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COMPUTER ASSISTED INSTRUCTIONAL MATERIALS (CAIM)IN LEARNING CHEMISTRY

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Today's tech savvy generation easily approves the use of computer applications in teaching field. We are interested to compare the potential of Computer Assisted Instruction Material as teaching aid with traditional lecture method and thereby know contribution to improve the learning process. The use of CAIM has more potential than lecture method. The use of CAIM has shown progressive effect but at the same time improvement in the performance. Blending of lecture and CAIM method will surely help for betterment of teaching-learning process at all the levels viz. information, understanding and application.

INTRODUCTION

"*Education is not preparation for life, education is life itself" – John Dewey"*

Education is a systematic process through which a child or an adult acquires knowledge experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. Every society gives importance to education, because it is panacea for all. It is the key to solve the various problems of life. True education is the harmonious development of the physical, mental, moral, spiritual and social values.Today is the age of science and technology. Technology has become an inseparable part of human life and caused doing things more through the consumption of less time and cost. In the field of education, computer takes a necessary place. Computer improves the students' way of thinking and problem solving. It is effective in increasing educational motivation, improving questioning skill, improving research spirit and raising school marks. It is generally effective on higher secondary school students' educational improvement to a great extent.One of the ways for providing effective instruction through computer is CAIM. The CAIM is totally an individualized instructional material. CAIM provides a lot of flexibility to the students. The student can take his own time to learn. The student can choose content, sequence and the difficulty level of the instruction that they require the computer becomes an interesting interactive medium for learning the subject where as the textbooks do not form proper concept in the minds of students. Here, CAIM helps the students for effective learning the chemistry subject. Hence, the investigator has taken an effort to find out the effectiveness of the CAIM in teaching-learning process of chemistry.

COMPUTER ASSISTED INSTRUCTIONAL MATERIALS (CAIM)

Computer assisted instructional material is an interactive instructional technique whereby a computer is use to present the instructional material and monitor the learning takes place. It uses a combination of text,graphics,sound and video in enhancing the learning process.

Computer assisted instructional material(CAIM) is one of the ways of individualizing instruction and making the instruction student centered and computers are indeed superior to other teaching aids in many area of higher education. The computer has many purposes in the classroom and it can be utilized to help a student in all areas of the curriculum.

TYPES OF COMPUTER ASSISTED INSTRUCTIONAL ACTIVITIES

The method of instruction in computer programming includes drill andpractice, tutorials, games, simulations, discovery learning, problem solvingand multimedia instruction. Presentation software like PowerPoint andanimation software like Flash and others can be of great help to the teacherswhile delivering information. Computers also help for individualisation and selfpacing, immediate feedback, consistent correction procedure, immediateknowledge of correct responses, well sequenced instruction motivation etc.

1.Drill-and-practice: Drill and practice provide opportunities or students to repeatedly practice the skills that have previously been presented and that further practice is necessary for mastery.

2. Tutorial: Tutorial activity includes both the presentation of information and its extension into different forms of work, including drill and practice, games and simulation.

3. Games: Game software often creates a contest to achieve the highest score and either beat others or beat the computer.

4. Simulation: Simulation software can provide an approximation of reality that does not require the expense of real life or its risks.

5. Discovery: Discovery approach provides a large database of information specific to a course or content area and challenges the learner to analyze, compare, infer and evaluate based on their explorations of the data.

6. Problem Solving: This approach helps children develop specific problem solving skills and strategies.

ADVANTAGES OF CAIM

• One –to-one interaction
• Great motivator
• Freedom to experiment with different options
• Instantaneous response/immediate feedback to the answers elicited
• Self pacing - allows students to proceed at their own pace
• Helps teacher can devote more time to individual students
• Privacy helps the shy and slow learner to learns
• Individual attention
• Learn more and more rapidly
• Multimedia helps to understand difficult concepts through multi sensory approach
• Self directed learning

ROLE OF CAIM INTEACHING AND LEARNING

CAIM has proved powerful tool for the teacher in the instructional process. Of course, there is some change in teacher's role as. CAIM directly interacts with the students individually and with the teacher. Teachers are to play their role in CAIM. Human teachers cannot be eliminated from teaching-learning process. CAIM provides the teacher some chance to use new tools. This use will enhance the person's satisfaction. Also it will increase the individual's efficiency. The CAIM can compute accurately and rapidly amounts of data. It can produce elaborate graphs and drawings. CAIM is compatible with line teaching. It can be used side by side. CAIM is flexible system of instructions. It can very promptly evaluate the performance of individual student. The teacher can devote his time for more creative activities.

CONCLUSION

Computer assisted instructional material (CAIM) has emerged as an effective and efficient media of instruction in the advanced countries of the world. CAIM is an interactive instructional technique whereby a computer used to present the instructional material and monitor the learning that take place. It will allow the student to direct their own progress. Thus, the teacher has to play a lot of duties in CAIM.

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JOOMLA – WORLD MOST POPULAR IN CMS

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Introduction

In these past few years the evolution of the computer and the internet's have been incredibly fast. In these days all the learners (students' and teachers') are known about how to use a computer and the internet and most of them are using social media networks to share their thoughts and to support each other. In this modern society most of the educators are known to connect the power of the internet and social media to get in touch with their students, and hear their thoughts.

Joomla

It is a free and open-source content management system (CMS) for publishing web content. It is built on a model–view–controller web application framework that can be used independently of the CMS.

The name Joomla is derived from the Swahili(East African Language) word "Jumla", which means "all together" or "as a whole". Joomla is one of the most powerful Open Source Content Management Systems. It is used all over the world for everything from simple websites to complex corporate applications. It is easy to install, simple to manage, and reliable. It is a modular CMS. It enables you to build websites and powerful online applications. Joomla released their version of **1.0** to **3.5** from the September-2005 to March- 2016.

History of joomla

Joomla is based on Mambo CMS which was developed by an Australian company in 2001 and initially released on August 17, 2005. The official version of Joomla 1.0 was released on September 22, 2005.

Content Management System (CMS)

In simple words, content management system is a system that manages content. CMS is software that allows us to create and manage web pages easily by separating the creation of our content from the mechanics required to present it on the web. A Content is any type or unit of digital information. It can be text, images, graphics, video, sound, documents, records, etc. or anything that we would like to manage in an electronic format. A CMS is a tool that enables us to create, edit, delete and finally publish in a varying format a variety of content as well as site maintenance from a central page. It provides a collection of procedures used to manage workflow in a collaborative environment.

Benefits of CMS

1. Consistent website design.
2. Website is easy to update.
3. Site can be updated from anywhere.
5.Availability of site modules and templates.
6.Content and structure can easily be adapted.
7.Content is well organized and searchable.

4. No need to pay someone to keep our Site Updated.

Various CMS product

1.Wordpress(www.wordpress.org **4.** Mambo (www.source.mambo-foundation.org)
2. Drupal (www.drupal.org) **5.**Plone (www.plone.org)
3. Moodle(www.moodle.org **6.**PhpNuke (www.phpnuke.org) and etc.,

Why do we use *joomla ?*

• Its FREE! • One Click Installation • Cross Platform for client: LINUX and Windows for hosting • Pro-Active Support – Joomla! Teams and Community members. • Simplicity – Intuitive Graphical Web User Interface (WebUI) •Flexibility – Highly configurable and tailorable • Robust – Extremely stable core infrastructure • Extensible – 3rd Party Extension and Plug-In capabilities • Dynamic Content – MySQL database driven.

Difference between the other CMS

Joomla	Other CMS
• It is designed to work perfectly in basic shared web hosting environments, a package that is least expensive and most common. Installer is simple and just like any other common desktop software. • It is supported by several extensions, add-on, and plug in. They are written in PHP, which is most widely used, general purpose scripting language and best suited for web development. •Joomla probably has a pre built module to transform it in a social bookmarking website. •Joomla's greatest advantage is availability of a large number of extensions that you can use to Plug-in extra features into your website and transform your website into anything you like. Other CMS	•The installation process is a bit complicated. • Add-ons, Plug-ins, although deeply integrated, but are less powerful compared to Joomla. • It is not known to support it. •Very Limited extensibility.

Advantages of *Joomla*

- It is an open source platform and available for free.
- Joomla is designed to be easy to install and set up even if you're not an advanced user.
- Since Joomla is so easy to use, as a web designer or developer, you can quickly build sites for your clients. With minimal instructions to the clients, clients can easily manage their sites on their own.
- It is very easy to edit the content as it uses WYSIWYG editor (What You See Is What You Get is a user interface that allows the user to directly manipulate the layout of the document without having a layout command).
- It ensures the safety of data content and doesn't allow anyone to edit the data.

- By default, Joomla is compatible with all browsers.
- The templates are very flexible to use.
- Media files can be uploaded easily in the article editor tool.
- Provides easy menu creation tool. Disadvantages
- It gives compatibility problem while installing several modules, extensions and plugins simultaneously.
- Plugins and modules are not free in Joomla.
- Development is too difficult to handle when you want to change the layout.
- Joomla is not much SEO (Search Engine Optimization) friendly.
- It makes website heavy to load and run. Real World Examples of What Joomla Can Create?
- Corporate web sites or portals
- Corporate intranets and extranets
- Online magazines, newspapers, and publications
- E-commerce and online reservations
- Government applications
- Small business web sites
- Non-profit and organizational web sites
- Community-based portals
- School and religious web sites
- Personal or family homepages

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TECHNOLOGICAL INNOVATION- APPS FOR EDUCATION

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Abstract

A few years ago, the APP would have made teachers in Assessing Pupils' Progress and students learn something from this. Now, when they see those same letters they mostly think about smartphone and tablet applications, shortened to "apps." With the thousands of apps available in the Android, Windows, and Apple markets it can be really difficult to find the best ones. Many teachers may be asking themselves which apps should be used for education. Apps that are truly effective and engaging for science lessons and evaluation through handheld technology in the classroom.

Introduction

Classroom is designed to help teachers to create and collect assignments paperless, including time-saving features such as the ability to automatically make a copy of a Google Document for each student. It also creates Drive folders for each assignment and for each student to help keep everyone organized.

Students can keep track of what’s due on the Assignments page and begin working with just a click. Teachers can quickly see who has or hasn't completed the work, and provide direct, real-time feedback and marks from within Classroom.

There are many types of Apps but selectively choose on important APPS. They are given below

1. Kahoot

2. Seesaw

3. Studyblue

1. KAHOOT

A Kahoot is a collection of questions on specific topics. Created by teachers, students, business-people and social users, they are asked in real-time, to an unlimited number of “players”, creating a social, fun and game-like learning environment.

There Are 3 Types of Kahoot

(i) **Quiz**

This is the most common type of Kahoot, epitomizing our game-based approach to blended learning. There is no limit to the number of questions in a quiz. Each question can have an associated picture or video, and 2 - 4 multiple choice answers. There must be at least one correct answer (but more can be chosen), and the time-limit for each question can be individually set from 5 seconds to 2 minutes.

Aside from being a great way to engage and focus a whole room of people, quizzes can be used to formatively assess the knowledge of each individual in the room, and adapt their learning accordingly. They can be used to track progress of individuals over time, and inspire learners to enquire further by creating their own quizzes.

Players answer questions displayed at the front of the room on their personal device, motivated to answer correctly and score the most points. The faster someone answers a question correctly, the more points they get. The top 5 highest points scorers are displayed on the leaderboard at the front in-between each question, and the ultimate winner is shown at the end. Results, including who answered what for each question, can be downloaded afterwards.

(ii) **Discussion (previously ‘Quick poll’)**

Discussions are designed to do exactly what they say - facilitate a conversation. They are simply one quick question with no right or wrong answer, which can have an associated picture or video and 2 - 4 alternative answers. They should be used to gather opinions on current affairs, divisive topics, or even ask “what shall we do today?”.

Once again, players answer the question on their personal device. There is still a time-limit to answer within, however no points are involved. The collective results of the question are displayed at the front, acting as the basis for the discussion.

(iii) **Survey**

There are no limits to the number of questions in a survey. Each question can have an associated picture or video, and 2 - 4 multiple choice answers - however there are no right or wrong answers. They are just like traditional surveys except questions are asked in real-time to those present who answer on their personal devices. The results of each question can be debated there-and-then, and all survey results can be downloaded at the end.

2. SEESAW

(i) **Build a comprehensive record of student learning**

With Seesaw for Schools, students build a comprehensive portfolio of work that spans their entire career at your school, across all classes and grade levels. Portfolios are maintained for the entire time a student is enrolled at your school, and administrators, teachers, students and parents can access those records. Parents only sign up once and can see their child's work across classes and from year to year, completely free of charge.

(ii) **Assess student progress towards standards**

Teachers using Seesaw for formative assessment can now tag student posts with school-defined standards and get real time insight into student progress.

Administrators can see student progress by class or grade level on a school wide dashboard to get a better understanding of how students are doing across key curriculum objectives.

(iii) **Actionable Data Collected In Real Time**

The Seesaw for Schools dashboard provides actionable data on how Seesaw is being used across your school. You can easily measure parent engagement and technology utilization in real time.

Get school-wide stats, or drill down to see usage by classroom, teacher or student. Use this information to follow up with struggling teachers more efficiently or celebrate successful classrooms.

(iv) **Track Parent And Student Engagement Over Time**

Seesaw Analytics lets you measure technology usage and parent engagement over time at your school. Use this data to track progress towards key school goals, like effective use of technology in instruction or meaningful communication with parents.

3. **STUDYBLUE**

StudyBlue is an online studying platform for high school and college students. The website allows users to upload class study materials, create electronic flashcards to study and share with others, and practice quizzes. StudyBlue allows students to store their notes in the cloud and connect with other students studying the same subjects. StudyBlue content can be accessed online or on mobile phone applications. The company serves students at over 26,000 institutions in over 100 countries including the india.

StudyBlue's services include electronic flashcards, note uploading, quizzes and storage of digital study materials. They can be created, modified and shared on StudyBlue's website or on mobile applications for the iPhone, iPad and Android devices.

Conclusion

Now a days the technology based education is both student and teacher centered learning because the learning is possible on both of side. So this type of APPS can improve the learning skills.

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HYBRID CLASSES

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Abstract

Hybrid is commonly used to describe courses that combine face-to-face classroom instruction with computer-based learning. In a hybrid course, a significant portion of the class learning activities are online, which reduces the amount of time spent in a traditional, face-to-face classroom. The online environment is a “virtual classroom,” where students will participate in various ways including posting and reading the discussion board or online forums, collaborate with peers on group work, and interact with material provided online by the instructor.This is a hybrid class and requires both classroom attendance and use of Email, the Internet, and other means of electronic communication.

Key words: Hybrid course, Virtual classroom, Electronic communication.

Introduction

The hybrid course format provides an opportunity to take advantage of both the face-to-face and online formats. Having some in-person sessions retains the class social dynamic and its sense of connection among students and faculty, while decreasing the amount of scheduled class time and commuting time for students and faculty.

There are different views on how many possible functions are needed to consider a class a "hybrid". The most limited definition here would be any class that can fill any of the three roles, given the correct talent spec and/or gear. This definition would only consider paladins, druids and monks as hybrids. Blizzard consider hybrids to be any class that has two or more functions that they can spec for. If the definition is widened in this manner then shamans, warriors, death knights, and priests are added to the list of hybrids.

The word "hybrid" means

Hybrid is commonly used to describe courses that combine face-to-face classroom instruction with computer-based learning. A hybrid essentially splits the required classroom time between campus rooms and the Internet, resulting in a reduction of the amount of time spent on campus.If you have registered for a hybrid course, you must attend scheduled meetings on campus, as printed in the AACC Schedule of Credit Classes.

Guidelines for Scheduling Hybrid Classes

Following are general guidelines for scheduling hybrid classes. Adhering to these guidelines will facilitate the scheduling of hybrid classes and will facilitate inclusion of clear and concise information in the Class Schedule for our students.

Classroom usage by hybrid classes

A hybrid class should be scheduled with regular weekly class meetings. This will allow for the classrooms to be used effectively and reserved accurately. Efforts may be made to have hybrid classes scheduled in such a manner that they may share a classroom with other hybrid classes each week. For example, both classes meet at the same time (e.g. 1:00 –2:20 p.m.) but one meets on Monday and the other meets on Wednesday.

For data entry: Reserve classrooms only for the time the class will be using the room.

Class notes for hybrid classes

Required 1st note - Arrange [X] hours per week.

For data entry: Select appropriate note number to reflect the proper number of arranged hours per week. Arranged hours plus class meeting hours must total at least the minimum number of hours required by the course.

Required 2nd note - This is a hybrid class and requires both classroom attendance and use of Email, the Internet, and other means of electronic communication.

For data entry: Select note number 180. Optional and custom class notes may be included next.

Examples:

- Students registering for this class must consult the following Web site:

http://graphics.palomar.edu/elablond

Presentation of hybrid classes in the Class Schedule

Following is an example of a properly scheduled hybrid class as it would appear in a fall or Spring Class Schedule as a full-semester class:

- This is a 3-unit course, requiring 3 hours of lecture per week. The minimum hours for the class is met between the meeting pattern (1½ hours per week) and the arranged hours (1½ hours per week).
- The class meets regularly on Thursdays, 9:30 to 10:50 a.m., so room P-30 will be reserved for every Thursday, from 9:30 to 10:50 a.m. throughout the semester.
- The number of arranged hours is the same every week. 71582 Th 9:30-10:50am P-30 SMITH J LEC Arrange 1½ hours per week

This is a hybrid class and requires both classroom attendance and use of Email, the Internet, and other means of electronic communication. Students registering for this class must consult the following Web site: http://econ.palomar.edu/smith

Benefits to Students

- More opportunities to interact with course materials and resources, leading to greater engagement and enhanced opportunities for success
- Higher-quality peer interaction
- Greater flexibility in course scheduling, a boon to UW Bothell's high percentage of working and commuting students
- Increased skills in self-directed learning leading to greater learner autonomy
- Skills in communicating effectively in multiple modes
- Increased technical skills

Benefits for Faculty

- Enhanced pedagogical practices as a result of redesigning the learning experience
- Better student engagement
- More flexible schedule and better ability to work from different locations
- Better online pedagogical and technology skills while still retaining the valued face-to-face interaction with students

Benefits to the University

- Enhanced university brand and reputation with the potential of being a leader in hybrid learning
- More efficient use of classroom space which could increase classroom availability
- Greater student access and enhanced student learning
- Active implementation of the 21st Century Campus Initiative's innovation and sustainability goals.

Conclusion

The term "hybrid class" names a model of course design that combines traditional, face-to-face class time with online and out-of-class course work. A hybrid class should be scheduled with regular weekly class meetings. This will allow for the classrooms to be used effectively and reserved accurately. The students benefit from the quality instruction and flexibility of both the online and classroom learning environments.

Reference:

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- http//:www.enwikipedia.org/wiki/hybrid-teaching
- http//:www.worldwidelearn.com/education-articles/hybrid-education.html

LEARNING THROUGH PLAY WAY METHOD

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Introduction

Learning through play is a term used in education and psychology to describe how a child can learn to make sense of the world around them. Through play children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environments.

Key ways that young children learn include playing, being with other people, being active, exploring and new experiences, talking to themselves, communication with others, meeting physical and mental challenges, being shown how to do new things, practicing and repeating skills and having fun in the learning through play

Play way Method

According to Friedrich Froebel,"The play of children is not recreation; it means earnest work. Play is the purest intellectual production of the human being, in this stage…for the whole man is visible in them, in his finest capacities, in his innermost being."

According to proponents of the concept, play enables children to make sense of their world. Children possess a natural curiosity to explore and play acts as a medium to do so. In the book *Einstein Never Used Flash Cards*, five elements of children's play are listed.

Play must be pleasurable and enjoyable.
Play must have no extrinsic goals; there is no prescribed learning that must occur.
Play is spontaneous and voluntary.
Play involves active engagement on the part of the player.
Play involves an element of make-believe.
Definitions of play

Role play and pretend play involves creativity, such as: making props to use or finding objects to be used as props. Play can also be creative when the person involved constructs building blocks, uses paint or uses different materials to build an object. Creativity is not about the end product but the process of the play scenario.

Imagination is used during play when the person involved creates images in their minds to do with their feelings, thoughts and ideas. The person then uses these images in their play.

Seven common characteristics of play are listed in *Playing and Learning*, by BeverlieDietze and Diane Kashin: Play is active, child-initiated, process oriented, intrinsic, episodic, rule-governed, and symbolic.

Work

There are critical differences between play and work. Play is mostly a self-chosen activity by the child, rather than prescribed by a parent or teacher; it is a process, rather than a predicted outcome or product. Work, on the other hand, has a definite intent and a prescribed outcome.

Play is not wasted time, but rather time spent building new knowledge from previous experience. However, long term developmental qualities of play are difficult to research.There are various ways in which researchers may choose to look at the differences between work and play. Researchers may choose definitions of play or work based on:

Classical, modern and contemporary perspectives

There are three main groups of play theories:

Classical theories focus on play from the aspects of burning off excess energy; recreation and relaxation; replenishing energy after hard work; practicing future roles, and recapitulation theory (passing through successive stages by ancestors). Herbert Spencer suggests that play is a mechanism to allow humans to expend excess energy not required for survival; this can be achieved by children through play.

Modern theories examine play from the perspective of how it impacts a child's development. According to Dietze and Kashin, "The learner is no longer regarded as a passive receiver of knowledge, but as an active constructor of meaning". This perspective is emphasized within the constructionist theory through experiential learning. Theorist John Dewey suggests that children learn best by both physical and intellectual activity; in other words, children need to take an active role in play.

Contemporary theories focus on the relationship of play to diversity and social justice in daily living and knowledge. Children learn social and cultural contexts through their daily living experiences. The Zone of Proximal Development concept, developed by Lev Vygotsky, suggests that children require activities that support past learning and encourage new learning at a slightly-

more-difficult level. Vygotsky believed that social engagement and collaboration with others are powerful forces which transform children's thinking. UrieBronfenbrenner states that a child's development is influenced by both the person and the environment (which includes family, community, culture and the broader society).

Culture and Learning Through Play

The way that children learn through play is culturally specific "as result of differences in childrearing beliefs, values, and practices." Play both influences and reflects the way children from different cultures learn. Most western cultures would agree with the previously described definition of play where play is enjoyable, have no extrinsic goals,no prescribed learning that must occur, is spontaneous and voluntary, involves active engagement on the part of the player, involves an element of make-believe. However, that is not so for most others. For example, Yucatec Mayans do not have emotional aspects in pretend/ make believe play and most of their play is reality based.

Yucatec Mayans commonly learn through Intent Community Participation, a very different approach than is common among middle class European American families. This approach stresses observation that intertwines individuals in community action.

Unlike children from the U.S., Yucatec Mayan children seldom engage in pretend play; their cultural structure does not support idea of "pretend." Instead of having imaginary circumstances and friends, they play through various real life situations that reflect everyday life of the Yucatec. For example, children go through the steps of making tortillas, weaving, and cleaning clothing. This relates to not having Age Segregation. Unlike children of the industrialized middle-class who play mainly with children of the same age, The Yucatec Mayan children engage with all ages, exploring activities of daily life.

Different cultures and communities encourage children to play in different ways. Parents may not join in the play. Children may not be given toys to play with, but they often make their own. Children may play in mixed age groups away from adults. They may be expected to grow out of play by 5 or in middle childhood.

Different age groups have different cognitive capabilities. For example, when older Yucatec children pretend to discipline (modeling parental structures and exploring emotions), children who are younger may react negatively because they do not understand that the discipline is a game.

Their culture also emphasizes learning through observation. Children are active participators by observing and modeling activities that are useful to the community. " It is inherently integrated into

the daily activities of the compound." Their repeated realistic representations of the adult world are represented through their play.

Yucatec Mayan parents also do not support the idea of pretend. Pretend Play is considered a form of lying because children are not representing something that actually happens. For example, a Mayan mother told an ethnographer that she would "tolerate" her child pretending that the leaves in the bowl was a form of food.

In the first half of the twentieth century, Susan Isaacs introduced the study of play. This came from the understanding of child development that came from Western Europe and the USA. However, experts such as Gunilla Dahlberg et al. (1999) suggest that Western ways of looking at play cannot be applied cross culturally. Fleer's (1995) work with Australian aboriginal children challenges Western experts as to whether it is ideal to encourage play. She suggests that, "the children she studied did not play, and that it is not necessary for them to do so".

CONCLUSION

The vision of the child as a competent learner, and has produced a child-directed curriculum model. The curriculum has purposeful progression, and is based on emergent curriculum, but no defined teacher-directed sequence. Teachers follow the children's interests, and provide focused instruction in reading and writing within the parameters of the project that the children select. The Reggio approach believes that children learn through interaction with others in a friendly learning environment.

APPLICATIONS OF INFORMATIONAL AND COMMUNICATION TECHNOLOGIES

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INDROTECTION:

The word communication derived from the Latin word “commonis” which means “to transmit” “to import” “to exchange” “to share” “to convey”.

According to Newman and summer,” communication is an exchange of facts, ideas, opinions or emotions by two or more persons”.

ICT IN EDUCATION:

ICT in education means teaching and learning with ICT. Educational ICT tools can be divided in to three categories: input sourc, output source and others.ICT can lead to improved student learning and better teaching methods.a report made by the national institute of multimedia education in Japan proved that an increase in students exposure to educational ICT through curriculum integration has a significant and positive impact on students achievement, especially in terms of “knowledge comprehension” practical skill” and “presentation skills” in subject areas such as mathematics, science and social study.

THREE MAIN ADVANTAGES OF ICT TOOLS FOR EDUCATION:

- Through ICT images can easily be used in teaching and improving the retentive memory of students.
- Through ICT, teachers can easily explain complex instruction and ensure students comprehension.
- Through ICT, teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.

ICT APPLICATIONS:

ICT applications such as e-government, e-commerce, e-education, e-health and e-environment are seen as enablers for development, as they provide an efficient channel to deliver a wide range of basic services in remote and rural areas. ICT applications can facilitate the achievement of millennium development targets, reducing poverty and improving health and environmental conditions in developing countries given the right approach, context and implementation processes, investments in ICT applications and tools can result in productivity and quality improvements. In turn, e-applications may liberate technical and human capacity and enable greater access to basic services.

RADIO & TV:

Radio and TV can have high start-up costs and reinforce existing pedagogical styles educational initiatives that otilize radio and television typically have quite high initial start /up but once they are up and running, on going mainte3nance and upgrade costs are much lower. One-to-many broadcast technologies like radio and television are seen as less revolutionary ICTs in education.

COMPUTER:

It is unclear where to place computers to make sure they are used most efficiently. There is very little research on the most appropriate placement of computers in schools, or in the community used to achieve various learning objectives.

MULTI-CHANNEL LEARNING;

It is a useful concept the emerging practices of "multi-channel learning", which focuses on enriching the educational experience by engaging all resources that are available to help effect incremental change by coordinating the various ways to connect learners with information provides valuable insight into how blended learning approaches can be delivered and tailored in areas of great resource scarcity.

SATELLITE:

It is much hyped, but understudied while satellite broadcasting of electronic educational resources is thought to hold much promise, there are few case studies of successful implementation of satellite broadcasting to small LDCs.

NEW INTERNET TECHNOLOGIES:

New internet technologies hold promise but are not yet operational emerging internet technologies, especially recent and emerging wireless protocols are thought to hold much promise for providing connectivity to remote areas, but projects utilizing such technologies are for the most part in pilot or planning stages and face many regulatory hurdles.

MOBILE:

Mobile internet centres are being deployed as a way to reach rural areas. A number of educational initiatives utilizing mobile internet centers have been piloted in the past decade, but little cost and impact data has emerged from such projects.

COMMUNITY TELECENTERS:

Community telecenters are a hot topic, but successful replicable models have not yet emerged community Telecentres have be touted as important tools to provide access to learners to ICTs outside of formal school settings.

CONCLUSION:

Free software holds promise, but costs and impact are still not well documented. The uses of free software is widely touted as a cost effective alternative to the uses of proprietary software but research in this area is largely advocatory in nature.

TRANCEFERABLE SKILL

C.DHARANEESWARI **M.ED II-Year**
Department of Education

INTRODUCTION:

Transferable skills can be defined as skills developed in one situation which can be transferred to another situation

They are sometimes called generic, soft or key skills.

They are necessary for effective performance, not only in the workplace and in postgraduate study, but in life in general. Some examples of such skills include team working, communication skills, problem solving, planning and time management

IMPORTANCE OF TRANSFERABLE SKILL:

Selectors are now expecting higher education institutions to embed generic or employability skills more fully into the curricula
This increases the necessity for graduates to be aware of the skills they develop during their time in higher education and to be given opportunities to develop such skills even further.

An increasing emphasis is being placed by education at a national and international level on the employability of graduates, of which the development of transferable skills is a key component

SKILLS DEVELOPMENT:

Many will say they are doing this already, indeed there are examples across the colleges of skills development.

Many students are aware of these skills and their relevance but a significant number are not making a link between their academic study and what they have to offer selectors.

The Transferable Skills section of the Careers Service website has been established to increase students' identification, development, articulation and transferability of key skills through their academic study and to support lecturers in the integration of key skills into the curricula

TYPES OF SKILL:

Team work
Oral communication and presentation
Problem solving
Time management
Commercial Awareness

1. Identify the skills and qualities of a graduate required by your School / Department.

2. “Audit” or examine the courses you teach to determine the extent to which these skills are currently being developed.

3. Identify any skills “gaps” and opportunities that exist for development.

4. Consider the level at which you wish to develop your chosen skill.

5. Identify suitable skills materials, resources or exercises for integration into the curriculum.

6. Consider if assessment of the skills is appropriate.

CONCLUTION:

Universities across the globe are increasingly required to produce highly skills graduates who are able to respond to the ever changing and complex needs of the contemporary workplace.

THE ULTIMATE CURRICULUM DESIGN FOR THE ULTIMATE LEARNING EXPERIENCE IN HIGHER EDUCATION

S.FloralJeya
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Department of Education

Abstract:

All programmes in higher education aim for a curriculum that enables students to become independent, critical-thinking professionals. At the curriculum level, a serial educational system whereby only a few courses are taught simultaneously over shorter time periods is more efficient that a parallel system in terms of student learning and study progress at the course level, literature shows that reducing contact hours can significantly improve study efficiency if students are activated to actually use the free time to study. By using a preparation – feedback model instead of a presentation-assimilation model. During contact hours cognitive load should be reduced to allow students to actively process new knowledge and skills. Interactive – engagement methods can significantly improve the effectiveness of a course and enhance the problem solving ability of students. Permanent evaluation can be used to assess the extent to which students reach the set go als, but also to activate students and give regular feedback.

Introduction:

These objectives enable students to acquire academic competences, including thorough knowledge and skills in the discipline, coupled with a broader interdisciplinary perspective and a critical and research – oriented attitude. Moreover, students integrate these academic competences within a broad ethical, cultural and social formation. From this, they learn to make well-founded choices and to act professionally, constructively and critically in their chosen field. This enables them to assume their social responsibility as committed citizens. In the university's vision of teaching and learning, active students are in the end responsible for their own learning process, while it is the responsibility of the teaching staff to provide optimal support for the student.

Curriculum Design:-

Already demonstrated that students do adjust their study behaviors to the organization of the curriculum, They conclude that a serial system, whereby only a few courses are taught

simultaneously over shorter time periods, is more efficient than a parallel system in terms of student learning and study progress.

Time Efficiency:

However, this does not guarantee study success as the time during a course should be used as efficient as possible by lecturers and students.

Contact hours versus self – study:-

Many studies show that reducing contact hours has the potential of significantly improving study efficiency. This can be explained by the availability of more time for active self – study. This does not imply that the ideal situation is an abolishment of lecture hours.

Teaching methods:-

Furthermore it helps to limit the ‘cognitive load’ during a lecture by linking course material to previous or other material and by focusing on ‘why’. This is the case in research-based education. Research – based instruction already increases student attendance, improves engagement, and more than doubles the learning compared to a traditional lecture.

Permanent Evaluation:-

A direct effect of a new curriculum design and other teaching methods is that evaluation methods should also be revisited. Evaluation is mostly used to examine to what extent students have reached the set goals leading to grades, but evaluation can also be used to activate students during lecture weeks and to guide students in their learning process by giving constructive feedback. Permanent evaluation combines these objectives and thus involves formative evaluation as well as summative evaluation. Formative permanent evaluation, where no accounted grades are defined, helps guiding students during their learning process and stimulated deep larning and long-term retention of knowledge and skills. Summative permanent evaluation examines to what extent students have reached partial goals during the semester. In both cases part of the study load shifts from the examination period at the end of lecture weeks to lecture weeks themselves.

The Ultimate Curriculum Design:-

All of the above findings are general and therefore can be applied to all higher education programmes. However, every university has its own structure within the framework of a broader educational system which should be considered in the design of the optimal curriculum.

- Only three parallel courses are organized in one period.
- Sufficient time and space is reserved for self- study.
- Lectures and practice sessions are organized according to the preparation – feedback model.
- General application of permanent evaluation.
- Resit – examination is planned as soon as possible after the initial examination period.

Conclusions:-

This paper integrates key knowledge from literature and personal findings from qualitative interviews and quantitative questionnaires in order to define the ultimate curriculum design for the ultimate learning experience in higher education. Hereby the authors want to anticipate to students' passive class attendance and procrastination of studying, leading to superficial learning when the exams approach and a lack of long- term retention of knowledge and skills.

CLASS ROOM CLIMETE

Name :P.Geetha

Course :M.Ed II year

Department of Education

Introduction

The climate of class room and the school reflect the influence of a school culture, which is a stable quality emerging from underlying, institutionalized values and belief system, norms, ideologies, rituals and traditions.

Meaning of Class room Climate:

Many people, impressed with the fact that the class is a group rather than a collection of individuals have stressed the general group climate with in the class.

Class room climate and culture are shaped by the school's surrounding andEmbedded political, social, cultural and economic contexts.

Goals:

- Understand the role of classroom meeting
- Foster proactive and reactive ways to structure classroom management and relationships.

Student Placement:

- Place easily distracted students away from each other, doorways, windows and areas of high traffic
- Preferably, place to one side of the classroom, close to the front
- An inclusive classroom should place students in areas of the class best suited to their needs

Creating an environment of respect and rapport

- Greet students in the morning - stand at the door, walk around to desk, make rounds when students are doing morning procedures
- Talk in a calm voice

- Be aware of your body language
- Never argue. It takes two people to argue – don't be the second person. State your request, clarify understanding, give an if then statement and end the conversation.

Establishing a culture of learning

- Communicate high expectations for all students
- Lighting – lamps can provide softer lighting and be calming - fluorescent lamps can be harsh
- Music – use it to change the mood in the room – classical, jazz etc for calming activities – up tempo music for active activities
- Temperature- keep the room at a comfortable temperature and be sensitive to the fact that some students are more sensitive to temperature change than others – be flexible – allow jackets, sweaters etc.

Managing student behavior

- Use a system that is easy to manage and understand – keep it simple.
- State your rules clearly and positively
- Set consequences you can enforce and always follow through
- Be consistent.

Conclusion:

Classroom climate pays a major role in shaping the quality of school life and learning. School psychologists can play a major role of ensuring school strive to create such a climate.

Mobile Learning

Name	:	**K. JENIFER**
Course	:	M.Ed., II Year
Topic	:	Mobile learning
		Department of Education

Abstract:

Education and training is the process by which the wisdom knowledge and skills of one generation are passed to the next mobile learing offers modern ways to support learning process through mobile devices Such as handled and tablet computers MP3 players smart phones and mobile phones.

Introduction:

Mobile learning has received a lot of attention in recent years as a growing segment of the educational and instructional technology field mobile learning can be any educational interaction delivered through mobile technology.

Definition of mobile learning:

Mobile learning is defined as learning across multiple contexts, through social and content interactions using personal electronic devices, a Form of distance education, m-learners use mobile device educational technology at their time convenience.

Value of mobile learning:

- It is important to being new technology into the classroom.
- Devices used are more light weight then books and PCS
- Mobile learning supports the learning process rather than being integral to it

Benefits of mobile learning:

- Multimedia content delivery and creation options
- Continuous and situated learning support
- Potentially a more rewarding learning experience
- Relatively inexpensive opportunities, as the cost of mobile devices are
- Significantly less than PCS and laptops.

Objectives of Mobile learning:

- Encourage anywhere anytime learning
- Reach underserved children
- Improve twenty first century social interactions
- Fit with learning environments
- Enable a personalized learning experiences

Differentiating e-learning from mobile learning:

e-learning can be real time, or self placed also known as synchronous or Asynchronous learning

Mobile learning is often self-placed. Un-tethered and informal presentation

e-learning	Mobile learning
Lecture in classroom or internet labs	Learning and where any time
e-mail to e-mail	Instant aseous messaging
Private location	No geographoic boundaries
Travel time to reach the internet site	No travel time with wireless internet connectivity

Advantages of Mobile learning:

- Flexibility of learning
- Better completion rates and higher retention
- Collaborative learning
- Higher engagement
- Multi device support
- Performance Support
- Learning Path.

Disadvantages of mobile learning

Devices may become outdated quickly and students have to keep combating absolescence.

There is limited wireless band width and chances and that it may further decrease with the number of users.

Conclusion:

Mobile learning opens so many doors to new technology and will continue to get more complex as the years go on. So many opportunities are being giving to get an education and to expand your knowledge. There is a great way to help people learn better.

E-LEARNING

Name : K. Jeyakumari
Course : M.Ed II-Year
Department: Dept. of Education

Introduction:-

E-learning is electronic learning, and typically this means using a computer to deliver part, or all of a course whether it's in a school, part of your mandatory business training or a full distance learning course.

Meaning:-

E-Learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online.

Definition:-

The delivery of a learning, training or education program by electronic means. E-learning involves the use of a computer or electronic device in some way to provide training, educational or learning material. -**Derek Stockley 2003**

Objective of e-learning

- To offer flexible learning possibilities in degree and continuing education and also in lifelong learning
- To decrease the proportion of lectures and increase the proportion of individual work in the study process
- To make the information and study materials better available for learners
- To diversify the study process and make it more interesting, efficient and contemporary
- To facilitate the cooperation with other Estonian universities and also promote international cooperation
- Web-based learning enables us to offer alternative learning possibilities for the people with special needs, from remote areas, women with small children, full-time workers and Estonians living abroad.

Benefits:-

Here are 5 key benefits in which e-learning has transformed the landscape of learning and development. When compared to the traditional mode of classroom learning, there is clear evidence that e-learning brings:

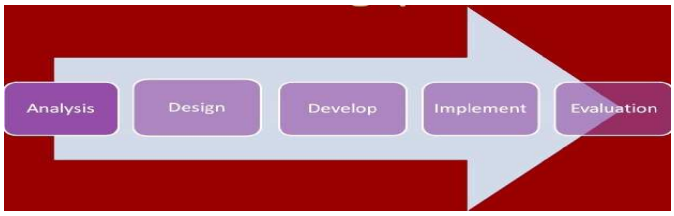
- Faster delivery
- Lower costs

- More effective learning
- Lower environmental impact.

It's cost effective and saves time:

By reducing the time taken away from the office, removing travel costs and doing away with printed materials, online learning helps you to save money and increase workplace productivity. It also means your staff will be happier and focused.

Process of e-Learning



Analysis: (Audience and Content)

During analysis, the designer identifies the learning problem, the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics. Analysis also considers the learning environment, any constraints, the delivery options, and the timeline for the project

Design: (Strategy design)

A systematic process of specifying learning objectives. Detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-interface and content is determined here.

Develop:

The actual creation (production) of the content and learning materials based on the Design phase.

Implement : (Integration & Delivery)

During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated.

Evaluation : (course feedback & maintenance)

This phase consists of (1) formative and (2) summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revision is made as necessary.

Advantages:-

Flexibility – eLearning can be done in short chunks of time that can fit around your daily schedule.
Mobile – As eLearning can be done on laptops, tablets and phones
No Travel– As just mentioned, eLearning can be done wherever you have a device capable of doing so.
Lower cost – eLearning tends to be the much cheaper option
Tailored to you – Everyone is able to learn at their own pace
Technological Possibilities- eLearning is fast becoming a more and more popular method

Conclusion:-

Successful preparation for online learning is not significantly different from classroom preparation. As with any new concept, however, it is important for an instructor to communicate how existing practices integrate with a new concept High dropout rates are not a function of the online learning environment - they are a function of poor course design, lack of instructor familiarity of the environment, and learner preparation. Preparing learners to learn online is perhaps the greatest skill that we can offer.

RELATIONSHIP BETWEEN LOCUS OF CONTROL AND INTERPERSONAL INTELLIGENCE OF IX STANDARD STUDENTS

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INDRODUCION

The word Education is like a diamond which appears to be of a different color when seen from different angles. In Latin dictionary we find the word 'educare' which means 'to lead out'. It is a growth from within.

DEFINITIONS OF EDUCATION

Aurabindo defines education as,"helping the growing soul to draw out that is in itself". (Saxena, 2007)

Mahatma Gandhi describes education as, "the all round drawing out of the best in child and man-body, mind and soul".(Saxena ,2006)

SECONDARY EDUCATION

Secondary education begins where the primary education ends. The individual's ability, aptitudes, interests and characters are shaped at this stage. Secondary education trains pupils to be effective members of the society.

OBJECTIVES OF SECONDARY EDUCATION

The objectives of secondary education as defined by the Secondary Education Commission (1952-53) are: development of democratic citizenship, development of vocational efficiency, development of the qualities for leadership and development of personality.

SIGNIFICANCE OF THE STUDY

Locus of control is understood as the ability of an individual to control and manage his own behavior, by some factors pertaining to his own inner-self, that is the internal factors like personal effort, ability etc. or the factors from external sources, ie., the external factors like luck, chance and fate. Locus of control either internal or external plays a dominant role in making or molding a personality an assertive one or a submissive one. As a result, locus of control is considered to be an integral part of any individual.

OBJECTIVES OF THE STUDY

1. To find out the level of locus of control of IX standard students.
2. To find out the level of intrapersonal intelligence of IX standard students.
3. To find out the relationship between locus of control and intrapersonal intelligence of IX standard students.

LIMITATIONS OF THE STUDY

Limitations are those conditions that are beyond the control of the investigator that may place restrictions.

i. This study is limited to schools located only in Tirunelveli district.

ii. The present study is limited to IX standard students in Tirunelveli district.

iii. The investigator has used locus of control scale which does not have dimensions.

i. The investigator has used Intrapersonal Intelligence Scale which is one of the dimensions of Multiple Intelligence Scale.

REVIEW OF RELATED LITERATURE

One of the essential aspects of research work is the review of related literature. It plays a crucial aspect of planning of the study. A researcher has to be up-to-date in his information about studies related his own problem.

Best (1971) says, "the search for related literature is one of the first steps in the research process". It is a valuable guide in defining the problem, recognizing the significance, suggesting data gathering devices and source of data. A summary of recognized authorities and of previous research clearly tells the researcher what is already known and what is still unknown and untested.

METHODOLOGY

Research is oriented towards the discovery of relationship that exist among phenomena. Webster's international dictionary proposes a very inclusive definition of research as, "a careful critical inquiry or examination in seeking facts or principles, diligent investigation in order to ascertain something".

SURVEY METHOD

It is concerned with the present and attempts are made to find out the present position of the phenomena which is being investigated. This process involves description, recording, analyzing and interpreting conditions that exit.

ASSOCIATION BETWEEN FATHER'S OCCUPATION AND LOCUS OF CONTROL OF THE STUDENTS

Father's Occupation	Low	Average	High	Total	Calculated $\chi 2$ value	Table $\chi 2$ value	Remarks at 5% level
No work	1(0)	1(2)	1(1)	3	7.87	12.592	NS
Coolie	12(17)	84(75)	20(24)	116			
Private	8(6)	24(28)	11(9)	43			
Govt	8(6)	21(25)	9(8)	38			
Total	**29**	**130**	**41**	**200**			

It is inferred from the above table that there is no significant association between father's occupation and locus of control of the students

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IDEAS FOR SCHOOL IMPROVEMENT

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Karaikudi

INTRODUCTION

Commonly Education foundation was created to encourage innovation in schools. Our educators were making positive changes not only from the top down but also from the bottom up through a lot of communications on social network about new innovations techniques for both teachers students and schools.

FOR TEACHER

Coach

Gnostic and Excited guide

The important note for the teachers is to teach and guide students through the learning process. To develop a student's interests and self confidence. The teacher will give special attention for this. The technology makes the teachers free in lecturing and making curriculum In that time the teacher will use it for monitoring individual tutoring and give guidance to the students and also use this time for co-curricular activities. They will give coaching for curricular and co-curricular activities.

Learn

Teaching as apprentiship

In the time of preparation for a teaching career should follow the model of apprentership In which novices get experience from experienced teachers The student teachers should spend less time in lecture halls for learning educational theory but more time in classroom for working directly with students and experienced teachers Teaching skills must be continually sharpened in the time of take courses and attend conferences, seminars, workshops and share lessons and tips with other teachers online and in person

FOR STUDENTS

Engage: Project based learning

The students are go beyond the text book for study complex topics based on real world issues The students can analyzing information from various sources and internet and interviews of some experts project based class work is more effective than traditional book based instruction. The students just memorize the concept from a text book but instead of that they using original documents and data. They are mastering in the courses but they learning it in more meaningful ways. The number of projects can cover the entire courses.

Connect

Integrated studies

Students should learn all the subjects like science, arts , music and others. This subject should interconnect with traditional subjects The students should know all the subjects and they know how it inter relation with other subjects.

Share

Co-opeartive learning

Students should learn the skills of collaboration and managing emotions and resolving conflicts in groups because of working together with the project teams and guided teachers. It develops the valuable foundation for their lives. Each one is responsible for learning skills to every individuals.

Expand

Comprehensive Assessment

Assessment should be very elaborated beyond simple test scores. It must provided the students strengths and weakness in detail from this each individual will closely observe by parents and teachers. And its gives opportunity for students to know their mistakes and correct it and improve their level.

FOR SCHOOLS

Adopt : Technology

All the activities should be a adopt with the technology like curriculum, students assignments, parental connections and administrations and other aspects of school modernizing . All the activities of the teachers should explore it in online. Like lessons plans demonstrations. It helps the teachers creativity and communication skills. The teachers can maintain their records. The school will connect with parents via social media. School administrative work should be done through technology.

Reorganize : resources

Restructured the resources like time money and facilities . the time for project work is beyond the 45 minutes period it needs atleast 2 hours The elementary school stay atleast two years in same class depending on the relationship with students then only. They use the resources successfully. The allot money should be used only classroom purpose rather than the bureaucracy.

Communities

Involve: Parents

The students should learn more when the parents involves in school work. Because they are the first teachers they are caregivers. The education goals should be informed to the parents it create the easiest way to achieve goals. And their high expectations also fulfill

Include

Community partners

The school should get relationship with business man. Higher education people, community organizations and some agencies for providing funds, instructions materials technology etc And also they give their experience to both teachers and students.

Conclusion

These are some of the ideas for school improvement It is a process that needs patience but with each small victory, many get closes to the big goals.

“RELATIONSHIP BETWEEN LINGUISTIC STYLE OF LEARNING AND ACADEMIC ACHIVEMENT IN ENGLISH OF HIGH SCHOOL STUDENTS’

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INTRODUCION

Education is the process through which the experiences of the race, comprising knowledge, skills and attitudes are transmitted to individuals who are the members of the race, concepts change, attitudes and skills undergo alternations, appreciations, interests and values face revisions and life itself involves a continuous modification of experience. In this context, education is the process of assisting the leaner to adjust to the ever- changing world.

Man as a social animal tries to understand the atmosphere form his birth. He acquires abilities to adjust himself in his society. There is a need to guide him, to lead him and to bring him to a better development and adjustment. Education is necessary for imparting experience in the light of social development (H.K.Karpur, 1962). Education is a life long process. It is through education that man develops the thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiments and skills and good values and attitudes. It is through education, he is transformed into human, social, moral and spiritual being.

DEFINITAIONS OF LEARNING STYLES

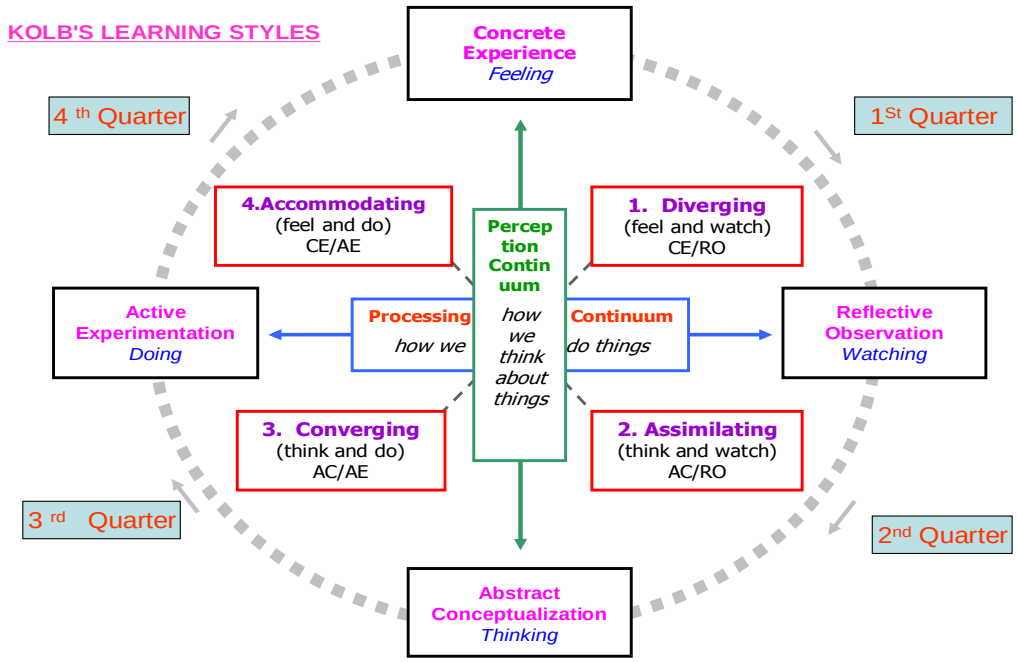
“Learning style is defined as “the complex manner in which and conditions under which learners most efficiently and most efficiently and most effectively perceive process, store and recall what they are attempting to learn”

- (James and Gardener, 1995)

TYPES OF LEARNING STYLES

Learning styles are classified into four types, namely,

1. Diverging (feeling and watching – CE/RO)
2. Assimilating (Watching and thinking – AC/RO)
3. Converging (Doing and thinking – AC/AE)
4. Accommodating (Doing and feeling – CE/AE)



OBJECTIVES OF TEACHING ENGLISH

To achieve anything we should have proper planning. During the stage of planning we should have a clear-cut idea of 'Why' we should do some thing at every step. As teachers of English, We should be clear about why we do something, in the name of teaching, in our class rooms. That is, we should remember the objectives of teaching English by us.

13 STATEMENT OF THE PROBLEM

OPERATIONAL DEFINITIONS

The investigator has adopted the following definitions for the terms used in the above statement.

Relationship

It means the connection between two variables. In this study attempts to find out the connection between linguistic style of learning and academic achievement.

Linguistic style of learning

Linguistic learning style is refers to a person's ability to reason, solve problems and learn using language. This style is related to words and language and dominates most western educational systems. It is the ability to communicate through language (reading, writing, speaking or listening). The skills in this area are the ability to analyze one's own use of language, remember terms easily, understand syntax and meaning of words, convince someone to do something and explain, teach , learn and use humor. It is activated by the spoken word, by reading someone's ideas, thoughts or poetry or by writing one's own ideas, thoughts or poetry, as well as by various kinds of humor (play on language/ words, jokes etc.)

LIMITATIONS OF THE STUDY

"Limitations are those conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations" (John w. Best, 1999).

The present study is made keeping in mind with the following limitation:

1. The population is restricted to only high school students in ManapparaiTaluk.
2. The investigator not studied all the types of learning styles but only studied linguistic learning style.

Only quarterly marks of the students were taken for the study to measure the academic achievement

REVIEW OF RELATED LITERATURE

The phrase review of literature consists of two words: review and literature. The term 'review' means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that his/her study would be an addition to this field. In research methodology the term 'literature' refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. The task of review of literature is highly creative and tedious because researcher has to synthesize the available knowledge of the Methodology

Sample: The sample of the present study comprised 160 higher secondary students from private and government schools.

Tools: Barbara A. Solomon and Richard M. Felder's Learning Style Inventory was used in this study to collect data. This tool has 41 items. Each has 5 alternatives Strongly Disagree, Disagree, Slightly Agree, Agree and Strongly Agree. The Reliability Coefficient of the learning style was determined by Gonbach's alpha test. The Reliability Co-efficient of the tool was established as 0.8709. It is seen that the value is highly significant.

The achievement scores were taken from the results of the half-yearly examinations available in the records of the school.

Findings

1. The statistical results reveals that there is no significant difference in learning style of the higher secondary students in terms of their class and type of school.
2. There is significant difference in learning style between boys and girls studying in higher secondary schools.

field in a unique way to provide the rationale for his/her study (Saxena, N.R., 2006)

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research and scientific enquiry both are generally considered as synonymous. The only difference between the two is that it is possible to employ scientific method without research, but it is not possible to conduct any research without employing scientific method.

According to John W. Best "Research is considered to be the more formal, systematic

and extensive process of carrying on a scientific method of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedures and a report of results or conclusions". (John W. Best and Kahn, James V, 2003).

According to Travers, "Educational research is that activity which is directed towards development of a science of behaviour in educational institutions. The ultimate aim of such a science is to provide knowledge that will permit the educator to achieve his goals by the most effective methods" (Kulbir Singh, Sidhu, 1984).

FINDINGS, INTERPRETATIONS, RECOMMENTDATIONS AND SUGGESTIONS

The investigator has carried out a survey on "relationship between linguistic learning style and academic achievement in English of high school students". On the basis of the analysis of data collected through a distribution of questionnaire on the sample of 300 students in IX standard st

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E-Learning

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Abstract:

This study investigates the effectiveness of using e-learning in teaching in tertiary institutions. In institutions of higher education the issue of utilizing modern information and communication technologies for teaching and learning is very important.

Introduction:

E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources.

Definition:

According to maltz et al the term ‘e-learning’ is applied in different perspectives including distributed learning online-distance learning as well as hybrid learning.

Types of E-learning:

E-learning into two basic types, consisting of computer-based and the internet based e-learning.

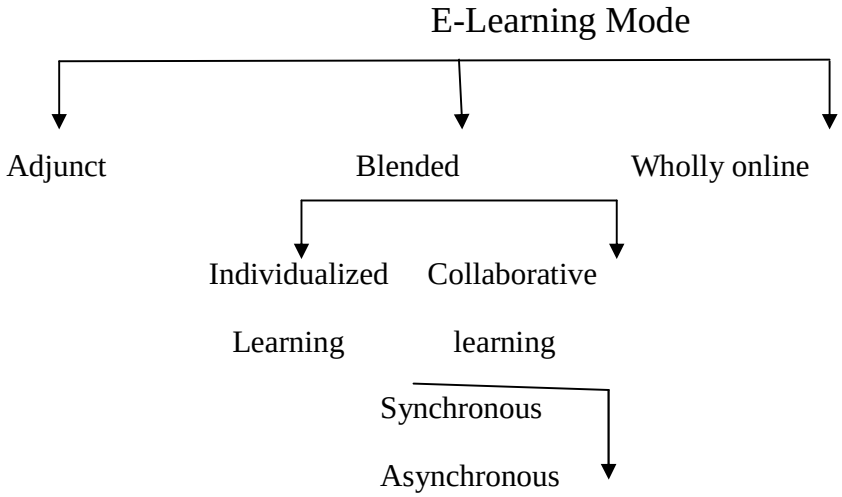
Computer based learning:

The computer based learning comprises the use of a full range of harder and software generally that are available for the use as information and communication Technology and also each component can be used in either of two ways: Computer managed instruction and computer assisted learning.

Internet based learning:

The internet based learning improvement of the computer based learning and it makes the content available on the internet. With the rediness of links to related knowledge sources.

The use of E-learning in Education



Advantages or Benefits of E-learning

- E-learning enhances the effiency of knowledge and qualifications via case as access to a hunge amount information.
- E-learning is cost effective in the sense that there is no need for the students or learners to traver.
- E-learning always takes into consideration the individual learners differences.

A STUDY OF INTERPERSONAL INTELLIGENCE OF HIGH SCHOOL STUDENTS

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ABSTRACT

This study confines that the interpersonal intelligence of high school students. The sample of 100 students was taken by the investigator from the government high school, sikkal by the sampling techniques of simple random sampling.

INTRODUCTION

The term education as a learning process implies acquiring knowledge. The education connotes "Modification of human behavior" or "drawing out the best in man" and it is a lifelong process which cannot be confined only to four walls of the schools or colleges. Education aims at the total and wholesome or harmonious development of the personality of the child and it should afford opportunities to the individual to develop physically, mentally, intellectually, morally and socially. Education makes man rational, self reliant, self-conscious, civilized, sociably and harmonious. It inculcates good habits in man and makes his life systematic, develops aspirations, ambitions and desires in him, makes him powerful and paves the way for his development.

DEFINITION OF THE TERMS USED IN THE STUDY

The investigator adopted the following definitions for the terms used in this study.

Interpersonal Intelligence

It refers to the ability to detect and respond appropriate to the moods, temperaments, motives and intentions of others.

High School Students

It refers to the students studying in IX and X standard in high schools.

OBJECTIVES

1. To find the level of interpersonal intelligence of high school students.
2. To find whether there is any significant difference in the interpersonal intelligence of high school students with respect to background variables.

HYPOTHESES TESTING

The level of interpersonal intelligence of high school students is average.

The level of interpersonal intelligence of high school students with respect to sex is average.

The level of interpersonal intelligence of high school students with respect to Standards is average.

The level of interpersonal intelligence of high school students with respect to medium of instruction is average.

The level of interpersonal intelligence of high school students with respect to religion is average.

The level of interpersonal intelligence of high school students with respect to accommodation is average.

NULL HYPOTHESES

There is no significant difference in the interpersonal intelligence of high school students with respect to sex.

There in no significant difference in the interpersonal intelligence of high school students with respect to Standards.

There is no significant between in the interpersonal intelligence of high school students with respect to medium of instruction.

There is no significant difference in the interpersonal intelligence of high school students with respect to religion.

There is no significant difference in the interpersonal intelligence of high school

DELIMITATIONS OF THE STUDY

(i) The investigator not studied all the types of intelligence but studied interpersonal intelligence only.

(ii) Sample for the study is limited to 400 high school students only.

(iii) The study is limited to only high school students in Tirunelveli District only.

(iv) The study is limited to five dimensions of interpersonal intelligence namely empathy, amiability, social persuasion, guidance, respectful.
students with respect to accommodation.

REVIEW OF RELATED STUDIES

Research takes advantages of the knowledge which has accumulated in the past as a result of constant human Endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to the study proposed by a researcher. A careful review of the research journals, books, dissertations, thesis and other sources of information on the problems to be investigated is one of the important steps in planning of any research study.

RESEARCH METHODOLOGY

'Research' is composed of two words 're' and 'search' for new facts or to modify older ones in any branch of knowledge. Research is the systematic attempt to obtain answers to meaningful questions about phenomena or events through the application of scientific procedures. It is actually a voyage of discovery. Research is thus an original contribution to the existing stock of knowledge making for its advancement.

According to John w. Best 'Research is defined as the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles or theories, resulting in prediction and possibly ultimate control of events'.

METHODS OF RESEARCH

All researchers involve the elements of observation, description and the analysis of what happens under certain circumstances. Researchers use different methods in their research activities. The solution of such method depends on the nature, objectives and population of the study. Usually all studies fall under one or a combination of these types. Some important methods of research are of the following.

- Historical Research
- Descriptive Research
- Experimental Research
- Normative survey Research
- Case study Research

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INSTRUCTIONAL SYSTEMS DEVELOPMENT

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Introduction

The Instructional systems development is an the origin during world war II, a considerable amount of training materials for the military were developed based on the principles of instruction, learning and human behavior.

This concept has been around for at least 25 years. The basic model is simple to understand and easy to use in almost any training . It is a series of steps leading to the production of a successful training program for building a course is to steps for building a home. Building a quality home requires a systematic process so the home meets *personal, structural and community standards*among them. It could be disastrous if one left out a critical step, up the blueprints.

Meaning of Instructional Systems

The design phase is the planning stage of Instructional systems development. Its purpose is to transform relevant content into concise, behavioral objectives, creating the **instructional** "*blueprint*" that will direct the **development** of all training materials, tests, and methods.

Instructional systems development model

The same idea apply to developing quality training. Most *Instructional systems development* approaches contain five major phases. The first four phases *(analysis, design, development and implement)* are generally sequential ; the outputs of one phase are the inputs to the next. The fifth phase, *evaluation*, involves feedback that applies throughout the model.

i)ANALYSIS

ii)DESIGN

iii)DEVELOPMENT

iv)IMPLEMENTATION

v)EVALUATION

ANALYSIS

Analysis involves research, and the skills required to conduct a good instructional analysis are similar to those of any good investigation: *thorough*ness, objectivity and a systematic approach.

The *Instructional systems development model* requires that training fulfill specific needs. This is done through the generation and evaluation of such analysis elements as *needs assessment, job analysis, and target audience analysis.*

Needs Assessment

Needs Assessment is conducted when a job performance problem has been identified. Needs assessment involves a systematic identification of solutions to performance problems. The assessment determines the root cause of the problem, and then proposes a solution. The problem may be due to inadequate training, poor job documentation, poor equipment, lack of motivation. Need assessment determines whether training, alone will solve the problem.

Job Analysis

Job analysis is a systematic method of listing all the tasks necessary to competently do specific job. These tasks represent the foundation on which we construct performance-based training objectives, course content, and evaluation instrument. Simply put, the job analysis provides detailed *"**picture"*** of the job to be trained. It is particularly critical for designing performance-based training.

Target Audience Analysis

Target Audience Analysis identifies characteristics that affect trainee learning. The analysis includes information about trainees educational background, previous training experiences, relevant work experiences, and motivation for training. Training requirements are the knowledge and skills that must be taught during training.

DESIGN

The design phase is the planning stage of ISD. Its purpose is to transform relevant content into concise, behavior objectives, creating the instructional ***"blueprint"*** that will direct the development of all training materials, tests, and methods. Training requirement and outcomes identified during analysis are written s goals and objectives.

DEVELOPMENT

The development phase translates design decisions into training materials. It is the real work of course development is done. Using the objectives, instructional approach and media selections from the design phase, development produces course materials for the trainer, course materials for the trainee, and evaluation instruments.

IMPLEMENTATION

The implementation phase focuses on the details of training delivery. Logistical arrangements, such as scheduling a training place, preparing an agenda, setting up the training environment, and practicing the presentation ensure delivery of a training session that captures trainee interest.

EVALUATION

The purpose of evaluation is to ensure that training under development stays on track, safeguarding achievement of training goals. Decisions about revisions for future course iteration can be made after evaluating the strengths and weaknesses in a completed training program. Evaluation ensures that training improves performance back on job. The *Instructional System Development* process includes two types of evaluation: *formative and summative.*

Formative Evaluation

Formative Evaluation monitors the training as it proceeds through the *Instructional System Development* process. Monitoring involves periodically reviewing the analysis and design documents to confirm that objectives are being developed and delivered as originally intended.

Summative Evaluation

It is the process of reviewing a course or training after it is taught. It includes measurement of training outcomes in terms of trainees opinions about the training, test result, on the job performance, and the benefit, or return on investment, of the training to the trainees organization.

ADVANTAGE

i)It provides a step- by –step process to id in planning and creating training programs.
ii)It provides several opportunity to re-evaluate learning goals and outcomes.
iii)It ensure the design and development of training material.
iv)It is basic model that can be used for any kind of learning and is very systematic and thorough in including all the components of other instructional design models.

- ***Relevance:*** Materials can be produced that are directly relevant to students' and institutional needs and that reflect local content, issues, and concerns.
- **Develop expertise**: Developing materials can help develop expertise among staff, giving them a greater understanding of the characteristics of effective materials.
- ***Reputation*****:** Institutionally prepared materials may enhance the reputation of the institution by demonstrating its commitment to providing materials specifically for its students.
- ***Flexibility*****:** Materials produced within the institution can be revised or adapted as needed, giving them greater flexibility than a commercial course book.

CONCLUTION

It comes to using instructional design models. Although some models are more suitable than others, the ADDIE model is helpful when collaborating with the instructional designer, faculty, and other librarians at work (higher education). ADDIE is a cycle. This means it is flexible enough to allow anyone, at anytime to revisit a step, and refine it. Another reason the ID approach works in developing formation literacy instruction is because when given a large assignment, one may not know where to start.

ADDIE helps identify an entry point for the project, which is helpful for a new or inexperienced instructional librarian. ADDIE, one of the most recognized and used *Instructional systems development* models, is consistent and can be used in a wide range of

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MOBILE LEARNING

INTRODUCTION:

- M-learning or mobile learning is defined as "learning across multiple contexts, through social and content interactions, using personal electronic devices educational technology at their time convenience .M-learning technologies include handheld mobile phones and tablets.
- M-learning focuses on the mobility of the learner, interacting with portable technologies .using mobile tool for creating learning aids and materials becomes an important part of informal learning .M-learning is convenient in that it is accessible from virtually anywhere and also brings strong portability by replacing books and notes with small devices.

DEFINITION :

"Mobile learning is education via the internet or network using personal mobile devices , such as tablets and smart phone to obtain learning materials through mobile apps, social interaction .it is flexible ,allowing students access to education anytime."

WHAT IS MOBILE LEARNING:

Mobil learning that arises the courses of person -to -person mobile communication.

EDUCATIONAL USES OF MOBILE LEARNING :

CLASS MANAGEMENT :

Mobile devices in the classroom can be used to enhance student -centered learning ,group collaboration among students through communication application , interactive display ,and video features.

- Existing mobile technology can replace cumbersome resources such as textbooks, visual aids, and presentation technology .
- Interactive and multi-mode technology allows students to engage and manipulate information .
- mobile device feature with **WIFI** capabilities allow for on - demand access to information

Access to classroom activities and information on mobile devices provides a continue for learning insight and outside the classroom.

PODCASTING :

- Podcasting consists of listening to audio recording of lecture .it can be used to review the lecture and to provide opportunities for students to rehearse oral presentations. it may also provide supplemental information to enhance traditional lectures .
- Psychological research suggests that university students who download podcast lecture achieve substantially higher exam result .

WORK :

M-learning in the context of work can embrace a variety of different forms of learning .it has been defined as the "processes of coming to know , and of being able to operate successfully in, and across , new and ever changing contexts ,including learning for through work by means of mobile devicies".

- M-learning for work
- cross -contextual m learning

LEARNING FOR WORK:

- learning involves classic and formal education activities , such as training courses, that prepare learners for future work -related task. A typical , corporate application is the delivery of mobile compliance training .
- mobile simulations that prepare learners for future situations for disaster response training.

CROSS -CONTEXTUAL LEARNING :

- learning that bridges the gap between work setting and formal education formats has perhaps the biggest potential for work -based mobile learning ,especially with respect to tertiary education system.
- The value of these mobile phone-mediated learning practices lies in the integration and reconciliation of learning and formal education.

LIFE LONG LEARNING AND SELF -LEARNING :

- Mobile technologies and approaches ,mobile -assisted language learning ,are also used to assist in language learning . (computer ,phone, tablets)
- Podcasting have been used to help people acquire and develop language skills.

CLASSROOM APPROACHES :

Approaches in classroom and other learning spaces combine the use of handheld computers, smart phone, and tablets with traditional resources.

VALUE OF MOBILE LEARNING:

- ❖ It is important to bring new technology into the classroom.
- ❖ Mobile learning can be used to diversify the types of learning activities students (Blended learning approaches).
- ❖ Mobile learning supports the learning process .
- ❖ Mobile learning can be a useful add-on- tool for students with special needs.
- ❖ Mobile learning can be used a "hook" to re-engage disaffected youth.

GROWTH OF MOBILE LEANING :

Mobile learning is widely used in schools, workplaces, cities, and rural areas around the world. In comparison to traditional classroom pedagogical approaches.

- ❖ Testing ,survey, job aids and just -in- time learning .
- ❖ Location - based and contextual learning .
- ❖ social -networking mobile learning
- ❖ mobile educational gaming.
- ❖ Delivering m-learning to cellular phones using two ways SMS managing and voice based cell casting .
- ❖ cloud computer file storage.

COMPARE EDUCATION WITH LIFE :

- ➢ **PORTABILITY**:
  It can take the computer to different sites and move around within a location.
- ➢ **SOCIAL INTERACTIVITY**:
  - It can exchange data and collaborate other people face to face.
- ➢ **CONTEXT SENSITIVITY**:
  - It can gather data unique to the current location , environment and time including both real and stimulated data.
- ➢ **CONNECTIVITY**:
  - It can connect handhelds to data collection devices other handhelds and to a common network that to a true shared environment .

- **INDIVIDUALITY:**
    - It can provide unique scaffolding to the individual path of investigation.

BENEFITS OF MOBILE LEARNING :

- Mobile learning helps learners to improve their literacy and numeracy skills and to recognize their existing abilities .
- Mobile learning can be used to encourage both independent and collaborative learning experiences .
- It helps to learners to identify areas where they need assistance and support .
- It helps to remove some of the formality from the learning experiences and engages reluctant learners.
- Mobile learning helps to raise self -esteem .
- Mobile learning helps to raise to self -confidence .

CONCLUSION:

- The use of mobile learning in an educational environment would have a very positive effect on the learning experience , it appears that future generations are Extremely receptive to utilizing new technology and as a they appear to embrace it.
- The emergence of social networking ,blogging, and YouTube students expect to be able to utilize mobile technology on the fly to connect anywhere of the day.
- To improve mobile learning effectiveness, students and instructors need help adopting more effective learning and teaching practices across content area in students are taught digital citizenship.

RESEARCH IN EDUCATION

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Abstract

Education research refers to a systematic attempt to gain a better understanding of the Education process, Generally with a view of improving its efficiency.

Introduction:

Education research is an activity which is directed towards the development of a science of behavior in educational situations.

Definition of Education Research:

- The Ultimate aim of such a science is to provide Knowledge that will permit the educator to achieve his goals by the most effective methods. –J.W.Best.

Need and Importance of Educational Research:

- Education research in fact has grown out from many educational practices used in the school today.
- Many of problems required to be solved with particular research techniques.
- Research in the field of education the knowledge gained permits the educator to be both a consumer and the producer of research.

Research Provide:

- Dignify the work of the teacher
- Economics effort
- Prevents wastage
- Increases efficiency
- Reacts to vitalize

Characteristics of Educational Research:

A sound philosophical basis:

- In the application of scientific procedure to education , a sound philosophy as well as sound common sense.
- It is based on insight and imagination.
- It must be related to the study of complex relationship of various facts.
- It develops better educational means, better development or formation of instructional aims, better motivation of pupils better teaching methods which are mainly speculative , better evaluation, better supervision and administration there are activities or operations.
- Education research based on interdependence of cause and effect .
- Any student who wishes to undertake venture into the unknown and only by doing so he will bring back the fruit of genuine discovery.

Scientific Inquiry and Research

- The two terms scientific inquiry and research are closely related.
- Research is an inquiry into nature of , the reasons for and consequences.of any particular set to circumstance.
- Whether these circumstances are experimentally controller or recorded just as they occur.

Scientific method postulater:

- Empirical evidence
- Relevant concepts
- Objective considerations
- Neutrality
- Probabilistic predictions of results
- Critical scrutiny
- Conclusion predictions

Conclusion:

- Research is oriented towards the discovery of relationship that exists among different phenomena of the world.
- Education research is very much helpful in producing useful knowledge not only in the thinking of educators but also in lay-men.
- This has helped people to understand social life and there by gain a greater measure of control over social behaviour.

TECHNOLOGY ENHANCED LEARNING

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INTRODUCTION

Learning ‘using’ technologies has become a global phenomenon. The Internet is often seen as a valueneutral tool that potentially allows individuals to overcome the constraints of traditional elitist spaces and gain unhindered access to learning. It is widely suggested that online technologies can help address issues of educational equity and social exclusion, and open up democratic and accessible educational opportunities.New communication technologies, particularly the Internet, appear to offer exciting possibilities for overcoming geographical access and cost barriers to learning.

TECHNOLOGY ENHANCED LEARNING

Technology-Enhanced Learning (TEL) may be defined as any form of instruction where technologies are used and applied to facilitate and enhance learning. TEL can be represented as a continuum, moving from the traditional classroom-based/face-to-face (F2F) learning, supported by technology, to a more flexible, blended approach which makes significant use of technology and reduces F2F contact, on to a fully online approach which is entirely dependent on technology.

The term 'technology enhanced learning' encompasses all uses of information and communications technologies in learning and teaching. It is also sometimes referred to as 'elearning', 'online learning' and 'advanced learning technology'.

AIM OF TECHNOLOGY ENHANCED LEARNING

- To enhance student-centered learning through the integration of technology with teaching.
- To evaluated a range of technologies and discussed their implications for learning.
- To demonstrated skills in searching for, critical analysis of and collation of academic resources.

* To critiqued the use of technologies in a variety of learning contexts.

PRINCIPLES OF TECHNOLOGY ENHANCED LEARNING

1. Technology-enhanced learning approaches will combine technology-related and face-to-face activities. These will be aligned with best practice to enhance the student learning experience.

2. A Virtual Learning Environment will be used for all modules to promote student engagement, self-responsibility and independent learning.

3. Students and staff will require training and support in the use and application of e-learning tools.

4. Programme design teams will introduce blended learning approaches into all programmes. Consideration will also be given to eventually achieving fully online delivery mode for some modules and programmes.

5. There will be recognition for staff in terms of time, consistent with the level of technology-enhanced activities being implemented. Such recognition will offer opportunities to develop partnerships, research practice, share resources and contribute to the scholarship of e-learning and e-pedagogy

6. The Institute will ensure a consistent, reliable and scalable IT infrastructure and will provide a range of learning resources and software.

7. Protocols for online engagement will complement existing policy on social networking.

8. Students and staff will have opportunities to evaluate the quality of support provided.

QUALITIES OF TECHNOLOGY ENHANCED LEARNING

- **Usability:** This term was not intended to be restricted to the technical Human-Computer Interaction sense of the term; instead, it referred to interventions that wereavailable, relevant and understandable to its intended users. This included reflecting the language of the users in the presentation of the intervention.

• **Contextualisation:** Practitioners favoured tools designed specifically for them, or which they had been involved in producing/adapting. Interventions were less effective where they failed to

recognize the day-to-day experiences of staff, the values and practices of the discipline (or profession) or failed to tackle current issues.

• **Professional learning:** Effective interventions provided the opportunity for – and actively encouraged – practitioners to rethink their practices; this was especially true for interventions that prompted teachers to rethink their concepts of teaching and learning.

• **Communities:** There are advantages to working with existing communities (by which is meant self-recognizing groups, not 'types' of people as might be identified through a role analysis).

• **Designing for learning:** The intervention should support practitioners in planning new ways to work with learners.

FEATURES OF TECHNOLOGY ENHANCED LEARNING

In general, are equipped with the following:

- Ceiling mounted projector and projection screen
- Laptop connection cables HDMI, VGA, Mini DisplayPort
- DVD
- Sound system
- Touch screen
- Control system
- Telephone

Some classrooms have additional resources, which may include:

- Resident Computer with both Mac & Windows operating systems w/DVDRW
- Microphone (wireless handheld and/or lavaliere)
- Document Camera
- Stereo Sound
- Wireless Presentation clicker/Mouse
- USB extension cable for USB drives

SEVERAL TAXONOMIES OF TECHNOLOGY

Several taxonomies of technologies for learning have been proposed (Bruce & Levin 1997; Jonassen, 2000; Chickering&Ehrmann, 1996; Conole et al., 2004). For example, we can think of tools and systems for reading, thinking, communicating, and acting in the world:

- Technologies as media for accessing and studying learning material:
- Technologies as media for learning through inquiry.
- Technologies as media for learning through communication and collaboration.
- Technologies as media for learning through construction.
- Technologies for learners' assessment.
- Technologies for digital and multimedia literacy.

USES OF TECHNOLOGY IN LEARNING

- Teachers can collaborate to share their ideas and resources online.
- Students can develop valuable research skills at a young age.
- Students and teachers have access to an expanse of material.
- Online learning is now an equally credible option.
- The Flipped Classroom.
- Effectiveness of EdTech on Mathematics for K12.
- Longterm research indicative of the positives of technology on learning.
- Educational Technology improves student learning outcomes.

BENEFITS OF TECHNOLOGY IN LEARNING

The use of technology can add value to learning by enabling:

- Greater choice over the time, place and pace of study
- Alternative modes of study: distance, blended work-based, partially or wholly campus-based
- Knowledge-sharing and co-authoring across multiple locations
- Opportunities for reflection and planning in personal learning spaces
- Rapid feedback on formative assessments
- More active learning by means of interactive technologies and multimedia resources

- Participation in communities of knowledge, inquiry and learning
- Learning by discovery in virtual worlds
- Development of skills for living and working in a digital age

CONCLUSION

At the outset, it was stated that this report had two objectives, which were shared with the project as a whole:

1. To explore the impact of new forms of technology on roles and practices, and
2. To identify the kinds of intervention best suited to supporting staff within the processes of change that surround the introduction of technology-enhanced learning.

ENHANCING TEACHING SKILLS

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Introduction:

The words ‘teaching’ and teacher are wrapped up with schooling and schools. one way of approaching the question What is teaching ? and What those called teacher? The thing about this is that the who, what why and how of teaching cannot be answered seriously without exploring the nature of teaching itself. The problem is that all sorts of thing s are bundled together in job description or roles into a definition - and highlight some forms it takes.

In teacher education programmes and in continuing professional development a lot of time is devoted to the ‘What’ of teaching and what areas we should we cover, what resources do we need and so on. The ‘how’ of teaching also gets a great deal of space , how to structure a lesson , manage classes, assess for learning for learning for learning and so on.

MEANING OF TEACHING :

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

MEANING OF TEACHING SKILLS :

A teaching skills is a set of activities or actions which. are repeated a number of times during the course of teaching . For example the teacher of Tamil explains many thing contained in the poem that he / she is teaching in the class room.

Here ‘explaining ’ is one of the skills of teaching. The teacher is putting questions here and there during their teaching. That action of putting questions is another teaching skills.

MEANING OF EFFECTIVE TEACHER :

Strive to motivate and engage all their student in learning rather than simply accepting that some students cannot be engaged and are destined to do poorly. They believe every student is

capable of achieving success at school and they do all they can to find ways of making each student successful."

PROFESSIONAL DEVELOPMENT :

- ✓ **Mentoring**
- ✓ **Consultation**
- ✓ **Practice**
- ✓ **Study**
- ✓ **Reflection**
- ✓ **Learning**

SKILLS NEEDED FOR TEACHING :

CONFIDENCE :

One will need the confidence to look calm and. competent or skilled in a particular activity even when tired and emotional strain.

Confidence is the feeling on belief that one can depending on someone or something ; firm trust; we had every confidence in the staff he had gained the young man's confidence.

Every teacher needs to have confidence, not only on themselves but inspires others students to be confident.

SKILL OF MOTIVATION :

Motivation is the general desire or willingness of someone to do something. keep staff up to date and maintain interest and motivation. This may require encouragement or disapproval and probably a bit of both at different times.

EMPATHY :

Empathy is the ability to understand and share the feelings of another. According to HomaTavangal " Empathy is an essential skill for students to learn as they head back to school this year.

The teacher have linked social - emotional learning with cognitive development and performance, offers ideas and online resources for create a more empathetic classroom environment.

Her suggestions are teaching about another with the help of storytelling or students collaboration and creating a "safe space " for learning in the classroom.

FACE TO FACE INTERACTION :

Classroom face - to- face interaction refers to the interaction between the teacher and the student. According to Mary Ritchie key " Face -to-Face interaction as one aimed at discovering ,discovering ,documenting and working toward consensus and describing regularities in the actual interactions".

INSTRUCTIONAL OBJECTIVE:

The teacher set the instructional objectives based on the Cognitive, Affective and Psychomotor domain.

COGNITINE DOMAIN:

1.Knowledge **:** Remembering the material includes recall and recognition.

2.Understanding : Ability to grasp the meaning.

3.Application **:** Ability to use material in new situations.

4.Analysis **:** It includes division of the contents into its elements and there all mutually related

5. **Synthesis** : It is limited as creative objective.

6. Evaluation : Evaluation is made it analyse whether the determined teaching objectives have been achieved or not.

Affective domain :

Affective domain concerns with the interest emotions, mental activities and values of the students.

1. Receiving: It means pupil's will to receive.

2. Responding,

3. Valuing

4. Organizing

5. Charactering

Psychomotor domains:

Psychomotor domains are concerned with the training of the student's physical activities and the development of the skill.

1. Impulsive - A driving for to learn

2. Manipulation - Practicing a skill to become habitual.

3. control - Control over the skill

4. Co-ordination - Practice and Co-Ordination.

5. Naturalization - Automatic Response.

6. Habit formulation - The skill is practiced as a habit.

Skill of questioning:

It is a good teaching technique of employing different questioning levels.

a) Low level question

b) High level question

c) Description question

d) Comparison question

e) Convergent question

f) Divergent question

g) Redirection question

h) Prompting question

All above the question create students recall and high levels of interaction in a classroom.

Stimulus Variation:

This skill covers the activities the teacher can introduce to vary the presentation methods used in a concept.

This skill is concerned with movements, gestures pausing international styles, variety speech pattern, shifting sensory channels.

An interactional styles compasses there area.

1) Teacher - group interaction.

2) Teacher - student interaction

3) Student - Student interaction

This skill is used to attract the attention of their students and to encourage among students and to encourage among students a positive attitude towards the subject.

Reinforcement:

This skill can increase students participation in their subjects in a number of ways.

The skill is being used when its teacher reinforce good behavior with a smile, when the teacher praises a good answer or encourage a slow leaner.

Positive reinforcement strengthens desirable behavior of the student. on the other hand weakens undesirable behavior of the student.

It the skill is used effectively the teacher can expect to realize the following objectives.

1) To attract the attention of the class.

2) To encourage their pupils to strive harder.

3) To develop classroom discipline and modify destructive behavior.

4) To increase students confidence.

Major components of this skill:

1. verbal reinforcement	-	Good, well done
2. Gestural reinforcement	-	Facial expressions body, language
3. Proximity reinforcement	-	Teacher moving nearer to the student evincing.
4. Contact reinforcement	-	Patting the head back.
5. Activity Reinforcement	-	Teacher gives the students a task they prefer as reinforcement e.g. project ,assignment.
6. Token reinforcement	-	The teacher awards marker, merit cards, writing comments like good, keep it up.

Teacher be a learner:

Teaching is a lifelong and continuous learning process. The teacher always learn. Something the world is always changing, along with the curriculum and educational technology. So the teacher to keep up with it.

A teacher who is always willing to go that extra mile to learn will always be an effective successful teacher.

Leadership Quality;

Leadership is a difficult skill. it is one of the other most important skills each teacher must have in leadership.

An effective teacher is a guide and knows how to guide their students in the right way. The directs by example and is a good role model. They encourages students ,and directs them to a place of success.

Risk Taking :

Something to get the big reward we may need to take a risk. Being a teacher is about finding a way to get kids to learn, and sometimes these new learning methods can be risky.

Stick to it and we will soon find that others are following their teaching example.

Adaptability:

In this digital age, teachers to be flexible and be able to adapt to whatever is thrown their way.

New technologies are developed every day that can change the way pupils learn and the way teacher teach.

Different student learn in different ways, and some lessons need specific teaching foots. Good teachers know how to adapt their lesson plan to their students, so that all the students learn optimally, this trait can take some experience and practice in classroom setting, so give it time.

Communication Skills:

One must have excellent communication skills to succeed as a teacher. The teacher must be able to explain their lesions in a clear way that can be understood by children of different ages and abilities.

The teacher must be able to tactfully communicate with parents on a regular basis. The teacher must also be able to be an effective team member with co-workers and the Principal. Finally, their verbal and written language skills, must be impeccable.

The teacher communicate not only their students but with parents and staff is an essential skill.

Listening skills.

To become a good teacher, they must have excellent listening skills. The teacher will face a lot of questions from their students on a daily basis and the teacher must be above to understand what the students are trying to convey when they speak with you.

Organization ability:

Modern teachers have the ability to organize and prepare for the unknown. The teacher always ready for anything that is thrown, their way. As a teacher they also need to prepare short and long term plan for the class.

Innovative ability:

The teacher is willing to try new things, from new educational apps to teaching skills and electronic devices.

Being innovate means not only trying new things, but questioning their students making real - world connections and cultivating a creative mindset. It's getting their students to take risks and having students learn to collaborate.

Ability to Engage:

The teacher keeping up to date on new learning technology. The teacher know how to find engaging resources and anyone their students with interest.

Patience:

Every good teacher must have patience in order to find a way to work with their students and earn their respect.

Conclusion:

Effective learning of a subject depends on the effective teaching. But effective teaching in turn depends on the application of general principles of the subject.

A teacher may have the knowledge of several methods any approaches for teaching the subjects. But they should follow and apply the scientific. Principles is order to improve their leaching. The teacher without the teaching skills is like a ship which has no harbors to reach.

DIGITAL LEARNING ENVIRONMENT

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INTRODUCTION

Education is changing. Collaboration and active sharing of knowledge are on the rise, and as such demand a shift of emphasis within our current educational practices.A next generation digital learning environment, the focus in the classroom shifts from the teacher to the students, with the teacher serving as more of a facilitator of learning. To enhance their technology integration skills, teachers participate in workshops, seminars, webinars and a variety of other professional development activities throughout the school year and during the summer, which also provide them with opportunities to collaborate and share ideas with their colleagues.

DIGITAL LEARNING ENVIRONMENT

Digital learning environments is a term that refers to the total of digital resources computers, software, storage, software, and systems used to manage an academic enterprise and support, enable or manage learning. Their emergence and adoption has more to do with learning than technology, although technology developments have been essential in their evolution. Digital Learning Environment is the dominant learning venue of this millennium. It expands access, improves learning, seamlessly integrates into life and work, sustains continuous improvement in individuals and organizations, shortens the time between knowledge development and implementation, improves scholarship, and changes virtually everything regarding learning system design and that means every aspect of a elementary, secondary, and post secondary or tertiary educational systems.

AIMS AND OBJECTIVES OF DIGITAL LEARNING ENVIRONMENT

AIMS

Participants in this unit will focus on the use of digital technologies for enhancing learning and teaching through appropriate pedagogical design.

Learning objectives

1. Critically review directions of digital technologies in current and future learning environments.

2. Analys and evaluate learning technologies for the achievement of appropriate pedagogical outcomes.

3. Design, develop, implement and evaluate learning experiences that utilize appropriate and relevant digital technologies.

4. Evidence individual and collaborative learning through a learning and teaching portfolio.

Functions of digital learning environments

- orientation to study (e.g. by free online courses, doing pre-tests)
- production and delivery course material
- registration and enrolment
- providing additional course material and practical video examples
- calendar, study timetable
- visualize difficult concepts through modeling and visualization software
- additional practice training
- teach concepts by video interaction, simulation and gaming
- visualize difficult concepts through modeling and visualization software
- tracking learning activities, portfolio functions
- get help and support by students, by institution and sometimes
- study and work in a (virtual) projects and virtual business environment
- doing assessment, testing and exams digitally

IMPLICATIONS OF DIGITAL LEARNING ENVIRONMENT

1) We are the architects.

The shift to component-based architecture gives us the members of the higher educationcommunity an unprecedented opportunity to shape, rethink, plan, and design our digital learning environments in a way that we haven't had since the advent of the LMS. We are the architects. Some will need to think like architects. One characteristic of this kind of thinking is that the architect takes the long and wide view, thinking about how the structure will hold up five, 10, even 20 years after completion and whether this design will work for everybody. In a component-based approach, especially one that is very interoperable, there will be a tendency to simply collect lots of different stuff. But adding functionalities could lead to clutter like a smart phone with too many apps so we'll need to adopt the architect's perspective.

2) The challenge of BYODLE

Personalization and customization is, by itself, a decentralizing force. Teaching and learning in higher education has always had a bit of a wild west character to it, where educators and instructors are frequently and independently tailoring the design of the course to suit their own approach to teaching their subject. This style will receive new encouragement in the interoperable environment, where it will present challenges in terms of coherence.

3) Policy and governance will be critical.

Under the pressure of this new ecosystem, the policies and governance practices now in place may start to crack. A learning environment of broader scope and more diverse componentry will require new policies and additional nuances with respect to the governance of those environments. For example, with learning data flowing in unprecedented volume, we'll need to revisit privacy policies and perhaps redefine the charters for our governance committees.

4) Weighing the pros and cons of open source code vs. consortia.

This new territory will require us to rethink the way we work with our colleague institutions. Since what we are talking about is a learning environment and not first and foremost an application, it will require that we come together for purposes in addition to writing code. Code is important, but it is by itself not the whole story.

5) Vendor relationships must evolve.

We'll need to consciously move away from more adversarial relationships with vendors and work toward something that more closely resembles partnerships and collaboration.

6) Leadership will shift.

Finally, this new approach to the DLE will require new kinds of leadership. At EDUCAUSE, we see this evolution toward the NGDLE as nothing less than academic transformation. This will require new aspects or dimensions to leadership, especially the ability to build consensus across campus groups and organizations.

ADVANTAGES OF DIGITAL LEARNING ENVIRONMENT

1. Engagement: improved student motivation from engaging content and game-based strategies.

2. Time: extending the learning day and year; allowing students to learn when they learn best.

3. Location: anywhere anytime learning creates a new world of opportunity.

4. Pacing: allowing students to progress at their own rate.

5. Individualization: customizing learning by level and modality.

6. Content: rich, deep, and up to date.

7. Sharing: the difference between 'turn it in' and 'publish it'; the ability to teachers to share what works.

8. Data: instant and multiple forms of feedback; smart profiles that will drive customized learning.

CONCLUSION

Digital learning technologies can enable students to grasp concepts more quickly and fully, to connect theory and application more adeptly, and to engage in learning more readily, while also improving instructional techniques, leveraging instructor time, and facilitating the widespread sharing of knowledge. Digital technologies will enable this in new and better ways and create possibilities beyond the limits of our current imagination. A society thrives only when all people have the opportunity to develop their talents.

THE IMPORTANCE OF QUALITY EDUCATION IN OUR LIVES AND SOCIETIES

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Introduction

Education is very important to all of us. It plays a great role in the life of everyone all through the life. According to **Thiruvalluvar**, "Education is the most valuable and imperishable wealth to a person; other things are not wealth". Getting proper education is very necessary to get success and happy life just like food is necessary for healthy body. It is very important to live luxurious and better life. It develops personality of the people, provides physical and mental standard and transforms people's living status. It promotes the feeling of physical, mental and social well-being by providing better life. Education is not only makes us able to learn about history, science, math, geography and other subjects however it makes us smart enough to learn how to live life and handle bad situations.

Being well educated never only means to earn certificates and good salary from the recognized and reputed organisation companies or institution however it also means to be a good and social person in the life. The first purpose of getting education is being good citizen and then being successful in personal and professional life. We are incomplete without a good education because education makes us right thinker and correct decision maker. In such a competitive world, education has become a necessity for human beings after food, clothe and shelter. It is able to provide solutions to all problems; it promotes good habits and awareness about corruption, terrorism, and other social issues among us. In this article, let's discuss about the importance of quality education in our lives and societies in detail.

Quality Education-Meaning

A quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. Quality education is a dynamic concept. It evolves with time and is subject to social, economic and environmental conditions. Quality education is a human right and a public good. It provides the foundation for equity in society.

According to **UNICEF**, A quality education is defined by five elements: the learner's outside experiences, learning environment, content of education, learning processes, and education outcomes. Learners must be healthy, well-nourished and supported by their families and communities. The learning environment should be safe, healthy and stimulating. Appropriate education content is relevant to the learner and presented in a well-managed classroom. Learning outcomes should meet promote participation in society. All five of the factors must be present for learners to receive a quality education.

Importance

Quality education is constructive in nature which constructs our future forever. It helps a person to improve his/her status of mind, body and spirit. It provides us lots of confidence by giving us bulk of knowledge in many field. It is a single and vital way to the success as well as personal growth. The quality education provides a great role in shaping our future and professional career. It helps us to develop personality and earn recognition and respect in the family and society. The importance of quality education in society is indispensable and cohering, which is why society and knowledge cannot be ever separated into two distinct entities. Let us find out more about the importance of quality education in society and how it affects our lives.

1. Improves Position In Society:

All the money in the world will not give you satisfaction and prestige as the education can. Women were enslaved and looked down upon due to the lack of education. As they become literate the outlook of the society improved. In fact, if you want to move within the certain segment of the people, it is important to be qualified or get a certain level of education.

2. Eliminating Superstitions

Superstitions have percolated to every part of the society with people blindly following them without any scientific base. They have existed since ancient times; however, educated person questions the age old customs and practices. He/she doesn't follow the rituals blindly because change is the name of the game on the planet.

3. Rational thinking

Believing anything without a reason is not the trait of an educated person. For instance, a farmer may not able to analyze the fertility of the soil and determine the type of the crops that are to be grown. In olden times, in the absence of research, people used to pray to the rain gods for a good harvest. Therefore, quality education is necessary to remove the different evils of the society.

4. Helps in Evolution

The quality education plays an important role in the evolution of human life. Television became the household commodity in the 20^{th} century while internet took over in 21^{st}. Advanced in technology is only possible due to the education. Ignorant people are not able to understand the logic behind the natural phenomenon and are not able to develop a vision for the future.

5. Wide Exposure

Through the use of educating, we come to know about the different cultures and traditions in the world. It helps people to become more tolerant of each other. Wide exposure enhances the knowledge base of the individuals and prepares them to face the challenges of life in a better manner. In olden times, due to sheer ignorance, foreign travel was considered an unholy activity and people had to undergo a purification process.

6. Independent Decision Making:

The Quality education plays a very important role in decision making by gaining feedback from others. A logical person would plan accordingly before starting any business venture. If you are learned and knowledgeable, it is easier to plan the economic activity and determine whether it is profitable.

7. Healthy Lifestyle

Health is wealth is an old adage but the proverb holds a lot of meaning in modern times. People are now aware of the benefits of the vegetables and fruits however in past they were ignorant due to lack of education. As they are able to read, it is possible to view the blogs related to health on the internet. More and more people know how fresh food provides vitamins and minerals to improve the immune system of the body. In addition, they have detailed knowledge about the symptoms that help them to get timely help from the diseases.

8. Using New Technology to Improve Productivity

The quality education is essential to incorporate new techniques to improve the productivity of the employees. For instance, if the workers are not educated, they cannot use the machines which would help to boost the production. In other works, you have to be knowledgeable and skilled in a particular stream to perform various tasks in the modern world. Farmers should also update their knowledge about the new methods of irrigation to make agriculture more effective.

9. Ethical Values

As people become more informed, they know what is right and what is wrong. Hence, the society in all likelihood would not resort to wars however ignorance breeds prejudices and hatred. Medieval and the first as well second world wars are the result of biased thinking due to lack of modern and rational education.

10. Working in a Cross-cultural Environment

An illiterate person may not be able to migrate to an alien land and work with the natives however educated people would take it up as a challenge and do everything to achieve success. It is a wonderful attitude that develops due to the accumulation of knowledge perfectly capable of removing the darkness of ignorance.

11. Growth of the Country

Developed nations around the world have achieved 100% literacy. Educated society develops quickly because they are not bounded by the narrow realms of caste, creed and religion. Instead, it focuses on the problems that hamper daily living. The government elected by the

educated citizens service the nation rather than ruling it. A corruption free society is only possible when people are blessed with the true knowledge of life.

12. Lower Infant Mortality Rate

Educated mother are in a better position to take care of the newborn infants. They consume nutritious food and supplements for the child so that he or she is born healthy. Mother listens to get doctors advice and gets her kids immunized to prevent the occurrence of life threatening diseases. In addition, educated parents focus on the all round development of the children.

13. Education is Responsible for Achieving the Goals in Life

An ignorant individual would never be able to plan and achieve success. It is only possible with the help of sustained education at different levels. Without the capability to read, write and think, human life is no better than an animal. Knowledge provides numerous means to the people to accomplish the goals. For instance, if you want to become a successful entrepreneur, it is necessary to get and education about the relevant business domain.

14. Transforming the Dreams into Reality

One of the most important benefits of quality education is that it helps to meet the objectives of the life. For instance some people want to become rich while others aspire to become popular. Right education with dedication can help to accomplish the task. Getting professional degree is the only way to excel in different business domains such as engineering, medicine and accounting. By enrolling in the course of your choice, it is not only possible to enhance the skill level but also the professional expertise.

15. Happiness

People who are educated can access lots of opportunities in lives. They get good jobs and achieve materialistic objectives. Fat pay checks guarantee luxury living and go a long way in providing happiness. In addition with the help of education, you may have a stable as well as secured life for the future. People with higher intellectual wealth also enjoy good social status is society.

Conclusion

Education helps us in many ways as follows;

- Education makes people healthier
- Education helps to save many lives
- Education boosts economic growth
- Education helps us to earn money
- Education helps to raise crop
- Education fosters peace in the society and among nations
- Education helps to eradicate poverty
- Education promote rights for women and children in the society
- Education encourages good governance, transparency, stability and keeps a check against corruption
- Education helps people aware of their fundamental rights

Hence education is not restricted to study hard and score good results. It also means to conquer new things towards the betterment of mankind. Education of women is a must because the empowerment and knowledge of one woman can revolutionize her family and society.Life would be detrimental and disastrous without quality education. Hence it is the prime duty of mankind to try to make education available in every part of the world.

MANAGED LEARNING ENVIRONMENTS (MLE) INEDUCATION

G.VIJEYALAKSHMI

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INTRODUCTION

A managed learning environment describes the electronic management of learning processes to support teaching and learning. Generally delivered using a standard web browser, this technology is designed both as a tool to undertake administrative and management tasks, such as student tracking and on-line assessment and assignments as well as providing a learning environment, which enables on-line delivery of courses and multimedia resources. Users of such a system can be teachers, pupils and parents.

MEANING

A managed learning environment combines all of the aspects of a virtual learning environment with a management system to hold extended information about participants and e-moderators.

A management learning environment can contain student contact information, details about courses and modules which the students has enrolled on, and grades/awards achieved as well as course materials and asynchronous forums.

Definition

"Managed learning environment include the whole range of information system and processes of the contribute directly or indirectly to learning and leaning management."

FEATURES OF MANAGED LEARNING ENVIONMENT

- ❖ Multimedia resources(storing and creation)
- ❖ On-line assignment and assessments
- ❖ Synchronous collaboration tools (interactive whiteboards, chat and video-conferencing)
- ❖ E-mail and real time chat rooms
- ❖ Interface to management information system

❖ Organisation of students into classes and groups.

❖ Individual home pages(both teachers and students)

TEACHING AND LEARNING PROCESSTEACHERS:

❖ General class administration and organization.

❖ Assessment and monitoring of students.

❖ Private conferences with parents about their child's work.

❖ Creation of lesson plans using and building on existing curricula resources.

PUPILS/STUDENTS

The various interactive tools of MLEs can learners with both class work and homework and can cater for individual learning styles.

❖ Contribute to and participate in discussions with classmates and other schools via the various conferencing tools.

❖ Submit and track their assignments on-line via a personal home page.

PARENTS AND THE WIDER COMMUNITY

Parents are able to access an MLE from home, allowing them to play an enhanced role.

❖ Communicate with teachers and school administrators in private.

❖ Access their child's personal home page to keep track of their work and curricula.

❖ Engage with wider school issues through on-line communication tools such as discussion forums and chat rooms.

ADVANTAGES

❖ Students can receive quick feedback on their performance

- ❖ It can be an efficient way of delivering course materials
- ❖ Can encourage more independent and active learning
- ❖ Ability to link resources in many different formats
- ❖ Potential for widening access

CONCLUSION

Managed learning environments offers huge opportunities for learning and access to a vast amount of knowledge and information. The role of teachers is to ensure that the learning environment provided takes account of learners needs and ensures that they are effectively prepared.

FORMAL EDUCATIONVs. INFORMAL EDUCATION

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INDUCTION:

The world education has a very wide connotation. It is like a diamond which appears to be of a different colour when seen from a different angle. Like the concept of the proverbial elephant as described by blind men, an artist, a biologist, an economist, an education, a philosopher, a political leader, a psychologist, and a sociologist etc. Seems to have his own concept and meaning of education which are influenced by his own outlook of life.

TYPES OF EDUCATION:

- Formal education
- Informal education

FORMAL EDUCATION:

Formal education is imparted in an educational institution a school or college. In ancient time in india, it was mostly imparted at the residence of the teacher. It is consciously and deliberately planned to bring about specific changes in the educed or the learner. As such is synonymous with educational institution school is the most important agency of formal education.

INFORMAL EDUCATION:

Informal education takes into its orbit all indirect influences of the home and the society the pross, the included as agencies of informal education their influence is subtle and imperceptible but at the same time very important and significant.

FORMAL EDUCATION VS. INFORMAL EDUCATION

Formal education is classroom-based, provided by trained teachers. Informal education happens outside the classroom, in after-school programs, community-based organizations, museums, libraries, or at home.

What are the main differences between the two?

- In general, classrooms have the same kids and the same teachers every day. After-school programs are often drop-in, so attendance is inconsistent, as is leadership.
- Classroom activities can last several days. After-school programs need to complete an activity each day because a different group of kids could be in attendance tomorrow.
- You can assume that classroom-based teachers have a certain level of training in educational philosophy, effective teaching strategies, classroom management, and content. After-school providers, by contrast, vary in experience and knowledge of

teaching techniques, content expertise, and group management. Typically, materials for after-school settings need to include a lot more structure.

- Teachers need to meet educational standards and stick to a specified curriculum, which can make it difficult for them to incorporate non-traditional content. After-school programs, on the other hand, can be more flexible with their content.

Both formal and informal education settings offer different strengths to your educational outreach project. If your project fits in the classroom, it can have a very long life; teachers will use trusted resources for years. After-school programs offer a different kind of environment, where your activities don't need to be as formal and where you can reach a different audience.

While both schools and after-school programs serve students, many kids who feel disenfranchised at school blossom in after-school settings. Real learning can happen in a setting where kids feel less intimidated or more comfortable than they do in a formal classroom. The ultimate goal is that their success in an informal setting can lead to greater confidence in the formal classroom.

An additional benefit of developing materials for informal educational settings is that they may be useful to parents at home with their kids, or to adult learners who are looking to expand their knowledge, either for their own enrichment or to increase their career options.

CONCLUSION:

The education imparted through well planned means or formal lessons. Education having a definite course to be covered during a definite period. No organised body or institution behind this process of sharting, exploring, analysing and judging with maximum participation of the learner. Preparation for future needs part-time education.

GUIDANCE

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INTRODUCTION

In every school some of the students Leave some must guide them to solve their problems .In this article lets discuss about guidance in detail

MEANINGS

It is the nature of personal help which is given by an individual to some other individual to enable him to find adjustment with is physical and social environment solve of life and thus live well in society.

DEFINITIONS

Ruth Strang"guidance as a process of helping every individual through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness."

AIMS

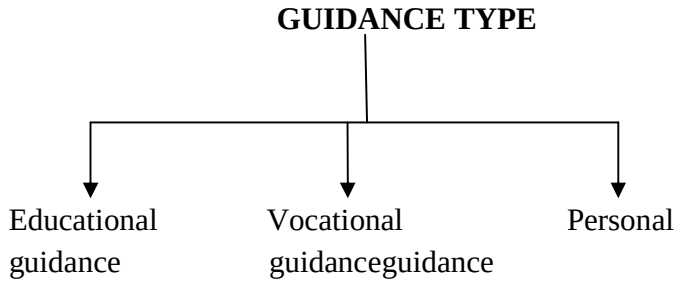
1. Development of personal potentialities of an individual .
2. Orientation to education and vocational opportunities and .
3. Adjustment to various situation.

NATURE

- Guidance is a slow process
- It is a continuous process
- It developsan insight
- Problems are inter related
- Guidance is organized service
- Guidance is for all

NEEDS

- Complex nature of society
- Individual differences
- Population growth
- Conservation of human energy
- Changing economic pattern
- Religious exploitation
- Employment of women
- Lack of guidance at home
- Minority groups



EDUCATIONAL GUIDANCE

The term "Educational Guidance" is often confused with the term "Education as Guidance" 'Educational guidance analyses and observe the students' Attitudes and exposes them the right type of education which will reveal in born capacities and help to develop them.

- Cannot do as well in my studies as other people expect to me
- I worry too much about what my future will be after I have finished my students

STUDY HABITS AND SKILLS

- Career Choice
- Knowledge of Aptitude and abilities
- Sex education

VOCATIONAL GUIDANCE

The activities to do in the future and the right place for the students to get in are related to them by this vocational guidance. Vocational Guidance is needed at the time when the individual is confronted with problems relating to:

- Selecting an occupation
- Selecting and securing preparation for an occupation

- Adjusting to the job and making progress in it

PERSONAL GUIDANCE

In order to solve one's emotional, social, moral and ethical problems, the assistance offered to is defined as personal guidance. It deals with all those problems of the which are not covered by educational and vocational guidance. Thus the purpose of personal guidance is to help the individual in his physical, emotional, moral and spiritual development as well as adjustment at home in school and in society.

CONCLUSION

It eliminate wastage of time money and energy by putting right persons at their right places. A programme of educational and vocational guidance enables us to locate the dominant qualities of an individual and their proper manifestation. The budding flowers are provided with congenial environment wherein they blossom to their full.

INDIAN PHILOSOPY: ORTHODOX AND HETERODOX SCHOOLS

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Introduction:

Indian Philosophy or Hindu Philosophy is generally classified into 6 orthodox schools (astika) and 3 heterodox (nastika) schools. The basic difference between the two branches of Hindu Philosophy schools is said to be based on the recognition of Vedas. Orthodox schools recognize the authority of Vedas while heterodox schools don't believe in the authority of Vedas. Out of these nine systems eight are atheistic as there is no place for God in them. Only UttaraMimansa, which is also called Vedanta, has a place for God in it.

Six Orthodox Schools (Classical Schools) of Indian Philosophy

The 6 classical schools (shatdarshan) are Sankhya, Yoga, Nyaya, Vaisheshik, PurvaMimansa and Uttar Mimansa (Vedanta). Almost all Indian schools of thought accepted the theory of karma and rebirth, and the ideal of moksha is conceived as liberation from the cycle of births and deaths. Moksha/liberation is considered as the highest goal of human struggle.

Sankhya Philosophy

Sankhya is the oldest philosphy. It was put forward by Kapila. Sankhya philosophy provided the materialistic ontology for Nyaya and Vaisheshik, but there is very little original literature in Sankhya. It is generally believed that Sankhya Philosophy is dualistic and not monistic because it has two entities, purush (spirit) and prakriti (nature) in it. Samkhya emphasizes the attainment of knowledge of self by means of concentration and meditation. Sankhya holds that it is the self-knowledge that leads to liberation and not any exterior influence or agent. Samkhya forms the philosophical basis for Yoga In Samkhya, the necessity of God is not felt for epistemological clarity about the interrelationship between higher Self, individual self, and the universe around us.

PurushvsPrakriti: In the beginning the philosophy was materialistic as it talked only about Prakrithi, but later the element of purush was also added to it. While Purusha is posited as the only sentient being, ever existent, and immaterial, Prakriti is said to be the material basis of this universe, composed of three basic elements (Gunas) — namely Tamas, Rajas, and Sattva.

Yoga Philosophy

Yoga presents a method of physical and mental discipline. The Yoga presents a practical path for the realization of the self-whereas th4amkhya emphasizes the attainment of knowledge of

self by means of concentration and meditation. Releasing Punish from Parkriti by means of physical and mental discipline is the concept behind Yoga.

Founder of Yoga is Pathanjai. Yoga does not require belief in God, although such a belief is accepted as help in initial stage of mental concentration and control of mind.

Nyaya Philosophy

Nyaya Philosophy states that nothing is acceptable unless it is in accordance with reason and experience (scientific approach). Founder of this philosophy is Gautam and the principles are mentioned in Nyaya Sutras. Nyaya says that the world is real and the philosophy does not follow a monist view.

Nyaya philosophy relied on several pramanas i.e. means of obtaining true knowledge as its epistemology According to it, the pradhanpramana or principal means of obtaining knowledge is pratyakshapramana i.e. the knowledge obtained through the 5 senses. There are also other pramanas like anumana (inference, through which we can obtain true knowledge) and shabdapramana (a statement of an expert).

NB: Subsequent philosophers who claimed to be Nyayiks, e.g. Vatsyayan (who wrote NyayaBhashya), Udayan (who wrote Kusumanjali) etc. distorted the (Nyaya philosophy by introducing theological elements in it. NavyaNyaya scholars like Gangesh resorted to gymnasics in logic.

Three Heterodox Schools of Indian Philosophy

Schools that do not accept the authority of vedas are by definition unorthodox (nastika) systems. The following schools belongs to heterodox schools of Indian Philosophy.

Carvaka

It is characterised as materialistic and aesthetic school of thought. Accepted direct perception as the surest method to prove the truth of anything. Insists on joyful living. Also known as Lokayata, Carvaka is a materialistic school of thought. Its founder was Carvaka, author of the Barhaspatya Sutras in the final centuries B.C. The original texts have been lost and our understanding of them is based largely on criticism of the ideas by other schools. As early as the 5th Century, Saddaniti and Buddhaghosa connected the Lokayatas with the

Vitandas (or Sophists), and the term Carvaka was first recorded in the 7th Century by the philosopher Purandara, and in the 8th Century by Kamalasila and Haribhadra.

Buddhist Philosophy

It is a system of beliefs based on the teachings of Siddhartha Gautma. Buddhism is a non-theistic philosophy whose tenets are not especially concerned with the existence or non-existence of God. Four Noble Truths in Buddhism are the following.

1. There is suffering 2. There is cause of suffering 3. There is cessation of suffering 4. There is a way to cessation of suffering

Buddhists philosophy of life to get 'Nirvana' from suffering is based on the following eight principles:

1. Right Faith (SamyakDristi)
2. Right Resolve (SamyakSankalpa)
3. Right Speech (SamyakVakya)
4. Right Action (SamyakKarmanta)
5. Right Living (SamyakAjiva)
6. Right Thought (SamyakSmriti)
7. Right concentration (Samyak Samadhi)
8. Right Effort (SamyakVyayama)

Jain Philosophy

Already in existence by 6th century B.0 , it was revived by Mahavira, the 24th Jain Tirhthankar. According to Jainism Nirvana or liberation is obtained through three jewels: Right Philosophy, Right Knowledge and Right Conduct (Tri-ratna). Right conduct implies 5 absinences: not to lie, not to steal, not to strive for luxury and not to strive for possessions, not to be unchaste and not to injure (Ahimsa).

Conclusion:

Philosophy of education is essential to the proper guidance of educational practice. Knowledge of philosophy of education not only teachers but also students.

GLOBALISATION

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INTRODUCTION

The actions and interactions in different areas that are taking place in different countries-and that all the countries are coming nearer to one another and are crossing the geographical limits: Globalization attracts our attention towards these' activities. Thus, Globalization is a new technology of establishing recognition of man, society and the nation. It can prove to be a healthy attitude of action and interaction among the nations. Globalisation develops interests among different nations towards one another for their mutual actions and interactions and the economic development of different nations.

GLOBALISATION :.MEANING

The world today is a rapidly changing World. It continuously changes itself in every second though, we are not conscious out it, Globalisation is the real cause for this rapid change. Globalisation makes the life of people all over the world progressive. It is because of combined business, trade and culture of all countries. The two economic. policies, privatization and liberalization are closely related with Gloablisation.

CAUSES OF CLOBALISATION

There are many causes for globalization and some important among them are:

1. Revolution in equality of conceptual expression.

2. Revolution in science and technology.

3. Revolution in information and communication technology.

4. Revolution in economics.

NEED AND IMPORTANCE OF GLOBALISATION

To think and. act in such way, is need for the time. It is because:

1. There has been Tremendous improvement and unprecedented development both internally and externally in the process of transformation and communication.

2 Press, Radio, Television, and other information technologies have reduced the distance and all the countries of the world have come nearer to one another.

3. It has become very necessary for us to discover new resources for the fulfillment of our needs, which have increased 'very much due to population-explosion. It is so because if we depend solely on prevalent resources we would not be able to meet the needs of the increasing population.,

4. It has-become all the more important to develop science and technology and to create a ne economic management to increase production and to maintain its quality.

5. The nations of the world are becoming more and more prosperous due to trade at the world level in agriculture, industries, minerals and defence.

ADVANTAGES .OF GLOBALISAT1ON

Though there are strong criticisms for globalisation from some that it will spoil the land, it is an accepted fact that it made a great influence and impact in Indian to in education.

1.Globalisation makes the students learn the ways and means with suitable changes to create the future world. It also. encourages the researches regarding it.

2.It helps the researches to create social and economical specimens regarding in universal freedom, ,day and social justice.

3.Globalisation prompts to respect the right of all the people of the whole world. Therefore it helps to develop the world perception:

4.The courses in the Indian universities are changing accordingly to the standard of the foreign university courses.

CONCLUSION

1.There is an opportunity for the Indian students to study the courses of the foreign-universities through distance education.

2.There.is an opportunity for the Indian students to.get dual degrees at the same time.

3. Indian Universities may run the courses of information technology in compliance with private organizations.

4. The courses provided by the Indian Universities will get accreditation and recognition by the 'foreign countries and foreign degree will be given.

PRIVATIZATION

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Introduction:

The term privatization has been doing the rounds of business government academic circles for quito a few years. It has attracted worldwide attention. In fact the programmes under privatization has found acceptances so rapidly throughout the world that the phenomenon can safely be given the name a revolution. Privatization techniques have already been successfully tried în countries like Great Britain, China, the United States, Brazil, Japan and Mexico.

Dofinitions of Privatization:

Merely defining "Privatization" is difficult. In its purest form, the term refers to the shifting of the production of a good or the provision of a service from the government to the private sector, often by selling government-owned assets. Clinton Administration officials took this rather narrow view. "When we talk about privatization, we don't mean coritracting out, "said Elaine Kamarck, who headed Gore's National Performance Review. "We mean purely divesting the government function.

Meaning of Privatization:

In simple words, Privatization may be understood as the process of performing activities outside the control of the government. The process of Privatization may be undertaken by. an organization. Quite recently, at a meeting of principals of colleges of education with a secretary, higher: education in Punjab, the question of opening new ; colleges of education was debated.

Types of Privatizations

There are three main methods of Privatization:

1. Share issue Privatization (SIP)

selling shares on the stock market.

2. Asset sale Privatization

selling the entire firms or part of it to a strategic investor, usually by auction or using Treuhand model

3. Voucher Privatization

Shares of ownership are distributed to all citizens, usually for free or at a very low price.

Impact on human life:

- The ingredients as well as the manner of preparing our food have both changed.
- our standards of living have changed. This change, encompasses the naturę as well as the style of living.
- Means of transport and communication have been completely transformed.
- Agriculture is hecoming steadily more and more scientific.
- The organization scale and modes of production in industries have been changed.
- Rapid changes have taken place in treatment of diseases through changes in medicines as well as methods.
- Diseases have decreased, the death rate has fallen and availability of treatment has increased.
- The rate of economic growth has increased, and so has the per capita income.
- The process. of modernization has gained-momentum.

- The methods, means and instruments of defence have changed.
- Mutual inter-dependence between nations has increased.
- Nations have come clbser to each other from the vipwpoint of information.
- Contact between human beings has become world-wide because, of increases in the means and speed of transportation.
- Profound changes have taken place in the methods of education and human relations inside school and colleges.

(A) Advantages :

- will enhance efficiency.
- Will make private Sector mpre responsible.
- Mutual benefits.
- will enhance eaming capability of the receivers of service,
- will relieve the financial burden of the government.
- World Bank (1992) in favour of Privatization.
  - Solution of sconomicprobleems,
  - No adverse affect.
  - Efficiency in resources.
  - signals about employment trend.
  - less cost.
  - Variety and selection.

Implication for Education:

Education has played a vital role in technological change and development. Modern societies are brought about and using technological changes at an ever increasing pace. Thie basis of production is no longer the knowledge and methods based upon experience, even experimentation trial and error but science,

Various institutions have been established for providing education in engineering and technology. The industrial training institutes are at the lowest level, and the Indian Institute of rechnology is at the highest. The standards obtaining in the 1.I.Ts in India compare very favorably with standards in the best institutions throughout the world. Middle level is occupied by a large number or; regional and state engineering colleges.

Conclusion

In conclusion, taking int account all the aspect inf the privatization of higher educatié special attention should be paid to the fact that the problem of privatization is multi faced problem becausę it is related to the nation millions of students of nation.

IDEAL TEACHER

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Present day life is enjoying the highest level of comforts ever known to man due to scientific file developments. Modern technology is trying hard to make our life easier,more luxurious ,more comfortable. But education is just a means. Students go to school because it is a custom. The first sentence or the opening word of the National Education commission headed by Dr.D.S.Kothari(1964-1966)begins with the sentence " The destiny of India is being shaped in the classrooms. This expression has deeper implications because the responsibility of a teacher in building a nation.

The teacher has to play an important role in all round development of the child. Francis Bacon asserts.

*A poor teacher tells

*An average teacher explains

*A good teacher demonstrates

*A great teacher inspires

To inspires is to enlighten and empower: the tealty enlightened and emplweredindividualas will enlighten others. Only an ideal teacher can provide an ideal education. Ideal curriculum,idealinstitutions,ideal students cannot fully satisty the reguirements of an ideal education.

The teacher has to play an important role in all round development of the child. Through his/her personality,effective methods of communication,sense of dedication to work,he/she can develop and nurture the values of children. The teacher can pick out values in every concept and orient them with his/her managerial skills,life skills ,decision making process and conduct. The ideal teacher should cultivate the physical,emotional,intellaetual and spiretualaspeets of the student physical education should include yoga and physical exercises to keep the body fit and also to use the senses wisely. Meditation can be used to purify the mind. Emotional education train the mind to develop attitudes,love,compassion,awareness,love for nature etc. Can develop the co-operative sprit and competence. Spiritual education should cultivate the refinement of the mind not only through prayers,but also thought fellowship with the teacher and others.

SWAMI VIVEKANADA'S VIEWS ON PHILOSOPHY OF EDUCATION

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INTRODUCTION:

Swami Vivekananda views that education of knowledge which will insert into the mind of a child by force.in this own words "Education is the manifestation of perfection already reached in man". He describes that the libraries could be the greatest saints of the world and encloypedia have becomes seers and rishis.vivekanada's concept of education was that "it is the manifestation of the perfection already in man". He further said that the education was not of getting huge amount of information, it would be an undigested material of our brain. The good quality education must have the life building, man making, character building and assimilation of ideas. This would help to the common people to equip themselves for the struggle of life.

VIVEKANADA'S PHILOSOPHY OF EDUCATION:

Education prepares a man for social service, to develop his character and finally iambuses him with the spirit and courage of a lion. Self-confidence and self-reliance in the individuals. Education is a tool to open from the darkness and ignorance, after getting of education, the knowledge will shines out dazzlingly. The teaching and learning are the one way of process. The teacher only for guides, suggests, points out and helps the student. Self-learning and self-getting knowledge is the realeducation.the teacher only motivates and encourages the students to find out the hidden treasure of knowledge the lies dormant with in him.

VIVEKANADA'S MEANS OF EDUCATION:

"Education is the manifestation of perfection already reached in a man". According to Vivekananda, the means for education is love. Love and character building are the best means of education. Love is the inspiration in character building. Love in minds of the educators is the real source of his influence upon the educated. The true education, gives the growth and expansion of personality. Education is a lifelong process towards the fullest development of human personality, self-discovery, self-perfection, self-awareness and self-manifestation.

VIVEKANADA'S AIMS OF EDUCATION:

- Aim of reaching perfection.
- Physical and mental development aim
- Moral and spiritual development aim
- Character development aim
- Aim of developing faith oneself spirit of renunciation
- Searching unity in diversity
- Religious development aim

VIVEKANADA'S PRINCIPLES OF EDUCATION:

i. Only study of book is not education

ii. Knowledge lies hidden in the mind of man

iii. Concentration is key to all knowledge

iv. Education should develop the child physically, mentally and spiritually.

v. Religious education should be imparted through sweet impressions and fine conduct in preference to books.

vi. Education should develop character, mental powers, intelligence and inculcate self-confidence together with self-reliance.

vii. All the subjects must be included in the curriculum which promotes the material and spiritual advancement of a child.

viii. Mass education schemes form and launched

ix. Boys and girls same education.

VIVEKANADA'S CONTRIBUTION OF EDUCATION:

- Spirit of humanism in education.
- Character building and man making education.
- Recommended free and compulsory education, regardless caste, creed, wealth etc.

- Subjects on the cultural heritage in curriculum.
- Social service.
- Learning of western technology.
- Ramakrishna mission 1899 now centers all over India.

CONCLUSION:

From the analysis of Vivekananda's scheme of education, the uplift of masses is possible only through education. He views on education brings a light of its constructive, practical and comprehensive character.by giving education, he tries to materialize the moral and spiritual welfare and upliftment of humanity, irrespective of caste,creed,nationality or time. By the way of his scheme of education, we can get the strong nation with peace and harmony and without caste and creed. He builds a strong nation for our sake.

MULTICULTURAL EDUCATION

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INTRODUCTION

Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents, such as the U.S. Declaration of Independence, constitutions of South Africa and the United States, and the Universal Declaration of Human Rights adopted by the United Nations.Multicultural education advocates the belief that students and their life histories and experiences should be placed at the centre of the teaching I &" familiar to students and that addresses multiple ways of thinking. In addition, teachers and students must critically analyze oppression and power relations in their communities, society and the world. Multicultural education is a process that permeates all aspects of school practices, policies and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self-concept by providing knowledge. About the histories, cultures, and contributions of diverse groups: It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, dispositions, and skills for the redistribution of power and income among diverse groups. Thus, school curriculum must directly address issues of racism, sexism, classism, linguisism, ageism, heterosexism, religious intolerance, and xenophobia.

SCOPE OF MULTICULTURAL EDUCATION

Sleeter (1996) delineates five approaches to multicultural education:

a. Advocates of the Teaching the Culturally Different approach attempt to raise the academic achievement of students through culturally relevant instruction.
b. In the Human Relations approach students are taught about commonalties of all people through understanding their social and cultural differences but not their differences in institutional and economic power.
c. The Single Group Studies approach is about the histories and contemporary issues of oppression of different people, women, low socioeconomic groups, and gays and lesbians.
d. The Multicultural Education approach promotes the transformation of the educational process to reflect the ideals of democracy in a pluralistic society.
e. Educators who use the Social Reconstructionist approach to multicultural education go a step further to teach students about oppression and discrimination

APPROACHES TO MULTICULTURAL EDUCATION

Banks (1997b) describes the dimensions of multicultural education in if overlapping areas in which researchers and practitioners are involve ontent integration is the inclusion of materials, concepts, and values from a variety of cultures in teaching. Knowledge construction is the recognition that all knowledge is socially constructed, created in the minds of human beings to explain their experience and thus, can be challenged. Ideas that shape society do change. As stated by Greene (1995), "People trying to be more fully human mu t not only engage in critical thinking but must be able to imagine sometifing coming of their hopes; their silence must be overcome by their search" (p. 25). Multicultural education harbors a place for a multitude of voices in a multicultural society and a place for many dreams.

PRINCIPLES OF TEACHING AND LEARNING IN A MULTICULTURAL SOCIETY

Principle 1: Professional development programs should help teachers understand the complex characteristics of different groups of children in the Indian society and the ways in which race, ethnicity, language, and social class interact to influence student behavior.

Principle 2: Schools should ensure that all students have equitable opportunities to learn and to meet high standards.

Principle 3: The curriculum should help students understand that knowledge is socially constructed and reflects the social, political, and economic contexts in which they live and work.

Principle 4: Schools should provide all students with opportunities to participate in extra- and co-curricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships.

Principle 5: Schools should create or make salient superordinate crosscutting group memberships in order to improve intergroup relations.

Principle 6: Students should learn about stereotyping and other related biases that have negative effects on racial and ethnic relations.

Principle 7: Students should learn about the values shared by virtually all cultural groups (e.g., justice, equality, freedom, peace, compassion, and charity).

CONCLUSION

Diversity in the nation's schools is both an opportunity and a challenge. The nation is enriched by the ethnic, cultural, and language diversity among its citizens and within its schools. However, whenever averse groups interact, intergroup tension, stereotypes, and institutionalized discrimination develop. Schools must find ways to respect the diversity of their students as well as help to create a unified nation-state to which all of the nation's citizens have allegiance. We hope these design principles will help educational policy makers and practitioners realize this elusive and difficult but essential goal of a democratic and pluralistic society.