Indira College of Education

EDUCATION

No.1, V.G.R Gardens, V.G.R Nagar
Pandur, Thiruvallur 631203
www.icoe.in

Recognized by NCTE / Affiliated to the TamilNadu Teachers Education University Re-Accredited by NAAC

Criterian III – Research and Outreach activities

Key Indicator – 3.2 Research Publications

Metric No. 3.2.2 – Average number of books and / orchapters in edited published and papers in National / International conference-proceedings per teacher during the last five

First page of the published book / chapter

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PROCEEDINGS OF THE KANNIYAKUMARI ACADEMY OF ARTS AND SCIENCES

(Reviewed Research Papers of the International Conference 2018)

COLLECTED PAPERS: THIRD INTERNATIONAL CONFERENCE OF KAAS

KAAS 2018

SCIENCES VOLUME-III

KAAS

கற்றனைத் தூரும் அறிவு

Knowledge Springs up with Learning

KANNIYAKUMARI ACADEMY OF ARTS AND SCIENCES (KAAS)
Nagarkovil - 629 001, Tamil Nadu
South India

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PROCEEDINGS OF THE KANNIYAKUMARI ACADEMY OF ARTS AND SCIENCES

(A Peer-reviewed Research Papers of Third International Conference 2018)

COLLECTED PAPERS: Third International Conference of KAAS – 2018

VOLUME - III : SCIENCES

First Published: September 2018

Text © KAAS

தம்மின்தம் மக்கள் அறிவுடைமை மாநிலத்து
மன்னுயிர்க்கு எல்லாம் இனிது.

- திருக்குறள்: 8

Nothing is more pleasing to all parents
on this great earth than that their children
should possess real learning.

The Sacred Kural : 8

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

ACADEMIC ANXIETY AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN THIRUVALLUR DISTRICT

M.P. RamaPriya
Ph.D Research Scholar

D. HemalathaKalaimathi
Assistant Professor, Lady Willingdon IASE, Chennai

Abstract

Anxiety is one of the wide varieties of emotional and behavior disorders. Students with anxiety disorder exhibit a passive attitude in their studies such as lack of interest in learning, poor performance in exams, and do poorly on assignments. Hence the main aim of the study is to find out the level of Academic Anxiety and Academic Achievement among Higher Secondary students .Normative Survey is the method used in the study. Stratified Random Sampling method is used for the selection of the sample. Findings revealed that the level of Academic Anxiety and Academic Achievement are moderate. Gender is not influenced whereas Medium of Instruction is influenced by both the variables.

Key words: Academic Anxiety, Anxiety Disorder and Poor performance.

Introduction

Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a series problem. Academic anxiety can become more detrimental over time. As a student's academic performance suffers,the anxiety level related to certain academic tasks increases (Huberty , 2012). Most teachers will have students with orwithout academic anxiety.

Academic Anxiety

Academic Anxiety is situation-specific form of anxiety related to academic circumstances (Tohill & Holyoak, 2000) Academic Anxiety may pervade a student's life to the point where he or she experiences almost constant dread about school ,finds academic work unbearably distasteful and scarcely enjoys campus social activities.
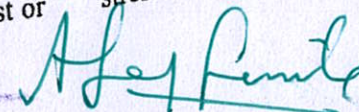
Academic Achievement

Chaplin (1958) education or Academic Achievement is the specified level of attainment or proficiency in Academic work as evaluated by teachers or by standardized test or combination of both. Thus Achievement refers to what a person has acquired after specific training or instruction has been imparted. Academic Achievement can be assessed by tests, which are primarily designed to measure the effect of specific programme of instruction or training. Therefore, academic achievement is the unique responsibility of all educational institutions established by society to promote a whole sum scholastic development of the student.

Significance of the Study

Anxiety is complicated psychological situations which have an effect on cognitive, behavioral and psychological states (Putnam 2010).Anxiety disorders are common mental health conditions among all children in almost every field of their life specially in the academic field. From very beginning of children's education, they are trained to acquire more knowledge and high scores in academic field. To achieve the target, students are bound to carry extra educational load compare to their age. This type of pressure creates psychological stress on them. As a result they feel anxious

LEADERSHIP STYLE AND DECISION MAKING STYLE AMONGHIGH SCHOOL STUDENTS

J. Lizzie
Ph.D Research Scholar

D. HemalathaKalaimathi
Assistant Professor, Lady Willingdon Institute of Advanced Study in Education, Chennai

Abstract

Effective leadership is essential for an organization's success, and therefore, the ability to identify and define effective leadership is crucial. Technical expertise, superior performance, and established experience are no longer only criterion of effective leadership. Today effective leaders are defined by inspiring and motivating others, promoting a positive work environment, understanding and managing emotions, building bonds, communications, influence, and Decision Making. Hence the main aim of the study is to find out the level of Leadership Style and Decision Making Style among High School students. Normative Survey is the method used in the study. Stratified Random Sampling method is used for the selection of the sample. Findings revealed that the level of Leadership Style and Decision Making Style are moderate. Gender and Mediumis not influenced in their Leadership Style and it is influenced in their Decision Making Style. Locality is not influenced by both the variables.

Key words : Work Environment, Communication, Leadership Style and Decision Making Style

Introduction

Nowadays, the environment in work coming to be more and more disorderly thus, leaders having responsibility to be good decision maker in order to maintain the existence of the organization's (Muhammed, 2015). Sometimes, leaders have incomplete and inadequate information and time to make decision, therefore they should be decisive because delaying decisions can affect the organization negatively. When the leaders make, they should gather all available information from all levels of the organization as time allows. Also, they be sure that their information sources is trustworthy and accurate, keep in their mind that improper decisions could have improper outcome and consequences, as well they should understand that changing work environment may after their decisions (Ejimabo, 2015).

Need for the Study

All the students in a class room cannot be alike depending upon their parental background. The influence of the school on a child's Leadership Style is more powerful than generally recognized by teacher, parents, school experiences with the curriculum, with the content and methods of teaching etc., all are important to develop the adolescents' Leadership Style.

The individuals have to make many decisions in his life. Life appears to be a never ending process of making decisions. Sometimes there may be so many decisions to be made that one is likely to be overwhelmed but the number of decisions which had far – reaching consequences not only to our life but also to the lives of others. We all make decisions of varying importance every day. People are certain of the procedure
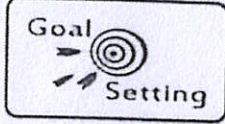
INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH (ICSSR)

New Delhi
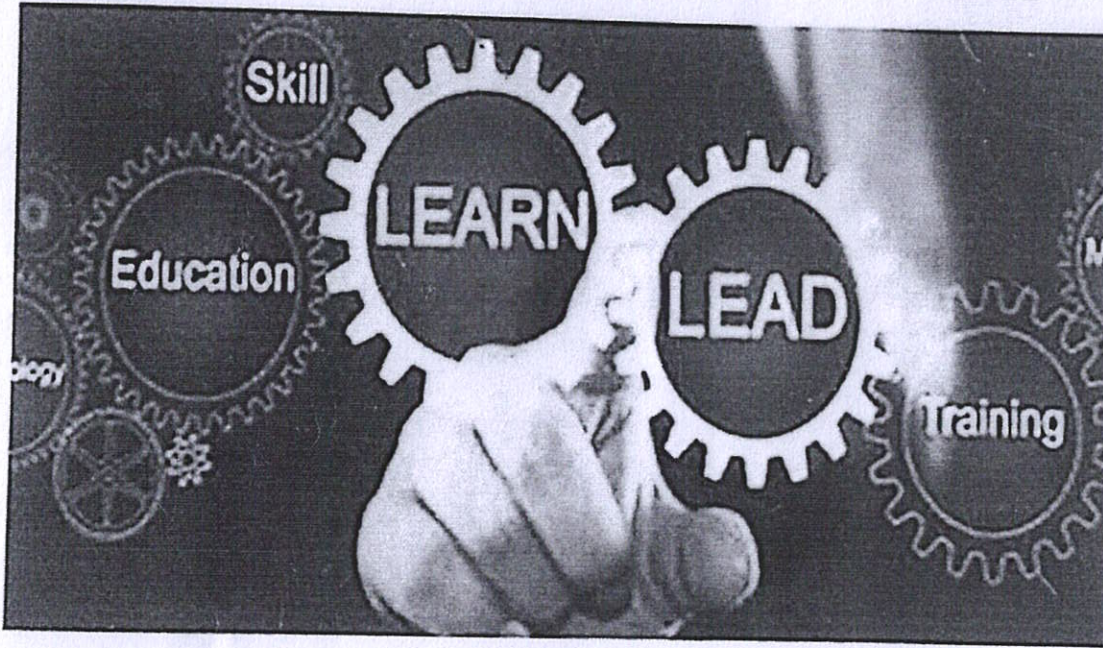Sponsored Two Day National Seminar on

SKILL DEVELOPMENT AND GOAL SETTING STRATEGIES FOR URBAN AND RURAL STUDENTS

Goal Setting

Seminar Monograph

6ᵗʰ & 7ᵗʰ December-2018

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY
DEPARTMENT OF PEDAGOGICAL SCIENCES
Karapakkam, Chennai - 600 097, Tamil Nadu, India

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

SKILL DEVELOPMENT AND GOAL SETTING STRATEGIES FOR URBAN AND RURAL STUDENTS

Editor in Chief

Dr. P. C. Naga Subramani
Associate Professor
Department of Pedagogical Sciences

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

SOFT SKILLS AND 21ST CENTURY EDUCATION IN HUMAN DEVELOPMENT

Mrs.D.Jayakumari
Assistant Professor
Indhira College of Education
Pandur

Introduction

Undoubtedly, students of today are the future employers and employees of profitable global businesses. For students to stand out as promising assets to multinational organizations, they need to invest in the sharpening of what are labeled as soft skills. Appropriate soft skills play an important role in a successful career as well as during social interactions in the society. These skills are also highly sought after by employers recruiting fresh graduates. The top five important soft skills identified by the students were: teamwork and collaboration, decision-making, problem-solving, time management and critical thinking skills. These abilities which are linked to personality traits are a host of interpersonal capabilities that will help the present day students to transform into outstanding corporate resources. So, if students are looking to establish a successful professional career, here are the numerous ways in which soft skills are important for them to enjoy an edge over others who are not abreast with these life-changing "people skills".

Students Develop Emotional Intelligence

It takes all sorts of students to make up a class. While some students demonstrate a high level of emotional intelligence, there are others who lack this ability. Emotional intelligence is all about how amicable you as a student are with others. With a high emotional intelligence quotient, you will be looked upon as an easy-to-work with student. Through soft skills training programs, students will be able to better handle interpersonal relationships with a strong sense of empathy. Such students will be able to look at every situation in an objective manner, without attaching any pre-conceived judgments about others.

Nurture Interpersonal Relationships

A classroom is an educational entity which calls for a great deal of interaction between students. Once students constantly engage in interactions during class hours or in the event of completing a group assignment, they will befriend others. Given the fact that man is a social being, mutual interactions between students pave the way for a strong educational base supported by a healthy competitive environment in the classroom. Classroom behavior is an important aspect to nurture interpersonal relationships. While some students emulate the good behavior of others, there are others who need to be taught about the acceptable decorum of a class. Students who befriend others stand to gain a lot in the form of friendly conversations and an emotional support that they can bank upon at all times.

Better Understanding of Classroom Lectures

Students step into a class with the prime aim of learning new things and subjects that are of interest to them. In keeping with this primal need of students, soft skills come handy as instruments that will make learning interesting and fruitful. With soft skills, students will be able to adapt themselves to different teaching and learning patterns and will try to assimilate what all is taught in class. Students can solve problems employing the principles of soft skills while staying inquisitive about their surroundings and their subject matter. Allowing them to interpret and explain their inferences, students through soft skills will be able to uncover the steps they need to take to face challenges.

Leadership Qualities in Students

There are plenty of students who are born leaders. For all such students who lack the spirit of leadership, soft skills come in as handy tools. Followers can turn into leaders when they start sharpening

NEED OF CREATIVE THINKING SKILLS FOR 21 CENTURY

Mrs.U.Visalatchi
Assistant Professor
Indhira College of Education
Pandur

Abstract

The purpose of this article is to identify skill needed in 21st centuries and its implication on educational system. This research found that the 21st centuries skill application has more measurable benefits in some sections of life, such as critical thinking and problem solving, initiative, creativity, and entrepreneurship, communication, teamwork, metacognition (change of mindset), digital literature. This study applied qualitative data analysis. The data were taken from different sources and literature. The analysis showed that The 21st centuries education concept's implementation can be applied in the curriculum of the required subject that is addressed to achieve learning and innovation skills competence and also technology and information media skills competence. While supporting subject group directed to achieve life and career skills competence. All subjects are the derivation from core subject 3R, which are reading, writing, and arithmetic. Based on the description above, it can be concluded that 21st centuries skill needs; (1) a life planning; (2) flexibility and adaptability; (3) initiative and self-management (4) entrepreneurship; (5) social and cultural interaction; (6) productivity and accountability; (7) leadership; (8) critical thinking, (9) problem solving; (10) communication; (11) collaboration and teamwork; (12) lifelong learning; and (13) digital literation.

Introduction

This is a slightly updated reprint of one of our most popular articles on the 21st century skills students need for life beyond the classroom, and why they are important. Preparing a child for the world that doesn't yet exist is not an easy task for any teacher. Step back and look at that picture from a broad perspective.

No pupil in the history of education is like today's modern learner. This is a complex, energetic, and tech-savvy individual. They want to be challenged and inspired in their learning. They want to collaborate and work with their peers. They want to incorporate the technology they love into their classroom experiences as much as they can. In short, they have just as high a set of expectations of their educators as their educators have of them.

How Are Educators Responding

The New Zealand Ministry of Education defines five key competencies for living and lifelong learning listed below:

- Thinking
- Using language, symbols, and text
- Managing self
- Relating to others
- Participating and contributing
- Caring
- Risk-takers
- Balanced
- Reflective

SOFT SKILLS

Mrs.R.Subhalakshmi
Assistant Professor
Indhira College of Education
Thiruvallur

Abstract:

The technical practical knowledge and professional knowledge that constitute the basic needs for appointment to a job are described as "Hard Skills". Hard skills are given a lot of weight age at the entry point to a job. But retaining the job and moving upwards in the corporate world are determined by personal attributes like initiative, confidence, commitment, integrity, adaptability, team spirit, etc..Along with communication skills, language skills, business etiquette, presentation and negotiation skill, etc. These skills are known as "Soft Skills".

Key words: Hard Skills, Soft Skills.

Introduction:

Soft skills are very important in modern world, because each and every human needed soft skill to teach their goal without struggling. Soft skills are deciding factor to elevate their positive development of any educational institution, industrial sector, corporate sector etc.. Now a day's soft skills roles are reflect their life also. If well in soft skill person, their career and family are developed towards peaceful and productive ways in the means of society fit for their attitude. Human are not acquired soft skill in the nature of birth, but we can create and develop good soft skill in the coaching of trained groups. That trained group may be in educational organization or Non Governmental organization.

Kinds of soft skills:

Soft skills can be divided in to

1.Corporate skills.   2; Employability skills. 3. Growth skill.

1. Corporate skills:

Corporate skills required at the higher rungs of the corporate ladder - instinctive grasp of opportunities , leadership qualities, innovativeness, managing communication channels ect..

2. Employability skills:

Employability skills and qualities are like confidence, initiative, adaptability that can be evaluated at the interview time.
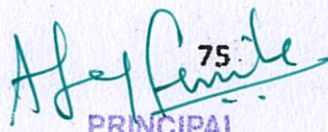
3. Growth skills:

Its help one to rise in life - personal attributes, interpersonal skill, essential to sustaining corporate growth and preserving corporate culture.

How to develop soft skill:

1. Evaluate yourself

The first step towards changing your personality is to identify your strength and weaknesses. This can be done with the help of family members, or close friends or through introspection. If others are evaluating you, request them to be objective and take note of both your positive and negative traits.

75

21st CENTURY SKILLS AND NEED OF CREATIVE THINKING

Mrs. D. Jothi
Assistant Professor
Indhira College of Education
Thiruvallur

Abstract

Today's students have spent their entire lives surrounded by information in a variety of mediums. Studies have shown a positive impact on learning when students are required to engage in inquiry, analyze content, construct knowledge, and effectively communicate their learning. Today's students need to succeed in their careers during the Information Age.21st century learning is the constellation of learner characteristics which equips students to enjoy a high quality of life, work and relationships by being resilient, intentional, creative and confident learners who understand the value of collaboration, the relationship of effort to results and the need to be continually growing and learning.Students need to develop 21st century skills to succeed in school, college, and career. They need learning skills such as critical and creative thinking, literacy skills such as information and media literacy, and life skills such as initiative and leadership. In this paper, we have to deal about the 21st century learning skills and need of the same.

Keywords: 21st Century Skills, 21st Century learning, Creative Thinking Skill, Need of Creative Thinking Skill.

Introduction

In this globally and digitally interconnected world, all learners, from cradle to career, need new skills and knowledge to succeed. If we want to prepare our children for success in school, work and life, opportunities to learn 21st-century skills are essential.These 21st-century skills are more important to students now than ever before.They not only provide a framework for successful learning in the classroom, but ensure students can thrive in a world where change is constant and learning never stops. And they are also tremendously important for our nation's well-being. We want our learners to enter the world with an understanding of what it takes to be a good citizen-one who can be civically engaged, critically thinking, digitally literate, globally aware, and an effective communicator.

21st Century Skills

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. 21st Century learning Skills are,

- Critical Thinking
- Creative Thinking
- Collaborating
- Communicating

The four C's are by far the most popular 21st Century skills. These skills are also called learning skills.These skills are intended to help students keep up with the lightning-pace of today's modern world. Each skill is unique in how it helps students, but they all have one quality in common.They are essential in the age of the Internet. Learning skills (the four C's) teaches students about the mental processes required to adapt and improve upon a modern work environment.21st Century skills that contribute to a student's future career.

IMPORTANCE OF SOFT SKILLS FOR WORKERS

Mrs. V. Surya
Assistant Professor
Indhira College of Education
Pandur

Abstract

Soft skills have more to do with who people are, rather than what they know. As such, soft skills encompass the character traits that decide how well one interacts with others, and are usually a definite part of one's personality. The business scenario is becoming more and more competitive and it is difficult to survive without soft skills. More and more people are getting equipped with traditional degrees and certificates and one important point which differentiates raw talent from skilled talent is soft skills i.e. the presence or absence of them. What distinguishes a person at the workplace is how he/she applies talent in day-to-day activities, achieving the organizational goals. An employee with good soft skills will get preference over another in recruitment if both have similar educational qualifications and experience.

Introduction

Soft skills are character traits and interpersonal skills that characterize a person's relationships with other people. In the workplace, soft skills are considered a complement to hard skills, which refer to a person's knowledge and occupational skills. Sociologists may use the term soft skills to describe a person's "EQ" or "Emotional Intelligence Quotient," as opposed to "IQ" or "Intelligence Quotient."

Many people ask the question: Is there any sure-shot formula or mantra for success? But there is really no definite answer for this. Does the magic prescription lie in a company's band of talented people or in the company's innovative products? Or is it something else that is missing from the equation for success?

An increasing number of companies are recognizing the fact that in order to get some competitive advantage, they will have to make sure that their people know how to handle themselves at work and how to relate to their customers outside their organization and with their peers inside. From showing empathy and optimism and self awareness to knowing what is going on around them, there are some competencies that make up an integral part of a progressive organization. These and more fall under the umbrella of soft skills.

Soft skills

Soft skills are crucial not just for a person's growth but also that of the company's. Otherwise, how could you explain the differential growth curves of two people with the same qualifications working for the same company, yet one is very successful and the other only moderately so? For example, you must have seen two shopkeepers selling the same product. But one of them is able to do a better business than the other because of the dignified way he invites his customers, gives them respect, listens to them and caters to their requirements while the other shopkeeper tells his customers that if they don't find his goods any good, they can move ahead. It matters a lot what you say from your heart than what you say with your mouth. Another example can be taken of two doctors, of which one of them is more qualified but does not treat patients with compassion while the other doctor, though less qualified is more humane and considerate towards his/her patients. You will find that there will be more patients in the second doctor's clinic than in the first one.

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

ACTION FABRICATION FOR SETTING SMART GOALS

Dr. Radhika Vidyasagar

Principal, Indhira College of Education, , Pandur, Thiruvallur

Abstract

Goal is an observable and measurable end result having one or more objectives to be achieved within a more or less fixed timeframe. Everyone who wants to pursue a goal knows that is important to provide a good description of this goal. Making a concrete analysis in advance will help one to get to the finishing line. A useful method to achieve this is the so-called SMART Goals. The SMART Goals stand for Specific, Measurable, Acceptable, Realistic and Time-bound goal. A SMART goal gives direction to what you want to achieve. A well-formulated goal is easy to understand for everyone. The goal must describe an observable action, behaviour or result. In this paper we shall see the skills and strategies that has to be developed to create an action plan for setting smart goals the smart way.

Key words: Specific Goal, Measurable Goal, Acceptable Goal, Realistic Goal, Time-bound Goal, Well-Formulated Goal, SMART Goal and Strategies.

Introduction

Goal is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. Goal is the art and science of planning and marshalling resources for their most efficient and effective use. Goal can be attained through strategies that are set. While planning a strategy it is essential to consider that decisions are not taken in a vaccum and that any act taken by one is likely to be met by a reaction from those affected. The objective of a strategy is to maximize an organization's strengths and to minimize the strengths of the competitors. In short, bridges the gap between "where one is" and "where one want to be". Achievable goals that one can actually reach is that by measuring strengths, putting forth effort and asking for support when one needs it, one can reach his goals.

Effective Strategy Building

Strategies should always be formed in advance of taking action, not deciding how to do something after you have done it. Without a clear idea of the how, ones action may waste time and effort and fail to take advantage of emerging opportunities. Strategies should also be updated periodically to meet the needs of a changing environment, including new opportunities and emerging opposition efforts. There are six simple steps to help one two deliver an effective strategy such as Gather the facts, To know where one is heading. One has to know where he is right then, Develop a vision statement, Develop a mission statement, Identify strategic objectives, Tactical Plans and Performance Management.

Gather the facts

Before one start looking ahead, one should review the past performance, or the current situation. Look at each area and determine what worked well, what could have been better and what opportunities lie ahead. There are many tools and techniques available to help with this process, such as SWOT (Strength, Weakness, Opportunities and Threats) analysis.

176

NEED OF CREATIVE THINKING SKILL FOR 21 CENTURY

Mrs.J.Jayanthi
Assistant Professor
Indhira College of Education
Pandur.

Abstract

Preparing for the world isn't an easy task. As the world changes, new technologies and practices are introduced. What we learn in schools usually becomes obsolete by the time we're ready to start working. This is why preparation for children and young adults nowadays should focus on developing skills that are crucial for adapting to this ever-changing reality. Embrace life-long learning as a foundation for professional development. One of the essential skills we need to develop is creative thinking. Creative thinking means looking at something in a new way. It is the very definition of "thinking outside the box." Being an essential skill today and one of those assets you could leverage in your work pursuit, try developing creative problem solving using the following exercises: Brainstorming, Mind mapping, Reframing, Envisaging the future and Role play.

Introduction

The 21st century skills students need for life beyond the classroom, and why they are important. Preparing a child for the world that doesn't yet exist is not an easy task for any teacher. Step back and look at that picture from a broad perspective. No pupil in the history of education is like today's modern learner. This is a complex, energetic, and tech-savvy individual. They want to be challenged and inspired in their learning. They want to collaborate and work with their peers. They want to incorporate the technology they love into their classroom experiences as much as they can. Most people associate creativity with artistic tasks such as writing a novel, painting a picture, or composing music. While these are all creative endeavors, not all creative thinkers are artists.

What is creative thinking?

A definition of creative thinking is defined as a way to look at and solve problems from a different perspective, avoiding orthodox solutions and thinking outside the box. Creative thinking means looking at something in a new way. It is the very definition of "thinking outside the box." Often, creativity in this sense involves what is called lateral thinking, or the ability to perceive patterns that are not obvious.
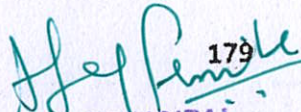
Characteristics of creative thinkers include:

1. They are communicators

Creativity and confidence are expressed in many ways through both listening and communicating. This is why creative thinkers are good communicators. Collaboration is also important for this kind of thinking, and good communication is essential for work performance as a part of a team.

2. They are open-minded

An open mind is a mind that appreciates criticism, is ready for new solutions and ideas, and isn't afraid of evaluating ideas.

179

SOFT SKILLS APPROACH TO HUMAN DEVELOPMENT

Mr.C.Veeramanikandan
Assistant Professor
Indhira College of Education
Thiruvallur

Abstract

In today's age of globalization and technological volatility, skill building is an important instrument to increase the efficacy and quality of labour for improved productivity and economic growth. Skill building is a powerful tool to empower individuals and improve their social acceptance. The Skills are differentiated as hard skills and Soft skills where hard skills are taught and measured whereas soft skills refer to one's personal development and are harder to quantify. Soft skills have become a subject of increasing interest in lifelong learning. Soft skills development is intended to enable and enhance personal development, participation in learning and success in employment. Soft skills, sometimes called key skills, core skills, key competencies, or employability skills, are those desirable qualities that apply across a variety of jobs and life situations. Teaching Soft Skills is a fundamental educational activity that must start very early at primary school.

Keywords: Soft skills, Communication, Teaching

Skills:

People are always looked for with two sets of skills – Hard skills and Soft Skills

Hard skills are specific, teachable abilities that can be defined and measured, such as typing, writing, math, reading and the ability to use software programs. They are the technical skills you use each day to perform your job.

Soft skills:

Soft skills, or interpersonal skills, relate to employees' ability to get along well with others, social graces and communication abilities.

Definition:

Soft skills is a synonym for "people skills." The term describes those personal attributes that indicate a high level of emotional intelligence. Unlike hard skills, which describe a person's technical skill set and ability to perform specific tasks, soft skills are broadly applicable across job titles and industries.

Soft skills in education

Soft skills, sometimes called key skills, core skills, key competencies, or employability skills, are those desirable qualities that apply across a variety of jobs and life situations—traits such as integrity, communication, courtesy, responsibility, professionalism, flexibility, and teamwork. In order to define and identify Soft Skills, the Center of Creative Leadership in Bruxelles (Kingsley, 2015) has proposed a tool named "Social Identity Mapping", which considers gender, nationality, religion, sexual orientation, race or ethnicity, age, education, socioeconomic status etc. of people. This mapping involves three internal processes: categorization, identification and comparison. Identity is made of three

189

A STUDY ON LIFE COPING SKILLS AMONG HIGH SCHOOL STUDENTS

J. LIZZIE

Assistant Professor Indhira College of Education, Thiruvallur.

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 investigator generalizes that Life Coping Skills helps in regulating our lives. Hence the main aim of the study is to find out the level of Life Coping Skills among High School students. The researcher used Normative Survey is the method to carry out the research. A sample of 300 high school students was randomly selected from three different types of schools. Stratified Random Sampling method is used for the selection of the sample. The questionnaire constructed by investigator. The reliability coefficient of Life Coping Skills is 0.73 and validity is 0.85. The tool was found to be highly reliable and valid. Findings revealed that the level of Life Coping Skills is moderate. Gender, Locality and Medium is significantly influenced and Type of Family is not influenced in their Life Coping Skills.

Key words : Life Coping Skills

INTRODUCTION

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 behaviour. Hence the researcher made attempt to study of Life Coping Skills among High School Students.

DEFINITION OF LIFE COPING SKILLS

UNICEF has defined Life Coping Skills as " a behavior change or behavior development approach to address a balance of three areas; knowledge, attitude, and skills."
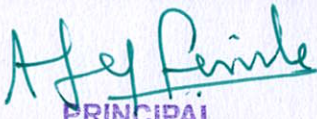
STATEMENT OF THE PROBLEM

The problem undertaken is "A Study on Life Coping Skills among High School Students".

OPERATIONAL DEFINITION

Life Coping Skills was measured through a score obtained through a Life Coping Skills questionnaire.

NEEDS AND SIGNIFICANCE OF THE STUDY

Life Coping Skills Enhances, Self Awareness, Decision Making, Critical Thinking, Creative Thinking, Problem Solving. Self Awareness of our uniqueness is very important for positive self-esteem. People are supposed to be the way they are. It is very important for us to understand our true worth. We should value ourselves and only then others will value us. Self Awareness teaches us who we are and our place in the world. It helps us gain the confidence needed to succeed in our academic, social and

324

SOFT SKILLSAPPROACH TO EDUCATION

N. Jayavardhini

Assistant Professor Indhira College of Education, Thiruvallur.

Abstract

To live up to the challenge of globalization, which is in line with an era of an informational economy, the strength of a nation is strongly dependent on the ability of its citizen to be highly intellectual and skillful. Thus, the development of human capital is important and necessary since it drives the nation to crystallize its vision and mission. Without quality human capital, a nation will be weak with no human factor that is capable to embark on new initiatives and perspectives. Quality human capital comes from a quality education process. A carefully designed and well planned education system is critical to developing such human capital. Thus, institutions of higher learning play a very important role in producing human capital that is highly knowledgeable and skillful and can meet the demands and expectations of society. The teaching and learning processes in institutions of higher learning must be capable in providing such knowledge and skills to future graduates.

Introduction

Soft skills are a cluster of productive personality traits that characterize one's relationships in a milieu. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, team work and leadership traits. Soft Skills must be taught since the primary School and even before within the family. These skills can be considered integrated with Hard Skills and can be taught together with them. A synergy exists between Soft Skills and Hard Skills, last trends indicate that it is hard to teach the first ones separated from the second ones. In order to effectively teach Soft Skills an updating of the didactic programs at School and Universities is wished. But not all the Soft Skills can be developed at Educational Institutions; some need a work context to grow. Soft Skills teaching can effectively be integrated in each discipline using didactic tools to help students to develop them, such as project work, simulation, case study, learning game etc. Other specific initiatives such as seminars and workshops focusing this topic can be activated. New technologies are a very powerful tool to teach Soft Skills. The use itself of technology, in particular if we refer to digital technologies, requires good transversal competences and capabilities in using them.

Definition

Soft skills are a combination of people skills, social skills, communication skills, character traits, attitudes, career attribute, social intelligence and emotional intelligence quotients among others that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills. The Collins English Dictionary defines the term "soft skills" as "desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people, and a positive flexible attitude."

Concepts of Soft Skills

Soft skills are a cluster of productive personality traits that characterize one's relationships in a milieu. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, and team work and leadership traits. A definition based on review literature explains soft skills as an umbrella term for skills under three key functional elements: people skills, social skills, and personal career attributes. Soft skills complement hard skills also

328

ICT AS A SOFT SKILL IN HUMAN DEVELOPMENT

Mrs.G.Poonguzhali
Assistant Professor
Indhira College of Education

Abstract

Human capital is the fundamental component for any enterprise and the quality which deeply affects the results in proceedings of any kind of product. The transversal competences, also called Soft Skills which include thinking skills, communication skills etc. definitely uplift the quality of the product in any area. Soft skill based on the capability of the individual to plan and design in order to achieve the set of goals. The application of modern devices in the form of technological advancements promote high quality of learning within short period. The global problems in all aspects facing today exclusively rely upon these advancements which pave the possible steps to solve those problems easily with the help of soft skills by applying ICT dogma. It must be taught from primary level which makes a definite platform of the individual for the betterment future. ICT could bring broad information almost in all spheres of our life which distribute of knowledge and expertise in the areas of education. It also acts as a digital divide within the communities which is moulded by the economic, social, political context. ICT plays a predominant role globally and provides enormous amount of contributions to the entire society by applying the advancement technologies for the human development in a perspective manner. More over at present we are living in a world where Information and Communication Technology(ICT) is being diffused into almost all spheres of human activity at an unprecedented rate. Hence ICT which influences high degree on human development.

Introduction

Any organization is made of individuals and its success depends mainly on the capabilities and collaboration they are able to establish. Human capital is then a fundamental component for any enterprise and the quality of it deeply affects the results happens in both services and manufacturing companies, even if in these last ones, the competitiveness of the product also bases of course of the choice of materials and processes used to fabricate it. In the past manufacturing companies of any kind of industrial product were mainly concerned about the technical aspects of their production, in terms of methodologies, systems, facilities, components etc. and tried to select workers technically prepared and able to perform the tasks they were hired for. Nowadays this view has changed, workers are considered a key element not only for their ability to perform a certain activity, but in particular for their transversal competences, also called Soft Skills which includes thinking skills, communication skills etc. more over at present we are living in a world where Information and Communication Technology(ICT) is being diffused into almost all spheres of human activity at an unprecedented rate.

Definition of Soft Skills

Soft skills can be distinguished in terms of Personal and Social Skills. Personal Skills mainly correspond to cognitive skills, such as knowledge and thinking skills while Social skills refer to relationships with other people. To just mention some, a knowledge skill is the capability of elaborating information and a thinking skill is the ability of exercising critical judgment.

Types of Soft Skills

Research and expert opinions have been sought in the effort to determine the specific soft skills to be implemented and used in education are:

(i) Communicative skills → Ability to deliver idea clearly, effectively and with confidence either orally or in writing

SKILL DEVELOPMENT THROUGH EDUCATION AND TRAINING

Mr.S.Dasaradhan
Assistant Professor
Indhira College of Education
Tiruvallur

Abstract

Education is the single most important instrument for social and economic transformation. A well educated population, adequately equipped with knowledge and skill is not only essential to support economic growth, but is also a pre-condition for growth to be inclusive since it is the educated and skilled people who stand to benefit most from the employment opportunities which growth provide Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of works Skill development is no longer a matter of choice. In a fundamental way, skill development for a learner could mean four things: The skills or knowledge you acquire as a part of your academic qualification. The intention of this study is to understand about the importance of skill development through Education and Training.

Introduction

We all understand the importance of education in our lives. However, what should be its nature is still a matter of debate and discussion. Its unfortunate that the society has very comfortably settled for a standard definition of education: go to school, get good marks, go to college, get good mark! We, as a society, need to reimaging and reinvent our definition of education. We need to understand what it actually stands for. Does it stand for learning tones and tones of facts, or grasping every single element only to vomit it out in the examination? Education certainly does not stand for any of this. The human mind is not programmed to store bundles of information. Instead, its function is to observe, analyze and think critically. It's high time that we question the relevance of our education system in the light of the internet age, when an ocean of information is available just a click away.

Categorization of education

Education is categorized as Primary, Secondary & Tertiary Education. Primaryeduc ation is the one that is given up to 10-11 years of age under the formaleducation. Basic Language & Mathematics skills, elementary understanding of Natural Science and an impression of consciousness about the society around the child through knowledge of Social Science is imparted to the child during the Primary Education process. A child's logical thinking ability, communication skills, Value system, manners & curtsies, Arithmetic skills and ability to discern or critical thinking ability are sought to be nurtured as a result of the process of Primary Education.

Secondary Education process leads to further development of t he subjects taught in the primary education further is imparted till 17-18 years of age

The Mathematics skills include not only arithmetic but geometry, trigon ometry, calculus, logarithms, concepts of accounting as well as some other relatively more sophisticated concept. Science is taught to develop critical thinking ability through systematic examination of natural phenomenon along with technological advancements of the society with knowledge of structure

499

DIGITAL COMMUNICATION FOR SKILL DEVELOPMENT IN HIGHER EDUCATION

Mr.S.Arunachala Perumal
Assistant Professor
Indhira College of Education
Tiruvallur

Abstract

Broadcasting media helped immensely to enhance the excellent of conversation, each in terms of the time it took to communicate and the excellent of verbal exchange. However, one among the most important roadblocks of extensively adopting such channels is that they handiest guide one-way communication. There were no actual-time and powerful ways of understanding how the message was received on the other give up. The effectiveness of the educator in handing over the cloth changed into limited through the medium's potential. While some subjects are greater appropriate for formal and informal training, others inclusive of technical or medical studies, vocational, and schooling programs need greater hands-on technique. Technology, despite the fact that has progresses leaps and boundaries, continues to be at its infancy in terms of modelling the real-world experience which might be essential for many disciplines that calls for substantial fingers-on sports. With the creation of digital technology, distant schooling is now going thru another layer of transformation. Universities are now providing virtual publications that may be taken online. Just as correspondence study, those lessons triumph over the limitations of region and time. However, these lessons are extensively higher than correspondence look at because of the improvement we're experiencing in digital communication medium.

Keywords: Technology, Students and Teachers.

Introduction

Educators have continually experimented with the art of coaching, which has advanced over centuries with the aid of adopting new procedures, methods, gear, and technologies. We have experienced a rapid boom in technology and era in the closing century that resulted in groundbreaking improvements and exciting new technologies. As continually, those improvements create possibilities whilst posing new demanding situations. Pedagogical practices have been substantially tormented by the advancement of technological know-how and technology in the last few decades. This article affords a mini assessment to briefly describe some of the prevailing technical achievements which can be utilized in higher education in conjunction with their challenges. Section 2 affords an outline of how technologies helped overcome the bounds of area and time in higher education. Section three depicts various instructional assets which might be impacted or added by using virtual technologies.

Restriction of Location and Time on Higher Education

Teaching at the start of records required both the academics and students be on the equal vicinity at the same time. Writing equipment and print media revolutionized the unfold of information and ideas. Along the equal time, societies began establishing formal teaching locations. Classrooms were the specified location for college kids and instructors. However, classrooms have been now not the only vicinity for getting to know. Libraries gave wider access to expertise and acted as some other hub of know-how acquisition and sharing.

Educational Resources

While books are usually used as instructional resources, lectures play a pivotal position in coaching. Digital technologies are converting how books are published and shared. It is also changing the character of lectures. Newer technologies are allowing educators to use animation and simulation in class. The following subsections offer short reviews of these regions.

525

International Seminar on
Current Trends in Education

organized by
Tamil Nadu Teachers Education University

PROCEEDINGS

in collaboration with
Lady Willingdon Institute
of Advanced Study in Education
(Autonomous) Chennai 600 005

9th January, 2019

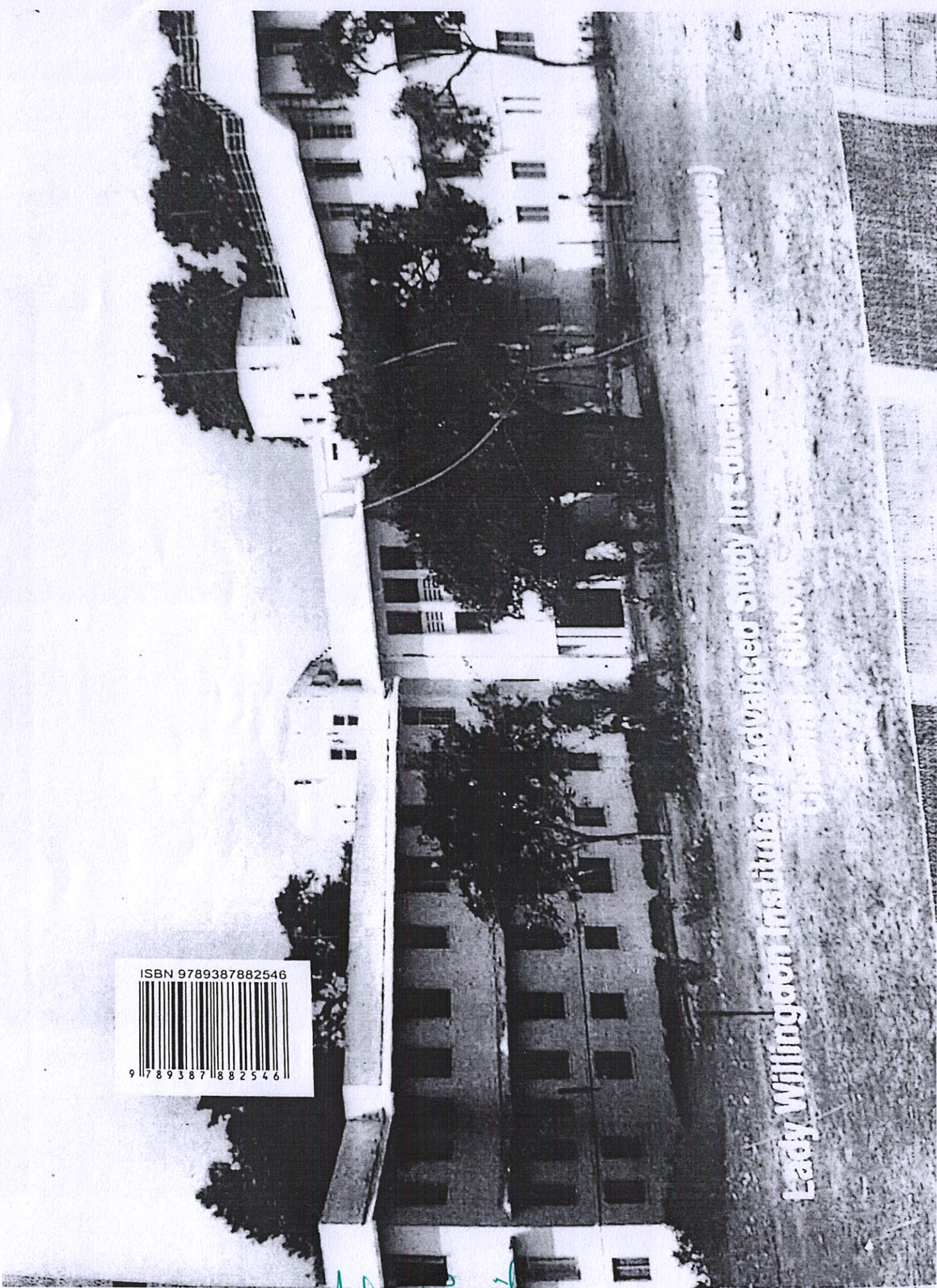Lady Willingdon Institute of Advanced Study in Education

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

EFFECTIVENESS OF SMART BOARD AS AN INSTRUCTIONAL MEDIA IN LEARNING OF ENGLISH AMONG THE STUDENTS OF CLASS VIII

Mr.S.Dasaradhan
Assistant Professor
Indhira College of Education
Pandur

ABSTRACT

This paper is an attempt to study the effectiveness of smart board instruction in learning English. Experimental method of research was employed as the research method and 40 higher secondary school students were considered as the sample for the study. Two group pre-test post-test design of research was followed. The tool used for the study was self-constructed by the researcher. Findings of the study stated that there was significant difference in the effectiveness of smart board instruction in learning English. Suggestions and discussions are discussed in the latter half of the study.

KEYWORDS: *Effectiveness, smart board, instructional media, learning of English*

STATEMENT OF THE PROBLEM

"Effectiveness of Smart board as an Instructional Media in Learning of English among the Students of Class VIII"

BACKGROUND OF THE PROBLEM

English language is the second language in the schools of the state of Tamilnadu. Even though English is taught right from primary education, it is always difficult for the students to learn it when compared with their mother tongue. English language has a pivotal role to play in the career of the learner and hence importance should be given in teaching and learning English. But teaching of English occurs through traditional teaching method in most of the schools which doesn't support easy understanding. Hence there should be some innovations included in teaching English.

NEED AND SIGNIFICANCE OF THE STUDY

There is a tremendous need for the learner to master English language as it plays an important role in A to Z of living. When it comes to profession and career, English language plays a very vital role. Career and professional attainment comes in hand with the mastery of English language learning. Hence there is always a need for the knowledge of English language right from the school. Young learners find it very difficult to master English language as they speak and use their mother language at home. Global competence of the learner also increases with the learning of English language. So, it is also essential for the teacher to know the extent of English language knowledge of the learner and introduce innovative techniques and aids to enhance the students English language learning. This would also help them master the language and have a successful attainment of their career and profession.

OBJECTIVES OF THE STUDY

- to find out the effectiveness of smart board as an instructional media in learning of English
- to measure the significant difference in the pre-test and post-test scores of control group and experimental group
- to find out the gain ratio of the test scores of control group and experimental group

21

TRENDS IN LANGUAGE TEACHING

Mrs. Radhika Vidyasagar
Assistant Professor
Indhira College of Education
Pandur

INTRODUCTION

English language teaching emerged with the onset of British rule in the Indian sub continent. Macaulay's Minutes on Education in the year 1835 addressed to Lord William Bentinck then the Governor General of British India stated "Let the Indians remain in blood and colour Indians but be English in taste, in opinion, in morals, in interests, and in intellect. Lord William Bentinck supported and advocated English education in India. Lord Harding declared in 1844 that for the service in the East Indian Company preference would be given to the Indians those who were educated in English schools. Thus the seed of teaching English was propagated officially. Ever since the English language teaching became prominent phenomenon in order to acquire job. Thus the paper deals with various approaches, techniques, methods and latest trends in teaching English language.

TRENDS IN ENGLISH LANGUAGE TEACHING

Since the beginning of 20th century various approaches, methods, techniques and strategies were introduced and implemented in teaching English Language such as direct method, grammar translation method, bilingual method, situational approach and structural approach. In the later year to be exact in India Communicative Language Teaching was experimented and introduced by Dr. N. Prabhu in 1976. The latest trends in language teaching such as interactive learning, constructive approach and multilingual approach were implemented in teaching language. Today we live in a post method era where the demand is on teacher's evolved method. According to the individual differences and style of the learners an English teacher needs to promote effectively the teaching strategies to suit the need of the learners.

GRAMMAR TRANSLATION METHOD

The grammar translation method was an offspring of German scholars which focused on to know everything about something. It was first known in USA as Prussian method of teaching. Johann Seidenstucker, Karl Plotz, H.S. Ollendorf and Johann Meidinger were the exponents (promoters) of this method. This method was the most prevalent and popular method which occupied almost hundred years in the Western and European countries to learn Latin and Greek through translation method. This method advocated word to word translation from mother tongue to foreign language or mother tongue to second language vice versa. In India till date, this grammar translation method was the only method used to learn English. Word by word translation was used from Mother Tongue (L1) to English / Second Language (L2).

INTERACTIVE TEACHING AND LEARNING

Mrs.S.Arunachala Perumal
Assistant Professor
Indhira College of Education

Abstract

If language teachers teach as they taught earlier, then one may not achieve the required goals of teaching English in the present global scenario. This paper deals with the importance of teaching English to fulfill the ever growing demands of English. The methods and approaches adopted or followed by teachers in the past to teach English language, the lacunae in their language teaching which is the second language for both teacher and students is discussed.

Challenges before teachers in present day ELT are taken up in this study. The way in which students can put their learning into practice in day-to-day use to fulfill their practical demands through effective communication skills apart from gaining command over English language is highlighted.

KEY WORDS: Teaching English, Lacunas, Challenges, Experiential Learning
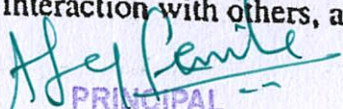
INTRODUCTION

The tradition of holding our teachers in reverence is steeped in traditions of the East. It grew out of an acknowledgement that learning is not something to be hoarded; it is to be passed on. The wisdom that the sages of old acquired was synonymous with knowledge in as much as it meant not just scriptural knowledge or assimilation of information but knowledge gained from experience of life's lessons. Since life embraces all without distinction, its lessons become a shared experience. In this experience the teacher and student enter into a relationship in which both are students *and* teachers of one another. There is no room for superiority.

In its origins, all teaching was ultimately spiritual. The advent of modern science has tended to blur the lines of congruence between knowledge and wisdom. Acquiring 'knowledge' is now synonymous with acquisition of power. Aren't we confusing knowledge with information?

Being well read or well informed need not necessarily put you above those who have been denied access to information and education. Some highly educated people do share their knowledge but often, it is an act of condescension. We sometimes forget that "education" etymologically is a "drawing out" from within. Far from being a social concern, it sometimes degenerates into a financial enterprise.

LEARNING AND TEACHING

'It is important to remember that what the student does is actually more important in determining what is learned than what the teacher does'. This statement is congruent with a constructivist view and also reminds us that student in Understanding student learning 21 higher education's must engage with and take considerable responsibility for their learning. It is important that learners structure information and are able to use it. The teacher cannot do all the work if learning is to be the outcome; congruently, the teacher must ensure that course design, selection of teaching and learning opportunities and assessment help the learner to learn. As designers of courses and as teachers, we want to 'produce' graduates of higher education capable of critical thought, able to be creative and innovate at a relatively high level. Learning requires opportunities for practice and exploration, space for thinking or reflecting 'in your head' and for interaction with others, and learning from and with peers and

ISSUES AND APPROACHES OF INTERACTIVE TEACHING AND LEARNING METHODS USED IN THE CLASSROOM

Mrs.D.Jayakumari
Assistant Professor
Indhira College of Education
Thiruvallur

ABSTRACT

Human capital framework knowledge and skills are important forms of human resources. For that the great teacher always trying out different interactive teaching methods used in the classroom. Interactive teaching methods are designed around measurable student accomplishment, flexibility in teaching, practices and students motivation. Interactive teaching methods promote an atmosphere of attention and participation in education. It makes the classroom teaching interesting, exciting and fun for the learning community with the proper interactive mode. This is also a process of measuring student understanding in many cases, is like practice for the material and nature of these assessments drives, interactivity and brings several benefits. So the teaching methods and personality influencing which choices may be right for us.

INTRODUCTION

Telling is not teaching and listening is not learning - Interactive teaching is a means of instructing where by the teachers actively involve the students in their leaning process by way of regular teacher – student interaction, student-student interacting, use of audio-visual and hands on demonstration. The students are constantly encouraged to be active participants.

Education is integral for development and life processes. Education is not schooling. Schooling is only one of the modes by which education takes place. In its broadest sense education is the influence that one human being brings to bear on another human being or a group of human beings. It may also be the influence that a group of persons bear on an individual or a group. The scope of this influence is as extensive as life itself. Experiences, information, awareness, knowledge, understanding, reasoning, appreciation, thinking, imagining, are the forms through which the influence may operate on life and its process.
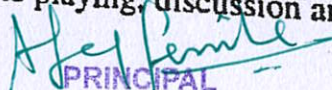
Man is born free, however, he is everywhere in chains. Once said by French political philosopher Rousseau. Interactive teaching methods are the effective ways to connect with generation of students used to consistent stimulation.

ACTIVITY BASED APPROACH

Activity based approach leads to encouraging independence and team learning, provides a wide variety of manipulative open-ended and creative activities, provides students experience and active participation in the exploration of their environment, Make students advance at their own rate – the rate is with their abilities, interest and motivations, Encourages self-reliance and development of initiative in an atmosphere of trust, Encourages children to follow many of their own interest and desires to learn, problem-solving , critical and creative thinking and deep understanding are emphasized, learners are encouraged to explore the new knowledge independently.

EDUCATION

Direct interaction between teacher and students is to implement key goal of the training at this stage. This stage of training involves two steps. The first one is information: it can start with answering the items from the questionnaires which caused the most embarrassment. In addition, the main course material is presented at this stage by using such methods as lectures, talks, role playing, discussion and small group work. The second stage is

mediator between the student and the world around him/her. He/she must not only organize the space and the activity, but also participate with the students in developing knowledge, stimulate. Learning Styles, teaching method, collaborative interaction among the students. Learning styles address the ways we perceive and process. Perceiving relates to the way we notice the world and the way we see reality.
the development of the students' creative potential.

REFERENCES

- Andrews, J A. 1981. Teaching format and teaching style: Their interactive effects on learning. *Research in Higher Education*, 14: 161–78.
- Dumitru, Ion Al. (2000) .Developing the critical thinking and efficient learning Timişoara: West.Pp. 93-95

COLLABORATIVE LEARNING FOR THE STUDENTS OF TODAY

M.P.RAMA PRIYA, Ph.D Research Scholar
DR.D. HEMALATHA KALAIMATHI, Assistant Professor, Lady Willingdon IASE.

ABSTRACT

Collaborative learning is an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Cooperative learning is gaining popularity for a number of reasons. Evidence indicates that it raises achievement, promotes positive self concept, and raises regard for others. Cooperative learning may also help to lessen the fatalistic attitude toward schooling that is often found among students from minority groups and those who have experienced repeated failure in the schools. This paper intends to discuss about the various aspects and benefits of collaborative learning.

KEY WORDS: Collaborative Learning, self concept , and fatalistic attitude.

INTRODUCTION

Collaborative learning is one of the teaching approaches where students work in groups so as to understand a concept, create a product or solve a problem. Unlike individual learning, students engage with one another to ask for information, evaluate their ideas and monitor their work together. Collaborative learning is, therefore, an accurate term that caters for educational approaches encompassing joint scholarly effort between students, or students and teachers together. Despite working together, each is responsible for and accountable to each other. Collaborative learning can take the form of face to face communication or use computer platforms (chat-room or online forums). Collaborative teaching and learning create an environment where members aggressively cooperate by sharing experiences and take on different roles. The main task that students work on in collaborative learning are; collaborative writing, group projects, problem-solving, discussions, study groups, and other activities. Collaborative learning refers to methodologies and environments in which learners engage in a common task in which each individual depends on and is accountable to each other. It involves use of small groups so that all students can maximise their learning and that of their peers. It is a process of shared creation: two of more individuals interacting to create a shared understanding of a concept, discipline or area of practice that none had previously possessed or could have come to on their own.

58

- In our work, we consider only personal identities and learning styles to represent the learner profile since they are the most effective parameters in human activities.

DOMAIN MODEL
- A domain model contains the knowledge about the curriculum structure and its base on a conceptual network of concepts.
- Each course includes an outline at the beginning, presenting all chapters with finally a conclusion summarising the highlights of the course.

PEDAGOGICAL MODEL
- The pedagogical model represents the teacher's knowledge of how to teach each concept. The teacher can also use different strategies to teach the same concept.
- As it was mentioned in previous section, personality plays an important role in learning process, and learners with different personalities.
- The main objective is to facilitate the student's learning.

CONCLUSION
In this paper, I propose an adaptive learning platform, which takes the learner's personality into account. In this model some models for personality recognition and selecting appropriate teaching strategy are used to achieve the learning. The results indicate that placing the learner beside an appropriate teaching style matching with learner's is improvement and make the virtual learning environment more enjoyable. The major difficulty is to develop four versions of the same course to meet the personalisation of learning process.

REFERENCES
- Abrahamian, E., Weinberg, J., Grady, M. and Stanton, C.M. (2004) 'The effect of personality-aware computer-human interfaces on learning', Journal of Universal Computer Science.
- Bayne, R. (1995) The Myers-Briggs Type Indicator: A Critical Review and Practical Guide, Chapman and Hull, London.
- Bishop-Clark, C. and Wheeler, D. (1994) 'The Myers-Briggs personality type and its relationship to computer programming', Journal of Research on Computing in Education.
- Chaffar, S. and Frasson, C. (2004) 'Inducing optimal emotional state for learning in intelligent tutoring systems', Proceeding of International Conference of Intelligent Tutoring System (ITS'2004), Maceio, Brazil.
- Chaffar, S., Cepeda, G. and Frasson, C. (2007) 'Predicting the learner's emotional reaction towards the tutor's intervention'. 7th IEEE Conference on Advanced Learning Technologies: ICALT 2007, Niigata, Japan.

ADAPTIVE TEACHING

U. VISALATCHI, Assistant Professor, Indhira College of Education, Pandur, Thiruvallur.

ABSTRACT

ACTIVE LEARNING METHOD IS AN INTERACTIVE TEACHING AND LEARNING METHOD

Mr.N.Mohana Kannan
Assistant Professor
Indhira College of Education
Thiruvallur

INTRODUCTION

The education system in India uses a teaching and teaching approach. The teacher dominates the classroom, provides all the information, and the student is simply passive spectators. This method leads to the storage of all the information in the student's mind such as storing information on the computer. They simply memorize the topics and repeat the events they have learned. They do not work intellectually. In order to eliminate various teaching and learning strategies, research has been introduced and applied.

It is believed that such strategies will lead to radical changes in the education system. Such a strategy is a positive learning method. It is believed that such positive activity helps students to learn more than memorize facts for the purpose of positive learning is how to understand and use information to understand what students are learning Therefore, this ALM was conducted at Tamil Nadu schools to increase student participation in grouping talks, presentations and demonstrations.

Children in nature are pure, sincere and strive to learn technology. If schools or colleges effectively transfer technology, student purity can be maintained and improved. The use of modern technology at every age will be very useful to young people and in turn will ensure that the country has a brilliant future.

ACTIVE LEARNING METHOD

The word ACTIVE LEARNING is not latest. Teachers, schools and institutions of higher learning searched for METHODOLOGIES OF ACTIVE LEARNING. It was gratifying to find that departments, medical and veterinary science colleges, institutes of geological sciences and the hosts of others also generated many records on the subject.

The complications of reading-oriented learning environments, the principles and strategies of positive learning environments have been explored in a variety of ways.

Classroom and content are taken. This may be considered inadequate by many people. But the steps in tomorrow must lead to what is present. We cannot envision a school in a whole new context - buildings, teachers, books, and so on. Regardless of the method we choose, they must be feasible in the present conditions. In this way, the methods proposed here are methods that can be applied in many cases. It does not struggle with what exists, but finding creative possibilities in certain situations brings many interesting points and opportunities. This section attempts to response some fundamental questions.

ALM IN TAMIL NADU GOVERNMENT - A BACKGROUND

In 2006, KFI introduced several debates, a mixed pilot class, beginning with students in grades 5, 6 and 7. This experience was made after this change. The school was established in 1999 for middle school students in grades 1 through 4. The thought following these moves is that individual students' desires space in school and peer pressure is not contributing and well being.

Conclusion

The goal of blended learning is to unite the best features of in-class teaching with the best features of online learning, to promote active, self-directed learning opportunities for students. An instructional design for the blended learning strategy should naturally define the roles of the teacher and the students engaged in the instructional process. Meeting the learners' expectations and enriching their experiences is central to a blended learning system. So improper use of modalities and blends may lead to confusion and complexities and hence should be avoided. Consistent with the aim and requirements of an institution and to attend to the needs of its beneficiaries in its environment, authorities concerned can rely on the availability and stability of high quality instructional resources in the most varied areas of education for developing knowledge, skills and attitudes. A re-conceptualization of the learning paradigm entails the incorporation of new pedagogies and learning theories (e.g., student-centered, social constructivism), the development of new understandings and knowledge through students' social interactions with a community of peers, and new roles of students (e.g., active author of content, self-paced learner) and teachers (e.g., mentors, coaches).

Reference

- Best, J. W., & Kahn, J.V. (1989). Research in Education. Englewood Cliffs: Prentice Hall.
- Moore, J. C. (2004). ALN principles for blended environments: A collaboration. The Sloan Consortium. Retrieved from http://www.sloan-c.org/publications/books/alnprinciples2.pdf
- Picciano, A. G. (2006). Blended learning: Implications for growth and access. Journal of Asynchronous Learning Networks, 10(3).
- Shepherd, Clive (2006). Developing Blended Learning Strategies that Work. www.learning technologies.co.uk/group/presentations/0401.pdf
- Vaughan, N. (2007). Perspectives on blended learning in higher education. InternationalJournal on E-Learning, 6(1), 81-94

BLENDED LEARNING AT SCHOOLS

N.JAYAVARDHINI, Assistant Professor, Indhira College of Education, Pandur, Thiruvallur.

ABSTRACT

In recent years, there has been one theory in education world gaining traction perhaps above all others; blended learning. As a result, various different terms being used such as flipping the classroom, blended education, hybrid learning, and many others. However, they all come down to the same theory which sees the combination of face-to-face and online learning. As time goes on, the debate over its effectiveness is sure to keep going but one thing is for certain; the introduction of technology has challenged the way in which we teach and learn inside (and outside) the classroom. Today, we want to dig a little deeper and really get to grips with the theory in question to see if we reach a solution or overwhelming opinion. Rather than supplementing education (as it has done for many years), technology is now heavily involved in the learning process.

KEY WORDS: Hybrid learning, Flipped learning

BLENDED LEARNING

Mrs. R. Subhalakshmi
Assistant Professor
Indhira College of Education
Pandur

ABSTRACT

Blended learning is an innovative concept that embraces the advantages of both traditional teaching in the classroom and ICT supported including both offline learning and online learning. If has scope for collaborative learning; constructive learning and computer assisted learning (CAI). Blended learning needs rigorous efforts, right attitude, handsome budget and highly motivated teachers and students for its successful implementation. As it incorporates diverse modes so it is complex and organizing it is a difficult task. The present paper discusses the concept of blended learning, its main features and prerequisite of its implementation. Scope of blended learning in Indian educational system is also discussed. The present paper also tries to explain that how blended learning is an approach that needs to be adopted.

Blended learning, also referred to as hybrid learning, combines the best features of traditional schooling with the advantages of online learning to deliver personalized, differentiated instruction across a group of learners, other classroom work is completed in accordance with data and evidence of students demonstrating mastery and integrated with evidence of what the student has completed online to create a holistic, personalized learning experience. Online teaching and learning are evolving as fast as the emerging technology that provides an engine for personalization.

INTRODUCTION

The educational system at present is in a transition stage. To meet the challenges of expansion and for catering individuals need it is trying to adopt new technologies and exploring new paths to reach the goal of quality educational opportunities for all, at the same time due to various factors like deficient budgets, lack of facilities, advantages of fact to face interaction, it is not completely ready to leave the traditional modes of knowledge transfer. Even the students are in a state of dual mind. When a group of teacher trainees were inquired about the mode of teaching they will prefer from tradition classroom teaching and ICT supported teaching the students were nearly evenly divided between both the choices.

The traditional mode of teaching in spite of its few shortcomings provides a much needed human touch to the teaching learning process. Personality and behaviour of the teachers directly influences the blooming personality of the students. Only face to face interaction meets the affective objectives along with cognitive and psychomotor. Face to face traditional approach help in developing a strong value system. Social skills like cooperation, sharing, expression and respecting other's views are more easily developed in traditional mode of teaching. Students learn not only from books, or from teachers teaching inside classroom but also from the co-students, through their peer group interaction, they learn many skills in playground and their small social interactions in canteens, lounge etc. All this

128

resources or lessons. It's ~~~~ face-to-face ~~~~~ ~~~~~~~~ ~~ by followed by interactive, face-to-face ~~~~ students no matter their age learn differently and ~~~~~~~ visual, auditory and kinetic learners designing teaching programmes in a way that reaches alike.

REFERENCES

- Bonk, C. J., & Graham, C. R. (Eds.) (2006). Handbook of Blended Learning: Global Perspectives, Local Designs (pp. 8-10). San Francisco, CA: Pfeiffer Publishing.
- Derntl, M., & Motschnig-Pitrik, R. (2005). The Role of Structure, Patterns, and People in Blended Learning. The Internet and Higher Education, 8, 111-130.
- Garrison, D. R. (2011). E-Learning in the 21st Century: A Framework for Research and Practice. Taylor & Francis.
- Lizzio, A., Wilson, K., & Simons, R. (2002). University Students' Perceptions of the Learning Environment and Academic Outcomes: Implications for Theory and Practice. Studies in Higher Education, 27, 27-52.

BLENDED LEARNING FOR TEACHER EDUCATORS

J. LIZZIE, Ph.D Research Scholar
Dr. D. HEMALATHA KALAIMATHI, Assistant Professor, Lady Willingdon IASE.
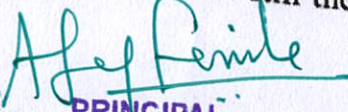
ABSTRACT

A blended learning approach combines face to face classroom methods with computer-mediated activities to form an integrated instructional approach. The rapid and sustainable progress in the field of science and technology has radically changed our Educational scenario. If learning is to have the level of quality that we dream for it, we as educators need to proactively be a part of the Blended learning that is inevitably coming our way. Teachers must be an active part of designing online learning's rigor and quality or they will be left in the dust. We live in a world in which technological innovation is occurring at break-neck speed and digital technological are increasingly becoming an integral part of our day-to-day lives. Therefore, it is essential to blend our learning through various pathways. The role of teachers in Blended Learning is very prominent in improving the reasoning and creativity skill of the students.

KEY WORDS: Blended learning, Sustainable progress, reasoning and creativity

INTRODUCTION

Teacher Education = Teaching skills + Pedagogical theory + Professional skills. Today, information is everything and it forms the part of any progressive thinking. Education today has become very effective and meaningful due to the rapid growth of technology. As a Teacher Educator one should develop and adapt to the growing technologies in order to impart knowledge to the upcoming generation. Blended Learning can be defined as the mixing of face-to-face teaching and online learning. Students have some choice over where they study at school, at home or somewhere in between and when they study during school hours, in the evening or at weekends. But it is still the teacher who decides the extent of the

INFORMATION SKILLS AS A NEW INNOVATION IN THE METHOD OF TEACHING

Mrs.D.Jothi
Assistant Professor
Indhira College of Education
Pandur

ABSTRACT

Information is closely related with gender and development. Information and knowledge are interlinked to meet academic challenges and thereby come out of it with bigger achievements in reality. Information technology with all its advancements had brought a very big revolution in providing information. Information has always been a part of growth and development towards the upliftment of our academic achievement which is reflected in many ways like education, social, economic, political, cultural and other areas. The purpose of this paper is to help students to develop their information processing skills and, thereby, to become more information oriented students.

Keywords: Information skills, Innovation, Teaching, Method.
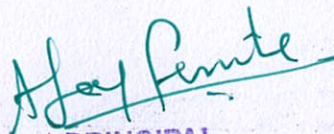
INTRODUCTION

In contemporary education, the place of education needs to be determined by an investigation of the modern society. Where information technology determines the place of education. The growth of any country begins on the soils of education. The quick growth of technology and the enormous development of science in the last quarter of the twentieth century are due to the applications of education without any hesitation or doubt. Today it is need of everyone who intends to enter the infinite world of education must have to be familiar with the new innovations and methods in the area of teaching.

INFORMATION CHALLENGES FOR DEVELOPMENT

The important task of education in this twenty-first century is to practice students to get into the effect of the users of information in the school, in their jobs, in their individual lives, and as responsible persons (Akinsola and Tella, 2007). Life without any piece of information is impossible. It may be your school library where you search books, magazines, newspapers for information in order to complete your teacher's assignment. It may be your work place where we exchange information between our seniors, friends and subordinates. It may be your milk vendor, groceries merchant or your driver who provides you with a lot of information. We also receive information through mobile phones, television and internet when we need for it. Information is needed for our different types of work, function, problems in order to overcome it successfully (kumaravelu, 2014).

Students at present are expected to restructure their learning process more actively. "Such a restructuring of the learning process will not only enhance the critical thinking skills of students, but will also empower them for lifelong learning and the effective performance of professional and civic responsibilities." Education is shifting its methods of teaching from textbook teaching to rich resource-based learning based on the data-rich situation of the information age. Information search process seems to be the holistic learning process

CREATIVE AND INNOVATIVE TEACHING STYLES IN LANGUAGE TEACHING

Mrs.V.surya
Assistant Professor
Indhira College of Education
Thiruvallur
Tamilnadu

ABSTRACT

Traditionally, education has been defined by the passing of knowledge from a content expert to a novice learner. The methods of instruction have changed marginally, particularly with the invention of the printing press and a more "industrialized" approach to schooling. But this mechanism of education has remained much the same. Ultimately, the future of technology-enabled learning and education is in a synthesis of the science of learning and the art of teaching. Developing expertise in expertise will help us figure out how we can educate future generations of students to become wise and knowledgeable in a world where information is cheap and easy. In this context this paper explores about the creative language teaching strategies and some teaching styles for the present century teaching.

NEED FOR CREATIVITY IN LANGUAGE CLASSROOMS

o **Creativity improves self-esteem** as learners can look at their own solutions to problems and their own products and see what they are able to achieve.

o **Creative work** in the language classroom can lead to genuine communication and cooperation. Learners use the language to do the creative task, so they use it as a tool, in its original function. This prepares learners for using the language instrumentally outside the classroom.

o **Creative tasks** enrich classroom work, and they make it more varied and more enjoyable by tapping into individual talents, ideas and thoughts - both the learners' and the teacher's.

o **Creative thinking** is an important skill in real life. It is part of our survival strategies and it is a force behind personal growth and the development of culture and society.

o **Compensation strategies** (methods used for making up for lack of language in a communicative situation e.g. miming, drawing, paraphrasing used for getting meaning across) use creative and often imaginative ways of expression. Our learners will need these until they master the language.

First, language is creative in its very nature. one can express or communicate one idea in many different ways. Furthermore, every expressed or communicated idea can provoke many different reactions. Every single sentence, phrase or word to say or write is created in a unique moment of communication and can be re-created, re-formulated, paraphrased or changed according to the goals of the speaker or writer.

Second, language classes are not limited by any specialized subject or knowledge. Language teachers can, therefore, build their lessons on topics related to sport, management, law or philosophy and still focus on language. This is why a community-of-practice setting, where students and teachers share their individual types of expertise and knowledge, can be more easily established.

Third, language classes can easily engage students in creative situations. By creative situations mean close-to-reality situations in which students do not use well-known and

LAWS OF LEARNING AND EFFECTIVE TEACHING

Mrs.J.Jayanthi
Assitant Professor
Indhira College of Education
Pandur,Thiruvallur.

ABSTRACT

Educational psychologists and pedagogues have identified several principles of learning, also referred to as laws of learning, which seem generally applicable to the learning process. These principles have been discovered, tested, and used in practical situations. Learning is a complex process. All the same, it can be understood by making a broad application of any laws. Generally speaking, some laws have been discovered and explained by Thorndike. His laws, namely the Law of Exercise, Law of Readiness and Law of Effect, have been accepted by all. Then researches analyse and added other some laws in learning. This paper examines the implication of these laws in students Teaching and learning process. According to this theory the task can be started from the easier aspect towards its difficult side. This approach will benefit the weaker and backward children. A small child learns some skills through trial and error method only such as sitting, standing, walking, running, etc. In teaching also the child rectifies the writing after committing mistakes. In this theory more emphasis has been laid on motivation. Thus, before starting teaching in the classroom the students should be properly motivated. The teacher can improve his teaching methods, making use of this theory. He must observe the effects of his teaching methods on the students and should not hesitate to make necessary changes in them, if required.
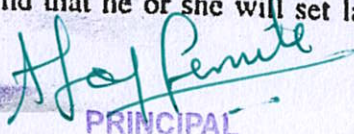
Keywords: Laws of learning, Law of Teaching, Characteristics, Education,

INTRODUCTION

Involves facilitator and learners Encourage and expect learners to participate Use questions to stimulate discussion, emphasizing they value of answers Give participant's hands-on experience Use teaching aids to gain and retain attention Learning takes place when there is a change in a student's behavior. It may not be directly observable. Learning is based on observation of behavior changes that result from a person's interaction with their environment. An individual learning may involve changes in any of three areas: Manner of perceiving and thinking, Physical behavior and Emotional reactions or attitudes.

LEARNING AND EFFECTIVE TEACHING

What has to be communicated while setting goals for children is a feeling of cooperation, rather than competition? In that way you encourage a sense of self in relation to others because they have to work in teams. This is how we establish community. Then, stress is discharged, because children feel a part of a group while keeping their sense of individuality. The girl child is more likely to set a goal or resolution for herself if they feel that it is achievable. After this, self-efficacy and goal setting can foster self-control. Little by little, your child can develop a sense of their authentic self. By teaching your child how to listen to his or her inner voice and vocation, you will find that he or she will set larger goals for his or herself that are

164

LEARNING TO LEARN

Mr. C. Veeramanikandan
Assitant Professor
Indhira College of Education
Thiruvallur

ABSTRACT

This paper deals with learning to learn as a key competence and importance of student's goal setting. Before understanding this competence we have to understand learning. Learning as a process is Determined by individual and social factors. If we want to understand the connection between Competence learning to learn and learning goals setting, we have to understand self-regulation Learning. this is a way of learning that enables to develop the competence learning to learn. Individuals have different interpretation of learning theories. In this paper we will deal with student's perspective of how they are setting their own learning outcomes or goals.

KEYWORDS: learning, learning to learn, components of learning-to-learn

LEARNING

Learning is the process of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences. The ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in some plants. Some learning is immediate, induced by a single event (e.g. being burned by a hot stove), but much skill and knowledge accumulates from repeated experiences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved.

Human learning begins before birth and continues until death as a consequence of ongoing interactions between person and environment. The nature and processes involved in learning are studied in many fields, including educational psychology, neuropsychology, experimental psychology, and pedagogy. Research in such fields has led to the identification of various sorts of learning. For example, learning may occur as a result of habituation, or classical conditioning, operant conditioning or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. Learning that an aversive event can't be avoided nor escaped may result in a condition called learned helplessness.

DEFINING LEARNING-TO-LEARN

Learning to learn "as a process of discovery about learning. It involves a set of principles and skills which, if understood and used, help learners learn more effectively and so become learners for life. At its heart is the belief that learning is learnable.

Learning-to-learn may be defined as the ability and willingness to adapt to novel tasks, activating one's commitment to thinking and the perspective of hope by means of maintaining one's cognitive and affective self-regulation in and of learning action.

Learning-to-learn competencies are activated or realised when a person is facing *novel* tasks. The tasks used in the assessment of learning-to learn thus have to be relatively new as compared to the tasks used when the relevant specific competencies were taught and acquired, and unanticipated in their occurrence. However, the new tasks must have some relevant resemblance to curriculum tasks so as to require thinking and pondering, but to allow, in the end, for accommodation or pre-existing knowledge and forms of thinking. Pupils have to accept as part of education, and of being a member of society, that other persons and external systems set them assignments and tasks which are not self-produced or

CREATING INDEPENDENT LIFELONG LEARNERS THROUGH LEARNING TO LEARN STRATEGY

Mr. R. Chandra Sekaran
Assistant Professor
Indhira College of Education
Pandur

ABSTRACT

Lifelong learning is a dynamic process that varies depending on individual skills and motivation for self-regulated, generative learning and on life events that impose challenges that sometimes demand incremental/adaptive change and other times require frame-breaking change and transformational learning. Each learner must be an independent lifelong learner through various learning to learn strategy. Independent learning is the most important issue in education today, and in many ways the most elusive or difficult issue to deal with. More than class size, teacher accreditation, or the latest innovations in teaching methodology, developing independent learning habits, in other words, self-learning, in students, and teachers, should be the main preoccupation of educators, and of learners themselves. Learning to learn is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. This paper explores about creating independent lifelong learners through learning to learn strategy.

KEYWORDS: Lifelong Learning, independent learners, knowledge, strategy, Learning to learn.

INTRODUCTION

"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young."

— Henry Ford

Lifelong Learning has been considered as an important milestone of learning society and recognized as an important programme of the Government of India. Knowledge is one of the most important values and ability to learn is one of the most important skills in our society. Learning theories show different views on learning. Through understanding learning we can understand the competence learning to learn and through all that we can understand the importance of setting learning goals. Lifelong learning is an essential challenge for inventing the future of our societies; it is a necessity rather than a possibility or a luxury to be considered. Creating a Lifelong learning is more than adult education and/or training — it is a mindset and a habit for people to acquire. Lifelong learning creates the challenge to understand, explore, and support new essential dimensions of learning such as: (1) self-directed learning, (2) learning on demand, (3) collaborative learning, and (4) organizational learning. Learning-to-learn skills are essential for effective lifelong learning to develop over the entire lifespan. These skills, which consist of cognitive and metacognitive learning strategies, largely have been neglected in analyses of issues surrounding lifelong learning and in policy development.

LEARNING TO LEARN

An individual should be able to gain, access, profess and assimilate new knowledge and new skills. Individuals should also be able to:

ACADEMIC SELF-CONCEPT AND LEARNING STRATEGIES OF LEARNERS

Mrs.J.Suganya
Assistant Professor
Indhira College of Education
Thiruvallur

ABSTRACT

Academic Self-concept refers to individual's abilities in academic school subjects. Academic Self-concept is the personal beliefs someone develops about their academic abilities or skills. Academic Self-concept is generally defined as a person's perception of self with respect to achievement in school. Learning strategies refer to any activities, techniques, or procedures used by learners to enhance their understanding of or to improve their performance on learning tasks. Positive academic self-concept multiplies the strength of the learners which leads to effective and self regulated learning. Academic Self-Concept is essential for enhancing academic achievement and life-long learning.

KEY WORDS: Academic self-concept, learning strategies.

INTRODUCTION
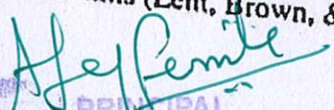
Academic Self-concept refers to how well students perform in school or how well they learn. Academic self-concept and school performance strongly interact in students' life. Students enter expecting to learn and do well, but as they progress, their activities and achievements change this anticipation. There are two levels: a general Academic Self-concept of how good students are overall and a set of particular content-related Academic Self-Concept that describe how good they are in a specific subject.

Meaningful learning is enhanced by the use of elaboration and organization strategies. These strategies help to build bridges between what a student knows and what he or she is trying to learn and remember. Using what we already know, that is, our prior knowledge, experiences, attitudes, beliefs, and reasoning skills to help make meaning out of new information is critical to success in educational and training settings. The methods range from simple paraphrasing and summarizing to creating analogies, the use of application, creating organizational schemes and outlining, and the use of synthesis, inferential, and analytic reasoning skills. A student who does not have a repertoire of these strategies and skills will find it difficult to incorporate new knowledge and understanding in such a way that acquisition and recall will be effective, often despite the large amount of time spent studying. The effectiveness and efficiency of both autonomous and classroom learning are facilitated by the use of information processing strategies.

ACADEMIC SELF-CONCEPT

Today, in the field of learning and education, self-concept is considered as an important parameter. Self-concept if means to understand a person and to enhance his or her potentialities to perform better in all areas of activity including learning. Self-concept is how one sees himself in relation to others. This may be how one sees himself physically or it may be more about the idea one has of himself which could also be called self-concept. Self-Concept is the way in which people perceive their strengths, weaknesses, abilities, attitude and values.

Academic self-concept can bedefined as the way a student views his or her academic ability when compared with otherstudents (Cokley, 2000) and consists of attitudes, feelings, and perceptions about one'sacademic skills (Lent, Brown, & Gore, 1997).

Book of Proceedings

International Conference
on

" Emerging Trends in
Educating Persons with Disability "
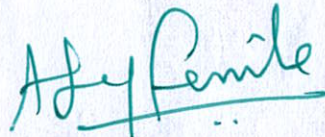
Editors
Dr.N. Ravindranath Tagore
Dr. Latha Rajendran

Dr. MGR Institute of Special Education & Research
and
Tamil Nadu Teachers Education University

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Book of Proceedings

International Conference

on

" Emerging Trends in Educating Persons with Disability "

23.01.2019

Editors
Dr. N. Ravindranath Tagore
Dr. Latha Rajendran

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Book of Articles :
"Emerging Trends in Educating Persons with Disability"

First Edition: 2019
© Copyrights by Editors

DISCLAIMER
The authors are solely responsible for the contents of the paper in this volume. The Editors and Publishers do not take any responsibility for the same in any manner. Errors, if any, are purely unintentional and readers are requested to communicate such errors to the Editors, Author(s) or Publishers to avoid discrepancies in future.

Editors:
Dr. N.Ravindranath Tagore
Dr. Latha Rajendran

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Making Early Intervention
A Reality for all Children- A Journey

Mrs.D.Jothi
Assistant Professor
Indhira College of Education

Abstract

It is s a proven fact that Early Intervention services that give specialized support to children and families in the early years helps maximize a child's potential. All children benefit from early childhood and pre-school education. For infants and young children with disabilities, early detection, identification and access to early intervention services is necessary to stimulate early development, prevent onset of secondary disabling conditions, support the families and create better opportunities to access inclusive education. With a goal to reach out to the last child in the community, VidyaSagar Chennai has taken up a project to set up EI centres across Tamilnadu both in the urban and rural set up, looking at different terrain, both the plains and the hills This involved different designs, different approaches and therefore different type of supports. This paper will trace and discuss how different models of service delivery was designed based on the need of particular community, the terrain, and the local resources. It will also discuss the approaches to intervention in the early years for children with disabilities including multiple disabilities.

Keywords: early detection, identification, inclusive education

The Early start

United Nation Convention on the Rights of Persons with Disabilities (UNCRPD) and the Convention on the Rights of the Child (CRC)highlight how children with disabilities have the same rights as other children —Right to health care, nutrition, education, social inclusion, protection from violence, abuse and neglect. If children with disabilities are to be fully included in the education system, their needs must be considered at every level of the system. All children benefit from early childhood and pre-school education. For infants and young children with disabilities, early detection, identification and access to early intervention services is necessary to stimulate early development, prevent onset of secondary disabling conditions, support the families and create better opportunities to access inclusive education.

VidyaSagar is a 33 year old Chennai based NGO that works with persons with neurological impairment through institution based and community based programs. This paper will discuss VidyaSagar's models of Early intervention (EI) program that were undertaken with a mission to make early intervention a reality for all children.

Early Detection

The high and growing incidence of developmental disabilities demands greater awareness and improved early identification. The Medical professionals including

Early Intervention and Early Childhood Education

Mrs. V. Suriya
Assistant Professor
Indhira College of Education

Abstract

Early intervention in special education is the process of providing speech therapy occupational therapy and physical therapy either in an official or in a child's home. The hope is that these services provided early will address any delays in development so that the child will not need service later on. Early Childhood Education (ECE) is a key element for the growth and development of every country. To goal is to prepare our students' disabilities to develops their fullest potential is to provide a free appropriate educational program from age three to twenty one years.

Keywords: Early intervention, therapy, early childhood education

Introduction

The early intervention program is designed to enable parents and other caregivers, who have the greatest influence; the early intervention program strives to insure that each child, regardless of severity of need, will reach his or her maximum developmental potential.

Who is Eligible to Receive ECE Services

Eligible children include those between birth and three years of age who were born with a disability or health condition that affects their development. Children who were born prematurely; have feeding, vision or hearing issues; are slow to crawl, sit, walk, talk or do things for themselves; have behaviour or attention difficulties or have been identified as having environmental risk factors may also be eligible. Parents are encouraged to call the early intervention program if they have any concerns related to their child's development.

The Early Intervention Team

One staff member will be assigned as the service coordinator for each child enrolled in the program. The service coordinator will work closely with the family and other caregivers to develop the environmental condition of disable people in order to motivate them. The service coordinator or the family may request consultation periodically form other staff members.

The early intervention team may consist of:

- ✓ Speech and Language Therapist
- ✓ Occupational Therapist
- ✓ Physical Therapist
- ✓ Developmental Specialist
- ✓ Registered Nurse

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

A Study on Hearing Impaired Students Sign Language for Accounts Subject

Mrs.J.Jayanthi
Assistant Professor
Indhira College of Education

Abstract

Sign languages are an important way to deaf people for communicate A sign language is a way of communicating by using the hands and other parts of the body language.. Deaf people often use them instead of spoken languages A sign language as opposed to spoken language is used for manual communication to convey meaning. It involves simultaneous combination of hand shapes, movement of the hands, arms or body, with facial expressions to express thoughts. Sign languages use hands and are understood with the eyes. Deaf people can use sign languages more easily than spoken languages. Hearing impaired peoples are does not using standard sign languages for their studies. it may be differ in state to state and school to college. so in this paper we forms a common and most of the deaf people used sign languages especially for Accounts subject.

Keywords: Sign language.Accounts , deaf education.

Introduction

Sign languages share many similarities with spoken languages which depend primarily on sound. Linguists consider both as types of natural language. Although there are some significant differences between sign and spoken languages, such as how they use space grammatically, sign languages show the same linguistic properties and use the same language faculty as do spoken languages. They should not be confused with body language, which is a kind of non-linguistic communication.

Wherever communities of hearing impaired exist, sign languages have developed, and are at the core of local cultures. Although signs are used primarily by the hearing impaired, it is also used by others, such as people who can hear but cannot speak, or have trouble with spoken language due to some other disability. There are innumerable sign languages in vogue. A common misconception is that all sign languages are the same worldwide or that sign language is international. Wherever communities of deaf people exist, sign languages have developed as handy means of communication and they form the core of local deaf cultures. In India, with its one billion people, is the second most populated country in the world. It is estimated that there are over a million people who are profoundly deaf and approximately 10 million hard of hearing people, in India. No formal census data are available. These figures are extrapolated from the number of people who

Vocational Training or Skill Development
in
Educating the Persons with Disabilities

Mr.C.Veeramanikandan
Assistant Professor
Indhira college of Education

Abstract

Even though we are living in the global world with the advancement of science and technology, empowering the persons with disability continues to be a great challenging task inviting the world leaders, both international, national leaders to envision sustainable plan for development of the persons with disabilities, engaing government and NGOs.

United Nations General Assembly in the year 1992, proclaimed December 3rd as the International Day of Persons with Disabilities. This year, "Empowering persons with disabilities and ensuring inclusiveness and equality" was the theme of the International day for the persons with disabilities, focused on empowering persons with disabilities for an inclusive, equitable and sustainable development as part of the 2030 Agenda for Sustainable Development.

The Combined efforts of WHO and Community Rehabilitation strategy in 1978, resulted in community based rehabilitation programmes, that goes beyond healthcare with inclusive efforts of bringing awareness to the community, analysing the causes with remedial measures, Informal Education with vocational training and skill development training by the qualified trainers and organisations in empowering the persons with disabilities to become self-reliant contributors of the community.

Most of the persons with disabilities lack foundational skills, and so there is an urgent emerging trends to improve their daily living skills, technical skills, vocational skills, business skills and core life skills. These vocational training and skill development courses will empower the persons with disabilities making them effective and self reliant members of the community.

In Indian Constitution guarantees equal rights for all the citizens including the persons with disabilities on every aspect of life. There are many acts passed in the Indian Parliament providing guarantees and special privileges like the 'Rights of Persons with disabilities bill 2016', replacing the Persons with disabilities act of 1995,with sufficient fund allocations to the Government departments like the Department of Empowerment of Persons with Disabilities, working in collaboration with the Ministry of Skill Development in view of empowering the persons with disabilities.

Keywords: Persons with disabilities, sustainable development, Empowerment, Community based Rehabilitation, Vocational Training, Skill development Programmes.

Story Telling as a Method for Skill Development among Students with Hearing Impairment

Mr.R.ChandraSekaran
Assistant Professor
Indhira College of Education

Abstract

Vocational training and skill development is a prerequisite for a successful life. For a person with a disability, innovative methods should be employed for skill development to achieve a desirable effect. story telling and reflection techniques, though traditionally used, are slowly waning in the classrooms in the modern days. This paper examines how story telling can be employed as a technique for vocational development and skill training among hearing impaired adolescents.

Key words: Storytelling, vocational development, social skills, sign language

Historically, individuals with hearing impairment have struggled with the development of social skills. Many of the skills needed to interact successfully with their hearing peers are language based, which is an area of deficit inherent in the disability of hearing loss. Children with hearing loss have fewer natural opportunities for meaningful conversational interaction and, as a result, are less likely to acquire the full range of pragmatic skills needed for successful communication (Ling, 1989). "Language occupies a central role in social learning," and it is found to impact a child's ability to learn the social skills needed to communicate successfully (Easterbrooks& Baker, 2002). A disability such as hearing impairment impacts language and communication development, which can "dramatically alter" social skill acquisition (Brackett, 1997).

For a successful life and economic independence, a person with hearing impairment has to get a job. Social skills are a prerequisite to getting a good job and for sustaining in the job. To develop social skills, there can be many techniques that can be used. This paper considers storytelling as a method for developing social skills and thereby vocational skills among students with hearing impairment.

The power of the stories in inspiring the individuals is widely recognized in modern era. The power of true inspirational stories to invoke in the reader empathy and enriched experience and lead them to retain the key concepts and messages contained in the stories has been well stressed (Canfield & Hansen, 1993; Canfield, Hansen & Dickson, 2011).

Suarez (2000) has made use of a social skills intervention program to improve assertive behavior in deaf students' school life, as well as increased emotional adjustment, social adjustment, and self-image. A recent study in India by Radhakrishnan (2012) made use of storytelling method to enhance the self-concept

Vocational Education as a Panacea for Children with Special Needs

Ms. J. Suganya
Assistant Professor
Indhira College of Education

Abstract

Earlier individual with intellectual disabilities were called to be lifelong dependent on others. But vocational education is an education which is highly essential in making them to lead an independent life. It consists of 2 phases Firstly, Pre-vocational phases in which students learn the pre-requisite skills necessary before entering vocational phase. Secondly, vocational Phase in which students are trained to meet normal work demands, to work independently and to maintain quality of work. However, systematic teaching strategy should be followed for teaching vocational education. This article explores about vocational education as a panacea that empowers students with intellectual disabilities to enter into a vocation and lead on economically independent life.

Keywords: ID – Intellectual Disability, Vocational Education
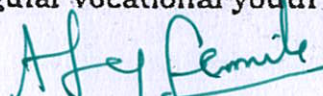
Introduction

Vocational Education is a course that provides students with ID worker attitudes, skill and behaviors that are important for entry into a specific industry in the community. It offers courses that train students with ID for specific occupational roles such as carpenter, office assistant, craft workers, etc. Vocational education is education that prepares people to work in various jobs, such as a trade, a craft, or as a technician. Vocational education is sometimes referred to as career education or technical education. A vocational school is a type of educational institution specifically designed to provide vocational education.

Objectives of Vocational Education

The Objectives of vocational Education for the students with ID are as follows,

- To provide training for students with ID in occupational areas for this there is demand in the labor market.
- To assist students with ID in developing specific skills in a work or work like environments.
- To provide relevant and motivating hands on learning experience.
- To prepare students with ID to perform tasks that are relevant to their occupational choice and that are required for successful employment, under the supervision and instruction of an individual experienced in the occupation for which the students is preparing.
- To provide students with ID with leadership development training through participation in regular vocational youth organizations.

Vocational Training or Skill Development

Mrs. G. Poonguzhali
Assistant professor
Indhira College of Education

Abstract

Life skills for students with special needs are very important, especially for disable children and valuable for them to get in education. This skill education program is a part of life skill. With this provision is expected they will be able to live independently by not on others. This skill training focuses on the various skill to produce a product in the form of real objects which need to corporate with them so they are beneficial to life. By learning the various skills excepted children with special needs can gain a perceptual experience, appreciative experience and creative experience. Through the help of learning media can help children with special needs in understanding the content of the lessons and facilitating vocational skills.
Key words: vocational training, special needs, skill education

Introduction

"Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development"
- International Labour Organization
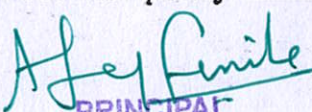
Skill development is critical for economic growth and social development. The demographic transition of India makes it imperative to ensure employment opportunities for more than 12 million youths entering working age annually. It is estimated that during the seven-year period of 2005-2012, only 2.7 million net additional jobs were created in the country. To enable employment ready workforce in the future, the youth need to be equipped with necessary skills and education.

Skill Development Eco-System in India

The skill development ecosystem in India is complex, large and diverse, providing varied levels of skills across an extremely heterogeneous population. Skill development in India can be broadly segmented into Education and Vocational Training also evident to the special children. The exhibit below presents the broad framework of Skill Development in India. Elementary, secondary and higher education is governed by the Ministry of Human Resource Development. Special University and Higher Education caters to all college education (Arts, Science, Commerce, etc.), while engineering education, polytechnics, and etc. fall under Technical Education. University Grants Commission (UGC) is the nodal body governing funds, grants and setting standards for teaching, examination and research in Universities, and the All India Council for Technical Education (AICTE) is the regulatory body for Technical Education in India for special learners.

National Skill Policy

The government has introduced a National Policy on Skill Development and Entrepreneurship, 2015. The policy aims to provide an umbrella framework to all

Vocational Education for Students with Special Needs

Mr.S.Dhasaradhan
Assistant Professor
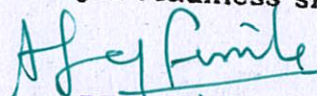Indhira College of Education

Abstract

Vocational education is education that prepares people to work in various jobs, a craft, or as a technician. Vocational education is sometimes referred to as career. A vocational school is a type of educational institution specifically designed to provide vocational education.

Vocational education can take place at the post-secondary, further education and higher education level; and can interact with the apprenticeship system. At the post-secondary level, vocational education is often provided by highly specialized trade, Technical schools, community colleges, colleges of further education , universities, Institutes of technology / Polytechnic Institutes .Until recently, almost all vocational education took place in the classroom, or on the job site, with students learning trade skills and trade theory from accredited professors or established professionals. Considerable gains have been made in recent years in effective vocational education and employment preparation of students with special needs. Two specific service delivery systems have contributed significantly to this progress: vocational assessment and vocational support. Special needs students can achieve optimal success when these two service systems operate collaboratively. This paper presents a vocational assessment design tied directly to the provision of vocational support in that support activities are based on assessment outcomes. The roles of assessment and support personnel are delineated within this collaborative approach with the intention that they be replicated in settings where they do not currently exist.

Introduction

We live in a time of change. Education plays an important role in this changing world as we seek new and better ways to prepare students to take their places in society. It is particularly challenging for the vocational educator who is trying to help the special needs students to prepare for self-sufficiency. Every school has "them." We all know who "they" are. We are talking about the multitude of children who have never found success in education. They are the students who, for many different reasons, consistently fail to meet the demands of the assigned curriculum. They have unique learning characteristics which require equally unique curriculum designs and teaching methods. They need teachers who are committed to teaching individuals. This is particularly vital since the movement toward mainstream education strives to accommodate as many children as possible. Today, programs for the student with special needs command more interest in vocational education than ever before.

Vocational Skills for Special Education Readiness Skills

At the elementary and middle school levels, students with special needs should be introduced to prevocational or job readiness skills. Students should be taught the

Vocational Training or Skill Development

Mr.S.Arunachala Perumal
Assistant Professor
Indhira College of Education

Abstract

India needs to strengthen its education system with Vocational Education and Skills Development. The reasons for strengthening education system in the 21st century are many. Firstly, the 21st century as a knowledge century needs a robust system of higher learning. Secondly, if education fails, all else is likely to be adversely affected the economy, business, industry etc. Thirdly, it is for creating knowledge workers of the 21st century that we need to empower education with respect to its relevance and its contribution to the society and national development. This is not the conjecture derived out of idle thinking. It concerns what is at stake. The population growth of India has declined over many years, yet the labor force is projected to grow close to 2% or some 7 million or more per year over the next few years. Modernisation and new social processes have led to more women entering the workforce lowering the dependency ratio from 0.8 in 1991 to 0.73 in 2001 and is expected to further decline to 0.59 by 2011. This trend is in sharp contrast to industrialized countries including China where the ratio is on the rise. The low dependency ratio gives India a comparative cost advantage and competitiveness.

The Eleventh Five Year Plan has focused on developing a large pool of skilled workforce to meet the needs of the industry, trade and service sectors. For this purpose, a major initiative "Skill Development Mission" with an outlay of INR 22,800 cores has been proposed. The mission will ensure the supply side response involving both public and private sectors in a symbiotic relationship. An estimated 58.6 million new jobs in the domestic economy and about 45 million jobs worldwide, it opens a great opportunity to the Indian youth and the government and private sectors which must act in a consorted manner to seize these opportunities.

Key words:Vocational education, skill development, modernization, skilled workforce

Introduction

National Skills Network – NSN is India's first digital platform that captures and shares the positive impact of skill development in India. It covers news and views on vocational training, skill development and employability skills through Skill Stories, Skill Talks and Skill2 Jobs. We believe that each skill is important and it has its own value in turning knowledge into performance and enhancing productivity.

Vocational Training or Skill Development

"As I see it from my perch in India's science and technology leadership, if India plays its cards right, it can become by 2020 the world's number-one 86 August

Skill Development and Vocational Training for Disables

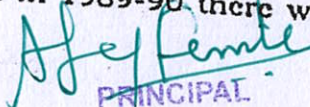Mrs.D.Jayakumari
Assistant professor
Indhira College of Education

Skill development is an ability and capacity acquired through deliberate systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas of cognitive skills, technical skills, and interpersonal skills.People with disabilities need skills to engage in livelihood activities. But they start with a number of disadvantages in their family itself. Their families and communities may assume that they are unable to engage in such activities. They are facing many difficulties to get basic education, making them unqualified to join skills training courses. These disadvantages frequently result in a lack of interest, as well as low confidence, expectations and achievement. People with disabilities need skills to engage in livelihood activities.

According to the International Labour Organization (ILO) "Skill Development is of key importance in stimulating a sustainable development process and can make a contribution in facilitating the transition from an informal to formal economy. It is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization.Persons with Disabilities are one of the most marginalized groups in the society. Most of them do not have access to education, training and thus remains deprived of gainful employment. Every category of Disability has unique ability.

On 03-July-2018 Press Information Bureau Government of India Ministry of Social Justice & Empowerment conducted a workshop on "Skill Development for Persons with Disabilities" Here ShriThaawarchandGehlot said that, 'employment is the key to empowerment. The Right of Persons with Disabilities Act (RPwD), 2016 which came into force last year mandates the Government to frame schemes to promote Skill Development of Persons with Disabilities so as to enhance their scope of employability.'

India is a signatory to the UNCRPD which came into the effect from May 2018. The Government of India has enacted the RPwD act which came into force from 19.04.2017 and is aligned with the spirit of the UNCRDP. According to census 2011, there are 26.8 million Persons with Disabilities in India, which constitutes 2.21% of our population. These include Persons with Hearing Disability, Locomotor Disability, Visual Disability, Speech Disability, Intellectual Disability, Mental Illness, Multiple Disabilities and other unspecified categories of Disabilities. Each ministry and department in Central as well as State Governments is responsible for manpower development of the disabilities in the society. The higher secondary vocationalisation programme aims to develop skilled manpower through diversified courses to meet the requirements of mainly the unorganised sector people in the country. In 1989-90 there were more than 150 courses in different

Life Skill Education for Vision Impaired Students

Mrs. Radhika Vidyasagar
Assistant Professor
Indhira College of Education

Abstract

Children with disabilities need care and attention so as to make them educated and to be able to compete in the society and life as a normal child. This paper analyses in general the aspects of those disabled children especially visually impaired, their present educational system and the policies of Government to support their causes in India, the challenges existing and the need of the hour to overcome such challenges along with some teaching strategies to be adopted.

Key words: *Children with disability, Life skills, education, vocational skills*
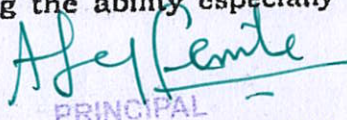
Introduction

Children with disabilities include those who have long-term physical, mental, intellectual or sensory impairments, which hinder their full and effective participation in society on an equal basis with others. Children with special needs include blind children, hearing impaired, mentally disabled, tuna barrel, gifted child, and children with specific learning difficulties. Life skill education program is very important and valuable for children with special needs. Depending on the severity of the cognitive disabilities, different kinds of life skills such as general life skills and vocational life skills are to be developed and modified continuously for imparting to disabled children on top priority.

Government of India has taken various measures since independence for the education of children with special needs and disabilities but the results are yet to be harvested to the desired extent. Some of the Legislations and Acts are: Indian Education Commission (Kothari Commission 1966), National Policy of Education (NPE) (Ministry of Human Resource Development, 1986), Rehabilitation Council of India Act, 1992 (RCI Act), Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act of 1995, National Curriculum Framework for School Education (NCFSE) (2000), National Policy for Persons with Disabilities (2006), Right of Children to Free and Compulsory Education (RTE) Act (Ministry of Human Resource Development, 2009)

LifeSkills

Life skill is defined "as abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". Life skill prepares one to be willing and courageous to face the problems of life and living naturally without feeling pressured, then proactively and creatively search for and find a solution to overcome the problems. By learning the various skills, children with special needs can gain a perceptual experience, appreciative experience, and creative experience. Life skills education program is to explore the potential while developing the ability especially in non-academic field. Life skills

Life Oriented Education of Persons with Special Needs

Mr.N.Mohana Kannan
Assistant Professor
Indhira College of Education

Abstract

Life oriented Education: It is the form of Education that focuses on cultivating personal skills such as self-reflection, critical thinking. Life Oriented Education Programme of persons with special needs are very essential and benefit for their future survival. This Life Oriented Education is part of life skill. By providing the programme to them they will live independently without expecting assistance from others. By learning the life oriented education persons with special needs can gain awareness, knowledge and skill so that they can survive on their own. Persons with disabilities include blind, hearing impaired, mentally disabled, handicapped, children with learning difficulties, children with autism spectrum disorder. In these above categories some will be high cognitive and some will be low cognitive. In a changing environment, learning life oriented education is vital to develop independent thinking, socialization skills, financially self-sustained, also it helps to tap the calibre and potential and identify strengths and streamline those skills. The Benefits of teaching life oriented Education for disabled are

- To promote their life skills
- To promote their confidence level

Keywords: Life oriented Education, Special Needs of Disabled

Introduction

The Literature on disability has suggested that an educated individual with a disability has better survival capabilities than an uneducated individual with a disability. Few Published studies explores the relationship between education and ability to cope up with disability is interrelated and associated. India has majority of youth population suffering from single or multiple disabilities for whom pursuing education is major challenge.
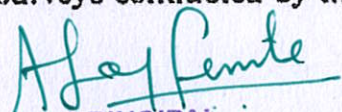
Different factors affect the survival of disability. They are

- Caste
- Gender
- Religion
- Poverty
- Government policies

Steps of Implementation by Indian Government

Indian Government has implemented several policies since last 2 decades regarding the educational reforms for disabled.

Intellectual disability is one such example that remains untouched from the extensive studies and surveys conducted by the government. Given that 21 million

Life Oriented Education of Children with Special Needs

Mr. A. Jayapaul
Assistant professor
Indhira College of Education

Abstract

All children, including children with special educational needs, have a right to an education which is appropriate to their needs. Life Orientation Education is central to the holistic development of learners. Education is about supporting children to develop in all aspects of their lives – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical. It addresses the skills, knowledge and values for the personal, social, intellectual, emotional and physical growth of learners, and is concerned with the way in which these facts are interrelated. Life Orientation guides and prepares children for life and its possibilities and equips them for meaningful and successful living in a rapidly changing and transforming society. The aims of education for children with special educational needs are the same as applied to all children. Education should be about enabling all children, in line with their abilities, to live full and independent lives so that they can contribute to their communities, cooperate with other people and continue to learn throughout their lives. This paper explores the life oriented education of children with special needs and teaching strategies.

Keywords: *Life orientation, skill, communities, spiritual aspects.*

Introduction

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. Thereby, helping to bridge the gap between the different sections of society. The "children with special needs" is for children who may have challenges which are more severe than the typical child. These children will need extra support, and additional services. They will have distinct goals, and will need added guidance and help meeting academic, social, emotional, and sometimes medical milestones. Persons with special needs may need lifetime guidance and support while dealing with every day. The particular function of special education within the schools is to identify children with unusual needs and to aid in the effective fulfillment of those needs. Both regular and special school programs play a role in meeting the education needs of children with exceptionalities. As such, we cannot ignore pressing issues in society and this is why essential life orientation skills development must take place. Life orientation skills are taught at school, but many adults have never completed their education or have done so at a time when life orientation skills development had not yet been implemented in schools.

Effective Written and Oral Communication Practices

Effective communication is taught and encouraged throughout our curriculum. It begins with active listening, organized and articulate discussion, and continues with higher-level presentations skills and persuasive argument. Students will learn to think on their feet, approach problems and projects creatively, and be innovative beyond traditionally creative disciplines. They will learn adaptability. All students

Social Mobility and Education for Disabled

M.P.Rama Priya*, J. Lizzie**

* Ph.D Research Scholar, ** Ph.D Research Scholar

Lady Willingdon Institute of Advanced Study in Education, Chennai-5.

Abstract

Social mobility means the transformation in the social status of an individual or group. Any individual is in a position to raise up or lower his status in the social set up according to his desires and efforts. This change in social status is called social mobility. The nature of social mobility can be explained in relation to occupation, income, organizational membership etc. Individual with high aspiration tries to improve his status and moves upward. Any change that falls in the field of natural phenomenon does not fall within the purview of social mobility but any change that takes place in the field of social phenomenon falls within the purview of social mobility. Use of cars by the people of middle class is an indicative of social mobility. Differently abled people are provided special facilities in social mobility.

Keywords : *Social Mobility, Social status and Aspiration*

Introduction

Social mobility is indicative of social change and social progress. It is the movement of an individual or a group in a social structure. It means the transformation in the social status on an individual or a group. As a result of social mobility the society marches ahead and individual makes progress. Every individual may rise up or lower his status in the social set up according to his/her desire or effort. It may be taken as a movement from one social status to another. It must be kept in mind that the material changes or physical movement of an individual or group or sections of population are migration and not the social mobility. Social mobility is promotion or demotion from the poor or middle to higher class or vice versa. Social mobility is a normal feature in our social life. When some change takes place in the social structure, the pattern of social relationship also gets changed. We call that the society is mobile and the process of social mobility has started.

Definition of Social Mobility

Scott defined Social Mobility as "the movement of an individual or group from one social class or stratum to another".

Wallace and Wallace defined Social Mobility as "the movement of a person or persons from one social status to another".

Types of Social Mobility

Sorokin has discussed the following two types of social mobility:

· **Horizontal social mobility:** By horizontal social mobility or shifting is meant the transition of an individual or social object from one social group to another situation on the same level. In horizontal social mobility the position of an individual may change but his status remains the same. In other words his salary, grade, prestige and other privileges remains the same. For example if a person who

Assessment of Persons with Special Needs – Issues and Solutions

R.Jayavardhini*, S.Vijayalakshmi **
*Assistant Professor of Psychology, **M.Ed II Year
, Indhira College of Education,Pandur, Thiruvallur

Abstract

Special Education means specially designed instruction which meets the special education related needs of an exceptional child. It is distinguished from regular educational programmers for non-exceptional children by some unusual quality, something uncommon, not worthy. It is something special material, special training technique, and special help and for special facilities required for special categories of children. All children, including children with special educational needs, have a right to an education which is appropriate to their needs. The aims of education for pupils with special educational needs are the same as apply to all children. Education should be about enabling all children, in line with their abilities, to live full and independent lives so that they can contribute to their communities, cooperate with other people and continue to learn throughout their lives. Education is about supporting children to develop in all aspects of their lives – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.

Key Notes: *Special Education, exceptional children*

Introduction

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. Thereby, helping to bridge the gap between the different sections of society. The educational scene in the country has undergone major change over the years, resulting in better provision of education and better educational practices. In 1944, the Central Advisory Board of Education (CABE) published a comprehensive report called the Sergeant Report on the post-war educational development of the country. As per the report, provisions for the education of the handicapped were to form an essential part of the national system of education, which was to be administered by the Education Department. According to this report, handicapped children were to be sent to special schools only when the nature and extent of their defects made this necessary. The Kothari Commission (1964–66), the first education commission of independent India, observed: "the education of the handicapped children should be an inseparable part of the education system." The commission recommended experimentation with integrated programmers in order to bring as many children as possible into these programmers

Definition

Children with identified disability, health, or mental health conditions require early intervention, special education services, or other specialized services and supports; or Children without identified conditions, but require specialized services, supports, or monitoring

Preparing Prospective Teachers for Inclusive Education

U.Visalatchi
Assistant Professor
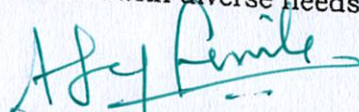Indhira College of Education, Pandur, Thiruvallur

Abstract

Inclusion is a contemporary educational movement impacting the role of the classroom teacher. As a result, teacher education programs have made attempts to incorporate inclusive education as part of their curricula. An analysis of the literature reveals that inclusion training has favorable effects on the attitudes of pre service teachers, but has little effect on their perceptions of preparedness to teach in inclusive classrooms. To address such concerns, the authors recommend the Individual Direct Experience Approach (IDEA) as an innovative approach to preparing teachers for inclusive classroom.
Keywords: Inclusive classroom, innovative approach

Introduction

With social justice at the international forefront of educational agendas, the inclusion of students with exceptionalities in the general education classroom has propelled a worldwide politic al and philosophical movement. In an inclusive model, students with exceptional needs are educated alongside their peers in the general classroom as the first placement option to be considered. The inclusion movement is an impetus for change, not only in educational policies, but also in the role and expectations of the classroom teacher. Inclusion has a tremendous impact on general classroom teachers as they are increasingly faced with the challenge of meeting a wide range of student needs through inclusive practices. More than ever before, classroom teachers are required to understand a multitude of exceptionalities, manage a diverse classroom, implement differentiated instructional strategies, and make appropriate accommodations for individual needs. Not surprisingly, it has been found that the general classroom teacher has a profound impact on the success of inclusive education therefore, teacher preparation for inclusion is critical. In response to the inclusion movement, post-secondary institutions have recognized their role in preparing pre service teachers with the knowledge, skills, and attitudes to successfully manage diverse groups of learners. There is an urgent need to equip teachers to work in diverse settings, and it is evident that most post-secondary institutions over some form of inclusion training as part of their teacher preparation program. The following section outlines a selection of research, and captures recurring themes based on a comprehensive review of the current literature surrounding approaches to inclusion training. Objectives of Capacity Building in Inclusive Education Capacity building of prospective and in- service teachers are required to enable them:

• To understand the concept and philosophy behind inclusive education.
• To make them understand and committed towards the global and national commitments towards education of children with diverse needs.

Proceedings of
International Conference
on
Gender Rampage, Femicide and Strategical Immunity Measures
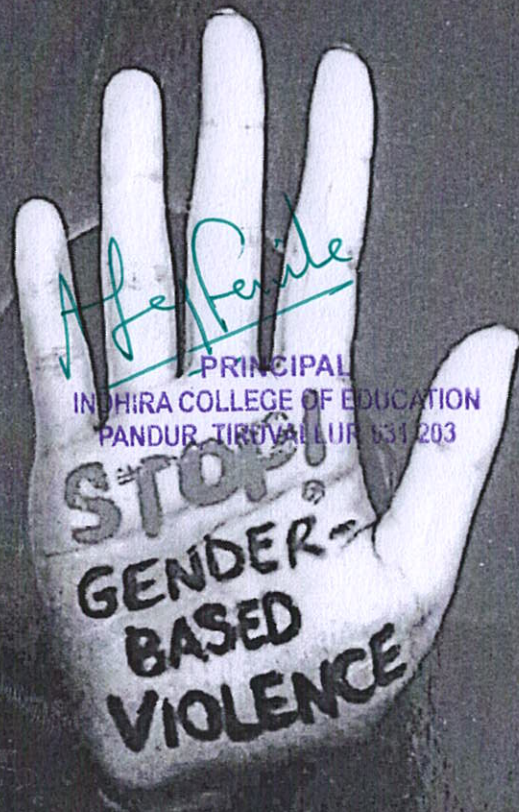
Organized & Published by
School of Education

VELS

INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)
PALLAVARAM - CHENNAI
ACCREDITED BY NAAC WITH 'A' GRADE
Marching Beyond 25 Years Successfully

© Editors

First Edition December, 2019

ISBN:

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

We Can - We Shall - We Will

ST✋P

The Violence

Prevention And Safety Measures on Gender Issues

- Mrs. A. Nancy Rajathi

1. Assistant Professor, Indhira college of education

Abstract

Gender based violence (GBV) is a human rights violation, public challenge, and barrier to civic, social, political ,and economic participation. Prevention should start early in life, by educating and working with young boys and girls promoting respectful relationship and gender equality. 57th session of the commission on the status of women (CSW) the placed a strong focus on prevention through the promotion of gender equality, women empowerment and enjoyment of human rights. Women safety could be a vital facet of our society. However, girl's safety is in danger thanks to increasing molestation publically place in our society. Despite strict laws enacted more, gender based violence continues to torture women, and harm- physically, psychologically, sexually and economically by denying women and girls' equality, security, dignity, self worth under right to enjoy fundamental freedoms. Social safety for ladies plays essential role in advancement of girls and Society.

Key words: Gender based violence, Gender equality, human rights, women's empowerment status of women.

- ➤ **Women development (WAD) and gender and development (GAD):** Internationally the women's movement has given birth to a number of Non-governmental organization (NGOs) and Groups that continue to challenge many of the implied and state assumption of the traditional feminist movement these NGOs and group of indigenous approaches to solving women's problems in the particular environment. Initiatives to improve women's economic situation demonstrate the solution to women's problems Nancy Barry, President of women's World banking, remarked, 'what has become very clear is that what women need is access, not subsidies. Opportunities, not paternalism (Howells 1993).

- ➤ **Justice for women:**

Indian Constitution under provisions relating to women personal laws.

- Article 14 and 16 (A) of the Constitution intend to remove social and economic inequality to make equal opportunities available article 14 guarantees equal treatment two persons who are equal is situated.
- Article 15 which permits special provision for women and children has been widely resorted to and the courts have appeared the validity of special measures registration for executive orders favouring women. in particular, provisions in the criminal law, in favour of women, or in the procedural law discriminating in favour of women have been upheld.
- Article 39(A) permits policy towards securing that all citizens, men and women equally have the right to an adequate means of livelihood.
- Article 51 a (e) imposes the duty of every citizen in India to renounce practice derogatory to the dignity of women.
- Article 16 guarantees that no citizen shall be discriminated against in matters of public employment on the ground of sex.

Domestic Violence

Mrs.R.Subhalakshmi
Assistant Professor
Indhira College of Education
Pandur

Abstract

Domestic violence is a dark truth of our society and it will be hidden problem for general practice. Domestic violence means not physical violence alone it can be defined as a pattern of behaviour in any relationship that is used to gain or maintain power and control over an intimate partner such as spouse, partner, and girl. In domestic violence abuse is not caused by anger, mental problems, drugs or alcohol or other common excuses. It caused by gender based violence such as physical violence, sexual or psychological harm, including threats, coercion, arbitrary deprivation of liberty whether occurring in public or personal life. Women in the world are facing violence not only by the male members but also by the female members like Mother in law, Sister in law, Daughter in law etc. This paper examines all types of domestic violence both in international conception and in India. United Nations Committee Convention on Elimination of all forms of Discrimination against Women (CEDAW) and Domestic Violence Act, 2005 has been passed to provide for the protection of guaranteed Constitutional rights of the women which is under fundamental rights but the reality is that the moment a women complains of domestic violence in most of the cases she is thrown out of her matrimonial home so majority of cases are not reported due to social pressure from family members or social stigma of defamation. Real change in these cases can only be brought through education and better law enforcement.

INTRODUCTION

Violence against women occurs both in the home and outside the domestic walls. This paper will discuss the violence which is occurred inside the wall. It is unfortunately that home, the sweet home, the abode of rich and complex feeling and a place of retreat for protective sphere of family life could be a very dangerous place for women. Domestic violence is a dark truth of our society and it will be hidden problem for general practice. Instead of giving protective shade by being a sanctuary of tranquillity and harmony, family has become in many situation breeding ground of violence against women in the hands of their own relations. Domestic violence means not only physical violence it can be defined as a pattern of behaviour such as physical, emotional, and verbal abuse in any relationship that is used to gain or maintain power and control over an intimate partner. The Article is goes on to examine how domestic violence is recognised in our law and international law.

INTERNATIONAL LAW ON DOMESTIC VIOLENCE

International law recognised various form and aspects of domestic violence such as Convention on the Elimination of Discrimination Against Women (CEWAD) and the Beijing platform of Action, based on that India has accepted the definition of violence against women as "violence of women" means any act of gender based violence that results in, or is likely to result in, physical sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public and private life against women encompasses but is not limited

"Impact of Policies And Awareness To Protect Women Against Domestic Violence"

Mr.C.Veeramanikandan
Assistant Professor
Indhira College of Education
Thiruvallur

Abstract

Gender-based violence against women is a widespread, grave and abuse that has remained significantly unaddressed by government across the world. Violence against women is not a new problem but deep suffering and harm caused by this pervasive human rights abuse have changed across the centuries. The same inequalities and power imbalances that always have fostered violence against women persist today. The forms of gender-based violence experienced by women are same throughout the world. It shows that the experience or risk of violence affects the lives of women everywhere in the world today. This paper focus on main roots of violence, types of violence, policies on violence and apps for women's security. Violence against women is no longer seen as an inevitable part of family life, of social relations, of the workplace or of war.

Keywords: Violence, Domestic, women, Policies, Impact, Gender, Threatening, Issues.

Introduction

Violence has probably always been part of the human experience. Its impact can be seen, in various forms, in all parts of the world. Each year, more than a million people lose their lives, and many more suffer non-fatal injuries, as a result of self-inflicted, interpersonal or collective violence. The relationship between gender and violence is complex. Violence is a serious violation of the human rights of women and girls, and it takes a heavy toll on physical and mental health. The World Bank estimates that rape and domestic violence account for 19 percent of the total disease burden among women aged 15-44 in industrialized countries. This means that, for women, one of every five years of healthy life lost because of injury, disease or premature death is attributable to violence. The different roles and behaviours of females and males, children as well as adults, are shaped and reinforced by gender norms within society. These are social expectations that define appropriate behaviour for women and men Differences in gender roles and behaviours often create inequalities, whereby one gender becomes empowered to the disadvantage of the other. Thus, in many societies, women are viewed as subordinate to men and have a lower social status, allowing men control over, and greater decision-making power than, women. Gender inequalities have a large and wide-ranging impact on society. For example, they can contribute to gender inequities in health and access to health care, opportunities for employment and promotion, levels of income, political participation and representation and education. For instance, traditional beliefs that men have a right to control women make women and girls vulnerable to physical, emotional and sexual violence by men. Violence is an extremely sensitive issue.

Awareness on Women's Education
Among Prospective Teacher's

- **Mrs. D. Jayakumari[1], Dr. R. Jayaprabha[2]**

1.   Ph.D Research Scholar, Vistas, Pallavaram, Chennai.

2.   Director, School Of Education, Vistas, Pallavaram, Chennai.

ABSTRACT

Women's education awareness vary from individual to individual. Despite much that is being spoken and done for women, opinions differ among both men and women. Some are conservative in views and others are not. Gender based prejudices still exists today and education could be meant for women's too. Hence, this paper is an attempt to study the Awareness on women's Education. 220 B.Ed Prospective Teachers were considered as the sample for the study. Self-constructed tool was used for the data collection. Normative Survey method was used for the study.

Key words: - Prospective Teachers, Self – Constructed, Prejudice....

INTRODUCTION

Education has been perceived to be a significant instrument in improving the status of Women and consequently there have been efforts to improve the access of girls and women to Education.

In a developing Society, Education is a fundamental prerequisite to getting knowledge and skill which enhance status. Better Skills, a wider information range and understanding of complex situation are essential for administration.

In the case of Women efforts have to be made to change Social attitudes, Values and institutions affecting Women's participation in the larger life of the community.

WOMEN'S EDUCATION

Education liberates women from the clutches of inequalities. Education is a force to reduce gender inequalities and access to mobility, share in decision making and contribution to national development. Education enhances women's economic productivity in the farm and non-farm sectors. Women's education has a greater effect on family welfare than men's education.

Education empowers women in two ways: direct and indirect. Directly it can be observed in enhanced productivity, wider employment opportunities and life time earnings. There are several studies which show the relationship between education and earnings, higher the education higher will be the earnings (Hector Correo, Rober Solo and et.al., 1949), higher the earnings higher will be the women empowerment. Independent income is important to women's self-esteem and can be essential to family survival. Women's self-perception is improved by the knowledge that they are contributing financially an visibly to the household,

Integrating Gender Violence Prevention Using Technologies

- N. Jayavardhini[1], Dr. R. Jaya[...]

1. Research Scholar, Vistas, Pallavaram, Chennai.
2. Director, School Of Education, Vistas, Pallavaram, Chennai.

Abstract

Violence may be a world downside that crosses cultural and socioecon boundaries. From collective to social to self-inflicted violence, its impact on hea substantial. Violence is one in every of the leading causes of death worldwide for indiv between fifteen and forty four years aged (WHO, 2002). However, the particular pric extent to that violence happens is troublesome to live. Countless violent acts happen o public read in offices, homes, or maybe public establishments. Violence will be prevented this assertion has been tested true inside the sphere of public health. Action to stop viol has been undertaken at numerous levels, from the native and community level to the Methods have ranged from primary prevention, aiming to prevent a violent act befo occurs, to the tertiary level, which encompasses approaches that focus on long-term This paper discusses about the various preventive measures through technologies to c awareness among women.

Key Words: Self-inflicted violence, Primary prevention, Technologies.

Introduction

The goal of this background paper is to supply a quick introduction to the present potential role that Technologies will play within the reduction and hindrance of violence. paper by no means offers an extensive study on the intersection of Technologies and viol prevention. Collective violence is probably the foremost visible sort of violence infrequently receives a high level of public and political attention. Whether arising t violent intrastate conflicts that account for the bulk of conflicts these days, from the flo displaced persons, from acts of terrorism, or from genocide, the effects of such violence be immense. Violent conflicts have profound health effects on civilian society via ac mortality, morbidity, and incapacity.

As a lot of ladies realize themselves with increasing access to mobile technolog therefore the web, the technical school world has stepped up to supply ladies with a lo better tools to help them stay safe. Within the developing world, this can be the sectio ladies targeted by technical school initiatives. Women in urban square measure as are do as doubtless as men to expertise violence. As the variety of ladies with access to the ne Internet-enabled devices will increase, therefore will the potential of social impact of "tec good" comes. Access to internet-enabled devices has been found to be key for making e gender-equality within the long-standing time.

Role of Teachers In Promoting Gender Aware...
In The Classroom

– J. Lizzie[1], M.P. R...

1. Ph.D. Research Scholar, Lady Willingdon Institute of Advanced Study Education, Chennai – 600 005.

2. Ph.D. Research Scholar, Lady Willingdon Institute of Advanced Study Education, Chennai – 600 005.

Abstract

The best academic environments area unit those who area unit honest to students, male or feminine. But in several places round the world, feminine and... don't forever have a similar probabilities for a decent education. As young kids... the variations in social expectations for gender roles, the approach the academ... students stand to own an excellent impact on their ability to participate in their... These interactions additionally produce durable effects in alternative areas of... every now and then limiting their self-image and their perception of the opport... area unit offered or applicable for them.

Key words: Self-image, Social Expectations and gender roles.

INTRODUCTION

The international organization academic, Scientific and Cultural Or... (UNESCO) says access to a decent education is very important for obtain... impoverishment.

An educated individual is a lot of probably to grow old healthy and ha... opportunities for employment. This will increase their probability of raising heal... Associate in Nursing supporting them to additionally get an education. When al... each male and feminine, have equal access to academic opportunities, the resu... future generations.

Creating a lot of equal academic opportunities for college students begins... room and with the teacher. A strong teacher is one United Nations agency treats the... fairly Associate in Nursing creates an atmosphere wherever students feel equa... participate.

CLASSROOM STRATEGIES IN CREATING GENDER AWARENESS

Improving and widening access to education has been a major goal of educa... in most of the third world countries in the past two decades. This reflect... recognition that education contributes to development. Evidence is overwh... education improves health and productivity and that the poorest people bene... However, this evidence also indicates that when schools open their doors wider to... women the benefits multiply. While educating both men and women is essential to th... of development, failing to invest in women's education can even reduce the potent...

Apps and Tools To Prevent Gender Based Violence

- N. Mohana Kannan[1], Dr. R. Jayapr

1. Research Scholar, Vistas, Pallavaram, Chennai.
2. Director, School Of Education, Vistas, Pallavaram, Chennai.

Abstract

New technologies area unit paving the approach for artistic approaches to violence against girls and regulatory offense, and as mobile phones are getting addition additional common and accessible in even the foremost remote locations, these solution give support, data, facilitate and protection to girls and women across countries, cultur socio-economic categories. While several of those apps area unit presently accessible good phones, that limits their handiness to girls and women World Health Organization have access to good phones or a mobile net association – like girls and women h economic condition – technology is continually catching up with desires and girls socio-economic categories, and many of these services also can support and defen through terribly easy and basic SMS-services that don't need a sensible phone, or m web association.

Key Words: Violence against women (VAW), Technology, Mobile phones

INTRODUCTION

In the age of the "information society", info and communication technologies and also the web play an enormous role within the battle against sex crime and vi against ladies, both as tools to curb such violence, however sometimes additionally areas for harassment and abuse. While ICTs and web will cause a risk to ladies and w they'll additionally provide new, innovative ways that to battle violence against ladies produce ladies and girls with additional protection, additional security and add independence.

While technology is by no means a silver bullet to ending violence against w and while it is important to remember that ICTs and the Internet can also pose an add risk to women and girls, tools such as Circle of 6, Fight Back and HarassMap can ma immense difference in the lives of women and girls who, with the help of these tools. c only feel safer and more secure, but can also share their experiences, reach out for he support, access counseling and legal services and talk with each other and discuss w battle abuse and harassment in their everyday lives. When designed properly, and available in multiple languages, they can also break through cultural, religious and s economic boundaries and help women across the globe to feel more independent and While a mobile app may not be able to liberate women and girls from violence harassment, these tools are still a great step to the right direction. We wish to one day world where these kinds of tools and technologies are no longer needed, but since that is not here quite yet, I just downloaded Circle of 6 to my phone and added my six pe love, trust, and know will come to my help whenever and wherever I am. I hope I never to use the app, but I do know that having it on my phone does make me feel a little bit

Perception on Punishment for Rape- A Study among Law Students in Tirunelveli District

Mrs.J.Suganya
Assistant Professor
Indhira College of Education
Thiruvallur
Tamilnadu

Abstract

India as a country has several credits, important among them is, it remains most populous democracy in the world. In India, crimes against women increasing day by day especially rape. Rape is considered as one among the most violent offence. Judiciary is empowered to punish the lawbreakers. Every country has given different kind of punishments for rape. In India, punishment for rape is based on Indian Penal Code, 1860- Section 376 sub-section (2) which is severe (rigorous) punishment. The reason for awarding punishment are to inflict the pain of punishment, rehabilitation of the offender and to control crimes in the society. Even though we have effective punishment system, criminal justice system (CJS) are unable to control offence of rape. Every citizen have different opinion over the punishment for rape but law students will have a different assertiveness on this issue. The student of law are taught of crime and punishment in depth. These students after successful completion of the law course will be a legal practitioner as defense counsel, public prosecutor or judge under judiciary. Therefore researchers decided to collect and document their perception on the punishment for rape under Indian legal system. This paper will elaborate on the concept of rape, its punishment and opinion of the law students in Tirunelveli district and suggest remedial measures to control the menace of rape in India.

Keywords: Rape, Punishment, Criminal Justice Wing, Judiciary System, Law Students, Victim

Introduction

All forms of crime against women are increasing day by day, across the world. Rape is considered as one among gender based violent offence in the world. It affects the general morale, life, and routines of the victim as well as her family and society at large. It affects the victim's physical, social and psychological well-being, while trauma continuous for long time(Thomas,Liu, and Umberson, 2017). Criminal Justice System is set to dispense the justice and empowered with responsibility to punish criminals who are found guilt beyond reasonable doubt. The main objective of the punishment is to give the criminal a chance to rehabilitate and lead a normal life. There are many cruel rape that have, has, have been witnessed by the society. In the recent years, several rapes are reported in the media, which has altered the

Strategies of Gender-Neutral Classroom of Adolescents

Mrs. Jothi
Assistant Professor
Indhira College of Education
Thiruvallur
Tamilnadu

Abstract

Gender rampage discrimination is a social evil of favouring the males over females. Though predominantly seen among traditional families, gender discrimination is a universal phenomenon being practiced both at home and in the society around. In India, gender discrimination favouring men is evident from ancient times as is seen in sex ratio, life expectancy, literacy rate, morbidity and mortality rate, school enrolment, school dropout, job opportunities and in the economic and political participation of the women. Females here continue to be at a disadvantage and face barriers that restrict their access to resources and inhibit their ability to make informed choices in various walks of life. Gender inequality damages the physical and mental health of millions of girls and women across the globe, and also of boys and men despite the many tangible benefits, it gives men through resources, power, authority, and control (WHO 2016). Different gender norms exist for adolescent boys and girls. (Marston C, King E 2006)especially in India. Evidence is increasing that gender norms – social expectations of appropriate roles and behavior for men (and boys) and women (and girls) – directly affect attitudes and health-related behavior. Gender discrimination is a lifelong process that starts from the womb and ends at the tomb. It threatens the growth and survival of female foetus, female infant, girl child, adolescent girl and the adult female (Suryakantha AH). This paper contributes meaningful knowledge and fills gaps in the evidence about gender equity and differences between adolescent males and females.

Keywords: Gender rampage, Discrimination, Gender Norms, Gender attitudes

Introduction

Adolescence is a time to explore and experiment with beliefs about roles in intimate relationships. It is necessary to reach adolescents to sensitize them with programs that address gender equity and prevention of gender-based violence before expectations, attitudes, and behaviors are well developed. (Barker G, Ricardo C, & Nascimento M. Geneva 2007). Gender Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female (UN WOMEN). Gender inequality in India refers to health, education, economic and political inequalities between men and women in India (The Global Gender Gap Report 2013). Gender disparity still exists in India. Being born as women in the Indian society one has to face gender discrimination at all levels. At the household level - females are confined to the bounds of their household chores, raising children and looking after families, irrespective of her education degrees or her job profile. At her workplace: women have limited access to job opportunities and are paid less for the same work. It is hypothesized that changing gender attitudes and perceptions of gender norms among adolescent boys and girls can improve the health and well-being of boys and girls in the short and long term.

Programme For Gender Sensitive

Mr. S. Dasaradhan
Assistant Professor
Indhira College of Education
Pandur, Tamilnadu

Abstract

In this paper i have given a detailed though of my opinion on safety measures that a gender should fellow or take up when the need it. It also deals with the preventive measures that are to be take for gender equality. Finally we will read about the useful tips for the prevention of a gender in this society. The promotion of gender equality is an essential part of violence prevention. a range of school, com-munity and media interventions relationships aim to promote gender equality and non-violent relationships by addressing gender stereotype that allow men more power and control over women.

Key Words: gender justice, safety measure, women, awareness and violence.

Introduction

The relationship between gender and violence is complex. the different roles and behaviors of female and male, children as wall as adults, are shaped and reinforced by gender norms within society. violence against women and children is a serious public health concern, with costs at multiple levels of society. Although violence is a threat to everyone, omens and children are particularly susceptible to victimization because they often have fewer rights or lack appropriate means of protection.

The investigator reviewed many scholastic article and have gained many thoughts.

VARIOUS WAYS YOUTH CAN PRVENT VIOLENCE AGAINST GIRLS AND WOMENS:

Use Social Media

Social media has an empowering effect send articles, with the click of a button, you can spread the word. youth do not need the mainstream media to voice their views!

Report

Report photos that exploit girls and young women when you see them on social media sites like face book and instagram.

Be Media Literate And Critical

Be critical of what you see otherwise it become normalized and we are desensitized! if you see and as or commercial that is sexist and degrading towards women-write or e-mail! the company and don't their products.

Gender Equality as Human Rights and Prevention of Gender Inequality

Mr.S.Arunachala Perumal
Assistant Professor
Indhira College of Education
Thiruvallur

1. Tamilnadu Teachers Education University, Chennai.

Abstract

Gender equality is the human rights, everybody have capability to enjoy the sources of the world. No need among people discriminating by gender, colour, caste, religion, and economic oriented. Every individual of the society earns the equal status, opportunity and rights, however it is general observation that there have lots of discriminations between humans such as cultural differences, geographical differences and gender. Even in the 21'st century people do not enjoy equal rights. Gender equality means providing equal opportunities to both men and women in political, economic, educational and health aspects. In this study basically deal with gender equality and its preventions and safety measures of inequality.

Key words: Gender equality, gender inequality, prevention. Etc.,

Introduction

Gender inequality still exists in India within the households, workplaces and in larger society. In certain developing nations like India, a girl child starts facing in equality from the womb and it ends in female feticide. Female child is treated inferior to male child and this is deeply engraved in the mind of the female child. This is more predominant in India as well as other lesser developed countries. A male child is considered a blessing and his birth is celebrated as opposed to a female child where her birth is not celebrated and is considered more of a burden. The 2011 Indian census shows that there are 940 females per 1000 boys. Educating a boy is seen as an investment as they are expected to earn and provide for their ageing parents.

Whereas, an educated girl will have a higher dowry expense because they need an educated partner. It is also believed to be a waste of resources to educate a girl child as she will eventually get married and be a homemaker. If a family cannot afford to educate all their children, the male child will get preference. Equality is the human rights, where every individual gets equal opportunities and rights. Every individual of the society yearns for equal status, Gender Inequality in India

Attitude of Prospective Teachers Towards Women Empowerment

- A. Jayapaul[1], Dr. P. Felvia Shanthi[2]

1. Research Scholar, VISTAS, Pallavaram, Chennai

2. Professor & Head, School of Education, VISTAS, Pallavaram, Chennai

Abstract

Empowerment refers broadly to the expansion of freedom of choice and action to shape one's life. It implies control over resources and decisions. For women, that freedom is curtailed by their voicelessness and powerlessness in relation particularly to the state and markets. There are important gender inequalities, including within the household, since powerlessness is embedded in a cultural of unequal institutional relations. This disparity urged the investigator to investigate on women empowerment among prospective teachers. The data was collected from hundred samples and Normative Survey method was used. Statiscal analysis revealed that only gender is influenced by the Attitude towards Women Empowerment.

Key words: Empowerment, Prospective Teachers, disparity.

INTRODUCTION

Empowerment refers to enabling people to take charge of their own lives. For women empowerment emphasizes the importance of increasing their power and taking control over decision and issues that shape their live. Women's empowerment addresses power and relationships in society intertwined with gender, class, race, ethnicity, age, culture and history. Power is identified with equity and equality for women and men in access to resources, participation in decision making and control over distribution of resources and benefits. Gender equality is addressed at these levels with the aim of increasing equality between men and women, and achieving women's empowerment. Access to resources refers to both the means and the right to obtain services, products or commodities. Gender gaps in access to resources are a major obstacle to women's development. The process of empowerment includes mobilizing women to eliminate these gaps.

To promote a sustainable future, we need to address inequities and focus on creating an environment in which men and women can prosper together. This means creating programmes that increase women's control over income and household resources, improve their productivity, establish their legal and social rights and increase the social and economic choices they are able to make.

Preventing Gender Based Violence Using Technology

Mrs.U.Visalatchi
Assistant Professor
Indhira College of Education

Gender based violence still continues to be an ongoing issue in the world with high rates of sexual harassment, intimate partner violence, domestic violence and conflict. Technology can be a tool to protect and inform and it can be misused by perpetrators. Mapping tools use crowd sourcing technologies to pinpoint where violence is occurring both online and offline. Online education provides women and girls with critical awareness and some tools are regarding cyber safety. Notification apps have been developed to alert first responders or support groups if girls are in danger. In today's world technology is at the core and many technological tools are designed to reduce violence against women. The researcher aims to explore the use of podcasts to disseminate information about violence against women, inter-partner violence, and generate new knowledge on the use of technology-based solutions to prevent GBV in humanitarian settings.
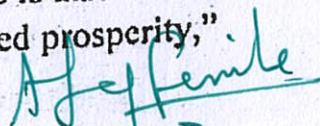
Keywords: Gender Based Violence (GBV), Technology to Prevent GBV
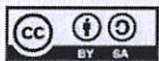
Introduction:

When the violence goes high, we must know to look at how to stop violence before it starts, we should understand what are the root causes that are the social norms are really underpinning violence against women. Prevention of GBV Strategies are designed to protect women and young girls, who are the victims of violence and sexual assault not confined to race, culture and any economic sector. Further support GBV technology to prevent around the world and digital gap must be narrowed or closed. Internet access is a major driver of economic development and social empowerment and also helps in the prevention of GBV.

Further, access to information and help, opportunities for Justice, and consistent moral outrage will offer hope to women and girls all over the world who suffer at the hands of their families and communities. Technologies will not only help to prevent gender based violence and it may also encourage other innovators to dedicate themselves to the same end goal.

According to Kim "We cannot stand by while so many women suffer harm that's completely preventable, but this is also an issue that goes right to the heart of our goals to end extreme poverty and boost shared prosperity,"

Nation Building Through Skill Development

EDITORS
Dr. A. S. ARUL LAWRENCE
Dr. P. THIYAGARAJAN

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

CHAPTER-6

Artificial Intelligence - Build our Learning Skills

Jayavardhini, N.
Research Scholar, VISTAS,
Pallavaram, Chennai

Dr. Jayaprabha, R.
Director, School of Education, VISTAS,
Pallavaram, Chennai

Introduction

The phrase Artificial Intelligence; which was coined by John McCarthy three decades ago, evades a concise and formal definition to date (Aggarwal & Vishal, 2010). One representative definition is pivoted around the comparison of intelligence of computing machines with human beings. Another definition is concerned with the performance of machines which 'historically have been judged to lie within the domain of intelligence'. A better definition of artificial intelligence, therefore, calls for formalization of the term intelligence'.

Problem

Definitions of Artificial Intelligence

- **Nilsson (1971)-**'The goal of work in artificial intelligence is to build machines that perform tasks normally requiring human intelligence'.

- **Slagle (1971)-**'Research scientists in artificial intelligence try to get machines to exhibit behavior that we call intelligent behavior when we observe it in human beings.'

Applications of Artificial Intelligence

Artificial Intelligence in the form of expert systems and neural networks has applications in every field of human endeavor. They combine precision and computational power with pure logic, to solve problems and reduce error in operation. Already, robot expert systems are taking over many jobs in industries that are dangerous for or beyond human ability. Some of the applications divided by domains are as follows:

- **Heavy Industries and Space:** Robotics and cybernetics have cybernetics have taken a leap combined with artificially intelligent expert systems. An entire manufacturing process is now totally automated, controlled and maintained by a computer system in car manufacture, machine tool production, computer chip production and almost every high-tech process.

- **Computer Science:** Researchers in quest of artificial Intelligence have symbolic programming, intelligent storage management systems and many more such tools.

- **Aviation:** Airline use expert system plants to monitor atmospheric conditions and system status. The plan can be put on auto pilot once a course is set for the destination.

- **Weather Forecast:** Neural networks are used for predicting weather conditions. Previous data is fed to a neural network which learns the pattern and uses that knowledge to predict weather patterns.

- **Swarm Intelligence:** This is an approach to, as well as application of artificial Intelligence similar to a neural network.

- **Education:** AI is used in education to increase the quality of education. AI can be use in teaching – learning process. It can be used to develop intelligent computer programmes but can instruct students in an intelligent way.

CHAPTER-8

Conceptions of Socially Useful Productive Work (SUPW)

Jayakumari, D.
PhD Research Scholar,
Vistas, Pallavaram, Chennai

Dr. Jayaprabha, R.
Director, School of Education,
Vistas, Pallavaram, Chennai

Introduction

It is accomplished on all hands that education is very important not just for the preservation and transmission of culture however is additionally a very important instrument altogether spheres- social, economic, political and line of work. But the present position of the system of education in India in the light of these characteristics is defective. The schools have become a place of boredom and 'soul killing' routine to which children come 'with a painful necessity under parental compulsion'. It does not prepare them for future life.

The absence of productive work at present has made the educated class almost unfit for life and has harmed them physically. The present generation of students knows no cleanliness, no self-help and are physically weak. Therefore Gandhiji was of the opinion that if education is based on socially useful productive work, it would be panacea for allour social ills.

The Concept of SUPW

Formal education of the present day made education bookish and mechanical. It prepares some 'white collared baboos "who hesitate to do manual work. Therefore, Wood and Abbott in the year 1937 gave emphasis on activity centred education which may lead to the harmonious development of personality. Gandhi, the torchbearer of the concept of socially useful productive work, criticizing the present system of education said, "I am convinced that the present system of education is not only wasteful but is purposely harmful.

Not only Gandhi, but the other great Indian educators, like Tagore, Gopabandhu and Shri Aurobindo all emphasized on manual work, for the all round development of the child, Tagores's Shanti Niketan, Gopabandhu's Banabidyalaya and Sri Aurubindo's Ashram prove that education cannot be book-centred and information mongering.

Socially Useful Productive Work as described by the Ishwarbai Patel Committee is purposive, meaningful manual work "resulting in either goods are services which are useful to the community." When productive work meets the educational requirements, it becomes purposive. A particular work becomes useful when it is related to the basic needs, viz., food, shelter, clothing, health and recreation, community work and social service. In SUPW programme emphasis is laid on all these aspects. Manual work is the king-pin of the programme. Therefore positive attitude towards manual work is encouraged. As the range of the socially useful productive work is very wide, it is necessary to include planning, analysis and detailed preparation at every stage. The socially useful productive work produces materials and involves students render some services. In post-school period, it may be remunerative or may be used for social service. It is a programme of work-experience recommended by the Kothari Commission, which relates education to productivity. The concept of Socially Useful Productive Work has developed in the light of Gandhian Philosophy of Basic Education.

CHAPTER-12

Education for Unemployment

Mohana Kannan, N.
PhD Research Scholar,
Vels University

Dr. Jayaprabha, R.
Director, School of Education,
Vels University

Introduction

One of the major objectives of education at all levels is that it should enable the individual to secure employment after formal education. The aim of employability helps him to preserve his dignity and respect as a human being. His basic physiological needs are satisfied by the emoluments from employment. Unemployment is one of massive and perplexing problems in the country, we have failed to evolve a plan to suitably employ people. This has puzzled the government. Job satisfaction and recognition result when the adult secures a job or vocation for which he has the aptitude. Society regards the adult as a bread-winner for the family. He should look after himself and maintain his family which is depending on him. For economic efficiency, social effectiveness and professional satisfaction of the citizen, job-oriented education should be provided at all levels.

Definition of Unemployment

If an educated person is unable to secure any job commensurate to his qualifications, knowledge, abilities and remains idle wasting his time without doing any job then it is termed as 'Unemployment'.Millions of educated men and women, as also several thousands of the uneducated, are without proper employment or are under-employment. Either they do not have a job or they have to work in a job, where they do not derive any satisfaction.

Nature of Education Unemployment

Visible and invisible are the two major forms of the educated unemployment. In the visible unemployment those person may be included who do not have any employment. The invisible unemployment includes those persons who are doing some job much below their standard which they should have in terms of their qualification. Invisible unemployment is also known as under –employment. Persons who are having only part-time jobs also come within the invisible unemployment group. People having only seasonal work for some time are also within the invisible category. In our country both the types of invisible unemployment are found. There are also some such persons who are not able to obtain any gainful employment. This is perhaps because of the fact that the industrial development of our country is lagging behind the expansion of education. As a result, intensity of unemployment is increasing day by day. This situation has posed a serious challenge before the government. In order to solve this difficult problem we should understand the causes of educated unemployment.

Category of Unemployed

Unemployed can be put into four distinct categories:

a) Educated Unemployed i.e., B.A or M.A.

b) Underemployed.

c) Employed on daily wages.

d) Illiterate unemployed.

Causes of Unemployment

The number of registered unemployed educated persons in the office of the Employment exchange indicates that the problem of educated unemployment is getting more serious day by

Empowerment of Young Women through Vocational Education & Training

Jothi.D
Assistant Professor,
Indhira College of Education,
Thiruvallur - 631 203.

Introduction

In many developing countries, women suffer from lower levels of economic and social empowerment, poorer investment in human capital and greater restrictions on access to labour markets in comparison to their peers in developed countries. The past few decades have witnessed a massive increase in the number of different microfinance and employment intervention programmes that have typically targeted women in developing countries to help them become more economically and socially independent. These vocational interventions have included a focus on skills development as a key to improving rural productivity, employability and income-earning opportunities, enhancing food security and promoting environmentally sustainable rural development and livelihoods. However, the literature shows mixed evidence for the success of these interventions.
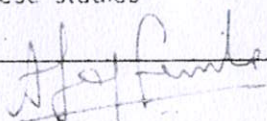
This study aims to answer these questions by evaluating the impact of a large-scale women's empowerment intervention in the conservative setting of rural area of Allahabad, Uttar Pradesh. The study builds on a growing body of economic literature concerning the impact of training on the labour market outcomes of women (e.g. De Mel et al., 2014; Field et al., 2010; Karlan and Valdivia, 2011; McKenzie and Puerto, 2017). Most of these studies focus on existing entrepreneurs and evaluate the impact of training, alone or in combination with microfinance, on the performance of small firms as well as women's outcomes. Only a few studies focus on bringing women into the labour market in the first place, in either self- or wage employment (e.g. Bandiera et al., 2015; Groh et al., 2016a, 2016b; Maitra and Mani, 2017). The findings of these studies vary depending on the context and the type of training provided. This study has the advantage of being one of the first to focus exclusively on rural women and uses a holistic approach to empowerment by providing women with a bundle of training measures covering business, vocational and life skills.

Need and Significance of the Study

In June 2012, the International Labour Conference of the International Labour Organization (ILO) resolved to take urgent action to tackle the unprecedented youth employment crisis through a multi-pronged approach geared towards pro-employment growth and the creation of decent jobs. The resolution "The youth employment crisis: A call for action" contains a set of conclusions that constitute a blueprint for shaping national strategies for youth employment. In 2016, the Global Initiative on Decent Jobs for Youth was launched to facilitate increased impact and expanded country-level action on creating decent jobs for young people through multi-stakeholder partnerships, the dissemination of evidence-based policies and the scaling up of effective and innovative interventions.

Despite improvements in literacy and school enrolment rates over the recent decades, the gender disparity in terms of economic opportunity has not improved significantly among the younger cohort of the population. Young women face a persistently disadvantageous position on the Indian labour market. Based, only 13.3 percent of young women (aged 15-29) participate in the labour force compared to 57.8 percent of their male peers. The unemployment rate among female youth (at 32.3%) is more than

CHAPTER-19

Improving Employability Skills among Indian Youth

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

Introduction

Education is the driving force of economic and social development in any country. The progress, prosperity and accelerated growth in economy require support from the higher education system in providing on workforce. India attains its goal of becoming a global economic power. It needs people of caliber to power and accelerate growth and for all this India needs to cater employability skills to its educated youth.

Employability Skills

Employability skills refer to specific skills essential for employment. These skills are a set of attributes, skills and knowledge that all labour market participants should possesses to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the economy. These are the critical tools and traits required to perform tasks at workplace. These are all about the ability of individuals to exhibit their skills to the prospective employers and the ability to execute the tasks thereby achieving organizational goals and objectives. Besides, it also talks about the ability to switch over to other jobs comfortably.

Employability skills are the additional skills apart from the core skills and hard skills. These skills are essential for all employers cutting across all industries. These days employability skills are much sought by employee. The needs of employability skills differ from country to country and from sector to sector and from time to time. However, certain qualities such as communication skills, interpersonal skills, integrity, right attitude, problem solving, decision making and team building skills can be taken as a few common employability skills.

Employability Skills at Global Level

The need employability skills differ from one country to another. For instance, American Society for Training and Development (ASTD) identified six categories of skills which are important to employability. They are; basic competency, communication, adaptability, developmental activities, group effectiveness and influencing others. In Malaysia, these are positive values, leadership skills, teamwork force, communicative skills and life-long learning. In Australia employability skills are defined as 'the skills required gaining employment or establish an enterprise, but also to progress within enterprise or expand employment capability, so as to achieve one's potential and contribute successfully to an enterprise's strategic directions.' The eight employability skills are initiative and enterprise, learning, self-management communication, team work, problem solving, planning and organizing and technology.

1. Self Management- Contributes to Employee Satisfaction and Growth: Self-Management refers to an individual's ability to manage themselves in relation to the outcomes expected of their work role. Individuals must increasingly take responsibility for their own performance. It includes readiness to accept responsibility, flexibility resilience, self- starting appropriate assertiveness, time management, readiness to improve own performance based on feedback/ reflective learning.

2. Team Working- contributes to productive working relationships and outcomes: Team work recognizes the important of relationship with others in the workplace. There are very few tasks and roles which occur in isolation, but even these require at least some degree of relationship with customer

CHAPTER-22

Issues of Skills Development Kills Development

Radhika Vidyasagar
Assistant Professor,
Indhira College of Education Pandur,
Thiruvallur District.

Introduction

Modernization and Urbanization has viciously increased the competition between countries in their production, distribution, cost, services, etc,. In olden days skill was usually inherited from parents to children. The modernization and civilization process has brought change in the idea that work and knowledge could be separated. As per the reports submitted by various commissions and policies states that work and knowledge must never be separated. Based on it they formulated the educational patterns in the country. The focus of such initiatives was to build a sustainable skill based educational system only a few percentagesof people choose vocational or skill based education. As a consequence, demand has increased most for professionals, technicians, managerial staff and skilled educated production workers. If such skill based workers are produced then only they will be able to perform tasks to standards, continuously innovate and improve processes and products through the application of new technologies. There are many issues that are prevailing in the present society which do not allow people to use innovative ideas, thinking, to adapt education and training systems which does not allow improving the competencies and employability of the work force.

Conditions Prevailing

Though government has numerous plans and programmes focusing on vocational education very minimal percentage of the population choose vocational Education these limited mass are also trained in the theoretical aspects to qualify the degree, where the training to develop their skills is not given intensely. The people who are literates or illiterates, people from urban or rural, people from different achieved or acquired status in these modern days do not posses any skills. There are three kinds of target groups such as:
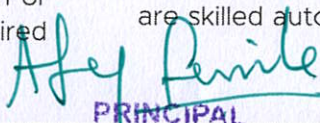
1. No formal qualification but has skill.

2. Have formal qualification but no skill.

3. Have both, but need to upgrade skill.

Though Government of India has set a separate Department for skill Development headed by Prime Minister, So many issues are still prevailing which hinders the developmental process.

Major Issues

To improve the competencies and employability of the work force involves various innovative thinking and methods are formulated to adapt education and training system. It aims to bridge the gaps between knowledge acquired through formal education and that learnt in work a long term process that is essential for their career. If better education is imparted lack of training in skill development prevails which will bring down the productivity of a country and the income also reduces. As the technological Development is in a large scale the challenges are also more as training in the developed field is not taken care to improve a person's employability and labour mobility. For this the ability to do research in that field has to be encouraged so that innovative methodologies to adopt the changing technologies could be met.

To raise a nation's economic development, foreign investments have to be attached to promote growths which in turn require both education and skill. If skill development takes place the dependence on income support for the unemployed shall be reduced. If the people are skilled automatically their behavior will show

Learning Assessment in a Self-learning Material

Surya.V
Assistant Professor,
Indhira College of Education,
Pandur.

Introduction

Assessment is a generic term for a set of processes that measure the outcomes of students learning in terms of knowledge acquired, understanding, developed and skill gained. Assessment serves many purposes. It enables students to obtain feedback on their learning and helps them improve their performance (Boud, & Falchikov (2007). Whenever we learn we question ourselves How am I doing? Is this enough? How can I tell? Should I go further? In the act of questioning is the act of judging ourselves and making decision about the next step. This is self assessment (Baud, 2005). Self- assessment is about students developing their learning skills. Self assessment has great potential when t seen from the point of view of contributing to students learning and when it is used to engage students more deeply in the subject areas being studied. As Yorke, (2003) notes the act of assessing has an effect on the assessor as well as the student. Assessors learn about the extent to which they [students] have developed expertise and can tailor their teaching accordingly. The past ten years has seen a counter- movement to the emphasis on what Peter knight, (2006) has termed "high-stakes assessment". Assessment for learning has begun to take a place on the agenda within institutions although it still takes a secondary place in public policy debates and in the media (Boud, & Falchikov 2007)

Assessment in distance learning is of paramount importance since the question of credibility and quality of open and distance learning system. Learning assessment is an attempt to gain knowledge of the learner's competencies. In particular, what competencies have they acquired as a result of learning process. Learning activities is designed to facilitate learner to learn various kinds of knowledge and skills related to the objectives developed earlier. As the result of these activities, the learner will gain their capabilities related to the objectives. There are five domains of competencies to be gained as the result of the learning activities. The domains are intellectual skills, cognitive, information, psychomotor and affective.

Methodology

The proposed paper mainly is descriptive-analytical in nature. Relevant books, articles and newspapers are used in this paper. Data and information are collected from the concern sources as per need to strengthen my research. Interpretative approach has been followed in this research

Learning

For effective learning of any kind to take place, learners-whoever they may be-must develop capability of monitoring what they do and modifying their learning strategies appropriately. Such self-monitoring is what educational psychologists include as part of their term metacognition which now a central plank in cognitive theories of learning (Biggs and Moore,1993) It is important all learners to develop the ability to be realistic judges of their own performance and to effectively monitor learning can be effectively undertaken when the learner monitors what is known, what remains to known and what is needed to bridge the gap between the two (Boud, 2005) Melton, (1996) questions the effectiveness of the behaviorist approach to assessment in classifying students according to whether they have achieved or have not achieved specified objectives

However, distance learning in the contemporary period has been associated with high product innovation and process variability where course curriculum and delivery mode can rapidly

Perception of Prospective Teachers on Life Skill Development Programme

Jayanthi.J
Assistant Professor,
Indhira College of Education,
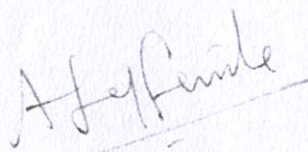Thiruvallur-631 203.

Introduction

Prospective teachers are the individuals who enrolled themselves in teacher education institutions to get themselves trained for teaching profession. These teachers are going to create greater impact on every student's life either directly or indirectly. Students not only learn subject matter from teachers but also learn various life skills that enable them to become good individuals. In this regard, if students are trained systematically with life skills that would help them to become more self-reliant and independent persons. The World Health Organisation (1997) defined life skills are the abilities for adaptive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. An individual who has adaptive behaviour is flexible in approach and able to adjust in different circumstances and he/she is expected to have positive behaviour looking forward to find a ray of hope and opportunities to make possible solutions in difficult situations. Educational institutions particularly teacher education institutions should not only train the students in gaining mastery over the subject knowledge and pedagogic skills but also form them as productive human beings. This process of formation of teachers with various life skills is called as 'capacity building'. Therefore, prospective teachers should be empowered with life skills by various capacity building programmes in turn to empower their students.

Life Skills for Capacity Building

Enemark and Ahene (2002) explained the importance of capacity building for development of human resources (knowledge, skills, individual and group attitudes) and also for the purpose of developing and managing certain areas in society. Further, Brown, La Fond & Macintyre (2001) indicated that most developed organizations are involved in capacity building for achieving development goals and contributing to sustainability. Capacity building is viewed as a process that supports only the initial stages of building or creating capacities and also assumed that there are no existing capacities to start from.

Life skills have been identified as an essential resource for developing psychosocial, emotional, cognitive, behavioural, and resilience skills to negotiate every day challenges and productive involvement in the community (Desai, 2010, Galagali, 2011). Life skills are considered the key contributors to negotiate and mediate challenges that young people might face in becoming productive citizens (Prajapati, Sharma, & Sharma, 2017; Savoji & Ganji, 2013, World Health Organisation, 1993). The World Health Organisation (1997) has listed 10 life skills under three broad categories as (i) Thinking Skills. It includes self-awareness, critical thinking, problem solving, decision making, and creative thinking. (ii) Social Skills. It consists of effective communication, empathy, and interpersonal relationships, and (iii) Emotional Skills. It deals with managing emotions and coping with stress.

CHAPTER-25

Problem of Work Experience in Education

Lizzie, J.
PhD Research Scholar,
Lady Willingdon Institute of Advanced Study in Education, Chennai

Dr. Hemalatha Kalaimathi, D.
Assistant Professor,
Lady Willingdon Institute of Advanced Study in Education, Chennai

Introduction

Work Experience means to obtain experience through work. "Work experience' is a technique through which 'work' and 'education' are correlated. The 'work' means that activity which is productive. 'Work experience' in education is that activity which develop a tendency for productivity. In India the current system of education is so theoretical that the students seldom get an occasion to learn, things by doing. They are generally passive listeners in the class. The students will be able to learn by their own experiences if more importance is given to 'work' in education. They will not be always dependent upon others experiences. They will learn many things on self-experience.

Historical Review

Work Experience is a global concept with universal acceptance. It trails a long history behind it, and its evolution is marked by a number of stages in the history of educational thought. The first stage arose when educationists like Rousseau, Froebel, Pestalozzi and Comenions revolted against the bookish, mechanical, stereo-typed and rigid education prevailing in educational institutions and pleaded for activity methods, joyous experiences derived from pleasant activities, play was learning by doing. As our present scheme of work experience emphasises learning by doing and as play also is some kind of doing the4 activity oriented education in the activity schools was the first indication of the eventual emergence of work experience. Montessori also pleaded for learning by doing and john Dewey went a step further in characterising activity as purposeful and creative. By starting problematic acts in natural setting, designated as projects he laid foundation of another type of activity which was purposeful and full of utility. This was the second stage of the emergence of this new concept. This third stage was arrived at when Gandhi advocated the same principle of learning by doing but gave a new colouring and specification with 'local habitation and name'. Like all the forerunners of activity movement (Pestalozzi, Rousseau, Froebel, Montessori and Dewey) Gandhi advocated the same principle of learning by doing, denounced book-learning, rote-memory and theoretical study and emphasised practical experience through work and play. While as the western educationists introduced play and simple work, Gandhiji made a modification and presented his novel scheme of productive work and thus emphasised the economic aspect as well, in addition to the educative aspect of work. It is obvious that the shocking poverty of our countrymen, and apathy on the part of the British government to educate the Indian masses, compelled Gandhiji to emphasise upon the productive aspect. He went still further and converted the activity not only as a part of the curriculum but also a centre of all education. He, therefore, made selection of activities and started with spinning, weaving and extended the scope to agriculture, wood work, smithy, tailoring, embroidery and cottage industries. Craft the name given to such activity was chosen as a subject of education, as a medium of education and as a factor of actual production in the school. The productive value of craft was emphasized, besides the educative value, so as to make education self-supporting in the sense that children learn something through productive craft and meet the expenses of schooling and again they would peruse these crafts even after schooling as vocation so as to become self-sufficient in choosing a profession and earning a living.

Skill based Vocational Training and Assessment

Veeramanikandan.C
Assistant Professor ,
Indhira College of Education,
Thiruvallur -631 203

Introduction

The focus is more on working skills and expertise in a particular field of one's own. Hence vocational education and training can prove to be double edged weapon to be used against unemployment problem and also producing skilled technicians and workers for the global market. Vocational Education has been defined as any form of education, the purpose of which is to fit an individual to pursue effectively a recognized profitable employment. Earlier vocational education had no formal base and hence it was imparted in such a way that the learner acquired the skill by observation and manually handling things.

Very often, when given a choice, people tend to move towards a general educational qualification rather than a specialized form of education. There may be varied reason for this and most importantly due to the lack of interest shown by people towards it.

Vocational education or Vocational Education and Training have also been termed called Career and Technical education. The perception of the common people towards Technical Vocational Education and Training (TVET) is not satisfactory for attracting the attention of the youths or the employers Vocational Education remains out of the purview of the formal mode of education and hence it is not blended within the curriculum framework of the mainstream education
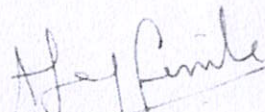
Definition and Historical Base

According to the Planning Commission's Committee on India Vision 2020 "Skill" can also be perceived as the ability to direct human energy efficiently to achieve desired goals UNESCO defines Vocational Education as education designed to prepare skilled personnel at lower level of qualifications for one or group of occupations, traders or jobs

The Kothari Commission has emphasized on Vocational Education at lower (11-16 yrs) and higher secondary stage (17-18 yrs). A centrally Sponsored scheme for Vocational Education was introduced in 1988 and was later revised by NCERT in 1992 Women's Vocational Training Programme is also being offered for skill training by the State governments at the state level through a network of Women ITI's, private women ITI's and wings in General ITI's

Status of Vocational education

Vocational Education comes under the joint purview of the Ministry of Human Resource Development and the Ministry of Labour. There are also 20 Ministries and Departments which run TVET Programmes. The All India Council for Vocational Education (AICVE) is responsible for planning, guiding and coordinating the progrmmes In the States, it is the responsibility of the State Council for Vocational education and Trade Communities to assist the NCVT or the National council for Vocation Education The NCVT manages the training aspect and advises the Central government on vocational measures. Under the Constitution of the India the Central and the State Government share the responsibility of Vocational training

Skill Development through Vocational Education in India Problems & Prospects

Chandrasekaran.R
Assistant Professor,
Indhira College of Education,
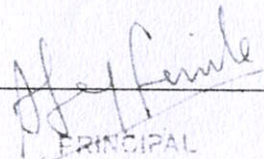Thiruvallur.

Introduction

Vocational education and training has been given importance throughout the history of education in India. Even in ancient Gurukula system, the shishya (disciple) was expected to earn his livelihood by way of manual work. Work and education were integrated and imparted by the Guru (the preceptor) to his shishyas. Skills and knowledge are the driving forces of economic growth and social development of any country. As India moves progressively towards becoming a Knowledge Economy, it becomes increasingly important that vocational education (VE) create and nurture a skill development system. The issue of skill building has been at the forefront of policy debates in recent years. Unprecedented scope for skill development in the country arises from a unique opportunity India's demographic dividend. Skill enhancement of the younger generation is imperative to trigger economic development in India. Moreover, it is expected that the ageing economy phenomenon in rich countries will globally create an acute shortage of skilled manpower by 2020. Therefore by getting the skill development India can have a skilled manpower surplus.

India has the lowest proportion of trained youth in the world. The quantitative dimension of India's skill development challenge is that majority of new entrants to the workforce have no opportunity for skill training against very meagre existing training capacity. The Prime Minister's National Council on Skill Development has endorsed a vision to create 500 million skilled people by 2022. The government has taken due recognition of the skill gaps and plans to take new initiatives for bridging the gap. In this regard, the National Policy on Skill Development (GOI, 2009) provides a direction for skill development in the country. Some of the innovative measures include,

1. using innovative delivery models such as decentralized delivery, mobile training, distance learning, e-learning and web-based learning.

2. involving panchayats, municipalities and other local bodies in skill development and employment generation at the local level in collaboration with Self Help Groups (SHGs), cooperatives and Non-government Organisations (NGOs).

3. establishing sector specific Labour Market Information System (LMIS) and Human Resource Planning at national and state levels, and area-specific planning at local levels with the help of Sector Skill Councils (under National Skill Development Corporation) to undertake labour market analysis,

4. establishing a National Vocational Qualifications Framework to facilitate standardized and acceptable, international comparability of qualifications and

5. strengthening and upgrading Employment Exchanges under the National Employment Service to provide counselling, guidance and placement services to employment seekers.

In India, vocational education is imparted through industrial training institutes (ITIS) & Polytechnics. The skill shortage in the Indian Economy today is largely due to neglect of vocational education. Vocational education is the tool for economic, social & political development as well as economic

Social Networking Skills to improve the Quality of Life of Elderly Women: An Overview

Suganya.J
Assistant Professor,
Indhira College of Education,
Pandur,Thiruvallur.

Introduction

Networking refers to the ability of exchanging ideas and information with groups as well as individuals that have shared interests, such that long-term relationships are developed for mutual benefit. Social networking is the practice of expanding the number of one's business and/or social contacts by making connections through individuals, often through social media sites such as Face book, Twitter, LinkedIn and Google+. Women empowerment is equipping and allowing women to make life-determining decisions through the different problems in society. Social communication will enhance the self-confidence in the elderly and will be a solution to the problem of one iness. In addition the depression, despair and the loss of well being will affect their quality of life. It is necessary that all aspects of physical, psychological, social, economic and spiritual health of life need to be considered.

The factors creating hardships for women includes the feminine nature of ageing, society discriminatory treatment towards female education and employment and ill treatment because of the traditional roles attached to women in society. According to Asharaf (2005), such traditional attitudes and discriminations have made lives of women vulnerable in old age.

Social networking and Quality of Life

To create efficient social relationship among the elderly it is essential that they are not in isolation in terms of social network.

- Reconnecting with people from their past and this will enable them to have a powerful support network
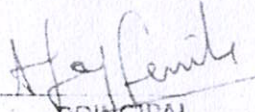
- Blogging and online discussions will help women with personal issues and chronic diseases for support online

- Social spaces provide opportunities to share skills across generational divides

- Sharing photos, videos and updates on a daily basis provides a link with faraway family and friends

- Empowers them by updating their rights and legal safe guards

In his study Prakash (2003) revealed that the status and problems of widows and elderly are in a poor condition. The loss of the role as a wife through divorce or widowhood makes women more vulnerable to social isolation.

According to Radhika (2006), creative and developmental programs are to be associated with elderly people. Old age clubs and other organizations should be formed to involve them in various social, recreational, educational and cultural activities. Acute economic dependency and social isolation aggravates her misery and they are in need of basic health care and counseling service.

Towards social connectedness and social support

Women with good networking skill seem to be more confident, healthy and have a positive impact on their psychological wellbeing as they nurture a feeling that someone is there for them to rely on. Proactive measures are the need of the hour from Individual, Community and Government level to create an age integrated society.

Transformation predicament of employability skill development among generations – A subtle approach

Poonguzhali.G
Assistant Professor,
Indhira College of Education,
Thiruvallur,Tamilnadu.

The difference between being employable and becoming employable has its own genre of relativity. It becomes easy to employ an employable person as the person has the traits and attitude to be employed, but to make someone to secure the traits and acquire the attitude is the difficult part. Even though the jobs are available and resources are plenty, the effort taken to fill the position with a right person and to maintain the person as an employee in the organisation is a Hercules task for the employers. The skill development procedures are followed reverently in our country, over 5.2 million students have been trained, this task is definitely not an easy one, and the strategic coordination from each and every one involved in it is a mandatory aspect. The All said and done the hot topic under discussion is the ways and means by which the skill development and sustenance of the same would become plausible in today's scenario.

Through this study the transition of employability skill traits has been studied to see whether the job is difficult for the employers to employ and maintain the Gen X and Y candidate or if there is no significance difference and to find out the way, in which Gen Y is paving a way for the Gen Z. Also the ways by which the so called today's generation be it the Gen Z or part of Gen Y or even a part of the forth coming generation the Generation Alpha, could be made predominantly employable.
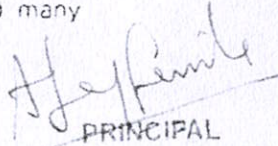
Skill development predicament with respect to various generations

The ministry of Skill Development in our country, since its inception in 2014 has initiated many developmental endeavours, along with 235 private partners, 1400 training partners, 28179 centers and around 16479 trainers, the ministry had trained more than 5.2 million students, this highly commendable task has become possible only with vigorous strategic planning, the study states that the employability skill does not only involve in providing the correct answers in the interview, it consists of various aspects to be fulfilled during the interview and even after being placed in the organisation.

Employees are the most important resource of any organisation, but the inefficient performance of the employee can have a deadly effect on the organisation (Tziner & Birati, 2015). According to Messarra, Karkoulin & El-Kassar (2016), the difference in the skill development in the generations may be because of their values, expectations, personalities etc., which may have adverse effect on each other. If an organisation is not able to manage the employees effectively it would result in poor performance and less commitment.

The recent study shows that the era of Gen X are done and the so called younger generation of Gen Y (Millennial), which has received much criticism, has now risen to the levels to take up the important positions in the organisation of leading, developing and creating an organisational set up for the Gen Z (Larry Alton, Forbes, 2017) Although there cannot be a set trait for any generation, people born in the same era have many common traits, hence, even though the Gen Y could be a decade older similar expectations and predispositions can be set right for them.

CHAPTER-34

Vocational and Technical Education in India

Jayapaul, A.
PhD Research Scholar,
VISTAS, Pallavaram

Dr. Felvia Shanthi, P.
Professor & Head, School of Education,
VISTAS, Pallavaram

Introduction

Some countries in the world lacking in many natural resources are able to organize good man power on the basis of technical and vocational education. This skilled man power converts raw materials bought from the other countries into finished products and has thus made its country very prosperous. Needles to say that good technical and vocational education may be very helpful in making a country prosperous even when it lacks in natural resources. Through vocational education one acquires a capacity to earn his living. By having this capacity he starts production of some kind. Technical education is only a part of vocational education. For technical education, the trainee has to acquire some specific techniques on the basis of which he may convert raw materials into finished products.

Definition

The UNESCO, in its recommendation of 1974 on technical and vocational education , defined vocational education as a comprehensive term embracing those aspects of educational process involving in addition to general education, the study of technologies and related sciences and acquisition of practical skill, attitude and understanding and knowledge relating to occupations in the known sectors of economic and social life. Such an education would be integral education and means of preparing for an occupational field and aspect of continuing education.

Objectives

1. To give scientific education in the latest technology.

2. To effect a co-ordination and harmony between general, specific and scientific knowledge.

3. To give relevant vocational education even to the handicapped.

4. To make the training continual.

5. To create respect for manual labour.

Impact of Technical Education in the Society

The influence of Technical Education in the society is in both the ways – direct and indirect.

(i) Direct Influence. The building of industrial centres is the direct consequences.

(ii) Indirect Influence. Labour welfare, residence, urban culture, recreation, education, health hazard, crime etc. are its indirect influences.

When we make practical use of science it is known as Technical Education. Man controls the means of earning his livelihood by the help of technical education and expresses his social relation and intellectual development.

Vocational Education in India: An Overview

Dasaradhan.S
Assistant Professor,
Indhira College of Education,
Pandur,Thiruvallur.

Introduction

Vocational Education is defined as education is based on profession and employment. Vocational Education is also mentioned as a career and technical education or technical and vocational education and training (TVET). It prepares people for specific careers at various levels in all spheres of our life. It involves various practical activities. Vocational education includes practical courses through which one gains skills and experience directly linked to a profession in future. It is sometimes referred to as technical education because the trainee directly develops expertise in a particular group of techniques. Vocational education is linked to the apprenticeship system of training and learning. In other words, vocational education may be classified as training of practical knowledge. It helps pupils to be skilled and it offers better employment opportunities.
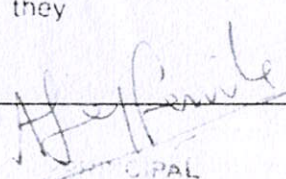
Vocational Educational in India

Vocational Education and Training is an important component of the nation's education initiative. Skills based education is becoming more important today. India is a vast country with a population of more than 1.3 billion. A large number of India's population lives in about villages. There is an observable difference in rural and urban, rich and poor, highly educated and less educated, forward and backward social categories. Urban areas peoples have had access to better education and professional training, but majority of rural area peoples and slums are lesser educated and rarely undergo any technical, professional and vocational training. In fact, for most such people get quality education and technical and professional education is too expensive. Many employers expecting new employees to have all the practical skills they need to start work and also for those who have to support their families directly after school education. In today's technical world, even an engineering graduate and other professional student's is supposed to have some technical skills apart from the degree possessed by him in the form of certification. Vocational courses are naturally more practical and skills oriented than academic degrees, but they are often trained at vocational institutes. Skill based education has to be viewed from diverse multi-layered practices. One is of course the hands on training and other is employment generation and sustainability. If you know what you want to do in your profession and it requires some practical skills

We believe that education is the key to nation-building. It is also a well-accepted fact that providing the right awareness and skills to the youth can guarantee the overall national development and financial growth. The Indian education system recognizes the role of education and particularly skill based vocational education. Vocational skill based training is provided on a full-time as well as a part-time basis to the peoples. Full-time programs are generally offered by Industrial Training Institutes. Part-time programs are offered by the state technical education boards that also put forward full-time courses. The technical and vocational education and training system develops the human resource. The Government is well aware of vocational education and has already taken a number of important initiatives.

The central government scheme provides for financial assistance to the state governments to set up administrative structure, preparation of curriculum, text books and training modules and to strengthening technical support for research and development

CHAPTER-36

Vocationalisation – A historical perspective

Rama Priya, M. P.
Research Scholar,
Lady Willingdon Institute of Advanced Study in Education, Chennai.

Dr. Hemalatha Kalaimathi, D.
Assistant Professor,
Lady Willingdon Institute of Advanced Study in Education, Chennai.

Introduction

Education, broadly perceived as a seamless continuum of lifelong learning, is essential for human resource development at every age level. In a package of developmental inputs available to the youth, vocational education forms an effective means to improve the status and character of living patterns of the people, help intellectual, social and emotional development of the individuals and to enable them to enter into productive and meaningful life.

Concept of Vocationalisation

UNESCO states that " Vocational education as a comprehensive term embracing those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and acquisition of practical skills, attitudes and understandings and knowledge relating to occupation in the various sectors of economic and social life. Such an education would be an integral part of general education and a means for preparing for an occupational field and an aspect of continuing education".

Vocationalisation means the provision of a strong vocational bias to secondary education. Vocationalisation means training in a particular vocation at the high and higher secondary school and this vocational training may be of the terminal type, so that a student after passing higher secondary stage can directly enter life. In the second sense, voctionalization means training in some vocation at the higher secondary level along with general education (Nanda, 2000).

Objectives of Vocational Education

1. To strengthen a healthy attitude among students towards work and life.

2. To enrich students employability.

3. To decrease the mismatch between the demand and supply of skill manpower.

4. To provide an option for those intending to pursue higher education without particular interest or purpose.

5. To eradicate the level of unemployment by providing self-employment schemes.

6. To grant a platform to fulfil the needs of women, rural and tribal children and the under privileged sections of society.

7. Provides professional growth, career improvement and lateral entry into courses of general, technical and professional education.

8. To enhance the productive potential of the country.

9. To apply man power to fullest extent.

10. To make the students skilled technicians.

11. Aids equitable sharing of benefits of economic development to ensure social and economic justice.

Advantages of Vocationalisation

- It reduces unemployment amongst youth.

- It increases productivity thereby economic prosperity of the country and the people.

CHAPTER-38

Perception of Employability Skills for Future Generation

A. Nancy Rajathi
Assistant Professor,
Indhira College of Education,
Pandur, Thiruvallur, Tamilnadu

Introduction

Today manpower and human abilities are wasted without putting them into proper use, which results in under employment and unemployment. The important factor contributing to the problem of unemployment is the defective system of education the purpose of this research is to investigate the employers perception of employability skills. The skills needed for future generation are self esteem, self confidence ,career development ,learning experience (work-life) generic skills, emotional intelligence, critical thinking, analytical skills, communication skills that contribute to productive and harmonious relations between employees and customers teamwork skill that contribute to productive working relationships and outcomes. Problem solving skills and Enterprise skills that contribute to employee satisfaction and growth of learning skills that contribute to ongoing improvement and expansion in employee and company operations and outcomes. Technology skills that contribute to effective execution of tasks for the employees.

Meaning of Employability

Employability is related to work on the ability to be employed such as their ability to gain initial employment and the interesting in ensuring that key competencies career advice and an understanding about the world of work or end in the education system the ability to unemployment and make comparisons between jobs and roles within the same organisation to meet new job requirements. The ability to exchange new employment is needed to be freelance within the labour market by being willing and able to manage the owner employment transitions

between and inside organisation (Van der Heijde, 2005). The endlessly fulfilling, effort or making of labor through the best use of efforts.
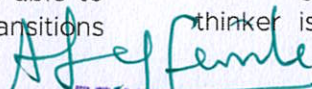
Lee, M.D. defines employability because the ability of a graduate to urge satisfying job, stating that job acquisition shouldn't be prioritized over state for employment to avoid pseudo live of individual employability. Lee argues that employability is not set of skills but a range of experience and attributes developed through higher- level learning, thus employability is not a product but a process of learning. Employability continues to develop as a result of the graduate, once utilized, doesn't stop learning. It is the continuous learning process does employability by this definition is about learning.

Emotional intelligence

Goleman, D (1995) in his book ' Emotional intelligence' in a number of ways comprising many personality traits such as empathy, motivation, persistence, warm and social skills, the most accepted and scientific explanation of the term emotional intelligence may be defined as the capacity to reason with an emotion in four areas: to perceive emotion, to integrate it thought, to understand it and to manage their emotions.

Creative Thinking

Creative Thinking is associated with one's ability to create or construct something new novel or unusual. Skinner,C. (1968) states that Creative thinking means that the prediction and or interferences for the individual for a new, original, ingenious, unusual. The creative thinker is one who explores new areas and

ICTCDRTEPE
2021

ISBN : 978-93-90781-02-7

NOVEMBER 26th - 28th, 2021
Hotel Turyaa, Chennai

INTERNATIONAL CONFERENCE
on

TRENDS IN CURRICULUM DEVELOPMENT AND THE ROLE OF TEACHERS AS ENVISAGED BY PIONEERS IN EDUCATION

Organized by

Department of Curriculum Planning and Evaluation
Tamil Nadu Teachers Education University,
Karapakkam, Chennai - 97.
in association with ESN Publications

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

EFFECTIVE TEACHING AND INNOVATIVE TEACHING METHODS

Mrs. U. VISALATCHI

Ph.D RESEARCH SCHOLAR
SCHOOL OF EDUCATION
VISTAS, PALLAVARAM, CHENNAI

Abstract

"A good teacher can inspire hope, ignite the imagination, and instill a love of learning."The prime role of a teacher is **to deliver classroom instruction effectively that help studentsto learn effectively.** To accomplish this, teachers must prepare to impart lessons effectively through innovative strategies that would improve listening and learning skills of students far better. Innovative teaching methods help to seal the broken pot and make teaching effective. Innovative teaching methods have to be employed in the classroom to ensure the students progress in learning.

Key words : Classroom instruction, Innovative teaching methods & progress.

INTRODUCTION

Effective teaching is one, which with its relevance and quality is able to bring about goal oriented modification of behaviour in students. Here the effectiveness of teaching in achieving its instructional goals i.e. bring about desired changes in in behaviour of students, is evaluated on the basis of its relevance and quality.

In the first approach the outcome of teaching is evaluated by testing whether the teacher who adopted instruction, based on suitable objectives, was able to produce desired behavioural changes.

In the second approach, the effectiveness of teaching is evaluated by finding out the kind of modification of behaviour brought in students as a result of teaching in terms of the level of proficiency attained.

Effective Teaching is therefore defined as the quality teaching which results in desirable behavioural changes in students and paves the way for students learning new things by themselves.

CHARACTERISTICS OF EFFECTIVE TEACHING

Keeping in mind the classroom activities of skilful teachers the following or mentioned as characteristics of effective teaching

1. **Presenting the content logically in sequential order:** before start teaching a lesson the content of the lesson should be analysed important concepts that find place in the lesson or to be identified and organised sequentially, which makes it easy for the teacher to represent each concept through suitable learning experiences presenting the key points of the lesson cogently makes it easier for students to understand the interrelations among them and learn many

2. **Simplifying the content and presenting them with clarity :** This includes the following simplifying the difficult concepts and presenting them Explaining the concepts clearly while explaining concepts using techniques like giving illustrations from day to day life providing additional details required using appropriate metaphors and comparisons using simple sentences re calling relevant incidents etc., make the elucidation of the concepts quite enjoyable and help students to retain them longer in their memory. Stating the objectives of the lesson clearly are the beginning of the lesson and giving and over view of what is going to be taught that day.

3. **Using analytic and synthetic approach in teaching :** when presenting and concept the whole concept should be stated fully and then only the components that find place in it or to be

PERIYAR MANIAMMAI
INSTITUTE OF SCIENCE & TECHNOLOGY
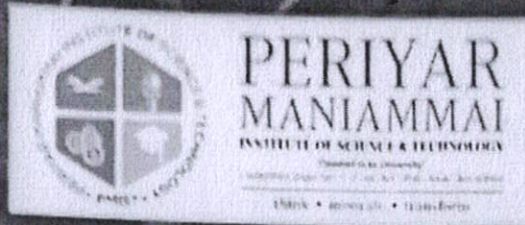
Sustainable Developments in Teacher Education
&
Library and Information Science
(SDTELIS-2022)

25th & 26th March 2022
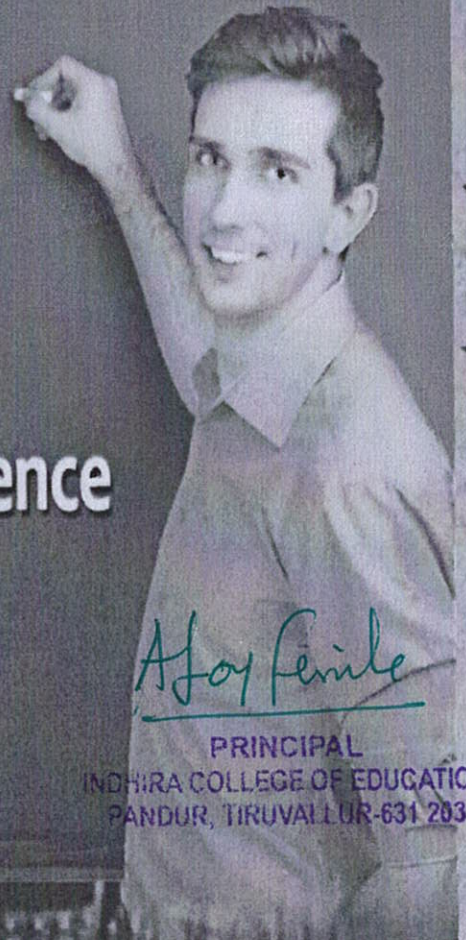
Organized by
Department of Education
&
Arjun Singh Library

Edited by
Dr.G.THAMILVANAN
Dr.T.NARMADHA

3rd International Conference on

Sustainable Developments In
Teacher Education
&
Library and Information Science

Organized By
Department of Education
&
Arjun Singh Library
PMIST, Thanjavur - 613403
TamilNadu

Edited By
Dr. G.THAMILVANAN
Dr. T.NARMADHA

Published by

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

A STUDY ON TEACHER-TRAINEES' ACADEMIC SUSTAINABILITY CORRELATED TO THEIR TECHNOCULTURE

[1] Ms N.JAYAVARDHINI & [2] Dr. K.VENGATESAN

[1]Ph.D. Research Scholar, School of Education,

Vels Institute of Science, Technology and Advanced Studies, Chennai.

[2]Associate Professor, School of Education,

Vels Institute of Science, Technology and Advanced Studies, Chennai.

ABSTRACT

Techno culture alludes to how particular interests and endeavors to manage ordinary difficulties in training. The current review zeroed in on concentrating on the Technoculture of self-financing school B.Ed. Students. Musthafa and Anees (2012) fostered the device used to gather information from 200 B.Ed., Trainees having a place with self-financing B.Ed. Universities. Information was picked utilizing Stratified Random Sampling Techniques. The overviewed technique was taken on to complete the review. Graphic and Differential Analysis was figured out and uncovered that B.Ed. Learners have a Moderate degree of Technoculture.

KEYWORDS: Techno culture, Internet, B.Ed. Trainees and College of Education

INTRODUCTION

The present infographic from Best Education Degrees investigates how innovation is changing homerooms. Albeit some could see creation as inescapable, for younger ages, it is ever-present. Immaturities and youthful grown-ups make up 33% of all web clients, so they are more hyper-associated and carefully wise than their folks. The mix of advancing instructive requirements for youngsters and a more dubious eventual

CONFERENCE PROCEEDINGS ON
A TWO DAY INTERNATIONAL
CONFERENCE ON
REFORMS AND TRANSFORMATION
IN INDIAN HIGHER EDUCATION
TOWARDS
GLOBAL STANDARDS
(ICRTIHE-GS-2023)
24th and 25th January 2023

Organized by

School of Education - VISTAS

Pallavaram, Chennai-600117

Date : 24th & 25th January 2023

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

VELS

IMPACT OF COVID IN HIGHER EDUCATION

D.Jayakumari, Research Scholar,
Department of Education
Vels Institute of Science, Technology
  & Advanced Studies (VISTAS)
Pallavaram, Chennai, India
Jayakumari2006@yahoo.com

Dr.S.Karthiyayini, Associate Professor,
Department of Education
Vels Institute of Science, Technology
  & Advanced Studies (VISTAS)
Pallavaram, Chennai, India
karthirmp73@gmail.com

ABSTRACT

Every aspect of life has been affected by Pandemic. Particularly when it comes to education, the industry that has been most negatively impacted by the pandemic. It forced many powerful nations to impose a state of lockdown, which temporarily stopped all activity. The traditional methods of doing these things have literally been transformed and decimated by this pandemic, affecting everything from large corporations to educational institutions. To withstand the crisis, the educational sector has been struggling. This pandemic has radically changed the approaches to learning, teaching, and evaluating. To deliver seamless education, the digitalization of education became essential. The issues that Indian students in particular are dealing with will be covered in this paper. This essay also seeks to determine the positive and bad effects it has on undergraduate teaching, learning, and evaluation procedures as well as the actions our politicians have done to ensure that students pursuing higher education in India receive a seamless education. This report also makes some recommendations for how to further revolutionise the teaching and learning process to enhance the experiences of both teachers and students throughout the epidemic.

Keywords: Pandemic, Higher Education, Revolutionise, Radically, Epidemic.

INTRODUCTION

Around 250 million pupils in India were impacted by the shutdown of schools at the start of the lockdown brought on by COVID-19. The epidemic presented both public and private schools with a number of difficulties, including an increase in dropouts, learning losses, and the digital divide. The implementation of the National Education Policy (NEP) 2020 has had a significant impact on the education system in India, which had previously been reluctant to adapt due to the changing nature of the labour market, technological disruptions, the need for high-quality education, and other factors. Schools were shut down during the lockdown time as a result of the epidemic, and students and teachers switched to online teaching and learning. The epidemic raised concerns about the viability of private schools as well as the preparedness of the institutions, especially teachers. However, COVID-19 also served as a catalyst for the implementation of digital learning in the classroom.

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

EDUCATION AND SKILLING IN CYBER SECURITY

N. MOHANA KANNAN, RESEARCH SCHOLAR,

School of Education

Vels Institute of Science, Technology
    & Advanced Studies (VISTAS)

Pallavaram, Chennai, India
mohan2kannan@gmail.com

Dr.K. SHEEBA, HOD,

School of Education

Vels Institute of Science, Technology
    & Advanced Studies (VISTAS)

Pallavaram, Chennai, India
sheeba1975.sedu@velsuniv.ac.in

Abstract

Cyberbullying, virus assaults, and hacking are just a few of the serious difficulties that the digitization of the educational system has brought about. Additionally, students and educational institutions alike are very concerned about cyber security due to the sharp rise in remote learning and virtual classrooms. According to specialists in cyber security, cyber dangers are most likely to affect the education sector. To give you an idea, educational institutions accounted for 63% of all reported contacts. It is clear that cybercriminals prefer to target the education industry. Black hat hackers have hacked into and stolen data from numerous institutions. Cybersecurity is therefore essential for safeguarding the data that can harm the firm. Because of this, cyber security needs to be a key component of every educational organization's mission.

Key words: Cyber Security, Educational Institute

1.0 INTRODUCTION

Academic institutions use a variety of technologies for instruction, data storage, and other uses. Additionally, pupils have their own mobile devices that they use for research and note-taking. The number of potential loose ends for attackers grows as a result. Students lack cybersecurity understanding even though they know how to use technology. The majority of their cellular devices lack the requisite defences and network security. By using the institution's Wi-Fi, they are allowing hackers access to the network of the structure. As a result, educators and students alike should learn about cybercrimes and how to prevent them. By obtaining online cyber security certificates, they may do this with ease. Additionally to the security of the school, their personal devices would also be safe.

Schools and universities are a veritable treasure trove of character traits. Their computers keep the financial information for each student and employee along with names and addresses. As a result, universities serve as easy targets for hackers to steal personally identifying information. In addition to social security numbers and passport information, student health information is also in danger. Consequently, a firm should hire a cybersecurity specialist to evaluate its cyber defence. Research institutes are most at risk from espionage because hackers can obtain sensitive information such as that related to the military. Additionally, prestigious universities

RESEARCH AND INNOVATION IN HIGHER EDUCATION

A.Nancy Rajathi, Research Scholar,
Department of Education,
VISTAS, Pallavaram, Chennai.
Kingpaulrajan@gmail.com

Dr.S.Karthiyayini, Associate Professor,
Department of Education,
VISTAS, Pallavaram, Chennai.
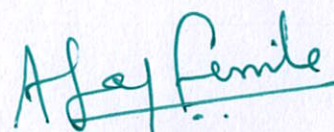karthirmp73@gmail.com

ABSTRACT

Higher Education all over the world is in a ferment. In India, Committees and Commissions motivating several aspects of higher education development. Higher education today is viewed not as a social service, but as an investment. Research and innovation promote the development of science and technology and of an indeginous capability to apply it effectively with special emphasis on educational problems. Research is the bloodline of any forward- looking institutions. It is our responsibility to pay way for future generations with innovative techniques and quality in research. This paper also discusses about significance of innovation in education, vision of future, globalization of education and Policy Measures.

KEY WORDS

Science and technology, networking, national productivity, globalization

INTRODUCTION

In this era 2023, a period of momentous developments in human history. Major wars, numerous conflicts all over the world and the display of wealth, poverty, crudeness, cruelty have been witnessed in this era. There have been many developments that represent a break from the past, or a radical departure from accepted traditions. Science and technology which become a essential tool for economic development in a country. Pocession of relevant knowledge, creation of new knowledge and capacity for application have become the determinants in the strength of a nation. Consequently, education has come to the centre stage and is today the most important agent for change and development. The dominance of education and the emergence of human resource development are the most significant development of this century. The highest of education for a few to master existing knowledge, as well as creating new knowledge, and basic education for all for the society to be able to absorb and apply knowledge to social, political and economic development. The challenges in universalization, equity, and ability to be in on the frontiers of knowledge. Higher education, therefore, has a decisive and dominant role to play in keeping our competitiveness high in every sphere of activity.

INFLUENCE OF SOCIAL MEDIA IN HIGHER EDUCATION

Mrs. U. VISALATCHI
Ph.D Research Scholar
&
Dr. S. KARTHIYAYINI
Associate Professor
School of Education, VISTAS

Abstract

The growth of social media over the past five years has transformed the ways in which the internet is experienced by most end users. Now the internet is no longer a one-way broadcast delivery system where the individual user downloads data, information and other resources produced by a relatively small number of content providers. Instead, the internet is now driven by (and to some extent determined through) the activities of its ordinary users what has been described as many-to-many rather than one-to-many connectivity. Social media constitute an increasingly important context wherein individuals live their everyday lives. Indeed, some commentators talk of the 'networked self' acknowledging the importance of social media as a key site of sociality and identity performance in many people's lives. n a practical sense, the highly connected, collective and creative qualities of social media applications are seen to reflect (and to some extent drive) more flexible, fluid and accelerated ways of being. Social media are therefore associated with an increased tendency for young people to multitask, to rely on a 'digital juggling' of daily activities and commitments.

Key words: Social media, Higher Education, digital juggling.

INTRODUCTION

Social media has become an irreplaceable part of our lives. It is an essential form of knowledge along with a stream of fun. According to most of the population, social media is considered a diverting tool for students. Social Media has affected the route of learning among students. But in context to today's scenario, social media has a positive effect on students. As we all know, effective communication plays an important role in a student's life. If proper communication is not attainable then it will be difficult for both students and teachers in terms of learning.

Especially in today's scenario with the help of social media, one can get linked to their colleagues, teachers, and family members. The use of social media in education helps everyone to get more valuable information and connect with learning groups and educational establishments. As a student one can take classes through the residence and talk over doubts, questions through various social media networking channels. Through web-based media students and teachers can show their skills and express themselves out there. It allows students

LEGITIMIZE STUDENTS OF DIGITAL ERA THROUGH RESEARCH, SKILL ORIENTED VALUE BASED EDUCATION WITH EFFECTIVE EXTENSION STRATEGIES

GRT COLLEGE OF EDUCATION

GRT Mahalakshmi Nagar,
Chennai-Tirupathi Highway,
Tiruttani-631209, Tiruvallur District, Tamilnadu.

Web: www.grtcoe.com

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

GRT COLLEGE OF EDUCATION

(Approved By NCTE & Affiliated to Tamilnadu Teachers
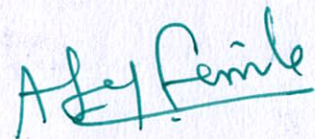Education University)
TIRUTTANI – 631209

ORGANIZES A TWO DAY
INTERNATIONAL CONFERENCE ON

Legitimize Students of Digital Era through Research, Skill Oriented Value Based Education with Effective Extension Strategies

24th & 25th February - 2023

Organized by
Internal Quality Assurance Cell (IQAC)

GRT COLLEGE OF EDUCATION
GRT Mahalakshmi Nagar, Chennai-Tirupathi
Highway, Tiruttani-631209, Tiruvallur
District, Tamilnadu.

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Disclaimer

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

TOWARDS LEGITIMIZING THE DIGITAL CREATIVITY AND DIGITAL LITERACY SKILLS

Mr.S.Arunachala Perumal
Assistant Professor
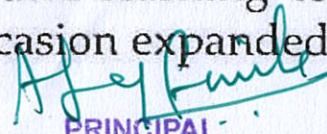Indhira College of Education
Thiruvallur

Abstract

Digital literacy is now essential for successfully living, learning and working in today's increasingly digitalized society and knowledge economy. Today the digital literacy and digital creativity become a dominating factor in every domain such as business, education, online marketing, medical, etc. Digital creativity is about using digital tools and technologies to explore creative ideas, apply different approaches, and find new ways of displaying your work and research. Legitimize the digital creativity become a mandatory in global environment. This paper discusses the eight design criteria for activities that foster creativity or critical thinking skills. The paper also list out the four dimensions of digital creative pedagogies each with their own components.

Keywords: Digital literacy, Digital Creativity, Legitimate, Digital Skills, Digital Creativity Skill

Introduction

The workforce besides obtaining specific basic technical skills in the domain, are increasingly required to develop a broad range of skills that are variously termed 'generic', 'transferable' or 'employability' skills (HM Treasury, 2004; Sheldon and Thornthwaite, 2005; Tether *et al*, 2005; Taylor, 2006; Martin and Healy, 2008). The scope of these skills typically includes communication (verbal and written), numeracy, IT, team work, problem-solving and learning to learn. These required attributes are also on occasion expanded

VALUE BASED EDUCATION: NEED OF THE HOUR

Mrs.D.Jayakumari
Assistant Professor
Indhira College of Education
Pandur

Abstract

The values education can guide us throughout our life, no matter the situation. Value Based Education (VBE) is so powerful to modify the character traits. Values are subjective and objective. Moral values help the people to be more selfless and make them flexible. Everyone may have some common core values such as Loyalty, Humility, Compassion, Kindness, Generosity, Tolerance, Appreciation, Honesty, Integrity, Selflessness, independence, fraternity, friendliness, Self-reliance, Kindness, and Determination. All these values are needed in children also from their childhood stage.

Keywords: Inculcation of good values, good actions, ethical principles, difference between right and wrong, overall personality, roll plays, text books, freedom, justice, equality, fraternity.

Introduction

Now a day's values are more important everywhere. It exposes our inner personality and it determines our characteristics and behavioral attitude. Value Based Education is mandatory in the entire field to create the modern valuable society with the best personality.

Value in Educational Institutions

Our children are the members of a small society that helps a tremendous influence on their moral development .Teachers, teacher-educators serve as role model to their students in their school; colleges or any type of institutions, They play a major role in inculcating their ethical behaviors. Inculcation is nothing but the process of instilling or impressing ideas. Usually, teaching is a form of inculcation only.

A STUDY ON PERCEPTION OF STUDENT TEACHERS' ON VALUE EDUCATION

Dr. J. Lizzie

Professor in Education, Indhira College of Education, Thiruvallur

Abstract

Value-oriented education is education for "becoming". It is an encounter with the total personality of the individual –intellectual, physical, social, moral, aesthetic, spiritual and emotional. It involves developing sensibility and awareness of what is right, what is good, what is beautiful, ability to choose the righteous values in accordance with one's conception of highest ideals of life and internalizing and realizing the thought and action. It develops the ability in the learner to think freely critically and act responsibilityThis research proposed a complementary view on the perception of student teacher on value education. A sample of 300B.Ed students was selected from three different colleges of Thiruvallur District. Mean, Standard Deviation andt-value statistical techniques were used for analysis of data. Data analyzed indicated that gender, locality and type of familyare influenced by value education.

Keywords: Value education, personality, student-teachers.

Introduction

Value oriented education is a phrase propounded by Eastern and Western educationists. It is a comprehensive process. It is a process of direct and indirect inculcation of proper habits, the development of proper attitudes, sensibilities and character of the learners. Value-oriented education does not apply only moral education; it has wider connotation and includes all the objects and all the teachers who can correlate teaching to values in their respective fields. It encounters with the total personality of the individual student keeping in view all aspects of human personality development –the intellectual, emotional, moral, spiritual, aesthetic, religious and social. Value-oriented educational process consists of three stages related to one another. It is the process of transforming integral idea movement into outward

ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN RELATION TO SELF-EFFICACY IN THE DIGITAL ERA

Mrs.M.P.Rama Priya
Assistant Professor
Indhira College of Education
Thiruvallur
Tamilnadu

Abstract

In this digital era, the students' belief in their efficacy in an academic environment, provide the foundation for motivation and personal achievement. The present study is based on self-efficacy and academic achievement of higher secondary school students, which revealed a significant positive correlation between these two. The study was conducted on a sample of 800 students in Eleventh standard and the data is collected from 443 male and 357 female of Chengalpattu District. The result reveals that the Tamil medium students whose self-efficacy is good in the view of the dimensions like self-confident, efficacy expectation, positive attitude and outcome expectations have concluded well in academic performance.
Keywords: Confidence, Expectation and Academic.

Introduction

Self-efficacy is considered as a key factor contributing to learner academic achievement assist affects the choices and decisions that learner's make and the courses of action they pursue (Pajares, 2002). Academic self-efficacy belief refers to student perception that they can complete the given academic tasks at specified levels. Students' beliefs in their efficacy in an academic environment, provide the foundation for motivation and personal achievement. It is because students have little incentive to act or persevere in the face of difficult circumstances unless they believe that their actions will result in the outcomes they deserve. Self efficacy is the ability to produce the desired results. "Self-efficacy refers to an

LIBRARY SERVICES OF COMMUNITY USERS CURRENT PRACTICES & RESOURCES

Mrs.N.Jayavardhini
Assiatant Professor
Indhira College of Education
Pandur

Abstract

All academic libraries have as their core missions to serve the students, faculty, and staff of their institutions; nevertheless, a great majority also serves to varying degrees unaffiliated users from the local community has always treated information technology as a challenge, and that is one of the main reasons why the library's own core value must be constructed in India. But India is unique, as here the philosophy of Tao and utensils equals the relationship between idea/theory and tools/function, and also can be comparable to humanity and technology. The library's value, to a great degree, touches upon librarianship's legitimacy and rationality, and correspondingly affects the orientation of librarianship's research and education.

Keywords: Community Users, Essential Services, Information Community Builders

Introduction

Libraries build collections tailored to the needs and goals of the organizations they serve. For example, academic libraries, build collections for students, teachers and researchers. This collection is systematically organized by the library for use by the users. The library collection serves as an important resource in education, work, and recreation of millions of people. The assistance and services provided by the librarians can be broadly grouped as reference and

DIGITAL LIBRARIES ENVIRONMENTAL AND ONLINE USER STUDIES

Mrs.U.Visalatchi
Assistant Professor
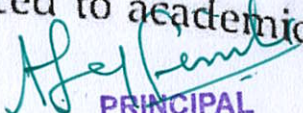Indhira College of Education
Thiruvallur
Tamilnadu.

Abstract

User studies in digital libraries face two fundamental challenges. The first is the necessity of running more user studies in an online environment. Users can access digital library collections and services worldwide and the services should be usable at any time, because users access these services at a time and place of their choice. Online studies enable researchers to be separated from their participants in space and/or in time. This need for more online studies is coupled with a second need, a demand to test under realistic conditions outside of laboratories in users' natural environment. The attempt of the user in obtaining the needed information has been resulted from the recognition of some need, perceived by the user. Information seeking behavior is mainly concerned with who needs what kind of information and for what reasons, how information is found, evaluated and used, and how their needs can be identified and satisfied. It is a process in which the users purposefully search for information by identifying, searching, selecting, interacting and analysing with the appropriate sources of information. Social sciences constitute a major component of the existing universe of knowledge.

Keywords: Characteristics of Digital Library, Information Seeking Behaviour, Information Access in Digital Libraries, Changing Information Environment.

Introduction

Learning environments are changing drastically especially since the advent of internet about two decades back. Moreover, acquiring knowledge and methods for education are becoming more sophisticated, faster, simpler and reliable when digital libraries were introduced to academic world. In

INNOVATIVE VALUE-BASED TEACHING STRATEGIES

Mrs.R.Subhalakshmi
Assistant Professor
Indhira College of Education
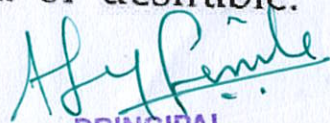Pandur

Abstract

Innovative teaching methods are not about using the latest technology in the classroom or keeping up with the latest educational trends, they are teaching-learning methods. All of them use new teaching strategies that focus more on the students. These innovations encourage students to engage enthusiastically and interact with their classmates and you – the teacher – during lessons. Students may have to work harder, but in a way, that better meets their needs and helps them grow faster. The world has seen a shift from brick-and-mortar classrooms to online classes and hybrid learning. Not all students can be blamed for not studying hard; It is the teacher's responsibility not to give dull and dry lessons that bore the students. Many schools, teachers, and instructors are trying innovative teaching strategies in the new nature to keep students interested and engaged. And digital programs have helped reach the minds of students and give students better access to classes.

Keywords: Value based Teaching, Value education, Values

Introduction

Value-based education aims at training the student to face the outer world with the right attitude and values. It is a process of overall personality development of a student. It includes character development, personality development, citizenship development, and spiritual development. "Values are the ideas, beliefs or norms which a society or the large majority of a society's members holds" – Kane.

"Values are the principles and fundamental convictions which act as general guides to behavior, the standards by which particular action are judged as good or desirable." – Halstead, and Taylor.

ROLE OF MATHEMATICS IN THE DEVELOPMENT OF SOCIETY

Dr.J.M.Amaranatha Reddy
Professor
Indhira College of Education
Pandur

Abstract

The history of mathematics indicates that whenever a civilization placed a high value on fine capability, it made remarkable progress. Mathematics contributes to technology and scientific advancement. Mathematics belongs to all of humanity and isn't the unique sphere of any country, lineage, or nation. What we've now in the set of fine understanding is the result of all humans' collaborative sweats. As a result, it isn't embroidery to claim that the history of mathematics was the history of civilization. Mathematics is at the heart of the business since all profitable processes calculate on knowledge how mathematics functions, connects with realities, and how some equations should have a simple result are no way - ending. Learning mathematics inventories our studies with a multitude of incredibly salutary goods. It helps us suppose more easily, helps logical thinking, quickens our studies, encourages practicality, and may be applied in everyday life. The primary thing of this paper is to examine the function of mathematics in societal elaboration. The influence of mortal part, needs, and advantages on the use of mathematics is demonstrated in this composition.

Keywords: Mathematics, Society, Development, Role, inconceivable, Knowledge.

Introduction

Mathematics reveals underpinning knowledge that helps explain the world. Mathematics has come a varied subject that works with information, checks, observation from wisdom, conclusion, logic, and substantiation, and numerical simulations of natural events, mortal gets, and social systems. Basic calculation chops include counting, adding, abating, multiplying, and dividing. Mathematics is nearly related to the details of diurnal mortal life and its conditioning. Man uses mathematics in its numerous operations and forms without being directly apprehensive, whether in the kitchen,

LIFE SKILLS IN EDUCATION

N. Mohana Kannan
Research Scholar, School of Education
Vels Institute of Science, Technology & Advanced Studies (VISTAS)
Pallavaram, Chennai, India

Dr.K. Sheeba
HOD, School of Education, Vels Institute of Science, Technology
& Advanced Studies (VISTAS), Pallavaram, Chennai, India

Abstract

Student teachers are considered as the most productive members of the society as they have to impart these skills to their learners. But it is sad to recognize the fact that most of the student teachers are unable to utilize their full potential in an appropriate way due to lack of guidance and motivation. Nowadays a large number of student teachers are lethargic, lenient and irresponsible in their thinking, feeling and doing. This behaviour deteriorates their physical and intellectual capabilities and also seems to be a burden to the society. Student teachers who are affected with these indifferent attitudes are not able to carry out their learning as well as teaching effectively. It also affects their performance as teachers in future. The new challenges require immediate and effective responses from educational experts and administrators. Student teachers should be moved towards a more positive and holistic approaches in order to educate the new generation of learners. Life skills help the student teachers to improve the decision making skills, ability to take everything in the right sense and also improve their contributions to the society and the academic arena.

Keywords: Student teachers, Life skills, Society

Introduction

Life skills aim to provide strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental wellbeing and competence in young people as they face the realities of life. It helps the young people to take positive actions to protect themselves and to promote healthy and meaningful social relationships. Life skills facilitate a complete and integrated

MUSIC CONCERT IMPARTING SOCIAL VALUES - A REPORT

Mrs.D.Jothi
Assistant Professor
Indhira College of Education
Thiruvallur

Abstract

The study of music introduces concepts and means for using and developing the mind. These concepts and means are unique in how they work in music, but they have broad application to other areas of life. Music study teaches ways to use creativity within a set of principles. It teaches the relationship between individual creativity and governing principles and thus encourages habits of thought that make our individuality more productive. Music study teaches about the relationships among physical skills, intellectual organization, problem solving, and strategic planning. It teaches individuals to find uniquely correct answers for given situations by employing the certainties of music in creative ways. This Building the social values is an integral factor in the process of internalization of values because one can only give what one has within. Building social values is somewhat similar to building a house, brick by brick. Social Values based education for all members of society needs to be seen as a valuable investment. The nation is the paramount building block of values. A country that allows its citizen to be overtaken by hate and negativity lets its energies be wasted. Social Values are basic to progress and well-being. Nations at peace comprise the building blocks of global values.

Keywords: Music Concert, Social Values, Imparting, Build, Cultural, Learners.

Introduction

All of us are concerned about diminishing moral values and the growing intolerance among communities, castes and groups that make up our great nation. What is depressing is the sad reality that spread of education in the country has made no serious difference in this regard. In fact, there are at least some of us who suspect that the perfunctory education provided through our schools may have, to some extent, contributed to this distressing situation. Social values are beliefs about appropriate behaviors. They are standard

A STUDY ON SCIENTIFIC ATTITUDE IN RELATION TO ACHIEVEMENT IN ZOOLOGY AMONG ELEVENTH STANDARD STUDENTS

Mrs.Surya
Assistant professor
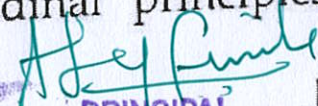Indhira College of Education
Pandur

Abstract

This study conducted the Study on Scientific Attitude in Relation to Achievement in Zoology among eleventh Standard Students. This study adopted normative survey method of research participant's were 258 Eleventh students randomly selected from various schools in Thiruvallur District. The Research Instruments used for data collection was scientific attitude scale prepared by investigator tested at 0.05 and 0.01 level of significance, result indicated that there exists a significance difference between the Male and Female Eleventh Standard students on their scientific attitude mean scores. It is revealed that there exists a positive relationship between scientific attitude and Achievement in zoology of Eleventh Standard Students.

Keywords: Scientific, Attitude, Achievement, Learner, Gender, Relationship, Management.

Introduction

A scientific attitude is an important aspect of a personality of someone who wants to be successful in the field of science. It requires rationality, inquisitiveness, and a need to investigate results. The Laboratory of Zoology covers a wide variety of biological activities and undertakes studies of fanatic and taxonomic interest in various regions in Greece, and ecological studies on endangered or threatened species or species which are of importance in terms of protection and management. Many of the researchers of the Laboratory take part in the mapping of protected species of the European fauna, on a national basis, and in the recording and mapping of species protected by international or European conventions. Furthermore, the Laboratory is engaged in the monitoring of the ecological quality of terrestrial and aquatic ecosystems. 'Learning by Doing' is one of the cardinal principles of

EFFECT OF ACTIVITY BASED TEACHING AND LEARNING STRATEGIES ON ACHIEVEMENT IN BUSINESS COMMUNICATION SKILLS

Mrs.J.Jayanthi
Assistant Professor
Indhira College of Education
Thiruvallur
Tamilnadu.

Abstract

Education has consistently been a vital part of an elite society or we can say that an elite society is the one, which underpins education for the proliferation of an individual intellectually and socially also. Education unquestionably decides the nature of a person's life. Education improves one's information, abilities and builds up the character and disposition. Generally significant, Education influences the odds of work for individuals. A profoundly taught individual is presumably prone to find a decent line of work. Activity based Teaching learning is an approach which includes physical and mental activities which assists students in gaining knowledge in the classroom and ultimately lead them to their harmonious development

Keywords: Learning, Communication skills, Activity Based Teaching

Introduction

Padmavati (2013) in her research study stated that "Activity-based teaching is one of the new teaching methods that teachers of the twenty-first century should use in place of traditional teaching methods and viewpoints, it was emphasised. Activity based teaching allows the teacher to use all the available resources in the teaching – learning process and makes it interesting." According to Limbu (2012), The role of a teacher in an activity based teaching learning is as follow: A planner, an organizer and evaluator Facilitator and Decision

ACQUIRING ENGLISH LANGUAGE SKILLS THROUGH SOCIAL MEDIA

Mr.Dr.B.Krishnaiah
Associate Professor
Indhira College of Education
Pandur

Abstract

Children acquire language quickly, easily, and without effort or formal teaching. It happens automatically, whether their parents try to teach them or not. Although parents or other caretakers don't teach their children to speak English, they do perform an important role by talking to their children. Children who are never spoken will not acquire English language. And the language must be used for interaction with the child; for example, a child who regularly hears English language on the TV or radio, Watsapp, Facebook, Twitter and Instagram but nowhere else will not learn to talk. Children acquire English language through interaction - not only with their parents and other adults, but also with other children. All normal children who grow up in normal households, surrounded by conversation, will acquire the language that is being used around them. And it is just as easy for a child to acquire two or more languages at the same time, as long as they are regularly interacting with speakers of those languages.

Keywords: Media, Watsapp, Facebook, Twitter and Instagram, Social media, Social networking sites.

Introduction

Language acquisition starts from the ear. Whenever a child is born, it gets accustomed to the language it listens to everyday. A child learns a language mainly by the process of imitation. Listening is indeed the foundation for proper speaking. A person who listens will speak naturally but training and practice are required to make a person write and read. A child, whose second language is English, learns its mother tongue by constant exposure to it. This natural process of mother tongue acquisition is absent when a child learns English as a second language. Once, a second language learner of English must listen to the English spoken by his/her teacher, radio, television and gramophone records in

CRITICAL THINKING IN THE TEACHING LEARNING PROCESS

A. Jayapaul
Research Scholar, Vels University, Pallavaram, Chennai

Dr. K. Sheeba
Head of the Department, Vels University, Pallavaram, Chennai

Abstract

Critical thinking skills enhance the development of socially accepted behaviors and decrease their negative behaviors in order to adapt the same to the social environment suitably. Critical thinking is the coping skill that reduces negative behaviour and emotional problems of students studying in schools and colleges which is further essential to foster adjustment among younger generation. Critical thinking skills may promote better mental health among learners in school and college education. Critical thinking skills are effective in adjustment. This type of thinking is essential for students in schools as it is a basic function of education: and equips students intellectually and emotionally. This thinking makes the students empowered and effective solver.

Keywords: Critical thinking, foster, mental health and empowered.

Introduction

Critical thinking is a form of thinking based on purposeful and autonomous decision-making as a result of interpretation, analysis, evaluation and sense making (Facione, 1990). A critically-thinking individual is an individual who does not decide immediately, but postpones his/her decision, perceives prejudices, questions the reliability of information, evaluates different points of views and thinks about an opinion. A person to achieve critical thinking should develop the process of thinking in every activities of his life. They should gather and analyze the experiences of persons who have achieved in their life vastly. An ideal critical thinker is a person who is curious, knowledgeable, open-minded and flexible, can make fair evaluation of his / her activities.
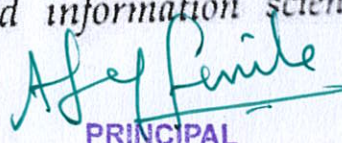
LIBRARY AND INFORMATION SCIENCE USING KNOWLEDGE MANAGEMENT RESOURCE

Mrs.J.Suganya
Assistant Professor
Indhira College of Education
Pandur

Abstract

'knowledge management' lacks a universally accepted definition, and consequently sought to describe the term using the most common co-occurring terms in knowledge management (KM) literature as indexed in the Library, Information Science. The technology gives the library a modern outlook by automation of the documents available in the library, and thus becoming customer friendly. The objective of knowledge management in libraries is to promote knowledge innovation. Knowledge innovation is the core of the knowledge economy society. As foundation for collection, processing, storage and distribution of knowledge and information, libraries represent an indispensable link in the scientific system chain, an important link in the knowledge innovation. Secondly, libraries take part in scientific research process directly. The library work is a component of knowledge innovation. Thirdly, libraries must pay attention to diffusion and conversion of knowledge.

Keywords: Knowledge management; library and information science; content analysis;

Introduction

The aim of knowledge management in libraries is to promote relationship in and between libraries; between library and the user; to strengthen knowledge internetworking and to quicken the knowledge flow. In the knowledge economy era, libraries are entrusted with an important job of carrying out researches on development and application of information resources, construction of virtual

A STUDY ON THE IMPACT OF ONLINE LEARNING DURING COVID-19: STUDENTS' AND TEACHERS' PERSPECTIVE AT SELECT HIGHER EDUCATIONAL INSTITUTIONS, HYDERABAD

Mr.C.Veeramanikandan
Assistant Professor
Indhira College of Education
Thiruvallur

Abstract

The COVID-19 pandemic has created the largest disturbance of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. The purpose of this study was to conduct an online survey regarding students' and teachers' perception and experience related to online classes. In the wake of the current pandemic situation, through online medium,delivery of classes has been a recent modification brought out by the education system in India. Thus, college and university teachers and students' perceptions and concerns with regard to taking online classes that have been made mandatory in the wake of COVID19 was studied by this survey. Sample of 54 teachers and 108 students was taken from colleges and universities in Hyderabad city. The data was collected using online survey method. According to the findings some important areas for student and teacher satisfaction with online classes are: technical support availability, timely interaction between teacher and student, structured online class modules and quality.

Keywords: COVID-19, Students' Perspective, Teachers' Perspective, Online classes, Survey

Introduction

Closing of institutions, schools and other learning spaces have impacted more than 94% student population globally. Restrictive movement policies and social distancing have significantly disturbed traditional practices. In all aspects of our lives this has brought far-reaching changes. After relaxation of restriction reopening of schools is another

BALEFUL EFFECTS OF TEXT NECK SYNDROME

G.Poonguzhali
Assistant Professor
Indhira College of Education

Abstract

In the present era of global technology, development of science and technology paves up new context of understanding since it conserve time and money. Smart phone sets part and parcel of everyone life from entertainment to emergencies. Being a valuable tool smart phone pose great impact on student life. Besides online lectures, students spend more time with smart phones to play games, watch movies and social media. Health ailments due to harmful radiation from mobile are an escalating menace globally. Veritably smart phone occupy part and parcel of everyone life. Recent researches state that excess usage of Smartphone prone to addictive behavior, anxiety, stress, depression etc. Text neck syndrome has been associated with repetitive stress injury to the neck caused due to forward pending posture for longer period of time. Owing to prolonged forward head posture muscles in the neck, chest and upper back gets reconditioned and imbalanced. The increased stress on cervical spine cause cervical degeneration and shoulder gets hunched which is a bad posture for the body. Symptoms include persistent pain in the neck and shoulders, even numbness from neck to hands, stiffness in shoulder, intermittent headache etc. Revamped postural habits during usage of mobile phone, proper exercises and stretches to increase the neck's strength and flexibility are common approaches to prevent text neck syndrome. Chin tuck is a simple stretch can be performed even in an official work like meeting and holding mobile screen to eye level while texting or reading hence head is not slouched forward, taking frequent breaks and yoga performance are advisable to prevent text neck syndrome.

Keywords: Text neck syndrome, cervical spine, chins tuck.

Introduction

Mobile phone occupies integral part in our daily lives and we are living in the era of gadgets and smartphone. Frequent message sending, editing the photos, watching videos, tapping emails, scrolling through social media with mobile phone for prolonged period of time cause Text neck

PSYCHOLOGICAL WELL BEING, INTERPERSONAL SKILLS AND ACADEMIC INTEREST AMONG HIGHER SECONDARY STUDENTS

Dr.Mohammed Raffi
Associate Professor
Indhira College of Education
Thiruvallur

Abstract

Psychological well-being is very important for individuals whether they are living in the community, at work, or dealing with a crisis in life. It is the combination of feeling good and functioning effectively. Interpersonal skills are those essential skills involved in dealing with and relating to other people. Academic success is very important as it is strongly linked to the positive outcomes this current investigation was also aimed to study the psychological well-being Interpersonal Skills and Academic Interest Among Higher Secondary Students. The sample consisted of 1005 XI standard students selected from Chennai and Thiruvallur districts for this study. Descriptive study is adopted and stratified random sampling technique was used to select the sample for this study. Psychological Well-Being inventory developed by Carol D. Ryff et al. (2007), Interpersonal Skills tool constructed and validated by the investigator (2019) and Academic Interest tool constructed and validated by the investigator (2019) was used for gathering the data. Collected data were subjected to suitable statistical analysis and scores of the sample were computed. The result reveals that there is a Positive Correlation among the psychological well-being Interpersonal Skills and Academic Interest.

Keywords: Psychological Well-Being, Interpersonal Skills, Academic Interest, Higher Secondary Students

Introduction

Education is a combination of growth and human development with social legacy. Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential to have the spiritual strength of religious, self-

RECENT TRENDS IN BIOTECHNOLOGY AND ITS APPLICATIONS

(RTBA 2023)

SCHOOL OF ENGINEERING
DEPARTMENT OF BIOENGINEERING
B. Tech BIOTECHNOLOGY

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

RECENT TRENDS IN BIOTECHNOLOGY AND ITS APPLICATIONS (RTBA 2023)

ISBN: 978-93-5813-695-1

EDITORIAL BOARD©

Publisher : Dr. Eknath Mundhe

S. M. Joshi College, Hadapsar, Pune-28

Maharashtra, India

Edition : Conference Proceedings

Date : 21th March, 2023

Price : Rs. 100

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

17

A STUDY ON DECISION MAKING ABILITY AMONG HIGHER SECONDARY SCHOOL STUDENTS

D.Jayakumari[1], Dr.S. Karthiyayini[2]
[1]Research Scholar, [2]Associate Professor & Research Supervisor
Department of Education, Vels Institute of Science, Technology & Advanced Studies
(VISTAS) Pallavaram, Chennai, India

Abstract: Decision making happens daily in every organization and at all levels. Its also important because it requires an individual to think critically about the situation and consider possible courses of action before choosing one. Owing to the importance of Decision Making Ability, a study on Decision Making Ability of Higher Secondary students was analysed through a normative survey with a sample of 300 students. Descriptive and differential analysis was done. Gender, Parent's Qualification and Type of School Management was influenced by the Decision Making Ability of Higher Secondary Students.

INTRODUCTION

Making decisions can be seen as a problem-solving process that results in an optimal, or at least acceptable, answer. Consequently, it is a process that might be more or less reasonable or irrational and that can be founded on overt or covert facts and ideas. Complex decision-making procedures frequently rely on tacit knowledge to fill in the blanks. In most cases, tacit and explicit information are combined during the decision-making process. People generate ideas and decide on courses of action through mental processes that are impacted by biases, reason, emotions, and memories. The idea that persons have free will is supported by the straightforward act of choosing. People consider the advantages and disadvantages of their decision before addressing the results. Missing or insufficient knowledge, pressing deadlines, and a dearth of physical or emotional resources are some of the factors that limit our willingness to make wise decisions.

DECISION MAKING ABILITY

Analysis of a limited number of alternatives that are defined in terms of evaluation criteria is a significant portion of decision-making. The next step might be to rate these options based on how appealing they are to the decision-maker(s) when all the factors are taken into account at once. When all the criteria are taken into account at once, another challenge would be to choose the best alternative or evaluate the relative overall priority of each alternative (for example, if alternatives represent projects competing for funding). The goal of multiple-criteria decision analysis (MCDA) is to resolve such issues.

Although very old, this area of decision-making has garnered the attention of several scholars and practitioners and is still the subject of intense dispute because there are numerous MCDA methods that may produce quite different results when they are applied to the exact same data. As a result, a decision-making conundrum is created. All science-based occupations require rational decision-making, where experts use their expertise in a particular field to make knowledgeable choices. For instance, making medical decisions frequently entails making a