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**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**

<b>S.No.</b>	<b>Title of the Paper &amp; Name</b>
<b>1.</b>	<b>SELF MOTIVATION AND INVOLVEMENT BEHAVIOUR IN RELATION TO THE ACADEMIC ACHIEVEMENT OF XI STANDARD STUDENTS</b>  <b>- Dr.(Mrs.) T.S.VIMALA, PRINCIPAL</b>
<b>2.</b>	<b>Educational technology in classroom teaching is a boon vs. bane</b>  <b>- Dr. Mrs. P.Vembu- Vice Principal</b>
<b>3.</b>	<b>A Study on Teacher Effectiveness and Academic Achievement in English among IXth Standard Students</b>  <b>- Mr. N. Suresh &amp; Mrs. Roja stella</b>
<b>4.</b>	<b>LEARNING ENVIRONMENT FOR EXCELLENCE IN EDUCATION-EDUCATION FOR PERSONALITY DEVELOPMENT</b>  <b>- Ms. ANITHA SUBASHINLD.R.</b>
<b>5.</b>	<b>RECENT EVALUATION MODALITIES – WEAKNESSESS</b>  <b>- Mrs. UTHRA. R</b>

<b>6.</b>	<b>A STUDY ON INTERNET USAGE IN RELATION TO THEIR ACADEMIC ACHIEVEMENT AMONG XI STANDARD STUDENTS IN KANCHIPURAM DISTRICT</b>
	<b>DR.(MRS.) T.S. VIMALA -PRINCIPAL</b>
	<b>A.MARIA PANIMAYA VINODHINI - M.Ed., Scholar</b>

### **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**

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

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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**SELF MOTIVATION AND INVOLVEMENT BEHAVIOUR  
IN RELATION TO THE ACADEMIC ACHIEVEMENT OF  
XI STANDARD STUDENTS**

**Dr.(Mrs.) T.S.VIMALA,  
M.Com., M.Ed, M.Phil (Edn.), Ph.D(Edn.),  
PRINCIPAL  
Sree Sastha College of Education**

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**Abstract**

This paper proposes to study the importance and crucial role played in education. The Two major components of tools are discussed and their roles are also specified. The objectives of the education and its, tools namely Involvement behavior and Self motivation of students also brought to focus. The purpose of this paper is to provide the motivation of each student and with some background information about the students.

## **Educational technology in classroom teaching is a boon vs. bane**

Dr. Mrs. P.Vembu- Assistant Professor

Vice Principal

Sree Sastha College of Education

**Abstract:** “Children and young people are growing up in a vastly changing context. No aspect of their lives is untouched by the digital era which is transforming how they live, relate and learn” Some examples of these changes in the classroom include [Problem Based Learning](#), [Project-based Learning](#), and [Inquiry-based learning](#). Together they are [active learning](#) educational technologies used to facilitate learning. [Technology](#) which includes physical and process applied science can be incorporated into project, problem, inquiry-based learning as they all have a similar educational philosophy. All three are student centered, ideally involving real-world scenarios in which students are actively engaged in critical thinking activities. The process that students are encouraged to employ (as long as it is based on empirical research) is considered to be a technology. Classic examples of technologies used by teachers and Educational Technologists include Bloom's Taxonomy and Instructional Design. Educational technology is intended to improve education over what it would be without technology.

## **A Study on Teacher Effectiveness and Academic Achievement in English among IXth Standard Students**

**Mr. N. Suresh & Mrs. Roja stella**  
**Asst. Prof. Sree Sastha College of Education**

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### **Abstract**

“Teaching is considered a noble profession and teachers are held in high esteem by the people. Not all teachers are effective in importing knowledge and skill to the students in spite of possessing good academic qualifications. In this context it’s necessary to study the characteristics of an effective teacher. Effective teaching is stimulating, well planned, democratic diagnostic, remedial and corrective. The effectiveness of a teacher will be reflected in the academic achievement of the academic achievement of the students.

This study aims to find out the association between teacher effective and other variable like gender, locality, type of management and medium of instruction etc. A thorough study of the works done by various regards in this field was made to help him formulate a relevant hypothesis for present study. The experimental teaching was followed and interpreted using suitable techniques.

As the result of the study it has been found that there is significant difference between male and female students, no significant difference rural and urban students, but there is significant difference based on type of management and medium of institution.

This study highlights the need for promoting teacher effectiveness in order to make learning is a pleasurable and rewarding experience for the students”.



## **LEARNING ENVIRONMENT FOR EXCELLENCE IN EDUCATION- EDUCATION FOR PERSONALITY DEVELOPMENT**

**ANITHA SUBASHINI.D.R,**

Assistant Professor

Sree Sastha College of Education

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### **ABSTRACT**

A search for the highest aim of life, a stress on the integral development of personality, and a living expression of the unity of mankind – these will be the universal preoccupations of the teachers and students.- SRI AUROBINDO

Recent research suggests that educational experiences lead to positive outcomes for reasons other than gains in cognitive abilities. The current study examines education for personality development. Our present structure of education is imprisoned within the walls of a triple system, and if we wish to make education for personality development a practical proposition, we must examine this triple system in some depth and suggest some practicable solutions. This imprisoning system is the lecture system, syllabus system, and the examination system. Deeper psychological research affirms, as in the system of Yoga, that this combination of forces can be disturbed, it can be modified, it can be totally changed. Personalities can be multiplied within the same individual; the conflicting personalities in the individual can be harmonized; one can become capable of putting forth the needed personality according to the circumstances or the demands of the work or situation, even while the other personalities would remain behind, contributing to the efficacy of the personality put in the front. One can even go beyond all personality and know the real person that assumes so many personalities.

## **RECENT EVALUATION MODALITIES – WEAKNESSES**

**UTHRA.R, Assistant Professor**  
**Sree Sastha College of Education**  
**Chembarambakkam, Chennai-600 124**

### **Abstract**

The need of examination reforms in all educational institutions is to achieve testing, i.e., the examination system seeks to measure the achievements which the students are expected to achieve during the course of a particular period of training. Examination reforms have always offered a prolific field for innovations. Considerable efforts have been made to tinker with and patch the examination reform, but the efforts in the direction to examination reform though sincere, have largely remained unsuccessful. This system gives little space to students for their original thinking and bringing any new change thus fails to empower the education. Further, time to time the examination reforms have focused only on the process of conducting examinations rather than any alternative method of student testing. Keeping this in view we have to think about the present examination reform and its components from different directions. Further, we have to see the gaps in examination reform of the education and its impact on whole education system. The existing examination reform has functioned largely as a process of filtration rather than as an instrument for raising the quality of education. It is not that the internal evaluation system is not without any demerits. Many still consider the present examination reform as an inescapable necessity. On the whole, examination reformer would be meaningful only when it reaches the core of the education process. Once the winds of change begin to blow they sweep most cobwebs away. This presentation may explore the aim of making the students more conscious and help the teachers to be more functional towards basic values of future challenge in life. It would facilitate experiment based research which would be action oriented and focused on problems related to the renewal of the examination reform at education level across different Boards in the country. As we have seen in many other areas of government in the last decade, once the winds of change begin to blow they sweep most cobwebs away. The tough job is to get them blowing.

**A STUDY ON INTERNET USAGE IN RELATION TO THEIR ACADEMIC  
ACHIEVEMENT AMONG XI STANDARD STUDENTS IN KANCHIPURAM  
DISTRICT**

**DR.(MRS.) T.S. VIMALA**

**M.Com., M.Ed., M.Phil (Edn), Ph.D (Edn),**

**A.MARIA PANIMAYA VINODHINI**

**M.Ed., Scholar**

**ABSTRACT**

Education is a unique instrument in the present and future. Education is the one and only instrument, which brings any nation to the fore front, it is quite evident that the strength of the country depend on the strength of education, which is turn depends on the strength, efficiency of teachers and the process of teaching.

Teaching is the essential part of education. It is a special function to impart knowledge, develop understanding skills. Essential part of the teaching is the communicating knowledge. New teaching and learning theories are challenging the teaching capacity of a large number of educators who have been trained and who practice traditional approaches to education.

Consequently, teaching and learning are no longer a protected area of competence of the teaching profession, but are gradually opening up to other public or private actors.

The purpose of the present investigation was to study the 'Internet Usage in relation to their Academic Achievement among XI Standard Students in Kanchipuram District with reference to some selected variables on the study indicated significant relationship among the variables. The study may find some usefulness in the field of education and the finding of this study may serve as a database for the further research.

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