

[**SREE SASTHA JOURNAL OF TEACHER EDUCATION (SSJTE)**]

Quarterly

Volume : I

NO : 1

July – 2013



SREE SASTHA COLLEGE OF EDUCATION

Chembarambakkam

Chennai – 600 123



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Sree Sastha College of Education, Chembarambakkam, Chennai-600 123.

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INDEX

S.No.	Title of the Paper & Name
1.	QUALITY ASSURANCE IN SCHOOL EDUCATION. Dr. R. BABU
2.	INNOVATIVE APPROACHES TO SHARPEN LIFE SKILL THROUGH E – LEARNING - Dr. T. S. VIMALA
3.	BUILDING A BETTER EVALUATION SYSTEM – PROF. K. CHINNAIYAN
4.	ICT IN TEACHER EDUCATION – Mr. N. SURESH
5.	THE PRESENT SCENARIO OF EXAMINATION AND EVALUATION – Mrs. J. ROJA STELLA
6.	INSTRUCTIONAL DESIGN IN B. Ed., - CURRICULUM – Mrs. C. SHARMILA
7.	ICT AS A POTENTIAL TOOL FOR GLOBAL EDUCATION S. FAITH LYDIA – RESEARCH SCHOLAR
8.	INTEGRATING CLASSROOM INSTRUCTIONAL WITH TECHNOLOGIES TO ENHANCE THE TEACHING AND LEARNING EXPERIENCE AT SCHOOL LEVEL IN INDIA - A.P. PRABAVATHY – RESEARCH SCHOLAR
9.	QUALITY ENHANCEMENT IN TEACHER EDUCATION - Mrs. D. R. ANITHA SUBASHINI
10.	CONTINUOUS AND COMPREHENSIVE EVALUATION IN CBSE SCHOOLS - Dr. P. VEMBU
11.	TECHNOLOGY- A DISTRACTING VULNERABLE ELEMENT FOR STUDENTS AS IT SATISFIES THEIR UNHEALTHY PSYCHOLOGICAL DIVERSION - Mrs. R. UTHRA

ABOUT THE JOURNAL

OBJECTIVES

Sree Sastha College of Education in the whole is offering B. Ed. & M.Ed. Programmes since 2007. It has conducted several workshops, seminars in different kinds. A large number of M.Ed., M.Phil., & Ph.d., dissertations have been contributed by the members of the staff and the students, Therefore our College has started putting their effort in bringing the journal known as SREE SASTHA JOURNAL OF TEACHER EDUCATION, which is veritable for all the staff and researches in the field of Education.

SREE SASTHA JOURNAL OF TEACHER EDUCATION (SSJTE) is the journal published by Sree Sastha College of Education, Chembarambakkam, Chennai affiliated to TNTEU, Chennai. SSJTE is interested in publishing articles – Papers of original research works related to one or other aspects of Education. The journal is published quarterly in the months of September, December, March and June every year.

POLICY OF PUBLICATION

The manuscripts of articles – research papers submitted to SSJTE must be prepared strictly in accordance with appropriate format mentioned in this journal and then only it will be sent for review and if not, it will be rejected without any further notice. Each article – research paper will be reviewed by the committee of the SSJTE. After receiving the articles - research papers normally within a month the author(s) will be notified regarding the acceptance – revision – rejection of their paper. The decision of the Executive Editor is final in all matters.

GUIDELINES

Manuscripts can be about five pages, (2000 words) including tables, diagrams if any and references. The title of the manuscript, the author(s), name(s), designations, address for correspondence , e-mail, acknowledgement etc, must be given in a separate sheet in order to facilitate objective review. The first page of the manuscript should have the complete title of the manuscript but not the names of the author(s).

Each Manuscripts must be preceded by an abstract of about 200 words,, not more than 6 key words, tables if any, must be numbered serially and each table must have a title indicating precisely the content.

The references must be given as per APA (American Psychological Association) style manual. A soft copy (on a CD) along with a hard copy must be submitted. A signed declaration to the effect that the contribution is an original one of the author's own, that it has not been published elsewhere, that it is not currently under consideration for publication elsewhere and that it is now being submitted exclusively to SREE SASTHA JOURNAL OF TEACHER EDUCATION (SSJTE). The papers must be sent to

The Editor – in – Chief

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QUALITY ASSURANCE IN SCHOOL EDUCATION

**Dr. R. BABU,
Prof. of Education,
Dept. of Education,
Annamalai University.**

ABSTRACT

As far as the provision of access and coverage of school education is concerned, India today boasts of its educational system as being the second largest the world but it cannot make similar claims for efficiency, quality and achievement of learner. Some recent surveys have shown that linguistic (vocabulary/reading) and arithmetical (basic numerical skills) abilities of children have been declining over the years. While the Centre's decision to introduce Right to Education so that all children attend school has been applauded, the ground reality of primary and secondary education is abysmal. There is grave shortage of teachers and due to robust service conditions, teachers shirk work. This problem is further compounded by high absenteeism of teachers in government schools. While there is no consensus among educationists regarding the definition of the quality in education, there are several ways of measuring quality in education. It is possible to develop indicators to measure learning along important dimensions, closely related to the curriculum, both in standardized assessment instruments and in alternative forms of assessment. Several issues related to poor quality of school education are identified and presented in the paper. Quality of education requires multi-pornged and strategic reforms in teacher training; improvements in the facilities and infrastructure in schools; teachers' motivation; and a change in the style of teaching to make it attractive to the students.

INNOVATIVE APPROACHES TO SHARPEN LIFE SKILL THROUGH
E-LEARNING

Dr. T. S. VIMALA

PRINCIPAL

Sree Sastha College of Education

ABSTRACT

E-learning refers to the use of information and communication technology (ICT) to enhance and/or support learning in tertiary education. But this covers a wide range of systems, from students using e-mail and accessing course work on line while following a course on campus to programmes offered entirely online. E-learning can be divided into several different types. In all cases, a campus-based institution is offering the courses, but using e-learning tied to the Internet or other online network to a different extent. Web-supplemented courses focus on classroom-based teaching but include elements such as putting a course outline and lecture notes on line, use of e-mail and links to online resources.

We-dependent courses require students to use the Internet for key elements of the programme such as online discussions, assessment, or online project/collaborative work, but without significant reduction in classroom time. In mixed mode courses, the e-learning element begins to replace classroom time. Online discussions, assessment, or project/collaborative work replace some face-to face teaching and learning. But significant campus attendance remains part of the mix.

And when courses are offered fully online, students can follow courses offered by a university in one city from another town, country or time zone.

BUILDING A BETTER EVALUATION SYSTEM

**Prof. K. Chinnaiyan,
Principal,
King College of Education,
Namakkal.**

ABSTRACT

Assessment is inherently a process of professional judgement. It influences student motivation and learning and has powerful effects on motivation and learning. A good assessment always enhances instruction. This paper delineates the major characteristics of a good assessment process like it should be valid, fair and ethical. Good assessments use multiple methods efficiently and are feasible. The most essential about assessment understands how general, fundamental assessment principles and ideas can be used to enhance student learning and teacher effectiveness inside the black box. Classroom assessment plays an important role in raising standards. There continues to be relatively little emphasis on assessment in the preparation of, or professional development of teachers and administrators. The purpose of this article is to use suggestions and guidelines from various sources, in light of current assessment demands and contemporary theories of learning and motivation, to present ten “basic principles” to guide the assessment training and professional development of teachers and administrators, designing assessments to inform and improve student performance and standards for teacher competence in educational assessment of students.

ICT IN TEACHER EDUCATION

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ABSTRACT

The rapid development of ICTs paves the way for revolutionary changes in Education. Digitalization of many ICTs has made it possible to design, develop software, deliver and evaluate teaching, learning and training process. ICTs help the teacher / teacher educator for the best lecturer/demonstration with Audio-Visual presentation through the use of Multimedia PC / Laptop. At the same time, teaching competency can be increased by recording self / peer feedback and self testing through digital Video Camera and other ICTs in teacher training institutions. Web based Instruction is now become popular which integrate the classroom teaching that works supplement / complement / replacement to the face to face teaching. It is suggested that the course of education technology should be established in every Teacher Training Institutions. For enhancing the qualities of the teacher education, the potentialities of the ICTs are to be integrated fully in the classroom instruction. It requires the strengthening of the teacher educators in ICTs.

THE PRESENT SCENARIO OF EXAMINATION AND EVALUATION

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ABSTRACT

Teaching is considered as one of the ancient and most respectable professions in educational development. In the same way, teacher is the backbone of the society who shapes the next generation. In the present scenario, the role, functions and preparations of teachers have taken transition in accordance with the needs of the society

Averring that we are unable to practice Continuous and Comprehensive Evaluation in our classrooms though it contributes a lot to the teaching-learning process, the authors state that we should try our best to implement Continuous and Comprehensive Evaluation wholeheartedly with a missionary zeal.

INSTRUTIONAL DESIGN IN B.Ed - CURRICULUM

**Mrs. C. SHARMILA,
Assistant Professor,
SREE SASTHA COLLEGE OF EDUCATION,
CHENNAI, TAMIL NADU.**

ABSTRACT

Stating that teachers in India need to be prepared to face the challenges of the 21st Century for Imparting new age education, the authors stress that teacher education programme in India should integrate ICT components in such a way that teachers are enabled to face the new demands in this noble profession.

Curriculum must stand on the pillars of relevance and excellence. Besides, a dynamic and meaningful curriculum has to be responsive to the society also. As the needs and aspirations change, curriculum must be revised on a regular basis to accommodate the changes, new issues and innovations. Curriculum, the lifeline of every educational objectives, but also reflects them. Any programme of professional preparation should fulfill the requirements and expectation of the

Sree Sastha College of Education, Chembarambakkam, Chennai-600 123.

profession. In this sense, the curriculum should be purposive and functional so that it can attain the objectives of the profession.

ICT AS A POTENTIAL TOOL FOR GLOBAL EDUCATION

S.Faith Lydia

M.Ed., Research Scholar

ABSTRACT

Information and Communication Technology (ICT) is basically an umbrella term that encompasses all communication technologies such as internet, wireless networks, cell phones, satellite communications, digital television etc. that provide access to information. During the past few decades, ICT has provided society with a vast array of new communication capabilities and has fundamentally changed the way we live now. We find a world of difference in the practices and procedures of various fields such as medicine, tourism, banking, business, engineering, etc. as they operate now in comparison to how they operated two decades ago. In contrast, the impact of ICT on education in India, however, has been far less and slow.

The most fundamental cause seems to have been the deep-seated belief that teaching is an art or at best an imperfect science with no role of technology in the design or delivery of instruction. But now times have changed and the paradigm of education and learning has changed from art or science to technology-mediated instruction and learning. ICT can, therefore, be perceived as a big change agent for education.

ICT in education is the need of the hour. It has the potential to provide solution to many of the challenges higher education faces today. The common fear that ICT shall replace a teacher is totally unfounded. Realization now seems to be slowly dawning on the teaching community that ICT is primarily to empower them and not to replace them. ICT is, therefore, not to be feared but to be embraced so as to empower our future generations by providing them high quality ICT- enabled education.

Integrating classroom instructional with technologies to enhance the teaching and learning experience at school level in India

A.P. Prabavathy

Research Scholar

The use of technology to enhance the teaching and learning experience and the challenges faced in the current Indian educational system at school level. Thus the impact of digital media on

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every aspect of our lives is growing on a daily basis. Technological advances are opening the doors to new design possibilities that would have seemed impossible to previous generations. Digital media is also helping move the education system forward. While computers have become the norm in classroom settings, far newer technologies are now making their way into learning environment. Schools are beginning to adopt concepts such as Interactive Whiteboards and introduce tablet computers, which would appear to render the standard desk-and-chair classroom obsolete. **Patricia Kuhl** observed that the babies who learned in an in-person setting showed remarkably enhanced linguistic skills over those who observed language through a screen. While learning habits among babies and school-aged children are obviously not parallel. Patricia Kuhl's work implied that humans respond better to learning from actual people as opposed to via digital media. Thus, while it may appear that advances in digital media could fundamentally alter the nature of classrooms, such a seismic shift is unlikely to happen in the foreseeable future, if at all. Schools are referred to as learning environments for a reason – socialization, hands-on learning and interaction are critical. Technology is a welcome aid to teachers as they impart knowledge on to the next generation. It is important, however, that it remains just that – an aid. The television, internet and mobile phones are having a huge impact on the growth development and outlook of children. Some children are obsessed with computer gaming gadgets (play station, xbox, etc). Some children and schools are left behind with no access to the technologies. As highlighted by many and most eminent educationalists and noble men and women, the remedy for above scenario is to make the teachers and all other stakeholders of the education system recognize, understand and use the appropriate technologies to make a positive impact on the students and make the teaching and learning process more efficient.

QUALITY ENHANCEMENT IN TEACHER EDUCATION

ANITHA SUBASHINI. D. R., Assistant Professor

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CURRICULUM- DESIGN & DEVELOPMENT

ABSTRACT

The curriculum was considered as the product of a technical process. Indeed, the curriculum relates to the connections between the goals of education and universities. The curriculum is an intangible process that also has a material expression.

Sree Sastha College of Education, Chembarambakkam, Chennai-600 123.

- ✓ Principles for curriculum design
- ✓ **Aims of curriculum design**
- ✓ Components of curriculum
- ✓ Curriculum design- framework
- ✓ Curriculum design models
- ✓ Curriculum development

are discussed in this paper.

Curriculum development can be defined as the systematic planning of what is taught and learned in schools as reflected in courses of study and school programmers'. These curricula are embodied in official documents and made mandatory by provincial and territorial departments of education. The primary focus of a curriculum is on what is to be taught and when, leaving to the teaching profession decisions as to how this should be done. The current curriculum at many agricultural education institutions based on a high-input, fossil-fuel intensive agricultural production model. The new approach recognizes that there are philosophical frameworks and internal and external demands that influences the curriculum development process. Curriculum design includes consideration of aims, intended learning outcomes, syllabus, learning and teaching methods, and assessment. Each of these elements is described below. It also involves ensuring that the curriculum is accessible and inclusive, i.e. that student with disabilities, and from all backgrounds, can participate in it with an equal chance of success.

Continuous and comprehensive evaluation in CBSE Schools

Dr. (Mrs.) P.Vembu

Vice-Principal – Assistant Professor, History Education

Sree Sastha College of Education

Evaluation is assessing and judging the value of a piece of work, an organisation or a service. Its main purpose is to help an organisation reflect on what it is trying to achieve, assessing how far it is succeeding, and identify required changes

In India an evaluation system newly introduced by [Central Board of Secondary Education](#) for students of sixth to tenth grades. The main aim of CCE is to evaluate every aspect of the child during their presence at the school through out the year. Educationists believed that this system helps in improving student's performance by identifying his/her learning difficulties and abilities at regular time intervals right from the beginning of the academic session to reduce the pressure on the child during/before examinations. In this system the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever.

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If the CCE method is implemented successfully it claimed to bring enormous changes in the traditional method of teaching. Through this method all the prime dimensions of a student's personality can be evaluated through out the academic year. Continuity in evaluation and assessment of broad based learning are the key concepts of CCE pattern. CCE helps in improving student's performance by identifying his/her learning difficulties and abilities at regular time intervals right from the beginning of the academic session and working on appropriate remedial techniques for enhancing their learning performance.

The aims are:

1. to reduce the workload on students
2. to improve the overall skill and ability of the student
3. consider multiple activities other than regular subjects.