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**Recent Trends of Teaching  
Method in Education**

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# Abstracts

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## Table of Contents

Abstract No.	Title	Pages
1	A comparative study of traditional education & E- education with special reference to India	1
2	A study on environmental awareness among the high school students at Theni District, Tamil Nadu	1
3	A study on environmental awareness and related practices among the high school students at Madurai District, Tamil Nadu	1
4	Environmental awareness and practices among college students	2
5	An observational study on global warming awareness among school students in Palani, Dindigul District.	2
6	Environmental awareness among secondary school students	3
7	Awareness about clean India programme among school teachers in Dindigul District	3
8	Mobile learning for teacher professional learning: benefits, obstacles and issues	3
9	Productive methods of teaching science in high school	4
10	Acquisition of oral communication skills in Gandhiji higher secondary school, Dindigul, Tamil Nadu, India	4
11	A study on the learning process of English by higher secondary students, Madurai district, Tamil Nadu	4
12	Interactive teaching methods in contemporary higher education	5
13	Innovative teaching and learning methodologies for higher education institutions	5
14	Application of teaching methods in mathematics at higher secondary level in Tamil Nadu	6
15	Current trends and challenges in the teaching and learning of English as a second language	6
16	Analysis of study habits of college students in Dindigul District	7
17	Trends, challenges and future of library and information science education in India	7
18	A study on the impact of Google search on the reading habits of academicians	7



19	Reading habits by the students of Sri Sai Bharath College of Education, Dindigul: A study	8
20	A study on higher secondary students personal problems, study involvement and academic achievement	8
21	Innovative teaching and learning methods in todays classroom	8
22	New trends in teaching methods	9
23	Recent trend of teaching methods in education	9
24	Communication technology are using class room teachers	11
25	Recend trend of educational multimedia in teaching and learning	12
26	New trend of learning strategies in adult education	12
27	A new technology of virtual learning education in teaching and learning	13
28	Teachers helping for school children's drawings	13
29	Applications of web- based language learning in higher education	14
30	Technological knowledge are using pedagogy in the mathematics classroom teachers	14
31	Pedagogy of mathematics in classroom teachers	14
32	Application of mobile learning in education	15
33	Mobile learning education in B.Ed students	15
34	Innovative technologies for creative learning	16
35	Attractive way of teaching to students for virtual communication	16
36	Web-based education in teaching and learning	16
37	Effective teaching and learning in higher education	17
38	The new web 2.0 technologies in teaching and learning	17
39	Innovative pedagogical methods for classroom teaching	18
40	Teaching of grammar through mobile assisted language learning	18
41	Teaching of mobile learning in the future of young learners	18
42	Emerging new technology for teaching and learning process	19
43	E-Learning teaching for teachers to students	19
44	Use of technology in teaching-learning and evaluation	20
45	Lifelong learning activities in college education	20
46	Effective teaching methods – school level education	21
47	New emerging trends in higher education at Dindigul district	21
48	Recent trend of teaching methods in mobile learning education	22



49	Modern methods of teaching and learning in mathematics	22
50	Innovative teaching and learning methods for education Institutions	23
51	Creative thinking for learning biology in education	23
52	Innovative teaching methods in B.Ed students	24
53	Innovative methods of teaching	24
54	Innovation poses new challenges for education policy	24



#1

## **A comparative study of traditional education & E- education with special reference to India**

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### **Abstract**

Today's we all lives in a 21st century, everything changed very rapidly & continuously for the betterment of future, new technology is simply a modified version & a technique to overcomes the drawbacks of previous one, that's proves very beneficial for all. In the era of globalization, traditional education system is losing its relevance. Role & importance of e-education in areas like commerce, management, IT etc. is increasing day by day. India too acknowledges importance of e-education in dissemination of knowledge.

**Keywords:** Educational Systems, E-Education, Information Technology, Traditional Education

#2

## **A study on environmental awareness among the high school students at Theni District, Tamil Nadu**

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### **Abstract**

The Environmental issues are major global problem of important concern. Due to increasing human population and developments in every sector, the environmental related issues are multiplying in the recent years with a diversity of problems focusing the ultimate need for alternative sustainable technologies to safeguard our mother nature. The human's desire to modern technologies and changing life style patterns pose serious threat on the environment and due to the fact, the pollution levels are alarming day by day. In order to achieve the sustainable and equitable developments, it is so significant to choose policies and programme that support efficient use of resources and implement technologies which show the way to reduce the environmental damage, thus result in sustainable development.

**Keywords:** Population, diversity, Environmental issues and modern technologies

#3

## **A study on environmental awareness and related practices among the high school students at Madurai District, Tamil Nadu**

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### **Abstract**

The Environmental issues are major global problem of important concern. Due to increasing human population and developments in every sector, the environmental related issues are multiplying in the recent years with a diversity of problems focusing the ultimate need for alternative sustainable technologies to safeguard our mother nature. The human's desire to modern technologies and changing life style patterns pose serious threat on the environment and due to the fact, the pollution levels are alarming day by day. In order to achieve the sustainable and equitable developments, it is so significant to choose policies and programme that support efficient use of resources and implement technologies which show the way to reduce the environmental damage, thus result in sustainable development. The Schools are the place where numerous young minds are inculcated values of education and related practices so as to develop future responsible citizens. In India, Madurai is one of the important cultural heritages and tourist hot spot of the south India. The city is facing numerous developments due to over population and other side there is a lack of awareness on environment. The Vaigai river flowing through Madurai facing severe drought as it is a



major source for agricultural water supply in the district. The granite quarries around Madurai have severely devastated natural mountains and water logging areas. Hence, safeguarding the natural environment and biodiversity in the district of Madurai is in dire need for future sustainability as many environmentally sound damages are alarming in the district. The present study focuses on the analysis of level of environmental awareness among the school students in Madurai district and important needs for suitable environmental friendly practices among the school students towards optimal use of resources so as to develop the sense of responsibility towards eco-development and sustainability.

**Keywords:** cultural heritages, environmental friendly, natural environment and biodiversity

#4

## **Environmental awareness and practices among college students**

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### **Abstract**

This paper mainly focused on environmental awareness and practices related to various factors like causes of pollution, conservation of soil, forest, air, etc., energy conservation, conservation of human health, conservation of wild life and animal husbandry. It also discusses environmental practices among college students with regard to the usage of plastic and its disposal, alternative for plastic, toilet usage, its use in the cultivation of saplings, rainwater harvesting and also their participation in environment related programmes.. The target was college students because environmental education is part of their curriculum; they can implement what they learnt. This study will support those who are working with / for the environment related cases. The study is quantitative in nature. It reveals that the level of awareness is high among the respondents irrespective of gender difference but in practice level there is difference between genders i.e. males practicing more than females. This study also proposes some recommendations to safeguard the environment in India.

**Keywords:** environmental awareness, pollution, conservation and safeguard

#5

## **An observational study on global warming awareness among school students in Palani, Dindigul District.**

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### **Abstract**

Climate change due to global warming can negatively impact the health of humans. Climate change is the biggest health threat of the 21st century. The attitudes pertaining to global warming in India is not researched well. Objectives: The objectives of this study are to explore the attitudes and behaviour of school students in Tamil Nadu about global warming and to assess the change in attitude after a simple climate education intervention. Two schools in Dindigul district were sampled randomly. The baseline data regarding the attitudes and behaviour was collected and then the climate education program was conducted. Fifteen days after the intervention the attitudes of the students were measured again. Less than 50% of the students thought that there is a personal harm from global warming and 44.3% of them felt that global warming affects plants and animals. Majority of them (85%) used public transportation for travelling and 76% of them carried their own bags while going to shop. Paired 't' test showed that there was a significant change in attitude following the climate education program. While a majority of the students perceived personal harm from global warming, their attitude about the role of humans in its causation and solution were not encouraging. A simple participative climate education intervention can significantly influence their attitudes. This model can be replicated in all schools effectively to create awareness about global warming and its various impacts.

**Keywords:** global warming, climate change, attitudes, school students and behaviours.



## **Environmental awareness among secondary school students**

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### **Abstract**

Environmental awareness is to understand the fragility of our environment and the importance of its protection. Promoting environmental awareness is an easy way to become an environmental steward and participate in creating a brighter future for our children. The study aimed to examine the environmental awareness among secondary school students. The investigator adopted survey method to study the environmental awareness among secondary school students. For this study a sample of 300 secondary students from six Govt and Private schools which are situated in and around Coimbatore district in Tamil Nadu were selected by the investigator using simple random sampling technique. The findings reveal that there is no significant environmental awareness among secondary school students.

**Keywords:** Environmental Awareness; Education; School Students & Promotion.

#7

## **Awareness about clean India programme among school teachers in Dindigul District**

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### **Abstract**

In this study the investigator made an attempt to find out the awareness about Clean India Programme of prospective teachers in Dindigul District with respect to their gender, locality, type of family, type of college, religion, age, parental income. Survey method was adopted for the study. Using simple random sampling technique the investigators selected a sample of 60 prospective teachers as sample for analysis. The findings revealed that the prospective teachers did not differ in their awareness about clean India programme with respect to the gender, location of the college, type of the family, type of the college, religion, age and parental income. Thus we conclude that the prospective teachers in Dindigul district have no significant difference in their awareness about Clean India programme. The level of awareness about Clean India Programme was at moderate level.

**Keywords:** Clean India Programme, Teachers, Awareness.

#8

## **Mobile learning for teacher professional learning: benefits, obstacles and issues**

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### **Abstract**

This paper reflects on the role of mobile learning in teachers' professional learning. It argues that effective professional learning requires reflection and collaboration and that mobile learning is ideally suited to allow reflection-in-action and to capture the spontaneity of learning moments. The paper also argues for the value of collaborations between teachers and students in professional learning. It suggests that authentic artefacts and anecdotes, captured through mobile technologies, can enable the sharing, analysis and synthesis of classroom experiences by teachers and students. Such analysis and synthesis helps to encourage collaborative reflective practice and is likely to improve teacher and student learning as a result. Ethical issues that might arise through using mobile technologies in this way are also discussed. Teacher voice is presented to indicate the range of views about mobile learning and to indicate current practices.





Practical, school systemic, attitudinal and ethical factors may inhibit mobile technology adoption; these factors need to be researched and addressed to realise the potential of teacher mobile professional learning.

**Keywords:** mobile learning, professional learning, teaching, education

#9

## **Productive methods of teaching science in high school**

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### **Abstract**

The aim of this research was to examine the productiveness of productive methods teaching learning in middle school science. According to researcher, the productive science method allows students to actively explore science ideas through experiments, personal projects, and laboratories that are guided by the teacher. The participants were in a seventh standard in government higher secondary school, Ulagampatty, Dindigul District, Tamil Nadu, India. The research focused on a productive buoyancy unit that was taught over the course of a week. The majority of students' grades drastically increased between the pre and post test after completing the unit. The results indicated that students' enjoyed learning through the productive method of teaching. The productive buoyancy unit was a success in this classroom and the majority of students' wanted to continue to learn science through productive methods and projects.

**Keywords:** productiveness, teaching, learning, classroom and projects

#10

## **Acquisition of oral communication skills in Gandhiji higher secondary school, Dindigul, Tamil Nadu, India**

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### **Abstract**

Oral Communication Skill has become inevitable in deciding the employability in recent days. Graduates are not as confident in speaking as they are in writing. Acquiring effective Communication (Oral) Skill is a nightmare among rural based graduates unlike urban based graduates. This paper in the light of personal experiences analyses the challenges faced in teaching and learning of Oral Communication Skills (OCS). It also attempts to throw light on how socio-cultural environment influences the acquisition of OCS. This paper finally proposes a few alternatives, including curriculum redesigning to ward off the challenges to acquire OCS.

**Keywords:** Language Teaching, Oral Communication Skills, Urban and Rural Engineering Students

#11

## **A study on the learning process of English by higher secondary students, Madurai district, Tamil Nadu**

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### **Abstract**

By this study, the role of the variables has been identified in the process of learning English as a second language. The results have been presented in the preceding chapters. This concluding chapter presents the findings of the present study, besides presenting the hypothesis testing, remedies for the problem





encountered by the higher secondary students in the process of learning English linguistic skills and direction for the further studies. It is found that in the process of learning to speak, the students followed certain strategies in their communication to conceal their linguistic inadequacy. The topic avoidance is the first and foremost strategy followed. 7% of the students avoided to talk with the researcher in English and to speak on given topic due to the anxiety, language shock, cultural shock and the linguistic inadequacy. Syntactic avoidance is yet another type of strategy, in which they have avoided to construct sentence. Instead of constructing sentence, they have given elliptical responses for the questions asked. The strategy of semantic avoidance is of peculiar type, in which the students have avoided to follow semantic co-operation for the questions asked. the Tamil speakers have the tendency of lengthening the word final vowels. This occurs especially in the places where the English vowels are an upward backglide such as the words with the spelling 'u' 'oo' and 'ou'. Avoidance of initial consonant cluster by inserting a vowel in between the two members of consonant clusters and addition of vowel sound at the end position of the words which end with stop and fricative sounds. Reduplication of the consonant sounds is an another peculiar strategy adopted by the learners. These are some inter lingual strategies adopted by the learners in their communication. The agreemental problems are enormously found between demonstrative adjectives and noun, subject and verb, and relative pronoun and verb. The wrong responses are found to occur as complex and or unknown words, like 'bequeathed', 'endowed', 'unworth', contribution etc., were found in the testing passage. in the test of answering questions using pie graph, around 15% of the students have responded incorrectly.

**Keywords:** linguistic, communication, lengthening, semantic avoidance and language shock

#12

## **Interactive teaching methods in contemporary higher education**

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### **Abstract**

The main strategy of modern education should focus on the student's independent activity, the organization of self-learning environments and experimental and practical training, where students have a choice of actions and can use initiative as well as flexible training programs where students can work in a comfortable rhythm. Today, we should talk about the use of interactive methods of training, which encourage interest in the profession; promote the efficient acquisition of training material; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression; and most importantly, contribute to the complex competences of future specialists. We will give an overview of the modern teaching methods that are most widespread in the scientific and methodological literature and have the potential to form the competences of future professionals. The training, case study, behavioural modelling, peer feedback, play project, metaphor game, storytelling, basket and action learning methods and their potential in professional training are briefly described.

**Keywords:** modern education, self-learning, training material, scientific and methodological literature

#13

## **Innovative teaching and learning methodologies for higher education institutions**

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### **Abstract**

Conventional assessment methodologies in higher education are increasingly under the spotlight and it is uncertain in certain circles, if traditional methods are in fact as effective as they are believed to be. Since the quality of education is critical to a nation's success, it is important to interrogate a number of strategies and methods. The application of innovative teaching and learning methods is critical if we are to motivate and engender a spirit of learning as well as enthusiasm on the part of students, for learning while at



universities and indeed for lifelong learning. The role of education is to ensure that while academic staff do teach, what is taught should also be intelligible to students emanating from culturally and linguistically diverse backgrounds and that they rapidly become familiar with the expected standards. It is more often than not the case that students underachieve because of the fact that they have not grasped an awareness of the level of assessment or what it is that the lecturer expects from them. Lecturers should thus apply themselves to utilising innovative methods so that the students' learning process is as free-flowing as possible and that the methodology they adopt is conducive to learning. Innovative teaching and learning methodologies such as short lecture, simulation, role-playing, portfolio development and problem-based learning (PBL) are very useful in addressing the rapid technological advances and developing workplaces that will be required in the foreseeable future. This article which is important in the broader transformation debate in higher education, focuses on skills that can strengthen language acquisition and content knowledge for students. PBL inter alia, is promoted as an innovative teaching and learning methodology that is highly relevant and meaningful and worth utilising.

**Keywords:** Innovative teaching and learning, short-lectures, role-play, simulation, portfolios, problem-based learning.

#14

## **Application of teaching methods in mathematics at higher secondary level in Tamil Nadu**

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### **Abstract**

The purpose of this study is to discuss the teaching methods and their application in different branches of mathematics taught at secondary level in Tamilnadu. Teaching methods of mathematics include lecture, inductive, deductive, heuristic or discovery, analytic, synthetic, problem solving, laboratory and project methods. Teachers may adopt any method according to the specific unit of syllabus, available resources and number of students in a class. Different merits and demerits of teaching methods along with the relevance of each method to the appropriate branches of mathematics in Tamilnadu context are explained in this paper.

**Keywords:** teaching methods, analytic, synthetic, problem solving and project methods

#15

## **Current trends and challenges in the teaching and learning of English as a second language**

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### **Abstract**

English language has created a great impact in the modern era. It has been proved as a functional language in many fields. This article is an attempt to bring out various reasons for slow growth among the students in their proficiency levels of English language in terms of Listening, Speaking, Reading, and writing (LSRW) skills. It highlights the demerits of current teaching trends in English as a second language at schools and the problems faced by the students' community. It also raises many issues pertaining to teaching practice, teacher training and the recruitment process of teachers which exists in most of the schools and thus emphasises the need of intervention by education department to eradicate these issues and find a better solution to the issues raised for the welfare of students' community.

**Keywords:** functional language, Listening, Speaking, Reading, and writing



## **Analysis of study habits of college students in Dindigul District**

**M. Thilagavathy and K. Abitha**

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### **Abstract**

The normative survey method has been followed to find out the Study habit of college students. The purposive sampling technique has been followed for the present study. The data collected was subjected to descriptive and differential analysis. The result of the analysis reveals that the study habit of college students of sub-samples viz. male and female, students studying in government and students studying in private college, parent income (below 20,000 and above 20,000), and students who belong to joint family and who belong nuclear family do not differ significant in their study habit. But no significant difference was observed between the subsamples viz. But significant difference was observed between the college students residing at urban and rural area.

**Keywords:** Education, college student, study habits

## **Trends, challenges and future of library and information science education in India**

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### **Abstract**

The technological revolution paved the challenges for the library and information science (LIS) school, not only in India but also in the west. Responsibilities of LIS departments and teachers are increasing to produce best LIS professionals to lead 'he 21st century librarianship. The major responsibility of the LIS departments in India is to groom LIS students in the philosophy. Knowledge and professional values of librarianship, as practiced in libraries and in other contexts and as guided by the vision of the 21st century librarianship. LIS education and training facilities in India are undergoing rapid changes. During the past 10 years. The number of library schools/departments has grown substantially, both for regular and distance education programmes. Reorientation has been common in most LIS departments, and review and revision in curriculum has also been noticed. The quality of LIS educators has also improved and research output is experiencing new dimensions. Increase in the use and access to information and communication technologies (IeT) for LIS education is now more evident. This paper discusses the challenges LIS education faces in the 21st century and how to make LIS education more relevant and effective.

**Keywords:** LIS education, LIS trends, LIS issues, LIS challenges, future of LIS education

## **A study on the impact of Google search on the reading habits of academicians**

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### **Abstract**

The present day students, research supervisors and faculty members depend on Google search engine as a tool for collecting information on any specific topic of interest. There is a need to understand what extent the materials selected is relevant for their work under consideration. This study investigates the outcome of the use of Google search engine for the choice of material and the reading habits among the research supervisors, research scholars, faculty members and graduate students. Questionnaires were used to conduct the survey. The responses were obtained through telephonic interviews or receiving duly filled in questionnaire through E-mail. Findings: It has been identified that search engines like Google has reduced



the level of lateral thinking and force the academicians to depend on Google for information. This actively reduces the thinking process and developing innovative research ideas. The use of search engine has resulted in thinking less and searching more when it comes to academic purpose, which also drastically reduces the analytical capability.

**Keywords:** Google Search, Page Rank Algorithm, Phrase Based Search, Reading Habits, Survey Method

#19

## **Reading habits by the students of Sri Sai Bharath College of Education, Dindigul: A study**

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### **Abstract**

Reading habit is necessary and most essential feature for generating the well-read society in this world. It outlines the activities of person and it useful them to develop the good thinking techniques and producing new information. This paper attempts to consider the reading habits by the students of Sri Sai Bharath College of Education, Dindigul, Tamilnadu and find out the trends in their reading habit. The paper aims to find out the outcomes of widespread use of the internet and other substitute multimedia resources in reading habits and in order to have a broad overview of the present reading habits.

**Keywords:** Reading Habits, Reading Preference and Library use

#20

## **A study on higher secondary students personal problems, study involvement and academic achievement**

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### **Abstract**

Stress is the feeling when we are under pressure, while stressors are the things we respond in our environment. Most people are unaware that they are affected by stress until it causes health or others problems; Stress is a fact of everyday life. In today's scenario stress create a greater impact on college student's Academic performance. Students perceive a vast amount of stress during their semester examination. It varies from semester to semester and creates a negative scoring on GPA. The purpose of this paper is to identify the stress factors and its impact on college student's Academic performance. The sample size used for the study is 250 college students.

**Keywords:** Coping skills, College students, Social Support, Stress

#21

## **Innovative teaching and learning methods in todays classroom**

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### **Abstract**

In modern world people need innovations in the entire field. Today the biggest challenge any teacher faces is capturing the students' attention, and putting across ideas in such a way that it stays with them long after they have left the classroom. For this to happen, classroom experience should be redefined and innovative ideas that make teaching methods more effective should be implemented. So here are some innovative ideas that will help teachers reinvent their teaching methods and make their classes interesting. "Creative Teaching, Audio & Video Tools, Real-World Learning, Brainstorm, Classes Outside the Classroom,



Storyboard Teaching, Stimulating Classroom Environment, Welcome New Ideas, Work Together As a Team, Puzzles and Games, Start School Clubs or Groups, Refer Books On Creativity, Love What You Do”. These are some of the methods that used in today’s class rooms.

#22

## **New trends in teaching methods**

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### **Abstract**

In the last decade, the questioning of traditional teaching and learning methods and instructional systems and the search for more effective alternatives has gained momentum in higher education. Recent trends can be grouped as follows: - facilitation of student learning with an emphasis on individualizing instruction, and increased use of multi-media systems, learning resource centres, and peer teaching; - evaluation of teaching: the widespread and systematic use of student evaluations by means of questionnaires and greater use of these data for purposes of faculty selection and promotion; - university-teacher training including the creation of pedagogical service units on many campuses, courses and workshops on instruction for faculty and graduate students, and increased collaboration between content specialists and instructional and media consultants in curricular reforms; - new systems of higher education, such as the Open University or the University Without Walls, designed to offer radical alternatives to new as well as traditional types of students. These trends, which have been accompanied by intense research and evaluation efforts, will be described and assessed. Education is a great instrument for social and economic transformation and the path for creating knowledge and skills. Education in it general sense is a form of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to the next through, teaching, training or research, usually under the guidance of others (teachers). Teaching method comprises the principles and techniques used for instruction and training. Some of the teaching strategies currently used are as follows: direct instruction, inquiring-based learning, cooperative learning, learning by doing etc. It is on this premises that, this paper examined some tips towards teachers self-development, strategies that will bring personal development to the teachers in the field of education. Techniques of classroom management that will promote the interest of students towards learning skill also be discussed. Finally, the paper included that teachers shall align themselves with up-to-date information and teaching method/strategies that promote teaching/learning situations in their classroom. Recommendations are made at the end of the paper.

#23

## **Recent trend of teaching methods in education**

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### **Abstract**

E-Learning:

E-learning theory describes the cognitive science principles of effective multimedia learning using electronic educational technology. Cognitive research and theory suggest that the selection of appropriate concurrent multimedia modalities may enhance learning, as may application of several other principles. Understanding eLearning is simple. 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. There are many terms used to describe learning that is delivered online, via the internet, ranging from Distance Education, to computerized electronic learning, online learning, internet learning and many others. We define eLearning as courses that are specifically delivered via the internet to somewhere other than the classroom where the professor is teaching. It is not a course delivered via a DVD or CD-ROM, video tape or over a television channel. It is interactive in that you can





also communicate with your teachers, professors or other students in your class. Sometimes it is delivered live, where you can “electronically” raise your hand and interact in real time and sometimes it is a lecture that has been prerecorded. There is always a teacher or professor interacting /communicating with you and grading your participation, your assignments and your tests. E-learning has been proven to be a successful method of training and education is becoming a way of life for many citizens in North Carolina.

#### M-Learning:

Mobile learning, also known as m-learning, is an educational system. Mobile learning supports, with the help of mobile devices, a continuous access to the learning process. This can be on appliances like your phone, laptop or tablet. You can learn wherever and whenever you want! :-) With the advent of mobile learning, educational systems are changing. Now you know the meaning of M-learning, let's take a look at mobile learning in education.

#### Google Glass:

Google Glasses look like a pair of eyeglasses, but the lens of the glasses is an interactive, smart phone-like display, with natural language voice command support as well as Bluetooth and Wi-Fi connectivity. Google Glass is powered by the Android mobile operating system. Google glass is a combination of e learning and m learning. It is used for education as well as communication.

#### Blended Learning:

Blended learning is a combination of offline (face-to-face, traditional learning) and online learning in a way that the one compliments the other. It provides individuals with the opportunity to enjoy the best of both worlds. For example, a student might attend classes in a real-world classroom setting, and then supplement the lesson plan by completing online multimedia coursework. As such, the student would only have to physically attend class once a week and would be free to go at their own pace (and without worrying about scheduling issues).

Blended learning is often also referred to as “hybrid” learning, and can take on a variety of forms in online education environments. While some organizations may only use blended learning techniques on rare occasions, others might utilize it as a primary teaching method within their curriculum. There are two key principles commonly associated with blended learning (which are the “secrets” to its success): students who can share information and work with other students directly in a collaborative setting have a more enriched learning experience, and collaboration between students can be improved upon if group activities rely on information gathered from online resources or lessons. It's also been suggested that students who complete online coursework followed by interactive, face-to-face class activities have richer educational experiences.

#### Gamification:

Gamification in education, or gamification in learning, is sometimes described using other terms: gameful thinking, game principles for education, motivation design, engagement design, etc. It is different from game-based learning in that it does not involve students making their own games or playing commercially-made video games. It operates under the assumption that the kind of engagement that gamers experience with games can be translated to an educational context towards the goals of facilitating learning and influencing student behavior. Since gamers voluntarily spend countless hours playing games and problem-solving, researchers and educators have been exploring ways to harness videogame's power for motivation and apply it to the classroom. A classroom that contains some or all of these elements can be considered a “gamified” classroom. The best combinations, the ones that create sustained engagement, consider the unique needs of the learners and do more than just use points and levels to motivate players. The most effective gamification systems make use of other elements such as narrative and connection with fellow players/learners to really capture the learner's interest.

#### Virtual Education:

Virtual education refers to instruction in a learning environment where teacher and student are separated by time or space, or both, and the teacher provides course content through course management applications, multimedia resources, the Internet, videoconferencing, etc. Students receive the content and communicate with the teacher via the same technologies. Closely related to the concept of flipped learning



is the idea of remote, or “virtual,” education, which takes place outside of a physical school building. With this method, students complete courses at home using online content, including videos of instructors in front of an actual class. Another benefit of virtual education is that teachers can utilize video conferencing and social media technologies, as well as a variety of subject-matter experts to convey information and check for understanding.

#### Social Media:

Educators have recently embraced the utility of social media for organizing group projects. Moreover, online conversations and homework-related hash tags can help students build their own peer community. It can also encourage new ways of learning. There are numerous ways to use social media for learning. An online group can bring students together to work on projects and assignments together and hash tags for Twitter can be used to organize interactive conversations based on a specific subject or problem. Of course when using social media you have to also teach students how to properly use it, many schools have a digital citizenship code that students must follow that reinforces a positive message around the use of social media in school. The best thing about social media is that you are using a medium your students understand and enjoy, making it easier for you to initiate tasks and get everyone involved.

#### Mind Mapping:

A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those. Mind maps can be drawn by hand, either as “rough notes” during a lecture, meeting or planning session, for example, or as higher quality pictures when more time is available. Mind maps are considered to be a type of spider diagram. Mind maps make learning interactive and multi-dimensional instead of unidirectional and passive. It’s graphic and visual, using circled ideas that are linked together with lines, the same way the human mind works. This makes it easier for students to understand and recall information. By using software like Mindmeister or Brainstormer, you can engage with your students and allow them to bounce ideas off each other. The maps can also be easily shared just like an email..

#24

### Communication technology are using class room teachers

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#### Abstract

Teacher competencies refer to general information, skills and attitudes required for being an effective and a productive teacher. According to traditional approach, teacher competencies are determined in three main fields: field competencies, pedagogical competencies and cultural competencies. However, nowadays teacher competencies are discussed in broader and different dimensions with regard to reform studies in education, developments in teacher education, scientific results in the fields of education sciences and other sciences. This dimensions are; “field competencies, research competencies, program competencies, life-long learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and communication technology competencies (ICT) and environmental competencies”. ICT competencies defined as one of the teacher competencies have been one of the most important competencies for all individuals. While ICT competencies are included in some studies of teacher competencies in literature, these competencies are examined under the heading of “general competencies” and in a limited scope. This study aimed at to determine the ICT competencies of class teachers. This research will be carried out as a qualitative research. In the research, the data gathered at four stages and with different data collection methods from 40 class teachers by means of using Delphi technique. Research stages are given below. Stage 1: Three written open-ended research questions were given to 40 class teachers and teachers’ responses to these questions were taken in a written form. Teachers’ written opinions were analyzed by researchers and teacher’s ICT competencies were determined. Stage 1 of the research was completed. Stage 2: A three-hour face to face brain storming





meeting comprised of two rounds was organized and 20 class teachers' opinions were collected related to ICT competencies of classroom teachers. Stage 3: A list of class teachers' ICT competencies were made based on the opinions determined at Stage 1 and Stage 2. The list will be given to 20 teachers. It will be asked if they agree with competencies in the list. Stage 4: ICT competencies of class teachers will be defined based on the data gathered from the research. Findings aren't included in the abstract because the research process continues.

**Key Words:** ICT, class teacher, competency, learning, education.

#25

## **Recent trend of educational multimedia in teaching and learning**

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### **Abstract**

Multimedia projects incorporate both students' and faculty members' original material, such as course notes or commentary, together with various copyrighted medium formats, including but not limited to, motion media, music, text material, graphics, illustrations, photographs and digital software which are combined into an integrated presentation. Students may incorporate portions of lawfully acquired copyrighted works when producing their own multimedia projects for a specific course. Faculty members may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia programs as teaching tools to support curriculum-based instruction. Lawfully acquired copyrighted works refers to those works in which permission has been granted by the owner. Students may perform and display their own multimedia projects created for educational uses in the course for which they were created and may use them in their own portfolios as examples of their academic work. Faculty members may perform and display their own multimedia projects for curriculum-based instruction to students.

**Keywords:** Educational Multimedia, Multimedia Development and Teaching and Learning

#26

## **New trend of learning strategies in adult education**

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### **Abstract**

Since the twentieth century, the world lives very important change and transformation as socially, economically and culturally. Concerned these facts, people as individually are required to receive training throughout their lives, need to adopt the society they live in and these rapid changes. To maintain individual's daily life in the society in a harmonious way and also following developments in the profession closely can be possible if the individuals renew themselves (Güleç, Çelik, Demirhan, 2012). To ensure that there must be a systematic, planned and regular training process which can be possible with an adult education. In adult education, taking in to consideration that the individual differences and teaching of learning as a center of the process which means a process with learner-centered approach that will be effective. In learner- centered approach, individuals must gain awareness about learning how to take place in order to maintain their learning effectively. This will facilitate their learning. Knowledge and experience on learning will bring contribute to sustainability in their learning experiences as lifelong. Individuals will be a life-long learner when they have learning skills sufficiently (Selvi, Küçüker, Sönmez, 2011). It is also possible to have the learning ability of the individual to learn and apply learning strategies. For this reason, learning strategies are needed for lifelong education within the context of adult learning, and becoming important increasingly because it facilitates learning by allowing individuals access to information. In this study, intended to identifying existing adult learning strategies and searching them according to various variables. It is considered that the obtained results will bring contributions to the planning of adult education, to work on the stage of organized instruction, and to the literature. Survey model was used in



this study. The data of the study Selvi, Küçüker, Sonmez (2011), derived from Arias and Justica (2003), adapted from the scale which is developed for the university students. The scale used in the research is and consists 36 items in a four factor structure. Cronbach alpha coefficient of the scale was found .92. Considering reliability and validity study results, it can be concluded that this scale is a valid and reliable instrument. In this research, 2014-2015 academic year at Anadolu University Faculty of Education Pedagogical Formation constitutes adult learners in the course were participated. These students are students who are 20 years and older, including university graduates or graduates. The findings of the research is in the data collection phase, the results and the proposals will be included in the statement.

**Key Words:** Adult Education, Learning Strategies.

#27

## **A new technology of virtual learning education in teaching and learning**

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### **Abstract**

Most people are not aware of how computers and Internet technology are transforming the way students learn. This emerging education paradigm is often called virtual learning, and it has the potential to improve student achievement, educational access and schools' cost-effectiveness. Specifically, virtual learning uses computer software, the Internet or both to deliver instruction to students. Virtual learning comes in several forms: Computer-Based, Internet-Based, Remote Teacher Online, Blended Learning and Facilitated Virtual Learning. The benefits of virtual learning are many viz; no bound of venue or time, greater global reach, increased access to high-quality teachers, mass customization and optimization, increased flexibility, improved productivity and efficiency and innovation. So, virtual learning has a very broad application. It's not only about online courses, but also about the way that we extend what is happening in the premise of school—way beyond the school gates. In the future, colleges will no longer choose between audio or video systems, between interactive or independent systems, or between one-way or two-way systems.

**Keywords:** Virtual Learning, Blended Learning, Internet-Based Learning.

#28

## **Teachers helping for school children's drawings**

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### **Abstract**

The preschool period includes a time when the development is the fastest, the fundamentals of the personality are created, the child is affected from his environment at a great deal and he is open to all kinds of learning. The aim of the pre-school education must be suitable with the development characterization of the children. Nearby, the development must be provided with a suitable education system and a healthy education environment. This learning environment also provides opportunities to express themselves in all areas. The aim of this study is to examine the perceptions of helping and cooperation of the children attending to kindergarten through the pictures they draw. 168 children in the group of 60 and upper months attended the study. The data of the study, which was carried out using scanning model of descriptive research methods, was collected through draw-and-tell technique, and during the collection of the data, the children attending the study were asked to draw a picture related to helping and cooperation and to explain the picture they draw. Their explanations of the pictures were recorded on the activity paper by the researcher. When the data obtained from the study were analyzed, it was found out that the children's drawings mostly included mother, father, sun, friends, children and siblings. When the drawings are examined, it can be observed that they include helping and cooperation themes that they can observe in their immediate surroundings.

**Keywords:** School Children, Helping Drawings and Teachers



## **Applications of web- based language learning in higher education**

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### **Abstract**

Technology stimulates learning motivation through collaborative learning and it also improves learning efficiency by integrating classroom learning. Globalization has changed the status of English Language. Technology is no longer a enhancement, of interest to only enthusiastic 'technophile' teachers and learners, but rather, it has an importance for everyone concerned in language teaching. Technology is an ever-increasing part of the English language classroom. Today's teachers are developing new and exciting means of integrating language in all aspects with innovative technologies. This paper explores opportunities that English teachers have created to help students meet English language Teaching and Learning literacy goals in technology enhanced language learning (TELL) classroom environments.

**Keywords:** Technology Enhanced Language Learning, English Language Teaching.

## **Technological knowledge are using pedagogy in the mathematics classroom teachers**

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### **Abstract**

Technological pedagogical content knowledge is an understanding that emerges from interactions among content, pedagogy, and technology knowledge. Underlying truly meaningful and deeply skilled teaching with technology, TPACK is different from knowledge of all three concepts individually. Instead, TPACK is the basis of effective mathematics teaching with technology, requiring an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face; knowledge of students' prior knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge to develop new epistemologies or strengthen old ones. The working technology knowledge of a mathematics teacher using graphing calculators, computer software programs, and computer-based laboratories to deeply explore a mathematical topic is vastly different than that of an English teacher using the Internet and software programs to investigate and prepare literary documents. Each content area has specific instructional goals and needs that technology can address in a variety of ways.

**Keywords:** Technology, Content, Pedagogy, Technological pedagogical content knowledge and Mathematics class room

## **Pedagogy of mathematics in classroom teachers**

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### **Abstract**

The purpose of the current study is to determine the pre-service classroom teachers' pedagogical awareness of and instructional needs for difficulties in reading and mathematics. The study was conducted with the participation of 73 pre-service classroom teachers. In the current study, case study approach was adopted to determine the pre-service classroom teachers' pedagogical awareness of and instructional needs for difficulties in reading and mathematics. As the participants' pedagogical awareness and instructional needs are considered to be the unit of analysis, the study was conducted through multiple nested case



design. The data of the study were collected through three stages. In the first stage, a semistructured interview form including eight questions about difficulties in reading and mathematics was used. In the second stage, the participants were provided with school stories about students experiencing difficulties in reading and mathematics and they were asked to evaluate the stories in terms of the difficulties experienced by students. In the third stage, the participants were presented with videos of students experiencing difficulties in reading and mathematics and they were asked to determine the difficulties experienced by the students and the methods to be used to find solutions to these difficulties. The collected data were analyzed through content analysis. At the end of the study, it was observed that the pre-service teachers have some awareness of the difficulties experienced in reading and mathematics. However, they were found to have not any assumptions about how to determine these difficulties and what to do to get rid of them. In light of the findings of the current study, it can be suggested that some courses should be incorporated into classroom teacher education programs as they will be the first people to encounter these problems and to find solutions to them when they start their professional career.

**Key Words:** classroom teachers, pedagogy and mathematics.

#32

## Application of mobile learning in education

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### Abstract

Smartphones have changed the people daily lives. It becomes an inseparable part of young peoples' lives. This popularity provides the modern platform for their lifestyle, such as education, business, environment, etc. During the last few years, one of the grateful affect of the smartphone is in the education sector. Mobile learning or m-learning is a learning mode, which can use the device to run specific learning tools or mobile applications. Interactions between the instructor (teacher or application) and learners is one of the important parts of pedagogy. In addition, one of the main challenges for designing mobile applications is user interface designing. The appropriate interface of application can prepare the gate for these interactions. In order to achieve acceptable mobile application results, such as other applications, HumanComputer Interaction (HCI) standard, particularly Mobile HCI, has been found the way to do usability testing. The authors expect that this paper will be useful for mobile application developers, particularly mobile learning applications and researchers to consider seriously for the impact of the HCI in the mobile application success. This paper theoretically explained the HCI importance in education, and describes how eHCI might be used to services the explicit interaction between the learners and mobile devices.

**Keywords:** Human-Computer Interaction, m-learning and usability testing

#33

## Mobile learning education in B.Ed students

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### Abstract

The evolution of handheld portable devices and wireless technology has resulted in radical changes in the social and economic lifestyles of modern people. Today, many technological devices are produced in portable form and people have become accustomed to them. But, the development of digital technologies has so far been limited to social communication and few people have regarded mobile learning as a core pedagogical activity in higher institutions of learning. Although this model has been used as a minor adjunct to learning activities such as lectures and assignments, it is still not the primary mode of delivery in higher education. Currently, the instructional technology transmitted by means of mobile technology is mainly social and, to a lesser extent, economic. Advanced mobile devices such as —smartl cellular telephones are very popular among people primarily because they are wireless and portable. Mobile



devices are expected to be a part of every class and activity both inside and outside lecture classrooms, rather than being limited to a few assigned functions in rarely visited computer labs.

**Keywords:** Higher Education, E-learning, Mobile learning

#34

## **Innovative technologies for creative learning**

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### **Abstract**

Information and Communication Technologies (ICT) are contemporary factors that influence every aspect of human life including education. The contribution of ICT to the improvement of teaching and learning processes is higher in the educational institutions that have integrated ICT as an innovation factor. To attain this highest level implies that a institution not only has to modernize the technological tools, but also has to change the teaching models: the teacher's role, issues regarding classroom organizational, the teaching and learning processes, and the interaction mechanisms. In this context, this paper discusses ICTs as drivers of innovative pedagogies.

**Keywords:** Information and Communication Technologies and Creative Learning

#35

## **Attractive way of teaching to students for virtual communication**

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### **Abstract**

The author presents a possibility of incorporating the virtual computer programmes which are the product of EURO-VO (The European Virtual Observatory) into Astronomy teaching. The programmes can be run from the local installation as well as from the web browser. The Aladin and Stellarium astronomical programmes offer the user software tools for search, virtualization and analysis of data for scientific purposes and for teaching, too. Using the displayed data, we are able to explain the given event in the historical context of its discovery or to come to the explanation by processing the latest astronomical data. These virtual laboratories can be used in the process of teaching Astrophysics for university students, in working with pupils of primary and secondary schools or within interest astronomical and computer groups. In the article, some applications of chosen topics of Astronomy teaching lessons on different levels - beginning from the primary education up to The University of The Third Age are presented.

**Keywords:** Incorporating the virtual computer programmes

#36

## **Web-based education in teaching and learning**

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### **Abstract**

Technological change, which not only permits new activities but makes those new activities superior in many important ways over the previous method of operation, creates long lasting innovations in the society. Web-based education is one of those innovations. Teachers at all levels can merely post their syllabi on Blackboard but some have radically changed their whole method of teaching so that the class venue for the teacher and the student becomes the computer. The classroom now is a "virtual learning





environment." Learning is no longer bound by space and time. A brief discussion of interchangeably used vocabulary in necessary computer based instruction is discussed in the article. The literature tends to use the following words interchangeably: online education and web-based education; computer assisted learning, web assisted learning and web mediated learning; virtual learning environments, online courses, and web-based courses. Online Education has great potential and well designed Web-Based Course can provide students with the quality of learning experience as traditional face to face class do. In web based Instruction, it is the instructor's expertise, instructor's devotion that hold the key to successful students learning Experience.

**Keywords:** Educational Model, Virtual Learning Environment, Web based education and Teaching and Learning.

#37

## Effective teaching and learning in higher education

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### Abstract

Effective Teaching and Learning in Higher Education is a process that demands a continuous updation of knowledge. Due to the intelligentsia, Learners at present entirely differ from the learners of those days. Present learners think and act faster because of their exposure available to them. Moreover the students have the privilege to enjoy the digital platform at their hand. Internet is their world by which the students access information at any time at any place. In this context, it is a great challenge for a teacher in Higher education to handle learners successfully unless they are efficient. Teachers are also expected to continuously update their knowledge in Higher Education in order to fulfill the requirements of the learners. In spite of the updation in their subject, still problems between the teacher and students are found obviously. Students sometimes behave extremely. This is the need of the hour in Higher Education to discover alternative approaches, strategies to make teaching and learning effective. Survival in Higher Education would be a great challenge unless a teacher becomes skillful.

**Keywords:** Higher Education, Effective Teaching and Learning

#38

## The new web 2.0 technologies in teaching and learning

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### Abstract

Web 2.0 refers to web applications that facilitate interactive information sharing, user-centered design and collaboration on the World Wide Web. Blogs, wikis, podcasts, social bookmarking and social networking sites are some examples of Web 2.0 applications. These new technologies have allowed students as well as the teachers to easily publish content online and to connect and network with people who share similar interest without regard to physical location. It has the potential to create more interactive and powerful learning environments in which learners become knowledge creators, producers, editors and evaluators. In this background, this paper presents the survey, conducted among the student teachers of Kerala on their use and perception of web 2.0 technologies for teaching and learning.

**Keywords:** Web 2.0 Technologies, Social Networking, Media Sharing, Student Teachers



### **Innovative pedagogical methods for classroom teaching**

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#### **Abstract**

The purpose of this paper is to evaluate the traditional methods of teaching as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledge ability and self sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers. Quality of higher education has been an issue of global concern in recent years. It is directly linked with the economic development, skill and knowledge generation over the various subjects. It has substantial role to play in developing skills and preparing intellectual manpower for catering the needs of society as well as creation of knowledge.

**Keywords:** Methodology, Traditional Teaching, Multimedia Learning and e-learning technologies.

#40

### **Teaching of grammar through mobile assisted language learning**

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#### **Abstract**

Education plays a vital role in evolution and the development of mankind. Its has shaped so many generations for thousands of years and it remains doing the same today too. Traditional teaching has been around for thousands of years shaping the minds and thoughts of so many people. Nowadays traditional teaching methods are often compared and criticized because of the incorporation of technological advances in modern teaching methods from the last decade the use of high tech equipment in the educational institutions is increased immensely. This paper focuses on the some of the mobile applications in teaching grammar.

**Keywords:** Modern teaching methods, mobile applications.

#41

### **Teaching of mobile learning in the future of young learners**

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#### **Abstract**

Wireless technologies are revolutionizing education. They are transforming the traditional way of learning and teaching in to —any time and —any place education. They are engaging learners in learning related activities in diverse physical locations and enhancing communication and collaborative learning in the classroom (Liut *et al.*, 2003).





Mobile learning is one of the technological advancement in education. Mobile learning simply means —learning on the move. In this, the learning process takes place anytime, anywhere. According to Clark Quinn (2003), —it is e-learning through mobile computational devices. Traxler (2005) defined it as —any educational provision where the sole or dominant technologies are handheld or palmtop devices. Another popular definition of m-learning states it as the delivery of teaching by means of mobile devices such as pocket pcs, mobile phones, personal digital assistants (PDAs) and similar hand held devices. While defining mobile learning one confronts tension between functionality and mobility. There is a continuum from the point of view of functionality in the devices used for e-learning and m-learning. This continuum goes from desktop computers to laptop computers to PDAs or handhelds to smart phones to mobile phones. It is obvious that these m-learning technologies can potentially provide significant opportunities for learning and collaborative interaction. The teaching - learning process takes place with the help of educational devices. Likewise, the m-learning process takes place with the mobile devices. They are: Mobile phones, Smart phones, Personal Digital Assistants (PDAs), Laptops, Tablet PCs, E-book Readers, I-pod, MP3 player and USB drive.

**Keywords:** Mobile learning, innovative teaching and learning.

#42

### **Emerging new technology for teaching and learning process**

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#### **Abstract**

In the field of education, technology plays a potential role in every aspect of learning. Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Technology also has the power to transform teaching by ushering in a new model of connected teaching. Technology plays a vital role in the teaching learning process. Educational productivity can be produced by the use of open educational resources. These will enhance the rate of learning; reducing costs associated with instructional materials or program delivery; and better utilizing teacher time. In this paper, we are going to describe the emergence of new technology for teaching learning process.

**Keywords:** Technology, Teaching-learning process, Instructional materials, Educational resources, Computer Network.

#43

### **E-Learning teaching for teachers to students**

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#### **Abstract**

In the 21st century, the literate is increasingly expected to use computer technology to access and manipulate information. Knowing how to manage electronic information from an ever-widening array of resources and in proliferating formats is essential. To be fully prepared to function productively in a technology-oriented society, students must develop not only fundamental computer skills but also proficiency in using a variety of technology tools to solve problems, make informed decisions, and generate new knowledge. The development of these skills, as in other basic areas of knowledge, is the responsibility of the schools and their instructional staff. Yet many of our teachers and educators lack the necessary skills themselves to be comfortable in playing a leadership role in the integration of technology into classrooms.

Teaching is a complex activity. Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction. Technology proficiency (including technical skills and instructional applications) is one dimension of teacher competence. The acquisition of technology knowledge and skills must be connected with the development of a broader array of



competencies. Early attempts to develop technology standards for teachers were isolated from the broader teacher competencies and were focused primarily on technology skills. Consequently these competencies were largely ignored by teacher-training institutions. Typically, colleges of education simply required a single media course to satisfy accreditation requirements; often, colleges were reluctant to insert yet another course into an already overloaded curriculum. So this paper is focused on e-learning teaching for students.

**Keywords:** E-learning, Teachers and Students, information and communication technology.

#44

## Use of technology in teaching-learning and evaluation

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### Abstract

Computers and evolution of Information and communication Technologies have brought about a radical change in the field of education. Everyday newer and newer ways of using these technologies to support better knowledge transfer is evolving. There is a bandwagon of new technologies that have already evolved for teaching, learning and evaluation, which are currently used in about developing and well developed educational institutions across the globe. This paper envisages the new technologies that are used for teaching and learning and the need to use them in the classroom. It also discusses about why teachers should also practice using these new technologies and applications. An overview of various kinds of online assessment methods has also been covered. A cue to new institutions on how they can embrace these technologies to enable better learning and application of knowledge is provided as a conclusion.

**Keywords:** Teaching, Learning, Evaluation, ICT, pedagogy.

#45

## Lifelong learning activities in college education

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### Abstract

The lecture will focus on lifelong learning activities if higher education. The applied theoretical approach considers the changing world around higher education and at the same time the changing policies of higher education institutes. The goal of the lecture is to provide analytical framework of the different policies and the related programs regarding the lifelong learning role of higher education. Lifelong learning activities are not equal to the third mission of higher education. Lifelong learning in this respect is sometimes more but sometimes less than third mission.

The lecture will study the main documents from the field from international but also from national perspectives. Also tries to identify the scenes, terrenum and forms of university lifelong learning. Many of them obvious, because take place like typical learning processes, but the others remain invisible because those occur out of university building and traditional tertiary education frames. Finally, the lecture will have some examples, case studies, good practice from the field of university lifelong learning. This lecture also tries to pave down the later written material for the project participants.

**Keywords:** University lifelong learning, forms of lifelong learning, lifelong learning activities of college education, LLL policy for higher education.



## Effective teaching methods – school level education

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### Abstract

Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students' ratings of the "amount learned" in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings (Cohen, 1981; Theall and Franklin, 2001). This same criterion was also put forth by Thomas Angelo, when he said; "teaching in the absence of learning is just talking." Doyle.T. (n.d.). A teacher's effectiveness is again about student learning. The literature on teaching is crammed full of well researched ways that teachers can present content and skills that will enhance the opportunities for students to learn.

It is equally filled with suggestions of what not to do in the classroom. However, there is no rule book on which teaching methods match up best to which skills and/or content that is being taught. Students often have little expertise in knowing if the method selected by an individual instructor was the best teaching method or just "a method" or simply the method with which the teacher was most comfortable.

**Keywords:** Effective teaching methods, School and Higher level Education.

## New emerging trends in higher education at Dindigul district

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### Abstract

Teacher's education is in the transition phase because of the rapid change in technology and student's changing values. A substantial effort is needed to understand the underlying dynamics of teaching and learning principles of students of the recent time. Teacher's education courses must incorporate the learning and teaching psychology of students and teachers respectively. Such courses should also incorporate the developmental stages of pre-service teachers to enhance their learning. Pre-service teachers are those scholars and teachers who aspire to build their career in the field of teaching. They should be educated in supportive and conducive environment in which they expect to educate and groom young students. Such courses should target to develop social consciousness and reform mindset among perspective teachers. Pre-service teachers should be able to teach confidently in their domain by using new pedagogical approaches that are appropriate to their specific student's requirements and also commensurate with the capabilities of students. They should be conversant with the learning stages of their students and also be critical, compassionate and socially engaged knowledge imparter who can contribute in the process of teaching improvement and social change.

A good teacher's training programs have teachers working continuously with expert master teachers in a traditional classroom or virtual setting to enhance the knowledge and experience base. However expert teachers are also imparting knowledge about how students learn, how to assess their learning and about effective teaching strategies to provide them a platform to build repertoire. A historical method of qualitative research design was used to propose a new framework on emerging trends in teacher's education.

**Keywords:** Digital learning, digital literacy, education reform, higher education, teaching strategies, trends.



## Recent trend of teaching methods in mobile learning education

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### Abstract

Education and training is the process by which the wisdom, knowledge and skills of one generation are passed on to the next. Today there are two forms of education and training: conventional education and distance education. Mobile learning, or "M-Learning", offers modern ways to support learning process through mobile devices, such as handheld and tablet computers, MP3 players, smart phones and mobile phones. This document introduces the subject of mobile learning for education purposes. It examines what impact mobile devices have had on teaching and learning practices and goes on to look at the opportunities presented by the use of digital media on mobile devices. The main purpose of this paper is to describe the current state of mobile learning, benefits, challenges, and its barriers to support teaching and learning. Data for this paper were collected through bibliographic and internet research from January to March 2013. Four key areas will be addressed in this paper: 1. An analysis of Mobile Learning. 2. Differentiating E-Learning from Mobile Learning 3. Value and Benefits of Mobile Learning 4. Challenges and Barriers of Mobile Learning: Study showed that M-Learning as a Distance learning brought great benefits to society include : Training when it is needed, Training at any time; Training at any place; Learner-centred content; Avoidance of re-entry to work problems; Training for taxpayers, and those fully occupied during university lectures and sessions at training centres; and The industrialisation of teaching and learning. And also, notebooks, mobile Tablets, iPod touch, and iPads are very popular devices for mobile learning because of their cost and availability of apps.

**Keywords:** Education, Learning, M-Learning, Mobile, Teaching.

## Modern methods of teaching and learning in mathematics

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### Abstract

Teaching Mathematics and Natural Sciences is taking place in rapidly changing conditions. It is necessary to look for optimal didactic and educational solutions encompassing goals and contents as well as forms and teaching methods allowing for preparing students to face the challenges of the contemporary world. The most significant role of educational system in terms of teaching Mathematics and Natural Sciences is developing and promoting subject competences as an important factor fostering student's personal development and the development of society. Well organised mathematical and natural sciences education facilitates logical thinking and expressing ideas, organizing own work, planning and organizing the learning process, collaboration and responsibility; it prepares for life in a modern world and enables to perform many jobs. The teacher is required to pay more attention to students' awareness of developing learning skills and study habits, recognizing and analysing problems and predicting solutions to them. Undeniably, the implementation of modern teaching methods and techniques enhances students' curiosity about Mathematics and Natural Sciences and increases their understanding of the basis of mathematical and scientific knowledge. In accordance with the trends teaching Mathematics and Natural Sciences is supposed to help students understand and solve everyday problems.

**Keywords:** Maths, Modern Methods, Teaching and Learning.



## **Innovative teaching and learning methods for education Institutions**

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### **Abstract**

Education is a very powerful instrument for social change and transformation and innovative teaching practice is the only way to enhance the quality of our education. The problems which society faces are essentially the problems of educational institutions which are required to be innovative as they teach new skills and develop new insights and approaches towards the solving of social problems which the nation faces. Students must be empowered to be able to withstand the global challenges of the 21st century.

The application of innovative teaching and learning methods is critical if we are to motivate and engender a spirit of learning as well as enthusiasm on the part of students, for learning while at universities and indeed for lifelong learning. The role of education is to ensure that while academic staff do teach, what is taught should also be intelligible to students emanating from culturally and linguistically diverse backgrounds and that they rapidly become familiar with the expected standards. It is more often than not the case that students underachieve because of the fact that they have not grasped an awareness of the level of assessment or what it is that the lecturer expects from them. Lecturers should thus apply themselves to utilizing innovative methods so that the students' learning process is as free-flowing as possible and that the methodology they adopt is conducive to learning. Innovative teaching and learning methodologies such as short lecture, simulation, role-playing, portfolio development and problem-based learning (PBL) are very useful in addressing the rapid technological advances and developing workplaces that will be required in the foreseeable future. This article which is important in the broader transformation debate in higher education, focuses on skills that can strengthen language acquisition and content knowledge for students. PBL inter alia, is promoted as an innovative teaching and learning methodology that is highly relevant and meaningful and worth utilizing.

**Keywords:** Innovative teaching and learning, short-lectures, role-play, simulation, portfolios, problem-based learning.

## **Creative thinking for learning biology in education**

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### **Abstract**

Biology is a subject that is difficult to learn. The difficulty affects student achievement. In addition, the difficulty makes students less motivated to learn the subject. As a result, it is hard for them to achieve a good result of their studies. Learning biology is considered difficult, especially in some areas like cell division, genetics, and hormones. On the other hand, there is a connection between student success in learning science with creativity. As creativity can be defined as the formation of new and useful ways to solve a problem, it can be used to help students to learn biology. Meanwhile, according to Guilford (1950), creativity includes divergent and convergent thinking. Research on creativity in learning biology helps to integrate different research findings, formulating ideas, and analogies. Analogy is a process to explain a difficult topic, by referring to other more familiar topics. While integrating different research findings is important, students usually cannot find any relations among different topics. Formulating ideas is used to support students' skills in developing a hypothesis and a resulting conclusion. Although the benefit of creativity in science education is critical, the research on this field is still lacking. The research in creativity to support learning biology may help to improve learning result, as well as prepare students for their future career.

**Keywords:** Creativity, Learning, Biology and Education.





### **Innovative teaching methods in B.Ed students**

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#### **Abstract**

Any innovative teaching and learning method is not a quick fix or universal remedy. It cannot replace a traditional teaching methodology in education but rather supports it. However it is clear from the literature, that innovative teaching methods do provide students with greater experience in dealing with the world of work related issues they encounter. Innovative teaching methodologies will lead to a learning society in which the creative and intellectual abilities of students will allow them to meet the goals of transformation and development. Where students claim to experience problems with assessment, the general argument is that the lecturers have not adequately explained what is required of them. Other student problems include excessive workloads and insufficient feedback. Lecturers need to consider these aspects when adopting any methodology. Given the constructivist nature of the PBL approach, there is a larger retention of knowledge and students enjoy their learning experience far more than in traditional approaches-course content is understood more thoroughly. Bauer et al (2008) found that students enjoyed the real world of work issues and teamwork aspect of PBL. They also and felt welcome in the classes and stated that their learning was enhanced as PBL augmented their ability to consider, evaluate, and respect diverse viewpoints. Foreign language students also learn more during PBL activities. PBL is indeed a model that meets the needs of society by enabling our students to make positive contributions to society through a collaborative approach to learning that spotlights problem-solving and communication skill development through a number of self-directed learning strategies and teamwork as highlighted above. By integrating skills, students are able to become self-motivated and develop an ability to think independently, while working with others in a team. Problem-solving strategies are interrogated and developed.

**Keywords:** Teaching, Learning and Students.

### **Innovative methods of teaching**

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#### **Abstract**

The purpose of education is not just making a student literate, but adds rationale thinking, knowledge ability and self sufficiency. That's why teaching nowadays must include innovative communication methods that impart knowledge. Some innovative methods of teaching could be multimedia, the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. The purpose of this paper is to suggest useful innovative teaching methods that can be attempted in imparting knowledge to the students.

**Keywords:** Innovation, Methods and Teaching.

### **Innovation poses new challenges for education policy**

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#### **Abstract**

Innovation is a driver of growth and well-being. New technologies, products, services and organisations create jobs and rejuvenate industries – while making others obsolete. To reap the gains of innovation,



policy makers need to understand how the way we innovate is changing and what this implies for education and training policies. Harnessing the benefits of innovation within the education sector itself is a key challenge. To do so, effective and evidence-based governance mechanisms are needed to encourage, facilitate and help measure innovation in education systems. OECD countries face the need to share knowledge and experiences on the design of policies and governance mechanisms that help drive educational innovation. Innovation also implies that societies, education and training systems must empower people to innovate and quickly respond to new skills needs generated by innovations.

**Keywords:** New challenges, Education and Policy.