and video files, link to external content, and provide Podcasts of materials for students to download.

Facilitate collaborative and social learning and ask use course mail, discussion forums, wikis and blogs to stimulate active learning and encourage participation.

Leverage LIVE communication tools-communicate “live” using familiar tools like instant messaging and chat and extend the classroom with virtual office hours, desktop sharing, and whiteboard capabilities.

DIFFERENTIATE INSTRUCTION

No child Left Behind calls on schools to close the achievement gap and ensure all students reach a proficiency level in their education. In order to be successful, educators must differentiate their instruction and meet the needs of individual students. The ANGEL LMS allows teachers to easily create personalized learning paths and report on individual student performance through a variety of flexible and automated actions.

- Align curriculum to individual goals so each student is making progress in the areas where he or she needs development.
- Support multiple means of formative and summative assessment including quizzes and tests, essays, audio and video, files, and multimedia presentations.
- Enable flexible grouping to keep students with comparable peers.
- Monitor class activity and trigger actions based on performance, including personalized communication and dynamically released curriculum.
- Use student’s ability, interest and knowledge as a teaching tool by giving formative assessments and not presenting them with material they do not need or are not ready to tackle.

ALIGN CURRICULUM TO STANDARDS

Learning outcomes management chart state standards and local objectives are an important part of accountability for schools and teachers. ANGEL makes aligning curriculum to standards easy within a class, a school, or across an entire district.

Teachers can easily align both curriculum and assessments to any standard using powerful search and browse tools. Available reports then measure performance against those standards. This

ongoing visibility into student competency enables teachers to identify underperformance while it is occurring, thus providing the opportunity for them to act early when problems are identified.

- With ANGEL's standards alignment capabilities, teachers and schools can:
- Simplify state standards integration and alignment with the click of a check box.
- Administer standards and objectives consistently.
- Identify gaps in curriculum with detailed standards reports.
- Measure outcomes against standard on an individual student level

STATE STANDARDS PACKS

ANGEL learning also offers state standards packs from Academic Benchmarks. These add - on to the ANGEL LMS provide schools with an up to date database of their state individual standards.

CASE STUDY

See how Forsyth Country Schools in Georgia uses the ANGEL LMS to facilitate their standard based approach to instruction and assessment. The ANGEL LMS helps Forsyth schools align their curriculum to standards, share standards aligned curriculum across schools and report on student and class performance against standards.

IMPROVE ASSESSMENT

ANGEL makes it easy for schools and teachers to create more effective measurements to student success. ANGEL empowers teachers with information about their student's progress so they can use the information to help the students forward in their learning rather than just report their grades. The ANGEL LMS allows teaching to:

- Systematically review answers and provide feedback that encourages the student to continue learning are guiding them to resources and support for better understanding.
- Drill skills to a desired level of proficiency before allowing the student to progress to the next level.
- Use item analysis to refine assessments and ensure reliability and validity.
- Access proven question from a question bank.
- Import questions from publisher software.
- Secure Browser Included.

The ANGEL LMS also provides a built- in secure browser, making it possible for schools to securely give exams in a proctored lab environment. This helps teachers eliminate cheating and builds trust in the outcomes seen in assessments.

ANALYZE CLASS ACTIVITY TO INTERVENE

The ANGEL LMS gives teachers real-time information about logins, amount of time spent on tasks, documents or curriculum components accessed, assignments submitted & dash the list goes on and on. With all of this information at a teachers finger tips, he or she can identify issues to address with their students.

Gain visibility to class metrics-summaries of course logons, mail, messages, discussions posts, submissions and grade distributions- with ability to drill down for more detail.

Identify at-risk and achieving students - milestone reports that identify students who are falling behind or may need help.

Create powerful reports & dash a wealth of reports that provide deep insight into classroom and individual student performance. Use exception based reporting- “Whodunit” reports determine who has or has not performed specific activity.

CONCLUSION

Education is a life long process therefore anytime anywhere access to it is the need of the hour. Information explosion is an ever increasing phenomena therefore there is need to get access to this information. Education should meet the needs of variety of learners and therefore IT is important. It is a requirement of the society that the individuals should posse’s technological literacy. We need to increase access and bring down the cost of education to meet the challenges of illiteracy and poverty – IT is the answer.

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Computer Keyboard short keys

- ALT + F4 [Close the active item, or exit the active app]
- ALT + ESC [Cycle through items in the order in which they were opened]
- ALT + underlined letter in menus and dialog box options [Perform the command for that letter]
- ALT + ENTER [Display properties for the selected item]
- ALT + SPACEBAR [Open the shortcut menu for the active window]
- ALT + LEFT ARROW [Back]
- ALT + RIGHT ARROW [Forward]
- ALT + PAGE UP [Move up one screen]
- ALT + PAGE DOWN [Move down one screen]
- ALT + TAB [Switch between open apps (except desktop apps)]
- CTRL + F4 [Close the active document (in apps that allow you to have multiple documents open simultaneously)]
- CTRL + A [Select all items in a document or window]
- CTRL + C or CTRL + INSERT [Copy the selected item]
- CTRL + D / DELETE [DELETE the selected item and move it to the Recycle Bin]
- CTRL + R or F5 [Refresh the active window]
- CTRL + V or SHIFT + INSERT [Paste the selected item]
- CTRL + X [Cut the selected item]
- CTRL + Y [Redo an action]
- CTRL + Z [Undo an action]
- CTRL ++ or CTRL +- [Zoom in NUMBER of items]
- CTRL + mouse scroll wheel [Change the size of desktop icon]
- CTRL + RIGHT ARROW [Move the cursor to the beginning of the next word]
- CTRL + LEFT ARROW [Move the cursor to the beginning of the previous word]
- CTRL + DOWN ARROW [Move the cursor to the beginning of the next paragraph]
- CTRL + UP ARROW [Move the cursor to the beginning of the previous paragraph]
- CTRL + ALT + TAB [Use the arrow keys to switch between all open apps]
- CTRL + ARROW + SPACEBAR [Select multiple individual items in a window]
- CTRL + SHIFT + ARROW [Select a block of text]
- CTRL + ESC [Open the Start screen]
- CTRL + SHIFT + ESC [Open Task Manager]
- CTRL + SHIFT [Switch the keyboard layout when multiple keyboard layouts are available]
- CTRL + SPACEBAR [Turn the Chinese input method editor (IME) on or off]
- SHIFT + F10 [Display the shortcut menu for the selected item]

- SHIFT + ARROW [Select more than one item in a window]
- SHIFT + DELETE [Delete the selected item without moving it to the Recycle Bin first]
- RIGHT ARROW [Open the next menu to the right, or open a submenu]
- LEFT ARROW [Open the next menu to the left, or close a submenu]
- ESC [Stop or leave the current task]

ICT IN CLASSROOM

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Abstract

The introduction of information and communications technologies (ICT) in education reflects and responds to present and future needs of people functioning in an intensely changing and challenging intellectual environment. If ICT based education is a gateway to participation in future culture, society and economy. Human, pedagogical, physical, technological and organisational aspects must be considered. ICT, when appropriately used, can serve as a vehicle and a platform for meaningful educational reform geared towards a shift from didactic “instructionism” to constructivism. Access to ICT by students and teachers has begun, yet its use supports traditional teaching rather than the shift to new roles and pedagogical practices.

Introduction

In measuring the roles of ICT & technological innovations on teaching and learning, this study uses two major indicators: an indicator measuring whether ICT transforms rather than supports or extends the curriculum; and another indicator measuring the kinds of technological innovations used in classroom practices. If use of ICT is to support the curriculum, the instructional process becomes more efficient but the content remains unchanged. If use of ICT is to extend the curriculum, the content changes and/or the instructional process changes but they could have been achieved without the use of ICT. When entering into the ideal transformation stage, the curriculum content and/or instructional process changes and they could not have been achieved without the use of ICT. As technological innovations open up many new ways of teaching and learning, technological innovations used in classrooms are also documented as an evidence for tracing changes in teaching and learning towards a student- centred approach.

ICT

Information Communication technology (ICT) generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware and software application and connectivity. For an example assessing internet, local networking, infrastructure and video conferencing. ICT is a generic term, which is being used for collecting, storing, editing and passing information in various forms. ICT means different technologies in different national and local contexts.

Role of ICT in Education

It is a well accepted fact that single teacher cannot provide the complete and up-to-date information in any subject ICT can fill this gap as it provides access to different sources of information. Educational institutions are also in the midst of information waves. Instead of big schools or large universities, virtual universities or online learning system have emerged. Accordingly the duties and responsibilities of teachers and learners are to be changed to adjust with the new society and the new environment.

ICT in class room

ICT in education is a powerful tool that may be used effectively and efficiently within the classrooms to create more exiting learning environment and deliver a higher level of educational expertise to students. This can be done in several ways. a designed agency could convert the entire learning units and competencies digitally or teachers could also designed their lesson plans to supplement classroom lectures with multimedia presentation either on small computer screens or on large class room screens. This would help teacher to explain difficult concepts through graphics, live examples and experiments. Lesson taught by eminent teachers on important subjects could be recorded and made available on educational televisions programmes or through CD- ROMs. In addition, content on specific topics and learning units can be developed for interaction. Unconfirmed reports suggest that computer aided education helps in enhancing retention rate and decreasing dropouts. The committee believes that the use multimedia CDs on same hard spots would bring down reception rate considerably. Multimedia disk could also be good tool for sanitation and hygiene, culture and value education for children. Use of computer aided project mode of education using e-libraries and information available on net would come under the umbrella on ICT in education or computer aided learning (CAL). In India, the application of CAL in schools till date are quite limited, and mostly are at secondary and higher secondary level schools that too in private sector.

Models of innovative classroom practices with ICT

Two models of innovative classroom practices mediated through ICT have emerged from the data: a balanced model and a pedagogically driven model. Those schools which have realized changes in classroom practices are characterised by ICT-pedagogical innovations. To make this happen, pedagogical innovations must be rooted in teachers' experiences of moving away from a teacher-centred approach to one that is more student-centred. Pedagogical innovations may come hand-in-hand with technological innovations or pedagogical innovations may lend its support from technological innovations to transform teaching and learning. The use of ICT supports exploratory activities designed by teachers, and facilitates pupils to construct knowledge collaboratively and to express ideas. On the other hand, without a good progress in pedagogical innovations, technological innovations alone do not suffice to bring about innovative classroom practices with ICT.

Such findings have been consistent with previous research, which argued that it is impossible to talk of pedagogical integration of ICT without a good progress in pedagogical innovations. From the models of innovative classroom practices with ICT, leadership and the climate for collaboration and experimentation are two main factors that facilitate the integration of technology into pedagogical innovations. While transformational leadership has been studied a lot, this study has discovered that the role of transformational leadership could vary in the case of successful pedagogical integration of ICT. The role of the principal seems to be more prominent in the two innovative primary schools in which the leaders actively fostered a climate for collaboration and experimentation. For the case of the two innovative secondary schools despite the principals' leading role in pedagogical innovations, the climate for collaboration and experimentation was in fact the result of teacher collegiality within the established learning environment.

Pedagogical practices using ICT

Mere learning ICT skills is not suffice, but using ICT to improve the teaching and learning is the key for pedagogy – technology integration but the question is now we can combine these two consider a scenario of a young teacher who has just started to use ICT for it's daily classroom activities of teaching and learning. To start with he or she needs to prepare lesson plans and compile lesson materials for the classroom lecture. To prepare such materials one has to go through the act of drafting phase, editing phase, revising phase and finally publishing the lesson plans and course content. Word processor can be a great help to accomplish this task in a professional and predictive

way to avoid repetition, duplication of a manual work and concentrate and quality of the course materials.

The teachers also need to make list of the name of the students for monitoring and recording their academic performance and to analyse and perform a statistical analysis to take some corrective measure if any, in the lesson plan and delivery of instruction. Spread sheets can be good choice for creating class list, recording the performance and existing statistical analysis upon them.

While delivering the class lectures, any innovative teacher needs to draw diagrams, show pictures and animate some objects to explain critical concepts, even play some video clipping of real time operation. All these multimedia application can assure very productive, interesting, motivating, interaction and quality delivery of class room instruction. Presentation software like power point can be a good choice for teachers for performing such tasks. Preparation of teachers to face the challenges of an ICT enriched teaching and learning environment is crucial. First teachers need to be equipped with the fundamentals of ICT tools and sufficient understanding on the integration of these tools in teaching and learning and secondary efforts must be canalized towards changing mind set and developing positive attitudes towards ICT application in teaching and learning. Understanding the changing role of teachers from instructor to facilitators, teachers lead instructions to learner centred instruction is the key for successful implementation of pedagogy-technology integration for teacher development.

Suggestions to use ICT in schools

- Schools and teachers should regularly review the use of ICT in their work. In particular, they should strive to ensure greater integration of ICT within teaching and learning activities in classrooms and other settings.
- Teachers should exploit the potential of ICT to develop as wide a range of students' skills as possible, including the higher-order skills of problem-solving, synthesis, analysis, and evaluation.
- Principals should encourage and facilitate suitable ICT training for teachers. Schools should liaise with relevant support services and should endeavour to establish mechanisms to facilitate the sharing of good practice among members of the staff.
- Schools should endeavour to provide all their students with an appropriate and equitable level of experience of ICT at all class levels: at the primary level and at both junior and senior cycle at the post-primary level.

- Schools should plan for the maintenance and upgrading of their ICT systems.
- Computer rooms, where they exist, should be used to maximum effect. Staff members and students should be provided with adequate access to the internet. Post-primary schools in particular should aim to increase the permeation of ICT in general classrooms.
- A designated staff member should be responsible for ICT development. An ICT plan should be developed, using a consultative process, and an appropriate-use policy (AUP) should also be established.
- Teachers should endeavour to integrate ICT more in their planning and preparation for teaching.
- Schools need to ensure that ICT is used to support students with special educational needs in the most effective and appropriate way. Schools need to ensure that they match students' needs to the most appropriate technology available, and that ICT is used to support not only the acquisition of literacy but the widest range of students' needs.
- Schools should exploit the benefits to be had from ICT in their assessment procedures and also in their administrative practices.

CONCLUSION

The integration of Information and Communication Technologies can help revitalize teachers and students. This can help to improve and development the quality of education by providing curricular support in difficult subject areas. To achieve these objectives, teachers need to be involved in a collaborative projects and development of intervention change strategies, which would include teaching partnership with ICT as a tool. To introduce ICT into their classrooms, teacher should believe in the effectiveness of technology, teachers should believe that the use of technology will not cause any disturbances, and finally teachers should believe that they have control over technology.

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CREATIVE TEACHING AND LEARNING

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Abstract

The purpose of this concentration is to improve educator's ability to deliver learning in more creative ways as well as improving strategies to design and deliver instruction in creativity as a content area. The articulation of creativity as an essential aspect of twenty-first century learning, there is a richer understanding and greater demand for more creative approaches to teaching and learning. A change in the instructional pattern, an innovation in his teaching, an experiment, a rethinking of the theory and practice of teaching, can revive the teacher, his class and his subject. However, making learning relevant is not only a teacher led activity for learners to make activities relevant by the identification of connections with learning activities from their experience or their imagination. Teachers make learning meaningful.

INTRODUCTION

Education is usually regarded the acquisition of knowledge. It is defined as 'the art of making available to each generation the organized knowledge of the past'. It also involves 'the aggregate of all the processes by means of which a person develops abilities, attitudes and other forms of positive values in the society in which he lives. More than acquiring a body of knowledge, it, seeks to cultivate a cluster of attitudes and abilities. Out of these, ability to think independently and clearly is of primary importance. Education is a sure means of helping pupils in developing appropriate attitude and abilities which paves the way for creative work in diverse areas of life. For achieving this goal, education itself has to be a creative enterprise. 'Creative teaching and 'creative learning' are used to refer to what happens when the teacher and the pupil become involved in the creative learning process.

CREATIVE TEACHING

Creative teaching includes the teacher's new ideas, self-evaluation, self-reliance, new opinions, new experimentation and teacher's willingness to advance new ideas which are basic to creativeness. Creative teaching stems from being dissatisfied with the results obtained from existing procedures, from the feeling that perfection is something never attained but constantly sought from

having new ideas and from willing to try the new ideas and evaluate the results obtained. Creativeness is in fact a constant state of experimentation. This experimentation involves planning, testing and revising. Thus a creative teacher has to be up and doing in his task.

LEARNING

Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals, plants and some machines. Progress over time tends to follow a learning curve. It does not happen all at once, but builds upon and is shaped by previous knowledge. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent.

The creative in 'creative learning' means being innovative, experimental and inventive. The young participants were firstly able to bring their own experience and imagination to knowledge based engagements and to learning situations. Secondly, due to the special nature of the critical events and the strategies provided by teachers and schools the young participants were often engaged in more than one specific activity at a time. They were able to call upon the full range of their multiple intelligences; the main characteristics of creative learning were the grasping of opportunities to engage in intellectual enquiry, the possibility to engage productively with their work or activity and the appreciation shown for reviewing both product construction and processes.

TEACHING CREATIVELY AND TEACHING FOR CREATIVITY

There is an obvious sense in which children cannot be 'taught' creativity in the way that they can be taught the times tables. Creative processes do draw from knowledge and practical skills. It is also the case that there are various techniques to facilitate creative thinking. But this does not mean that children are taught creatively by direct instruction. We define creative teaching in two ways: first, teaching creatively, and second, teaching for creativity. Many teachers see creative teaching in terms of the first. Our terms of reference imply a primary concern with the second. By teaching creatively, we mean teachers using imaginative approaches to make learning more interesting, exciting and effective. Teachers can be highly creative in developing materials and approaches that fire children's interests and motivate their learning. This is a necessary part of all good teaching.

By teaching for creativity we mean forms of teaching that are intended to develop young people's own creative thinking or behaviour. Teaching for creativity involves teaching creatively. Young people's creative abilities are more likely to be developed in an atmosphere in which the teacher's creative abilities are properly engaged. To put it another way, teachers cannot develop the creative abilities of their pupils if their own creative abilities are suppressed. This too has implications for the curriculum – and in particular for the type and amount of national prescription of what is taught and how, and for teacher training. Teaching for creativity is a demanding process which cannot be made routine. However, it is possible to identify some general principles. There are two related tasks in teaching for creativity: encouraging and identifying.

ENCOURAGING

Highly creative people in any field are often driven by strong self-belief in their abilities in that field. Having a positive self-image as a creative person can be fundamental to develop creative performance. Many young people and adults do not think of themselves as creative and lack the confidence to take even the first step. Consequently, the first task in teaching for creativity is to encourage young people to believe in their creative potential, to engage their sense of possibility and to give them the confidence to try. These are the simplest steps but they can be the most important for stimulating creative achievement; these include high motivation and independence of judgment, willingness to take risks and be enterprising, to be persistent and be resilient in the face of adversity and failure. These attitudes can be encouraged and nourished to varying extents in all young people, particularly if they are linked with the development of self-directed learning.

IDENTIFYING

Teaching for creativity aims to encourage self-confidence, independence of mind, and the capacity to think for oneself. Such teaching is compatible with a wide range of teaching methods and approaches in all areas of the school curriculum. The aim is to enable young people to be more effective in handling future problems and objectives; to deepen and broaden awareness of the self as well as the world and to encourage openness and reflexivity as creative learners.

STRIVE FOR CREATIVE TEACHING

Creative attitude

The attitude of mind that is sensitive to the possibilities of change is the creative attitude.

Creative thought

Creative learning and teaching get inspiration through creative thinking as contrasted with non-creative or non-critical acceptance of what others think. We must be able to think independently.

Creative doing

Creative teaching seeks to stimulate in each individual, and to strengthen in him, the God-given inner urge to express him creatively.

Enjoyment through creation

Creative teaching seeks to foster and to strengthen in learners the driving power of satisfaction and enjoyment that is the natural outgrowth of accomplishment.

Adaptability

It is believed that creative learning helps to make persons adaptable to changing requirements.

Resourcefulness

Creative teaching seeks to impart the resourcefulness that is needed in a complex and fast changing world.

Confidence and faith

Creative learning is a means of attaining that confidence in self, in others, and in the ultimate achievement of what is best and most worthwhile. Creative teaching is not limited to a few methods or techniques. Any and all methods of instruction have possibilities - some more for one thing, some for another. The imagination of the learner can be stirred by using many methods of teaching. It is not the method but the teacher and how he uses such methods that count most.

The creative teacher is able to put feeling into his work. He colours his teaching with zeal, enthusiasm, craftsmanship, scholarship and personality.

PRINCIPLES ABOUT TEACHING MAKE PRODUCTIVE AND LEARNING EFFECTIVE

Motivation fuels learning

Learning happens most effectively when learners are motivated to engage with the learning as motivation and engagement impact the effectiveness and durability of learning.

Hands-on enables understanding

Learners should be given opportunities and resources for hands on exploration and first-hand experiences with the learning content as it enables them to understand information on a deeper level, store knowledge and retrieve information better from their memories.

Reflection deepens learning

Learning becomes deeper when learners engage in reflection concerned with the hands on explorations and experiences they have had as the memory of new knowledge or skills are strengthened when connected with a verbal abstraction.

Mastery enables continuation of learning

Learners continue their learning trajectory when they feel they have mastered and own the learned knowledge and skills as the acquired knowledge and skills create the learner's new foundation for more knowledge and learned skills.

Playful learning is the natural way to learn

Learners learn more when they are involved in a playful approach to learning as it builds on children's' natural abilities for learning, and is a natural way for children to explore the physical and social world around them.

Collaboration enhances learning

Learning is enhanced through collaborative experiences as we create meaning together socially and culturally.

Learning is a creative process

Learning and creativity are linked strongly to each other especially when learning is looked at from a future perspective as knowledge is not static, but changes over time.

SELF-DIRECTED LEARNING

Encouraging, self-monitoring, reflection upon their own performance and progress, and thinking about their own thinking – metacognition – can enhance young people's control over creative activity and the development of their best practice. In these ways the aim is to encourage the development of the self-directed learner. Teaching for creativity encourages a sense of responsibility for learning. It aims at a growing autonomy involving goal-setting and planning, and the capacity for self-monitoring self-assessment and self-management. In principle, the earlier self-directed learning is internalised, the better, but again this aspect of teaching for creativity must be sensitive to the appropriate stage of the learner's development. It must be recognised that it will be in the secondary school where self-directed learning is more likely to move in tune with the development of young people's growing maturity, the flow of their need for independence, and their growing proficiency in forms of information technology.

Creativity itself is a mode of learning. It is distinctive in the combination of three features:

- a. It involves a thoughtful playfulness – learning through experimental ‘play’. It is serious play conjuring up, exploring and developing possibilities and then critically evaluating and testing them.
- b. It involves a special flexibility in which there may be a conscious attempt to challenge the assumptions and preconceptions of the self – an unusual activity in which there is an active effort to unlearn in order to learn afresh.
- c. This process is driven by the find, introduce, construct or reconstruct something new. It seeks actively to expand the possibilities of any situation. In this sense the learning of creative thoughts is not neutral; it has a bias towards the innovative.

CONCLUSION

Teachers have a key role to play in the development of their pupilcreativity. Creative teaching proceeds upon the conviction that there are within each person creative impulses which need to be encouraged and nurtured. It is believed that creativeness is something that springs from within and that can be strengthened by understanding and encouragement. Consequently, the recognition of individual differences in learners is very necessary to develop creativeness - to let it bud and flower at its best. The teacher who would encourage creative learning and original work must be sensitive to individual differences in feeling, spirit and capacities. The creative teacher does not encourage 'copy-cat' procedures but encourages originality. Moreover teacher encourages creative thought and manipulative activity.

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WEB BASED RESOURCES:

<http://www.theewf.org/blog/article/creative-learning-and-teaching-for-the-21st-century>

<http://openeducationeuropa.eu/sites/default/files/asset/creative%20learning%20.pdf>

<http://www.futurelab.org.uk/resources/documents/.pdf>

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