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GLOBAL COMPETENCE LEARNING: BREAKING BARRIERS BEYOND LIMITS

30th and 31st March, 2017

Organized by

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ज्ञान-विज्ञानं विमुक्तये

National Level Seminar on "Global Competence Learning: Breaking Barriers Beyond Limits"

கல்வியே செல்வம்

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Thiagarajar College of Preceptors

Teppakulam, Madurai

CONTENTS

TECHNO-PEDAGOGY PRACTICES IN VETERINARY EDUCATION WITH SPECIAL REFERENCE TO UNDERGRADUATE PHARMACOLOGY STUDENTS

Dr. V. Ramakrishnan
Assistant Professor, Veterinary University Training and Research Centre, Dindigul

"We should not inflict cruelty on even the meanest of creatures"

Mahatma Gandhi

Abstract

There is a need to revise the conventional learning style which is based on teachers, student presence in a class, limited time and space of the sessions and relatively high cost of this method of education. Pharmacology is the study of the manner in which the function of living systems is affected by chemical agents. Practical lessons are important part of pharmacology curricula of various undergraduate courses. In vitro and in vivo animal experiments have been widely used in the practical lessons to help students gaining hands-on skills of pharmacological experiments, and more importantly, reinforcing their knowledge learned from lectures and textbooks. Computer assisted learning (CAL) is a compilation of software packages on experimentation aid the students to understand the concepts and techniques. Significantly, CAL prevents the unethical killing of animals, lesser time, No need for labor and repeatability of experiments. This software displays complete video demonstrations of different procedures like isolation and mounting of animal tissues followed by on screen interactive interface to study the effects of various drugs on the isolated tissues. It simulates / demonstrates experiments causing undue pain to animals. The presentation is made user friendly and self explanatory.

Introduction

The recent advancement in Veterinary science seems so fast that quality of education can only be ensured by teachers who efficiently picks up and make use of the right mode of teaching aids to illustrate the concepts that facilitate the learning process to be easy and contribute more on the understanding capability to the modern 21st century professional students. Pharmacology is the science that deals with the physic-chemical properties, actions, absorption, and fate of chemical substances termed drugs that modify biological function. It is a discipline that covers human and veterinary medicine and closely interfaces with pharmaceutical science and toxicology. It involves understanding the properties of drugs and their actions, including interactions between drug molecules and receptors and how these interactions elicit an effect. Laboratory based veterinary pharmacology practical classes, which includes the demonstration of the effect of CNS depressants, analgesics, CNS stimulants, muscle relaxants, anticonvulsants, local an aesthetics in laboratory animals. Demonstration of the action of adrenergic and cholinergic agonists and antagonists on isolated and intact preparations of the animals. In the recent years, the undergraduate training in pharmacology has been revolutionized with the adoption of innovative teaching approaches such as computer assisted learning (CAL) and use of audio-visual aids [Sharma et al., 2004] The use of animals for teaching and learning of basic sciences has shown a downward trend over the last decade. [Kuruvilla et al., 2001; Greenhalgh, 2001]. Increasing ethical concerns with the use of animals for undergraduate training and the development of information technology contributed significantly to this trend.

Computer Simulation

Computer operated mannequins, also known as crash test dummies, complete with internal sensors and video, have replaced live animal trauma testing for automobile crash testing (Leathard and Dewhurst 1995).Computer models have been constructed to model animal metabolism, to study plaque buildup and cardiovascular risk, and to evaluate toxicity of drugs, tasks for which animals are also used. However, due to limitations in computing power, the simulation could only be run at 1/10th the speed of an actual mouse brain. Computer simulations do actually yield acceptable models in research on diabetes, asthma, and drug absorption, although potential new medicines identified using these techniques must still be verified in animal and human tests before licensing. Computer simulators are one of the novel computer technologies used in various schools.

Simulation based medical education (SMBE) is a method in which computer simulators are used to deliver knowledge and skills to the students .Today, computer simulators and intelligent robots have been marketed to improve veterinary education. Computer assisted learning consists of a range of computer based packages, which focuses on providing interactive instruction in a specific subject area. Success rate and the effectiveness of virtual learning in medical education had been assessed by several studies. The results showed that a combination of virtual and

traditional methods has a better outcome compared to traditional methods. Furthermore, the use of animals has reduced due to ethical concerns, practical problems associated with the animal experiments such as availability of animals, cost of purchasing animals and maintaining animal houses. Animal experiments are often time consuming and associated with practical difficulties. It is often difficult to demonstrate minute details to large numbers of students and only limited number of drugs can be tested at a given period of time.[Dewhurst, 2004].With widespread use of computers among veterinary students and the abundance of computer based resources available for supporting teaching and learning in the veterinary sciences, there was a perceived need that veterinary graduates need to be both familiar with and have competency in computing skills.

The Computer Laboratory Demonstrations

A computer simulator in pharmacology consists of various softwares with demonstrations of animal experiments. CAL in pharmacology includes collection of animal experiments on course software package which helps in understanding concepts and techniques in pharmacology [Baby, 2009]. These softwares mimicked the actual experimental set up in laboratory and include illustration of methods of anesthesia, dissection and mounting of tissues. Computer simulations and interactive interface in pharmacokinetics and pharmacodynamics and clinical pharmacology of various drug classes help in reinforcing the theoretical knowledge of different drugs acting on various organ systems in the body. CAL software has also been developed to promote rational and evidence based medication utilization among the medical students.[Hughes, 2001]. ExPharm is a CAL (Computer Assisted Learning) package containing five programs which simulate animal experiments in Pharmacology. These programs can be used to demonstrate drug actions on different animal systems. The package is user friendly, highly interactive and full of animated sequences which make simulation appear realistic [Raveendran, 2004]. The majority of the CAL software includes self-assessment tools such as multiple choice questions. CAL can also help to achieve a greater theoretical understanding of the experiments as simulations mimic the actual experimental set up in the laboratory.[Sewell, 1996].

Current Aspects and Advantages of Computer Simulation

Computer simulator has a number of perceived advantages to both students and teachers. Modern computers with multimedia capabilities and presentational benefits can provide an interactive and personalized learning experience and thus promote active and self-directed learning [Baby et al., 2009]. it offers the students the advantage to learn at their convenience and pace of learning; it can save faculty time as well as resources [Brain, et al., 1999].CAL increases the understanding of the theoretical concepts when it is applied in the setting of simulated experiments [Sewell et al., 1996] . CAL can also supplement lectures and enable students to learn better in their self-study; it can extend the learning experience into fields which are too costly or time consuming and also staff expertise may not be available [Hughes, 2001]. These experiments can be observed repeatedly without the loss of animals as well as experimental errors. The students can observe the effects of drugs at varying dose ranges which would be time consuming when performed on animals. Large number of students can perform the experiment at the same time at their respective stations and their individual computers, whereas the animal experiments are usually conducted among groups of students and depending on the availability of animals the group size varies. Reduction in expenses involved with use of animal experiments is a definitive advantage

Problems in Virtual Learning

The cost of the technology is above and beyond the cost of computers or computer labs to be equipped with the programs. One of the major problems of performing tissue based experiments is the variability in tissue response In a virtual laboratory environment, there are certain skills that cannot be adequately taught, which pharmacology teachers consider essential in pharmacology training. For example administration of test drugs and monitoring of the physiological signs. CAL limits the direct interaction with the living tissue and observation of variations in responses in living tissue. The practical knowledge and experience of a real experiment is lost. Development of CAL software is labor intensive, requiring appropriate hardware, backup and frequent upgrading. Many teachers have little expertise in developing software and require the support of information technology staff. Appropriate software programs need to be developed based on the learning objectives and the programs should be modified to meet the local educational needs. Many teachers are unwilling to use software packages, particularly those which are developed by other universities. Faculty resistance to change the traditional animal experiments to CAL is another stumbling block.

Conclusion

Computer assisted learning is a feasible and very effective teaching and learning method in pharmacology with huge potential to change the way of learning as it meets the majority of the learning objectives. However, there is a need

to invoke awareness among the teachers of the advantages of this method of teaching. To further reduce animal use in education it is important to convince and persuade faculty who are the curriculum 'change agents' and efforts should be directed towards this through awareness raising, publishing evidence of successful use of non-animal methods in other universities, providing assistance with integration of alternatives into mainstream teaching, and developing new technological approaches to creating the resources which enable faculty to modify content and educational approach and avoid technological redundancy. It has become increasingly difficult to perform animal experiments, because of issues related to the procurement of animals and strict regulations and ethical issues related to their use. The pre-clinical tests of the drug on the animals cause a large number of mortality. Due to this computer stimulation is an important tool for study of the drug. Computing science, is the ability to perform sophisticated model analysis which can better relate predicted behavior and observations. The traditional pharmacology labs should be replaced by online and computer assisted learning in future.

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UNIVERSAL PROBLEM ON TEACHING AND LEARNING

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Abstract

Education is a lifelong process and education should meet the need of verity of learners, teaching and learning is main tool of this process. Now a day's number of problem are faced in class room teaching and learning. This problem not only acquired in particular classroom, it is a universal problem. So this article discuss about the problem of teaching and learning process and how to reduce this problem.

Introduction

Teaching is an art; most of the teachers are not successful in teaching because they are failed to deliver acquired knowledge to their learners. Teaching is more important in academic carriers. We know that the entire students are not equal in attention, learning and interest. So students are stimulated by different source, style and so on.

We know that some time many students do not participate in classroom activities. Some student might not be interested at all. One problem may be lack of attention. Consider that statistically, students' attention span is between 10 and 15 minutes, whereas a university lecture lasts between 50 and 75 minutes. As a teacher, you need to control your students' attention and use periodic brief activities to re energies your students for the next 10- 15 minutes.

There are basically three factors that impair good participation.

- Instructor fosters one way communication
- Instructor does not cope well with different student learning styles and lack of participation
- The lack of specific structures which encourage participation

Factors affect in teaching

Teaching is a difficult job trying to communicate effectively to classroom that growing in size, may contain students who come from varied backgrounds. Some common barriers to effective communication in the classroom are

- Listening barriers
- Perception barriers,
- Oral barriers and
- Cultural barriers.

Learning to recognize an overcome these barriers is essential in effective classroom communication. Effective listening is one of the most important factors in classroom communication. Take the time to listen to what the other person is saying. When someone is speaking, you should not be thinking of your next response. Negative emotions may occur when certain words or body language is used. A teacher must also take care to keep emotional reactions to a minimum and focus on what the speaker is saying outside noise such as telephones, email or construction nose can sometimes make listening difficult. This outside noise should be minimized in the classroom.

Perception may be a barrier to effective communication in the classroom. Different people may receive and hear the same message but interpret it differently. Paying attention to detail is also important. A teacher should also learn to focus on both positive and negative aspects of a conversation. By having a distorted focus, a teacher may only focus on the negative aspects of a conversation.

Communication barriers in the classroom may exist if oral communication is not clear. Some problems in oral communications include using words with ambiguous meanings. The teacher must make sure the student clearly understand the meanings of words. Classroom communication should be specific to the topic and without bias. A teacher must also take caution not to make a premature conclusion before she/has all the facts about the topic or situation.

Cultural differences can be a barrier to effective communications in the classroom. It is possible for both a teacher and a student to have predisposed ideas about behavior based on what the other person's culture is messages are often misunderstood if they are delivered in a way that is unfamiliar to the students' culture. It is important to dispel assumptions or biases based on cultural difference in a classroom (as cited in classroom.synonym.com).

Factors affect in learning

In educational psychology many psychologist explain the number of factor affect the learning process. Normally we look at the various social, cultural and emotional barriers to learning, these are

- Motivation or availability to learn
- Social and cultural barriers
- Emotional factors that affect learning
  Personal issues that can affect learning
- Biggest learning barriers in classroom
- Institutional barriers
- Internal barriers
- Interpersonal barriers
- Instructional barriers

This learning barriers affected student learning and their academic achievement. These barriers acquired not only in particular classroom. Most of the classroom reflected the barriers affect the learning process universally.

Effective teaching and learning process in classroom

Educational researcher Hattie, who wrote visible learning for teachers: maximizing impact on learning. Through his research, one of his goals is to aid teachers in seeing and better understanding learning through the eyes of their students. Teacher clarity

- Classroom discussion
- Feedback
- Formative assessment
- Meta cognition

The five stage for effective teaching and learning in classroom are Learn about it, understand it – regardless of how important I think it is merely receiving information is not sufficient to bring about meaningful learning. Manipulate it – for knowledge to become meaningful, learners must be able to manipulate it. Retain it- meaningful learning is bringing about change to long term memory .Use it – knowledge becomes meaningful when a learner can use it.

Conclusion

Good classroom climate makes effective teaching and learning. a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted. The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction. A teacher supports and encourages a student's commitment to initiate and complete complex, inquiry based learning requiring critical thinking with attention to problem solving. These are reduce the problem of teaching and learning.

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COMMUNICATION BARRIERS IN VETERINARY PROFESSION – A SURVEY

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Abstract

Effective communication is defined as verbal speech or other methods of relaying information that get a point across. It involves emotions and intensions of people. Barriers identified in communication process are perceptual barrier, emotional barrier, language barrier, cultural barrier and physical barrier. A semi structured questionnaire was set up to study the barriers in communication among teachers and students in veterinary profession at Veterinary college and research institute, Tirunelveli. A total of 221 students participated. Of them 72% responded. They maximally felt language barrier as a common barrier in communication system. The second most rated barrier was physical barrier. Few solutions were evolved to rectify these barriers. The students mostly thought that if virtual communication comes to play in this college, most of the communication barrier will almost be nullified.

Communication is a process by which the message or information could be transferred from the conveyor to the learner in the proper way. So it is a mixture of verbal and non verbal means of communication (Dance& Larson, 1972). Effective communication is by changing one's thoughts and feelings. It involves emotions and intentions of people. There are certain barriers in effective communication. They are as follows.

- Perceptual barrier – This barrier arises when there is difference of opinion between the teacher and the learner
- Emotional barrier – This barrier arises by fear or mischief among teachers and students.
- Language barrier – This is the most common barrier in veterinary profession. Communicating in local language in much easier than communicating in universal or local language.
- Cultural barrier – India is diverse in cultures. So this arises when teacher and learners and among learners who are in different religions, state or countries.
- Physical barriers – This is also a common barrier among teachers and learners. As teachers and learners will maximally interact only in the class room. The rest of the time there will be minimum proximity between each other (Burge, 2003).

These barriers have to be overcome by proper solutions so as to get a good understanding or effective communication among teachers and learners. This would definitely result in effective and prompt development of the individual themselves and in the broad term for the development of nation.

Solutions to overcome these barriers

- To overcome perceptual barrier, an orientation programme may be conducted among teachers, students and parents. This orientation programme would develop some integrity or understanding among the teachers and parents. Our Tamilnadu veterinary and animal sciences university is continuously conducting orientation programme among teachers, students and parents on the first day of joining the college.
- To overcome emotional barriers among teachers and students, the teachers are motivated and trained to be like a best friend for the students in training and educating them in veterinary profession. Most of the students are very free to speak or communicate with the teachers in their free times. This can be motivated by conducting various mental boosting and physical boosting classes like communication skill development programmes etc. (Malkki & Ylanna, 2012).
- To overcome language barriers, the teachers and students should use plain, simple and easily understandable language. Using large and unfamiliar words in teaching would result in poor communication. So teachers should be instructed to use familiar, clear and known words in communication.
- Mostly as far our subject concerned first and second year students were not capable of understanding the subject fully due to the fact that about 50% of the students were from Tamil medium base. As in veterinary Education the standard of education is English. So problem arises. To overcome this, the veterinary educators to some extent translate the hard words to their native local language for easy understanding of the subject.
- Initially communication skill development classes may be conducted once in a week. So that the students can clearly express his/her feelings or emotions and he himself feels that which type of barrier he is presently having and how to relieve or rectify his barrier by finding a clear solution on his own. This would provide an opportunity to the Tamil medium students to cope up with English means of education.

Using visual method of communication

Seeing is believing. Use pictures, photos or diagrams to explain complicated concepts.

Use repetition

When you say a word or sentence for 3-5 times it becomes very familiar to you, so indulge your students to hear more than once to understand and remember it. When this becomes a regular part of communication definitely the communication would be better.

Be respectful

- Communication requires patience, understanding and consciousness. When the students are over confused don't raise the voice to sub miss them rather talk slowly instead of loudly, clearly instead of forcefully. Intelligence or grasping ability doesn't play a role in overcoming language barrier; it is only means or mode of communication which plays a role (Selvaraj et al., 2015)
- Cultural barrier – India is a diversified country. So there are lot of teachers and students from different religion, state and countries. Both the Teacher and students should pay respect and faithful to different religions, state and country peoples which would help in developing effective communication.
- Physical barriers – This barrier could be overcomes by using lot of electronic gadgets starting from mobile phones, laptop, computer etc. Students can freely express their difficulties with the teachers through mobile phones, whatsapp, facebook, email etc. So the physical barrier in communication could be easily overcome (Burge, 2003).

Considering these barriers and the solutions to overcome these barriers in mind, to develop an effective and promising communication platform in veterinary profession, a semi structured questionnaire was developed and distributed among the students of Veterinary College and Research Institute, Tirunelveli. A total of 221 students were participated in the questionnaire. Of them 72 were female students and 149 were male students. Among the students, 72% were responded to questionnaire directly and by email, whatsapp etc.

Among the responded students 79% of them expressed that the language barrier is the most common communication barrier. Students from first and second year about 67% had accepted this fact. They also felt that if they would have been given a lecture completely in their local language which would aid them to better communication. 11% of students felt that physical barriers also played a role. When the teachers taught us the lesson, at that time we were very clear about the subject but after some days we forget everything. So when we had easy access to teachers at any time we could brush up our knowledge. 5% of them felt that emotional barrier also played a role in disturbing effective communication. When we wanted to express our doubt about a concept, we were not free to express our feeling as we had fear whether we could be teased or commented by our own friends.

Conclusion

To solve most of these barriers virtual libraries should be opened in all our educational institutions which could solve most of the physical, communication and emotional barriers. Computer mediated communication always lacks emotional and auditory cues which normally forms a base of problem of direct communication. Virtual classrooms are emerging up all over the place. Students who could not attend a physical classroom may use the same VoIP, video and audio technology, students could participate in live classroom environments, interacting with teachers and classmates, without ever leaving their homes. Students can virtually display class work using a webcam or scanner, and teachers can use screen-sharing features to individually help remote students (Gupta, 2004).

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TECHNO-PEDAGOGY IN TEACHING AND LEARNING

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Abstract

We are living in the digital age which is full of children called 'digital natives'. Today's students are the quick observers and they are referring Internet for all their doubts. Mere black & white teaching using white chalks and blackboards are meaningless now. All the teachers of school and higher education are in an urgent need of using technology in their teaching. Teachers of higher education have to equip themselves with Information and Communication Technology (ICT) skills. Most of the teachers are not using ICT in their teaching. The major reason is non-availability of proper ICT facilities in their institutions. Higher education teachers are personally referring the Internet in their houses and using the information for their teaching. This paper tries to explore the status of techno-pedagogy in teaching and learning.

Introduction

'Pedagogy' refers to the art-science of teaching and 'techno' refers to the art-skill in hand writing derived from the Latin 'texere' (to weave or fabricate). Here, 'techno' is a qualifier; it intersects or crosses the meaning of 'pedagogy' with its own. Techno-pedagogy refers to weaving the techniques of the craft of teaching into the learning environment itself. It requires conscious recognition of the mediated learning environment in order to maximize the ease and clarity in the transmission of information (http://www.dictionary.com/browse/pedagogy, 2017)[1]. Using techno pedagogical teaching and learning will improve the quality of education. India is the second largest Internet market and overtaken USA with 333 million users (45% of the people are using Internet). China is the first in this category with 721 million users (http://www.unesco.org/new/en/unesco/themes/icts/, 2017)[2]. Nearly 15 million students are undergoing higher education in India. The Gross Enrolment Ratio (GER) is increasing and it will be 12.84% by 2020. 46,200 crores are being spent on higher education. 92% of the educational institutions are private and 8% are public institutions and most of the funds are spent on general courses. The money spent on professional courses was comparably less than that of the amount spent on general courses (UGC XI Plan, 2017) (www.calsoftlabs.com)[3]. Indian Institute of Science, Bangalore is ranked 8th among the 10 top educational institutions of the world. These are some of the facts about higher education in India. More than 50% of India's current population is below the age of 25 (www.indiaonlinepages.com)[4] and most of them are students who are using Internet. They will find answer for any question using the internet. Nabin Thakur (2015)[5] recommended for a National Knowledge Network will interconnect all universities, libraries, laboratories, hospitals and agricultural institutions for sharing data and computing resources across the country over a high-speed information network having gigabit capabilities.

Techno-pedagogy

Techno-pedagogy is defined as, "Electronically mediated courses that integrate sound pedagogic principles of teaching/learning with the use of technology" -H. Connors (http://rejimaruthora.blogspot.in, 2017)[6].

Technology knowledge

All the teachers are expected to have technology knowledge. Technology knowledge in education means the knowledge about all the standard teaching technologies from books to blackboard and the recent advanced technologies such as internet and digital videos. The skills to operate these technologies areinevitable for today's higher education teachers including teacher educators. The technology knowledge includes the knowledge about the hardware of computer and to use the software like word processor, powerpoint, e-mail, excel spread sheets, publisher etc.

Pedagogic knowledge

Pedagogic knowledge is the profound knowledge about the procedures and practices of methods of teaching and learning. It also includes the knowledge of overall purposes, aims and values of education.

According to Lee S. Shulman, (born on 1938 - professor emeritus at Stanford Graduate School of Education and an educational psychologist who has made notable contributions to the study of teaching, assessment of teaching, and the fields of medicine, science and mathematics), "Pedagogical knowledge means the "how" of teaching, generally acquired through education coursework and personal experiences. Content knowledge, on the other hand, is the "what"

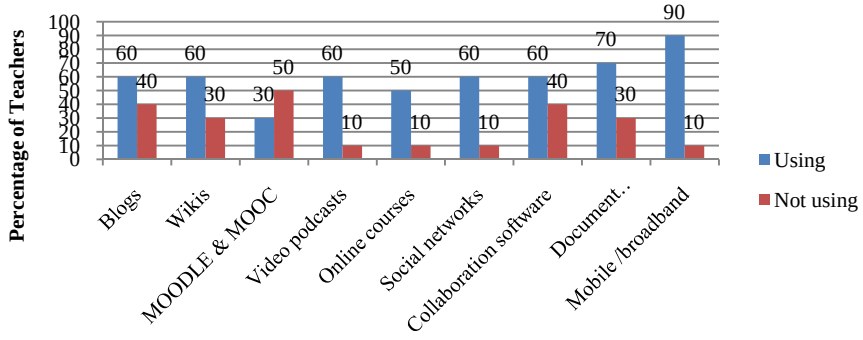
of teaching. It is different from the knowledge of a disciplinary expert and from general pedagogical knowledge" (https://en.wikipedia.org/wiki/Lee_Shulman, 2017)[7].

Techno-pedagogic skill among teachers of Higher Education

India does not have a national plan for ICT in education till as it is the responsibility of the state governments. The state governments have to define norms, standards, guidelines and frameworks to implement the plan of ICT in education in an effective manner, and to facilitate and monitor policy implementation. Jaco Du Toit (2015)[8] pointed out importance of ICT as, "Information and Communication Technology (ICT) can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration". Today's societies are based on digital techniques. In everyday life, people are using technologies. All the systems like banks, trade, business and other institutions are gradually digitized. Credit cards, athar cards, pan cards are all used by the people and institutions. In this situation, teachers are to equip themselves to cope with the social and economic goals which are the focus of a country's education system. Attainment of quality education depends on the quality of teachers and their enduring professional education and training. But the number and quality of teachers, teaching practice and teacher education are facing severe systemic confronts from corner to corner of the world. Most of the teachers of higher education are still dependent only on textbooks and blackboards to teach the subjects.

A recent survey made by the Human Resource Development Centre among 150 University, College teachers and teacher educators from colleges of education, who attended our Orientation Programme, revealed that most of the teachers are personally using all the web resources like blogs, wikis, MOODLE & MOOC, online courses, social networks, software, documents and mobiles. Figure 1 shows the ICT usage of the teachers of higher education. If all the teachers use all these resources for imparting the subject and other relevant knowledge to students, quality of higher education will rise.

Figure 1
Teachers and ICT Usage in Colleges



Uses of techno-pedagogy

Techno-pedagogy can help in enhancing the equity in education, promoting universal access to education, supporting the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. Study materials can be developed using techno-pedagogy. The linguistic abilities and research activities can be developed through techno-pedagogical skills. The teacher who develops techno-pedagogic skills may be a multi tasking personality and will be highly respected by the students. Other uses of techno-pedagogic skill include the improvement of life skills among themselves and in the students, augmentation of enrolment and examination processes and strengthening of the cognitive learning. Teachers with techno-pedagogic skills also can give strong guidance and counseling to the students for their future careers and they can also encourage self-learning ability of the students by directing the students towards MOODLE, MOOC and various online courses.

Techno-pedagogic Resources for Teaching/Learning Process

- Enhance linguistic abilities
- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction

- Plan specific pedagogy
- Support in Distance Education through e-learning
- Guide and Counsel for career choices
- Stimulate Self Learning ability
- Enhance enrolment and examination process
- Assist in research activities
- Reinforce for cognitive learning
- Development of life skills
- Develop aesthetic sensibility
- enhance linguistic abilities
- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction
- Plan specific pedagogy
- Support in Distance Education through e-learning
- Guide and Counsel for career choices
- Stimulate Self Learning ability
- Enhance enrolment and examination process
- Assist in research activities
- Reinforce for cognitive learning
- Development of life skills
- Develop aesthetic sensibility
- enhance linguistic abilities
- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction
- Plan specific pedagogy
- Support in Distance Education through e-learning
- Guide and Counsel for career choices
- Stimulate Self Learning ability
- Enhance enrolment and examination process
- Assist in research activities
- Reinforce for cognitive learning
- Development of life skills
- Develop aesthetic sensibility

National Mission on ICTs in Education (NMEICT), a programme of MHRD, established in 2009, along with the Indian Institute of Technology (IIT) Mumbai is involving in the making of educational videos called 'spoken tutorials' for school students. Like that, Consortium for Educational Communication (CEC) of Government of India has a Central Repository of all the Educational Video Programmes which are created by the Educational Multimedia Research Centres established by UGC in the Universities and Institutions of Higher Education all over the country. The Media Library has a big collection of 20000 educational video programmes and e-Contents.

The University Grants Commission (UGC) is encouraging the development of e-contents for all the subjects. Teachers can also use the online courses like Modular Object-Oriented Dynamic Learning Environment (MOODLE) and Massive Open Online Courses (MOOCs –coursera, edix, india, Udacity, Future Learn, NovoEd, Canvas etc.,) to develop their ICT based lessons. Software like Word processor, Excel spread sheets, SPSS, Publisher, VLC media player, You tube, Clip-grab etc can be used by the teachers for their techno-pedagogical needs. Internet has a vast variety of e-resources.

E-mail, group mail, podcasting, e-portfolios, e-learning platforms, AV resources and Multimedia, Blogs and library websites like ERIC (The Education Resources Information Center)– books, online Databases, Gateways and portals, e-journals, e-reports, Websites and home pages like Central Institute of Educational Technology (CIET) (unit of the National Council of Educational Research and Training (NCERT), Publications, Search Engines like yahoo, google, bing, Aol, altavista, excite, lycos etc can also be used by the teachers as ICT resources for their techno-pedagogic teaching. If the teachers have their own websites and blogs, they can post their lessons on them. The students can get

their doubts cleared after the class hours. Teachers and students can use the Open Educational Resources (OER) (these are public domain resources or resources that can be used under an intellectual property license that allows re-use or adaptation - e.g Creative Commons) for their teaching/learning process. OER can be used as educational resources by all, especially those in resource-poor environments to achieve quality education.

Conclusion

The Indian Government has established the National Curriculum Framework (NCF) in 2005 to emphasize on giving connectivity, valuable and helpful content and low cost computing strategies and equipments to all the higher education institutions. But the cultural, socio-economic, time and geographical barriers obstruct the techno-pedagogical practices in higher education. Now, the situation is slowly changing and most of the teachers and students of higher education are using ICT for their teaching and learning process. Online registration and online examination are being used by colleges. If all the teachers are willing to use techno-pedagogic instruction, the quality of education will be enhanced very soon.

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USING COMPUTER SIMULATIONS TO ENHANCE SCIENCE TEACHING AND LEARNING

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Abstract

Physics is said to be a difficult subject. Among the reasons for the learner's difficulties, one has been subject to intense research: the conceptual framework in which students insist to explain the world around them. Nevertheless, there have been more questions arising than answers provided to solve these kinds of problems. The role of computational techniques, namely Simulations, Multimedia, Telematics, Virtual Reality, and Computer Based Labs which may deal with those difficulties and increase the learning success. Experimental work is an integral part of science courses. Although excellent science learning can take place using the simplest equipment, the integration of laboratory activities with classroom work requires careful balancing between time allocation and budget restrictions. Technology can be a powerful tool for learning science concepts and developing skills of measurement, analysis, and processing information. Virtual labs and simulations should not substitute for laboratory experience, but may be used to supplement and extend such experience.

Keywords: *Computer simulations, Physics teaching, Virtual labs, Virtual Reality, Simulation Packages, Virtual lab applications*

Introduction

Technology can be a powerful tool for learning science concepts and developing skills of measurement, analysis, and processing information. Virtual labs and simulations should not substitute for laboratory experience, but may be used to supplement and extend such experience. Technological advance shave increasingly brought instructional digital technologies into the science classroom. Teachers may have greater access to Internet-connected classroom computers, wireless laptop carts, computer projectors, and interactive white boards than ever before. As you consider how the sere source scan be used to enhance science teaching and learning, you may find yourself turning often to computer simulations, especially since they are tools frequently used by scientists in their daily work. Experimental work is an integral part of science courses. Although excellent science learning can take place using the simplest equipment, the integration of laboratory activities with classroom work requires careful balancing between time allocation and budget restrictions. In this Paper, I will discuss the advantages of using simulations, different types of simulations, simulation resources, and instructional strategies about implementing simulations in the science classroom.

Why Simulations are best used to do so?

The past 20 years of research indicates that students' misconceptions in science are prevalent and tenacious. Thus, the process of conceptual change is an ongoing challenge in science education. Computer simulations have demonstrated the potential to facilitate this process by highlighting students' misconceptions and presenting plausible scientific conceptions. For instance, using computerized interactive laboratory simulations, learners can confront their beliefs by working with real data, experiencing discrepant events preselected by the program, or forming and testing multiple hypotheses of their own

Researchers studying the use of simulations in the classroom have reported positive findings overall. The literature indicates that simulations can be effective in developing content knowledge and process skills, as well as in promoting more complicated goals such as inquiry and conceptual change. Gains in student understanding and achievement have been reported in general science process skills and across specific subject areas, including physics, chemistry, biology, and Earth and space science.

What is needed to use simulations?

Integrating simulations into the traditional classroom practice does not require sophisticated equipment. The basic equipment consists of a computer, a LCD projector and availability of an Internet connection, though this is not necessary if the simulations are in a CD-ROM. Students can also access simulations individually in a computer lab or in a laptop environment.

The most common requirements for using simulations are free plug-ins like Flash, Shockwave, and QuickTime. Your browser must support Java for some simulations.

Most simulations are in the form of a Java Applet, a short program written in Java that is attached to a website and executed by a web browser. Many simulations include general directions; an audio clip and the most refined include multiple representations (vectors and graphs) and let the user modify the parameters to collect data.

Guidelines for Best Practice

Effective uses of computer simulations in the science classroom are abundant and as varied as the teachers who use them. Remember that technologies like computer simulations are tools to support learning. As with any other educational tool, the effectiveness of computer simulations is limited by the ways in which they are used. Certainly, instructional strategies proven to support meaningful learning should be adhered to when using computer simulations or any other digital technologies. Students should be actively engaged in the acquisition of knowledge and encouraged to take responsibility for their own learning; con- tent should be placed in the context of the real world and connected to their own lives. In order to maximize the potential of computer simulations to enhance meaningful science learning, we have proposed the following guidelines, representing a synthesis of the recommendations from science educators, researchers, and developers.

(1) Use computer simulations to supplement, not replace, other instructional modes

Computer simulations should be used in conjunction with hands-on labs and activities that also address the concepts targeted by the simulation. Indeed, one study has indicated that simulations used in isolation were ineffective. When preceding a hands-on activity, a simulation may familiarize students with a concept under a focused environment.

When planning for instruction using simulations the teacher should ask themselves: *"How can this simulation be used to extend what I am doing in the classroom?"*

"What can I do with this simulation that I would not otherwise be able to do?"

"Can using this simulation give me more time to spend on something else?" Integrating simulations into the curriculum also ensures that connections to domain knowledge and real-world applications are made explicit. As with any instructional technology, computer simulations should be chosen to meet your objectives and teach the content.

(2) Keep instruction student centered.

By exposing complex concepts and abstract phenomena, computer simulations offer the opportunity to engage students in higher-level thinking and challenge them to struggle with new ideas. Lessons involving computer simulations should remain student-centered and inquiry-based to ensure that learning is focused on meaningful understandings, not rote memorization. Depending on your instructional objectives and classroom arrangement, the student groupings and computer setups will vary. You may choose to integrate simulations such as Stellarium (a free open- source virtual planetarium available at ***www.stellarium.org***) into your lectures as a teacher-led demonstration, or students may work in a lab setting individually or in small groups with programs such as Net Frog (an interactive virtual dissection available at *http://curry.edschool.virginia.edu/go/frog*).

When simulations are teacher led, students should be actively engaged through questioning, prediction generation and testing, and conclusion drawing. Closure to the lesson is as important for simulated activities as for conventional activities; have students restate their understandings and consider real- world applications.

When students work with simulations individually or in small groups, discussion and collaboration among teachers and peers should be fostered. Regardless of the implementation you choose, students should be prompted to form and test their own hypotheses and justify their decisions. By encouraging reflection on their actions and decision-making, you can help expose student misconceptions, allowing for conceptual change and development. Students can then begin to monitor and take responsibility for their own learning.

What are the advantages to using simulations?

1. *Simulations can give students engaging, hands-on, active learning experiences.* Simulations give students control when exploring scientific concepts and phenomena.
2. *Simulations can help students build mental models of physical, chemical or biological systems.* Simulations allow students to visualize concepts that appear on textbooks or hear from their teachers in lectures. By using the simulation they can see a concrete situation that helps them build a mental model.
3. *Simulations can help students understand equations as physical relationships among measurements.* Simulations are great tools to help students recognize how equations relate observations and measurements. Using a simulation where the students are able to vary parameters and see the effect of these variations, the role of equations is powerfully enriched.
4. *Simulations can serve as a vehicle for collaboration.* Students working in groups can use a simulation to explain and describe their understandings to each other.

5. Simulations can allow students to investigate phenomena that would not be possible to experience in a classroom or laboratory.

Students can have access to investigations and equipment not commonly available in the classroom like ex: nuclear fission etc

How do I implement simulations in the science classroom?

Lectures

– To help students visualize abstract concepts: the use of simulations brings a visual and dynamic nature to a lecture presentation.

- To initiate a discussion on a reading assignment: simulations open up avenues of thought and discussion that are not typical of a textbook question.

Interactive Demonstration

Simulations can be used to ask students to make predictions and then discuss the observations made.

Pre-Lab Exercises

Simulations can serve to introduce the ideas and equipment of the lab experiment allowing the students to work through the laboratory faster and with less confusion.

Cooperative Group Problem Solving

Simulations can be given to a student group to solve challenging problems that require multiple steps. This strategy allows students to understand the material more clearly by engaging in a demanding, higher order thinking skills problem.

Virtual Labs

In many cases where time is a constraint or the equipment is not available, virtual labs can provide the students with an accurate idea of a particular experiment by manipulating variables, collecting data, calculating, graphing and drawing conclusions.

Where do I get access to simulations?

One of the best websites for science simulations is PhET from the University Colorado at Boulder. Originally founded by Physics Nobel Prize laureate Carl Weiman, PhET provides fun, interactive, research based (http://phet.colorado.edu/en/research) simulations of physical phenomena for free.

Teachers can access the Teacher Ideas & Activities page for teacher submitted contributions, designed to be used in conjunction with the simulations.

Conclusion

Computer simulations have the potential to enhance the way to teach and students learn. It allows even the most abstract concepts to life for students and incorporate otherwise impossible or impractical experiences into your daily instruction. It help students to engage inquiry, further develop their knowledge and conceptual understanding of the content, gain meaningful practice with scientific process skills, and confront their misconceptions. Additionally, It will gain scientific habits-of-mind (such as the ability to visualize, contemplate, and explain complex concepts and phenomena) that are both encouraged in the recent reform documents and necessary for future careers in science.

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THE ROLE OF INTERVENTION STRATEGIES IN IMPROVINGTHE ACADEMIC ACHIEVEMENT OF SCHOOL STUDENTS

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Abstract

Education plays a pivotal role to mould the personality of any individual. One of the major tasks of education is to help children to develop skills appropriate to the age. Education is the process of developing the capacities and potentialities of the individual, so as to prepare that individual to be successful in society. The common method that is adopted in the present day educational scenario is the oral teaching method. But introducing different instructional strategies will help the students to enhance their academic achievement. Intervention strategy is a systematic plan of action consciously adapted in an attempt to address and reduce the causes of academic failure during teaching.

Key words: *Intervention, strategies, concept mapping, cooperative learning,*

Introduction

The goal of education system as a whole is to prepare younger generation to adopt better in the dynamic society. It is a process where in one is trained to understand and fulfill the roles expected from the student. The goal of education is to create an individual who is capable of doing new things with inquisitive mind. A good system of education should contribute to the physical, social, emotional and intellectual development of the individual. All educational processes appearing in formal, and non formal contexts aim at all round development of student.

In most of the schools oral explanation is the common method practiced in teaching. But using visual aids like pictures, models, live examples and practical experience along with oral explanation will help in developing interest, increase concentration and curiosity among students, which enable them to grasp easily and quickly. Modification in instructional methods is a must to bridge the gap in access to quality of education and learning according to the needs of student. Introduction of novel methods in classrooms can not only break the monotony of lecture method but can also lead to interesting and participating learning process. Impact of various methods of education on students varies with their overall environment in which they are brought up. Not all students can learn at the same speed. It is important that intervention strategies should not be implemented because they are popular or interesting rather they should address the needs of the students in that particular institution.

Hence, in order to design a suitable curriculum, following a dynamic method of teaching or learning to match with different goals and adapting them to the student's styles and characteristics are essential.

Intervention Strategies and Their Impact

Intervention strategy is a systematic plan of action consciously adapted in an attempt to address and reduce the causes of academic failure during teaching. The impact of various intervening strategies was assessed by various researchers.

Studies encompassed that early intervention through enrichment and stimulation fostered cognitive development and science learning of children. Arnold et. al., (1994) reported that intervention during early years showed significant improvement in measures of perceptual development. Long-term programmes had significant improvement in the development of children after intervention.

Fantuzzo et al. (1995) in their study examined the relative impact of structured peer tutoring and group reward components of the reciprocal peer tutoring intervention on the science performance of elementary school students at high risk for academic failure. So academically at risk children were selected from 4th and 5th grade students attending an urban public elementary school in West Philadephia. Results indicated that students who received reward plus structured peer tutoring scored significantly higher than students in the other conditions.

Pandeyet. al., (2000) found that the remedial teaching strategy was effective to teach the mastery level of learning among the children studying at the primary schools and NFE centers. Similarly Mohanasundaram and Dharmasekar (2001) conducted a study on effectiveness of remedial teaching in improving the map ability of students in social sciences. Results revealed that remedial teaching strategy was found to be more effective to improve the map drawing ability of the students in social sciences than the conventional method.

Philip and Marcia (2002) developed science skills for under achieving students through curriculum-based assessment. Findings indicated positive intervention effects on achievement grades and measures of academic learning time. Students showed simple cognitive ecologies about science based on varied sources and experiences.

Using different instructional strategies in teaching science was found better than conventional method. Model method was found to be the most effective instructional strategy followed by charts, picture book, individual instruction and peer tutoring.

It is also proved that, the different intervening strategies such as picture books, charts, models, individualized instruction and peer tutoring were considerably effective in improving the learning performance. This supports the axiom 'one picture worth a thousand words' and 'seeing is believing'. So, it is necessary to make use of available audiovisual aids like models, picture books and charts in classrooms. Educational department in the state government should make efforts to provide the essential teaching aids / kits for each class or school. The teachers should develop the skills in preparing teaching aids and models by using indigenous low cost materials. Somehow the teachers should create rich learning environment and encourage students' active participation in the process of teaching learning programme.

Patrick Ajaja (2013) studied the effects of different intervention strategies lecturing, concept mapping, cooperative learning or 5E learning cycle (Engage, Explore, Explain, Extend, Evaluation) in teaching biology. The researcher indicated that all four instructional methods showed significant effects on students' achievement as measured with immediate post-test and delayed post test to determine retention. Since the major objective of science instruction is for students to learn effectively, it is very obvious from the findings of this study that the better methods for teaching and learning Biology could be either the learning cycle or cooperative learning.

The Responsibilities of an Intervention Teacher

A response-to-intervention, teacher has the task of working within a classroom setting to help students who are lagging behind the rest of their class in their studies. Typically, the focus is on reading and language instruction, but some schools hire RTI teachers to offer intervention strategies to help students with other core subjects. Intervention teacher responsibilities vary from school to school, but all RTIs are responsible for developing strategies to help their students become successful within the regular classroom.

1. Develop lessons in collaboration with the classroom teachers that enable all students in the classroom to understand the objectives contained within the lessons. Create lessons designed to meet the state's objectives for the subject matter. Depending on the school, you may work with one grade all day and rotate in and out of classrooms. Alternatively, you might work with different grade levels.
2. Configure lessons to meet the individual needs of students needing intervention strategies. For example, if a student is an auditory learner, or learns by listening, prepare recordings giving additional examples from the day's lesson. Some lessons are for small groups while others are for individuals. Prepare lessons for the entire class if all the students are having trouble understanding a particular concept.
3. Work one-on-one or in small groups with students assigned to you who need intervention in a separate classroom. Spend time helping other non-intervention students when you are in the classroom. While you are in the classroom, serve as a team teacher.
4. Prepare displays for the classroom that demonstrate the concepts taught in the lessons. In addition to wall displays, prepare computer presentations and activities that the students can use to develop their skills.
5. Communicate the results of testing and evaluation of your assigned students to their teacher, school administrators and parents in a timely fashion. Keep other teachers who encounter your students informed of any special circumstances on a need-to-know basis.
6. Participate with the classroom teacher, building administrator and parents to identify how much intervention help a student needs. Once a student is placed, the teacher can quickly remediate any problems before they become too serious. For that reason, many schools put students identified as needing intervention into tiers. The first tier is for students showing early signs of struggling with their lessons. Often these students need some extra attention to help them master a new or difficult concept and then are ready to continue with the rest of their classmates after a short period of time. The second tier is for students who need interventions designed specifically for them. Student in this group either return to regular instruction if their grades improve or they move to the third tier, which gives them intense, individualized instruction. If they don't succeed on this level, students are referred for special education courses.
7. Prepare and present in-service training on intervention strategies that all teachers can use. For example, you might present a variety of ideas for teaching vocabulary that elementary language teachers can use in their classroom lessons. An in-service might provide teachers with intervention strategies that they can use with students when you're not available to help them.

Conclusion

Organisational and individual support is crucial to the success and improvement of students' academic performance. Programs designed to assist student should have clearly defined objectives, be implemented by people with necessary expertise, be monitored and evaluated for them to have the desired impact. All stake-holders such as parents and the community need to be involved in school development processes to ensure their success. In addition, students' needs and expectations should be central, that is, students should be consulted when programs are designed. A well targeted research, including listening to what students believe and already know, can help to address motivation for behaviour and to ensure an acceptable and appropriate program. Through this paper, it is identified that, there are various intervention strategies to fulfill the needs of the students in a classroom to improve their learning experiences.

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USING UNIVERSAL DESIGN FOR LEARNING (UDL) TO CONSTRUCT INCLUSIVE SCIENCE CLASSROOMS FOR DIVERSE LEARNERS

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Abstract

This article illuminates academic barriers that students with learning disabilities (LD) face in their science classrooms and the ways in which the Universal Design for Learning (UDL) framework can offer practical ways to promote cognitive access to science education. This article also examines current research on intervention-based practices for students with LD in science classrooms. Drawing on the UDL model, the author offers a framework for science teachers and practitioners to integrate inclusive practices in their teaching for diverse learners.

Introduction

Scientific inventions, advancements and issues are undoubtedly an integral part of our lives in the 21st century. Various issues concerning science and society dominate the media, such as the menace of nuclear weapons; problems concerning climate change and global warming; development of new drugs to treat AIDS and cancer. For these reasons, all individuals have to make critical science-driven decisions to improve their own as well as their community's well-being. Our daily reliance on scientific and technological advancements has led policy developers, science educators and scientists to conclude that all students need to develop meaningful scientific literacy. Science education is inclusive and all individuals regardless of their gender, cultural background, social circumstances, and career aspirations have the abilities to develop scientific literacy.

Therefore, in this article, a critical review of research on intervention practices in science education to support students with LD. Furthermore, Universal Design for Learning (UDL) model, which emphasizes multiple means of representation, engagement and assessment to offer a framework to enrich and differentiate science instruction for diverse learners.

Goals of Science Education

The key goals of Global science education emphasize that students should: (a) construct a deeper understanding of scientific concepts; (b) view science-related phenomena as a system of interconnected components that interact with one another; (c) reflect on their own construction of knowledge; (d) develop scientific reasoning and critically evaluate scientific ideas and socio-scientific issues; (e) formulate informed views and perspectives on issues of local and global importance, and (f) appreciate the history of science.

In our science-driven modern society, these goals are of particular significance for all individuals to make sense of the intersections between scientific developments and their social lives. However, these goals might not be reaching many individuals with learning disabilities in indian schools.

Learning Difficulties

Learning disabilities result from: impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to: language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and executive functions (e.g. planning and decision-making).

"Shapiro and Margolis" (1988) observed that both teachers and typically achieving peers perceived students with LD as "dumb, lazy, spoiled, and hopeless" (p.133). Recently, "May and Stone" also reported that typically achieving students regarded their peers with LD as not intelligent and lacking abilities to succeed academically.

Significant advancements in research and movements towards inclusion of students with LD in science classrooms, recent studies have shown that stereotypes towards these students remain persistent among their teachers and peers. For example, science teachers tend to have lower academic expectations and negative perceptions of them, due to the "LD label" that is often imprinted on them. Approximately 56% of science teachers acknowledged that they use disability of students as an excuse for explaining the students' failure and around 79% of teachers reported the need for special training to overcome prejudices and emotional barriers while working with students with disabilities. Moreover, in the wake of increasing numbers of students with LD in their classrooms, science teachers have also reported their incessant challenges and struggles to support diverse learners in science.

From a cognitive perspective, students with LD exhibit particular difficulties in retrieving prior knowledge, making observations, generating hypotheses, making predictions, and applying constructed knowledge to new contexts as compared to their typically achieving peers. Clearly, due to these innumerable barriers, science may not be easily accessible to students with LD as compared to their typically achieving peers.

Universal Design for Learning

This approach emphasizes cognitive access to students with disabilities where curriculum materials are constructed and restructured to differentiate instruction in response to the needs of diverse learners. Building on these perspectives, the Center for Applied Special Technology (CAST, 2011) was the first to postulate the term "Universal Design for Learning," which is grounded in cognitive neuroscience research (Rose, 2000; Rose & Meyer, 2002).

Effective science instruction for conceptual change should be oriented towards constructing learning situations where students' existing intuitive or novice cognitive structures are challenged to scaffold them in building new representations of the natural world based on accepted scientific models. For example, children and many adults tend to think that air has no mass. In order to address this deeply held intuitive idea, teachers could design inquiry-based activities where students can make predictions about the mass of air and then conduct investigations to test their predictions. Through active engagement in hands-on inquiries and by collecting relevant data about the mass of air, students would observe and (re)construct their models by reflecting on the new evidence gathered during the inquiry, and alter their representations to conclude that air has mass. Therefore, science teachers need to identify the unique intuitive ideas that students with LD bring to their science classrooms.

Unfortunately, teachers are still struggling to find ways to maximize participation of all learners to construct meaningful scientific knowledge and understanding. The problems faced by teachers might worsen as the number of students with LD is likely to increase in general education classrooms. Therefore, it is crucial for science teachers to transform their practices and employ differentiated tools to enhance engagement and learning. To further support teachers to promote inclusive practices in science classrooms, we draw from the UDL model and science education practices to propose a framework to scaffold cognitive, affective, and social growth of students with LD within an inclusive science classroom.

Using Multisensory Means of Representation in Science Teaching and Learning

Firstly, science educators need to focus on multisensory means to present big ideas in science. Equally essential is to select key foundational concepts that are relevant to the big ideas from the science curriculum (Hawbaker et al., 2001). Big ideas are "major organizing principles" and concepts that have rich explanatory and predictive power, and are applicable to many situations and contexts (Carnine, Dixon, &Silbert, 1998). Big ideas are important because all individuals, irrespective of their abilities, beliefs, and ethnicity, need to draw on them in their daily lives, while attempting to make sense of the natural world.

To create an inclusive environment that meets the individual academic needs of all learners, students should be encouraged to make mistakes and learn from their failure as "real" scientists do in their practice. In order to support students with LD, teachers must enact safe and supportive learning environments that allow all science students to participate freely without the fear of being judged by their teachers and peers. Using multiple means of representation, science teachers can engage their students to experience and learn about the natural world in multisensory ways. For example, the following strategies and tools could be used to differentiate the science curriculum and teaching/learning practices.

Tactile

Employ concrete physical materials and manipulatives for demonstrations and student-led inquires (e.g., 3D models, role-play, lab tools).

Visual

Use a variety of visual tools (e.g., graphic organizers), What I *Know,* what I *Want* to know, what I *Learned* (KWL) charts, animations, simulations, videos, interactive presentations.

Auditory

Use auditory stimuli, such as audiotaped presentations, podcasts summarizing key concepts and big ideas.

As conceptual development entails assimilation of new representations and a substantial reorganization of intuitive ideas (accommodation), eliciting and building on students' intuitive models is a significant goal of science learning. Therefore, it is crucial that teachers use multiple means to probe and represent students' intuitive models before and

during instruction. For example, students' preconceptions and intuitive ideas can be elicited through drawings, multiple-choice questions, and conversations with students to explore how they have understood taught concepts. Because students with LD might struggle to process and organize information, science educators need to provide extra time to these students to represent their thinking and prior knowledge.

Through visual representations (e.g., drawing biomolecules and online animations), students might develop a clearer understanding of the differences in the structures of different biomolecules. Some students might prefer a more tactile approach such as role-playing rather than drawing. In this case, teachers might assign students to take the roles of carbon, hydrogen, and oxygen atoms and ask them to model the structure of a biomolecule, such as glucose in its linear and cyclic form. Moreover, by using play dough and other art-based supplies, students can construct and compare 3-D structures of different biomolecules, allowing them to better visualize the positioning of atoms and types of bonding between different biomolecules.

Using Multisensory Means of Engagement in Science Learning Experiences

Providing various options to encourage active engagement and enhance student motivation is also vital while learning science. Designing active learning experiences through hands-on inquiries, reflection on observations, collaboration and co-operative learning can engage learners with LD while minimizing distractions. Science teachers could particularly consider the following strategies to provide multisensory means of engagement:

Hands-on and minds-on inquiries

Design inquiries to promote conceptual learning through developing predictions, planning investigations to test predictions, collecting data, and constructing evidence-based explanations to develop a deeper understanding of scientific concepts.

Self-regulation

Support students to establish clear learning goals and develop strategies to monitor their attention, progress, and learning in relation to their own goals.

Self-reflection and assessment

Encourage students to reflect on their learning by using structured protocols or worksheets, writing journals, keeping audio diaries, sharing their understanding of science concepts with peers, and identifying areas for improvement through conversations with teachers.

Altogether, students should be given rich opportunities to challenge their existing constructs intuitive conceptions or alternate understandings to facilitate the development of new representations and reconstruction of intuitive ideas. For example, to develop a clear concept of biomolecules, teachers can ask their students to list multiple foods of their choice and ask them whether these foods can be classified mainly as carbohydrates, proteins, or lipids. In groups, students can debate the reasons that led them to classify foods accordingly. Students' preconceptions or alternate conceptions could be elicited through a series of questions, conversations, and constructive argumentation by science teachers. A clear awareness of students' intuitive ideas would help the teachers to guide them in developing their questions for inquiries, predictions, and designing experiments to test them. Students should be encouraged to develop their explanations based on the data obtained through their inquiries. At the same time, teachers need to develop structured assessment strategies and tools to further probe and keep track of their students' emerging models of biomolecules (e.g., worksheets, students' response sheets, multiple assessment items, rubrics, KWL charts, etc.). Using peer-based activities, teachers can encourage the students to work collaboratively to "discover" the different biomolecules in food samples or "unknown solutions" by designing inquiries to test their predictions.

Using Multisensory Means of Expression to Demonstrate Science Learning

While inquiry-based activities engage students in multimodal science learning, a spectrum of assessment strategies both formative and summative are crucial to elicit and track students' thinking and emerging understanding. Below, we present some means of expression for students to demonstrate their knowledge and comprehension.

Performance-based assessments in science

Use authentic and real-life problems to encourage students' problem-solving abilities. For example, encourage students to design and conduct inquiries independently or with their peers to test their ideas and explanations.

Diverse assessment tools

Employ a variety of assessments before, during and after instruction to track students' models and learning trajectories, for example, multiple-choice questions, short essays, worksheets, drawings, poster presentations, and podcasts to share findings/data. Different means of expression such as written work (e.g., journals, reflective diaries, lab reports); oral presentations; case studies and visual means of assessment should be given equal importance and consideration alongside more formal science exams and tests. Focusing on only one type of assessment might be inadequate in conveying a richer and comprehensive understanding of these concepts. Particularly significant for students with LD, multiple forms of expression draw from students' strengths and skills to demonstrate their constructed knowledge biomolecules. Because the objectives of science education are mainly geared towards developing critical thinking, reasoning and problem solving essential life skills multiple means of expression, such as performance-based assessments and case studies, can be used to assess these skills.

Conclusion

Promoting inclusion by using these multiple modes and means to support diverse students' learning of science might seem a complex and daunting task. As more emphasis is being placed on educating diverse learners in general science classrooms, science educators need to be equipped with ideas, tools, and necessary support to create safe and inclusive spaces for collaborative learning. Thus, it is crucial to integrate such practices in teacher preparation and continuing professional development programs. In this paper, presented an inclusive science education framework drawn from UDL principles and evidence-based practices in science education for students with LD to offer some practical ideas and tools to support academic needs of these diverse learners. Further research is required to explore the effectiveness of differentiated means of representation, engagement, and expression to make science accessible to diverse learners.

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A STUDY ON SELF CONCEPT AMONG Xth STANDARDLEARNERS IN REALATION TO THEIR ACADEMIC ACHIEVEMENT

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Abstract

On the basis of results and findings it is concluded that individuals have within themselves relatively boundless potential for developing a positive and realistic self-concept. This potential can be realized by people, places, programs, and processes that are intentionally designed to invite the realization of this potential. One of the factors contributing to achievement among pupils of comparable endowments is the variation of the pupil's ability to organize their work and to study efficiently. An important area of guidance therefore, is specific training in how to study, how to learn and how to work efficiently. The amount and kind of study in which a learner engages differs with his age and grade level. The learner's technique and habits of study need to be adjusted to changing learning materials, purposes and desired outcomes.

Introduction

The concept of self has three major components the perceptual and the attitudinal. The perceptual component is the image the person has of the appearance of his body and the impression he makes on others. The perceptual component is often called the 'physical concept'. The conceptual component is the person's conceptual of his distinctive characteristics, abilities, background and origin and future. It is often called the 'psychological self-concept' and is composed of such life adjustment qualities, such as, honesty, self-confidence, independence, courage and their opposites. Included in the attitudinal component are the feelings a person has about himself, his attitude, his present status and future prospectus, his feelings about his worthiness and his attitudes of self-esteem, self-reproach, prode and shame. James (1980) was the first to suggest that a person has many selves. The real self for example, is what a person really believes he is ideal self the person he aspires to be and social self the person he aspires to be and social self is what he believes, what others think of him and how they perceive him. The four categories of self-concept are the basic, the transitory, the social and the ideal. Academic Achievement is the amount of knowledge derived from learning.

Self-Concept

Self-Concept is a dominant element in personality pattern; therefore, the measurement of self-concept becomes essential. A variety of methods and techniques have been developed to measure self-concept. The problem of measuring the self-concept to a large extent still remains unsolved. The difficulty in conducting research in such an area is that the concept of self is not very well defined and is in a state of flux. There are several terms that are virtually synonymous with self-concept. Among these are 'self-image', the 'Ego', 'Self Understanding', 'Self Perception' and 'phenomenal Self'.

Self-Concept has been referred by Lowe (1961) as one's attitude towards self and by Pederson (1965) as organized configuration, of perception, belief, feels attitudes and values which the individual views as a part of characteristics of himself. Rogers (1951) defined self-concept as "An organized configuration of perception of the self which are admissible to awareness. It is compared of such elements as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as associated which experiences and objects, and the goals and ideals which are perceived as having positive or negative valence-Lynche & Nore.

Self-concept is one of the dominant factors of personality in the life of an individual. It is a person's notion of himself, an involved complex and significant factor in his individual behavior and a relatively enduring aspect of his personality. It is regarded as a motive, attitude or value by means of which an individual relates him to his environment and to his society in which he is living. The individual's perception or view of himself is known as his self-concept. Every person has an opinion about his own self, be it a realistic view of his nature, habits and abilities or a more imaginative one removes from actualities. This opinion of his thinking, reasoning and intelligence and on the whole his total personality.

The self-concept may be defined as an organized, learned, cognitive and unitary configurations of conscious perception and evaluation by the individual of his (perceived self) as he actually is, as others are supposed to see him (other self) and as we would like to be (ideal self). The function of the self concept is motivating, integrating and

organizing the world of experience at the center in which the individual exists and thus regulates behavior. Many attempts have been made to define self-concept but Roger's definition is more comprehensive than any other definitions "the organized, consistent, conceptual, gestalt composed of the perceptions of the relationship of the 'I' or 'Me' to others and others and to various aspects of life together and the various aspects of life with the values attached to these perceptions".

The fundamental difference between the concept of the self, as conceived by the west and in India, is that whereas the west emphasizes the 'self' as a mental process and refuses to recognize it as an innate identity, the Indian theories recognize the existence of self as quiet apart from mental process with a logic that consciousness can never be produced merely by the condition of knowledge, such as sensation or ideas which are only the conditions of manifestations. Sri Aurobindo describes it as a life force of self directive, knowledge inherent in consciousness which enables it to guide its own force inevitably along the logical line of the original self perceptions. So, the study of self concept is of paramount importance in our understanding of a person, his actions and reactions.

Objectives

The present study is designed to achieve the following objectives:

1. To study and compare the self concept of 10th Standard boys having high and low academic achievement.
2. To study and compare the self concept of 10th Standard girls having high and low academic achievement.
3. To study the relationship between self concept and high academic achievement of 10th Standard learners.
4. To study the relationship between self concept and low academic achievement of 10th Standard learners.

Hypotheses

1. There exists no significant difference between the self-concept of 10th Standard boys having high and low academic achievement.
2. There exists no significant difference between the self-concept of 10th Standard girls having high and low academic achievement.
3. There exists no relationship between self-concept and high academic achievement of 10th Standard learners.
4. There exists no relationship between self-concept and low academic achievement of 10th Standard learners.

Methodology

Descriptive Survey method of research has been adopted.

Sample

In the present study, a sample of 200 learners studying in 11th class has been divided equally on the basis of gender.

Tools Used

Self-concept standardized questionnaire by Saraswat (1984) is employed as a tool for this study. The academic achievement was determined on the basis of the scores obtained by the students in the previous exams.

Statistical Techniques Used

The descriptive statistics such as mean and S.D. is used in the study to show central tendency of the distribution of scores, 't' test is used in the study for measuring the significance of difference. Correlation was also used for measuring relationship between variables.

Results and Discussion

The results and discussions are given below in the forthcoming tables:

Table 1: Mean, S.D, and 't' value of self concept of 10th Standard boys having high and low academic achievement

S. No	Boys learner	Mean	SD	't'
1.	High Achievers	186.04	18.16	2.91*
2.	Low Achievers	180.15	16.06	

*Significant at 0.05 level of significance

Interpretation

The mean value of the high achiever and low achiever boys learners are 186.04 and 180.15 respectively which can be classified as above average self concept as suggested by interpretations taken from the manual. The table no.1

shows that there is a significant difference in self concept between the learners of high and low academic achievers. Based on the mean and the S.D the 't' value has been calculated to 2.91 which is significant at 0.01 and 0.05 level. The above result obtained indicate that the null hypothesis i.e. there exists no significance difference between the self concept of 10th Standard boys having high and low academic achievement is rejected. The difference is real and not by chance. It may be concluded that learner having high academic achievement have higher self concept than the learners having low academic achievement.

Table 2: Mean, S.D. and 't' value of self concept of 10th Standard girls having high and low academic achievement

S. No.	Girls learner	Mean	SD	't'
1.	High Achievers	64.16	7.95	5.22*
2.	Low Achievers	57.03	7.14	

*Significant at 0.05 level of significance.

Interpretation

The mean value of the high achiever and low achiever girls are 64.16 and 57.03, respectively which can be classified as above average self concept as suggested by interpretations taken from the manual. The table no. 2 shows significant difference in self concept between the girls learners of high and low academic achiever. Based on the mean and the S.D the 't' value has been calculated to 5.22 which is significant at 0.01 and 0.05 level. The above result shows that the null hypothesis i.e. there exists no significance differences between the self concept of 10th Standard girls having high and low academic achievement.

Table 3: Coefficient of correlation between self concept and high academic achievement of 10th Standard learners

S. No.	Variables	N	Coefficient of correlation
1.	Self concept	200	0.544
2.	High academic achievers		

Interpretation

Based on the data collected the 'r' value of high academic achiever learner related to self concept and high academic achievers has been calculated to 0.544. The level of significance of the 'r' value at 0.01 and 0.05 level is found not significant which shows that the degree of relationship between self concept and high academic achievers is positive. Hence our hypothesis i.e. there exists no relationship between self concept and high academic achievers. The result is similar with the findings of Rana and Iqbal (2005) was to explore cause effect relationship between the dependent variables of students' self-concept and gender and the independent variable of academic achievement in Science. Data were collected from 2142 students of grade 11 and 12 selected from 88 (44 male and 44 female) colleges throughout the Punjab. The results of the study showed that students' self-concept and gender has significant effect on their achievement in Science.

Table 4: Coefficient of correlation between self concept and low academic achievement of 10th Standard learners

S. No.	Variables	N	Coefficient of correlation
1.	Self concept	200	0.468
2.	Low academic achievers		

Interpretation

Based on the data collected the 'r' value of the low academic achiever learner related between self concept and low academic achievers has been calculated to 0.468. The level of significance of the 'r' value even at 0.01 and 0.05 level is significant which shows that the degree of relationship between self concept and low academic achievers is negative. Hence our hypothesis i.e. there exists no relationship between self concept and low academic achievement of 10th Standard learners is rejected. The results show that there exists not relationship between the self concept and low academic achievers. The results are in consonant with punithavathi (2011) who investigated self-concept and academic achievement of students at the secondary level. The results of the analysis revealed a significant correlation between self-concept and academic achievement was observed among students in different categories of school, namely, state, matriculation and central board schools.

Conclusion

On the basis of the results, discussion and findings the following conclusions appear tenable that the study purports to measure the contributions of the predictors to the criterion. As such the findings provide scope both to the administrators and the educationists in promoting achievement and making parents, teachers, students and all other concerns well informed about the same. The following recommendations have been made basing on the findings of the present investigation. Academic counselors should organize guidance programmes such as workshops, symposia and public lectures periodically for high school students to equipped them with the needed skills to enhance their self-concept.

Counseling centers should be put in placed in all High Schools to help students build their positive self concept has a strong correlation with academic achievement. Teachers and educators must focus on intrinsic motivation which will have greater impact on students in achieving high academic achievement in the absence of external rewards. Parents should adopt parenting styles that will enhance motivation and instill high self concept in their children in order to help them perform well in school. They should encourage them to be flexible, fearless and perceive the correct knowledge only after scientific and objective investigation. Curriculum developers should design programmes and perceive the correct in their children in order to help them perform well in school. They should encourage them perform well in school. They should encourage them to be flexible, fearless and perceive the correct knowledge only after scientific and objective investigation. Curriculum developers should design programmes and courses that will motivate students to think critically and to enhance their self-concept. Quiz competitions, class presentations and inter school debates should be organized for students in order to enhance their self concept. The sense of 'Bodily self' is reflected in the general attitude of trust or mistrust, which stems from a positive or negative sense of continuing self. So the teacher must help the students to with draw their attention on bodily self and concentrate on the other aspects of external environment. This can be done by encouraging students to do well in academic activities as well as in the non academic activities like dance, drama, sports debates etc. Teacher should identify different categories of pupil and to classify them into different groups, which will make it easy to provide appropriate guidance for the development of self concept of the students.

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COGNITIVE STYLE AND ACHIEVEMENT IN SOCIAL SCIENCE OF PRE-SERVICE TEACHERS

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Abstract

This study asserts to examine the relationship between cognitive style and achievement in social science of pre service teachers in DIET. The sample used in this study consists of 49 students based on major course of their study in higher secondary school. The cognitive- style inventory developed by Lorna P.Martin was used to measure cognitive style. In this study I Term social science achievement score was used to analyse their cognitive style. In order to describe the sample, descriptive statistics were used and in order to answer the hypothesis, inferential statistics, such as independent samples 't' test was run. The findings of this study showed that there is no significant difference between male and female pre-service teachers' Systematic style and Intuitive style, female pre-service teachers outperform male pre-service teachers as regards to achievement in social science.

Keywords: *Achievement, Cognitive Style, Systematic and Intuitive*

Background and Rationale

Cognitive Styles refer to how individuals process information. It does not relate to an individual's level of intelligence but specifically revolves around the process and actions humans take to use information and stimuli. Teaching is a series of events wherein a teacher attempts to change the behavior of students along the intended direction. There are individual differences among pres-service teachers with regard to learning. They approach their academic tasks differently. These differences reflect their cognitive styles rather than their mental abilities. Cognition is considered as part of conscious perceiving, learning and thinking by cognitive psychologists. There are different cognitive learning styles for each person. Each of us has our own styles of learning and thinking. Knowledge of these similarities and differences is crucial in education. While accepting that students will interact with, and deal with, curricular learning experiences in their own individual manner, curriculum is often based upon understanding of the shared elements of the learning processes. The purpose of this study is to investigate the cognitive style and achievement in social science of pre-service teachers.

Objectives of the study

1. To find out the level of Cognitive styles of pre service teachers in DIET.
2. To find out the level of Achievement in social science of Pre service teachers in DIET
3. To find out the significant difference between cognitive styles and their gender

Hypotheses of the study

1. The level of cognitive styles of pre-service teachers in DIET
2. There is no significant difference between cognitive styles and their gender.

Methods

Research Methodology

Survey method was adopted in this study.

Sample

The sample used in this study consists of 3 male and 46 female student teachers

Tools and Techniques

In this study the following tool was applied for collecting information.

- The Cognitive Style Inventory prepared by Lorna P.Martin
- I Term social science achievement test scores of pre service teacher

Procedure of Data Collection and Analysis

For data collection in this study, Cognitive Style Inventory developed by Lorna P.Martin (1998) used. In order to describe the sample, descriptive statistics were used and in order to answer the research questions, inferential statistics, such as independent samples t-test was run

Results

In the following findings appeared by the result of obtained data analysis is presented as tables and interpretations are done according to the relevant tables. 46 Female (94%) and 3 (6%)male pre service teachers took part in this study. According to their major groups in higher secondary school, 27 (54%) Science group, 8 Arts group and 14vocational group pre service teachers were taken for this study.

Cognitive styles of Pre-service teachers

The level of cognitive styles of pre-service teachers is given in Table 1. When the percentage distribution of pre-service teachers whose cognitive styles are determined, it is seen that 35%of the students have medium level of systematic style, only 8% of students have high level systematic style 20% of the students have medium level of Intuitive style and 18% have high level Intuitive style.

Table 1: Level of Cognitive style of Pre-service teachers

Cognitive Style	Low		Medium		High	
	f	%	f	%	f	%
Systematic style	4	8	17	35	4	8
Intuitive Style	5	10	10	20	9	18

The level of achievement in social science of pre-service teachers with respect to gender is given in Table 2. When the percentage distribution of pre-service teachers whose achievement in social science are determined, it is showed that 8 percent of the male pre-service teachers have high level of achievement in social science. 22 percent of the female pre-service teachers have 2 high level of achievement in social science.

Table 2: Term social science achievement scores of pre service teachers

Gender	N	Low	Average	High
Male	3	4(8%)	1(2%)	4(8%)
Female	46	10(20%)	8(16%)	22(45%)
Total	49	14(28)%	9(18%)	26(53%)

It is inferred from the table 3. that the calculated value of 't' the cognitive style of pre-service teachers in terms of gender is less than the table value. Hence the stated hypothesis that 'there is no significant correlation between Systematic style of pre-service teachers and their achievement in social science' is accepted.

Table 3: 't' results for the difference of Pre-service teachers' Cognitive

Cognitive Style	Male		Female		"t" value
	Mean	SD	Mean	SD	
Systematic Style	70.89	5.395	70.59	7.338	0.142^{NS}
Intuitive Style	70.11	9.765	71.90	8.288	0.569^{NS}

Table value: 2.00 NS- Not Significant

Conclusion

Most of the recent studies regarding brain functioning and cognitive style assert the need to use each of the bipolar elements of the systematic and intuitive styles in order to generate greater performance, productivity and creativity. From the findings of the study, it is concluded that, more than half of the students have medium level of systematic style and there is not significant relationship between systematic style and intuitive style. The main responsibility belongs to the pre-service teachers and the educators. Teachers should know that cognitive style of students and prepare the classroom teaching according to their style.

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ATTITUDE TOWARDS LEARNING VETERINARY SCIENCE AMONG SCHOOL STUDENTS

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Abstract

Educational attainment is an important predictor of future health, employment and welfare prospects. Students who coming for studying veterinary science are more from rural background with some knowledge about livestock. Before joining veterinary degree they spend their part with livestock and farming. They showed interest towards livestock and they eagerness to learn veterinary triggered from their school life itself. Some are from farming communities as they have some knowledge about livestock diseases and know the economic importance of livestock in day today life. Students who also came from urban background also showed attitude towards veterinary science, because these students attended many dog shows, pet shops and zoos because they showed keen interest in animals in school life itself. Very few students joined the course without any aim of joining veterinary as they simply say they got this course. All the interested students who came to the course are good scorers in the science in schoolings. The student attitude towards science are positive because many students find that the science is more interesting and job oriented. And more students thought that the science and technology is very important in daily life.

Introduction

Students attribution towards science is increasing. More students are focussing science as future career as they are more job oriented. They thought that science and technology is very important, GAULD, C. F. and HUKINS, A. A. (1980). Their eagerness in learning veterinary science also increased. This also related to the teacher and parent motivation and study environment.

Contribution of rural schools in motivation for student learning

Students from rural schools generally achieve poor outcomes than those of Cosmopolitan, Metropolitan and town side schools. Students studying in the rural schools are mostly from poor background. The education on these schools depend upon the teachers knowledge and interests to motivate the students. In rural schools the students attend the schools and rest of the time and in weekend holidays some of them are engaged themselves in farming works. Poor teacher motivation, lack of interest and skills are the major causes of poor student. Right attitude, skills and interest of the teachers helps to positively motivate the student to carry up good knowledge. Those teachers provided knowledge about the future aim, and what are all the courses are available to study when joining college. The teachers had talked more to students about importance of studying Veterinary and Agriculture in accordance to the social activities prevailing in the rural communities. Students who came to study the Veterinary are mainly motivated by their teachers and with help of their teachers they scored good marks. The students who came for studying veterinary are mostly top scorers in their schools. Particularly their scores in the science subjects are highest.

Contribution of Urban schools in motivation for student learning

Urban schools provided quality education. Students are motivated by teachers by conducting midterm exams and self assessments tests. Report cards were given. this created interest in learning. Knowledge in different fields are created. Students in these schools created their future aim and studied accordingly. Most of the urban students are interested in technology and business related fields. Some are interested as becoming human doctors and there are students who are more interested to become veterinarians. Students who joined veterinary are more enthusiastic towards animals in childhood itself and this became a future aim. Also teachers motivation played very important to score good marks.

Attitude toward animals and birds

Some students in veterinary course said that they showed more attitude toward animals in their childhood and also grownup, Borgi, M., & Cirulli, F, (2015). As a child they are more likely towards animal and bird toys. As they grown they showed interest in rearing birds and domestic animals. They spended their parents money for buying birds and small

animals like rabbit, guinea pigs and dogs. Thus Greater knowledge on early attitudes toward animals has implications for promoting interest in animals and for building educational interventions.

Parents level of education

It is found that the parents level education plays roll in playing strong bearing on young people attitudes and career choices, Patrikakou, E.N. (2008).Parents with high level of education have handsome knowledge in choosing the field after secondary education. Preferences of choices were provided by their parents who choose the course according to their will. Parents with less knowledge and illiterate do not have knowledge of education. The students of illiterate parents who joined the course have acquired knowledge with help of their of their teachers and friends.

Parents motivation towards choosing Veterinary Science

The parents who were big farmers in the rural area, their childrens are motivated to study the course. Also parents from small farming communities are said to motivate their children in choosing the field. Livestock rearing are economic oriented. Disease affecting livestock leading to mortality and morbidity is of major concern. If left without treated there may be economic loss. The farmers who depend upon the livestock are getting threatened by livestock diseases. A good veterinarian must be needs for diagnosing and treating the diseases. So Many of these farmers dreamt of their child to become a Veterinarian. Some parents are without being farmers are self interested on their own on becoming Vets. But their dreams went untrue. This created their interest of their child to fill the vacant. So this lead to handful motivation of their child to study Veterinary. So such type of parents put much effort and spent lot of money for their son or daughter during schools and they also choosed right type of school for their study.

Nature of family background

1. These are the following that created enthusiasm to select the course
2. Student father or mother may be a veterinarian or from the veterinary field
3. Any one or both of their parents ancestors are veterinarians or animal handlers
4. Whether the students relatives uncles, aunts or cousins are from veterinary field
5. Familes which depend on livestock farming
6. Any of their relatives, parents are working in the zoo's, natural parks or biosphere reserves

Emotional causes

These are the emotional causes which made students strongly to choose the course. Sudden death of pets in his or her childhood days. This created long span emotional feelings. Death of their birds and animals. Accidents of animals which are vigorously in public. Culling of animals and birds for meat purposes. Culling of poultry as whole during massive outbreaks of disease. Death of the animals and birds during natural calamities. By seeing mentally disturbed orphan animals. So these factors created a emotional feelings to save and serve the animals better, that they created a oath in themselves of becoming a bright Veterinarians

Primary school interest

Mathematics, science, English and tamil were the subjects. The students who showed more interest in science during primary school showed more interest in medical and veterinary.

Secondary school student's interest

To become a practioner in veterinary, mathematics and science group or purely sciece or agriculture in vocational is the carrier of choice. The students joined the veterinary course showed interest in study during eleventh grade but some started studying more in twelveth standard.. Particularly they are eager towards science. Gardner, P.L.(1975).Some aimed persons with low score never got the seat. Aimed person with high scores joined the course. Some who aimed only for medical but not got the medical seat choosed veterinary as the best.

Gender attitude

Both girls and boys are enrolled in the veterinary nowadays. Boys are not much fearful in handling animals. But some girls have fear towards the animals. Nowadays girls are strong enough to learn the subject who can challenge the boys, Eccles, J.S.(1987). Some boys and girls don't like animals , so they go for another course. Girls and boys who are willing to save the animal health are coming forward to join this course. Some parents do not send their daughter to study this course as they were frightened of animals.

Conclusion

Students' eagerness toward learning veterinary enrooted in childhood. As grown up their affection towards animals increases. This may reflect their future career. Not only the affection, emotional problems and family background plays role in choosing the subject for learning, motivation by parents and teachers, positive attitude towards learning veterinary, self motivation, right path of choosing secondary education and scoring good marks in secondary level clearly shows the students attitude towards learning Veterinary science.

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TEACHING STYLES

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Abstract

No two teachers are alike, and any teacher with classroom teaching experience will agree that their style of teaching is uniquely their own. An effective teaching style engages students in the learning process and helps them develop critical thinking skills. Traditional teaching styles have evolved with the advent of differentiated instruction, prompting teachers to adjust their styles toward students' learning needs. The first-year teacher eager to put into practice all of the pedagogical techniques we learned in college, or a classroom veteran examining differentiated instruction and new learning methodologies, consider that not all students respond well to one particular style. Although teaching styles have been categorized into five groups, today's ideal teaching style is not an either/or proposition but more of a hybrid approach that blends the best of everything a teacher has to offer.

Introduction

Although it is not the teacher's job to entertain students, it is vital to engage them in the learning process. Selecting a style that addresses the needs of diverse students at different learning levels begins with a personal inventory — a self-evaluation of the teacher's strengths and weaknesses. As they develop their teaching styles and integrate them with effective classroom management skills, teachers will learn what works best for their personalities and curriculum.

Key Terms

Teaching, and different styles

The different styles of teaching

The following list of teaching styles highlights the five main strategies teachers use in the classroom, as well as the benefits and potential pitfalls of each respective teaching method.

Authority, or lecture style

The authority model is teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information.

- This style is acceptable for certain higher-education disciplines and auditorium settings with large groups of students. The pure lecture style is most suitable for subjects like history that necessitate memorization of key facts, dates, names, etc.
- It is a questionable model for teaching children because there is little or no interaction with the teacher.

Demonstrator or coach style

The demonstrator retains the formal authority role while allowing teachers to demonstrate their expertise by showing students what they need to know.

- This style gives teachers opportunities to incorporate a variety of formats including lectures, multimedia presentations and demonstrations.
- Although it is well-suited for teaching mathematics, music, physical education, arts and crafts, it is difficult to accommodate students' individual needs in larger classrooms.

Facilitator, or activity style

Facilitators promote self-learning and help students develop critical thinking skills and retain knowledge that leads to self-actualization.

- This style trains students to ask questions and helps develop skills to find answers and solutions through exploration; it is ideal for teaching science and similar subjects.
- Challenges teacher to interact with students and prompt them toward discovery rather than lecturing facts and testing knowledge through memorization.

Delegator, or group style

The delegator style is best-suited for curriculum that requires lab activities, such as chemistry and biology, or subjects that warrant peer feedback, like debate and creative writing.

- Guided discovery and inquiry-based learning places the teacher in an observer role that inspires students by working in tandem toward common goals.
- Considered a modern style of teaching, it is sometimes criticized as newfangled and geared toward teacher as consultant rather than the traditional authority figure.
- Organizes group learning, observes students, provides consultation, and promotes interaction between groups and among individuals to achieve learning objectives.

Hybrid, or blended style

Hybrid, or blended style, follows an integrated approach to teaching that blends the teachers' personality and interests with students' needs and curriculum-appropriate methods.

- Achieves the inclusive approach of combining teaching style clusters and enables teachers to tailor their styles to student needs and appropriate subject matter.
- Hybrid style runs the risk of trying to be too many things to all students, prompting teachers to spread themselves too thin and dilute learning.

Because teachers have styles that reflect their distinct personalities and curriculum — from math and science to English and history — it's crucial that they remain focused on their teaching objectives and avoid trying to be all things to all students.

Expert

Similar to a coach, experts share knowledge, demonstrate their expertise, advise students and provide feedback to improve understanding and promote learning.

Formal authority

Authoritative teachers incorporate the traditional lecture format and share many of the same characteristics as experts, but with less student interaction.

Personal model

Incorporates blended teaching styles that match the best techniques with the appropriate learning scenarios and students in an adaptive format.

Facilitator

Organizes group learning, observes students, provides consultation, and promotes interaction between groups and among individuals to achieve learning objectives.

Modern methods

The traditional advice that teachers not overreach with a cluster of all-encompassing teaching styles might seem to conflict with today's emphasis on student-centered classrooms. Theoretically, the more teachers emphasize student-centric learning the harder it is to develop a well-focused style based on their personal attributes, strengths and goals. Modern methods of teaching require different types of teachers — from the analyst/organizer to the negotiator/consultant.

Some other factors to consider as teachers determine the best teaching methods for their students.

Empty vessel: Critics of the "sage on the stage" lecture style point to the "empty vessel" theory, which assumes a student's mind is essentially empty and needs to be filled by the "expert" teacher. Critics of this traditional approach to teaching insist this teaching style is outmoded and needs to be updated for the diverse 21st-century classroom.

Active vs. passive: Proponents of the traditional lecture approach believe that an overemphasis on group-oriented participatory teaching styles, like facilitator and delegator, favor gifted and competitive students over passive children with varied learning abilities, thereby exacerbating the challenges of meeting the needs of all learners.

Knowledge vs. information: Knowledge implies a complete understanding, or full comprehension, of a articular subject. A blend of teaching styles that incorporate facilitator, delegator, demonstrator, and lecturer techniques helps the broadest range of students acquire in-depth knowledge and mastery of a given subject. This stands in contrast to passive learning, which typically entails memorizing facts, or information, with the short-term objective of scoring well on tests.

Interactive classrooms: Laptops and tablets, videoconferencing and podcasts in classrooms play a vital role in today's teaching styles. With technology in mind, it is imperative that teachers assess their students' knowledge while

they are learning. The alternative is to wait for test results, only to discover knowledge gaps that should have been detected during the active learning phase.

Conclusion

Teaching style is to be used in a wide variety of specialized training, formal education and advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. Professional-development experiences have funded by district, school or state budgets and programs, or it can be supported by a foundation grant or other private funding source.

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ANALYSIS ON INFORMATION AND COMMUNICATION TECHNOLOGY AWARENESS AMONG THE B.ED TEACHER TRAINEES IN SIVAGANGAI DISTRICT

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Abstract

Science and Technology has always been instrument in bringing efficiency and improvement in the processes and products of the human work. Information and communication technology (ICT) means as the implementation of different branches of technology in information and communication processing. The main objectives of this study is 1) To find out the level of awareness on ICT among B.Ed teacher trainees, 2) To find out the significant difference in awareness on ICT among B.Ed teacher trainees in terms of gender, age and educational qualification. A survey was conducted to study on the awareness of ICT tools for effective teaching and learning by using simple random sampling method. The sample consists of 103 that include 27 male and 76 female B.Ed teacher trainees randomly selected from B.Ed training colleges at Sivagangai District in Tamilnadu. 14% of B.Ed teacher trainees have got excellent level ranging from 80% and above marks in awareness on ICT. The male teacher trainees are found be having more awareness on ICT skills than female teacher trainees. The below 25 age teacher trainees are found be having more awareness on ICT skills than above age 25. The P.G completed teacher trainees are found be having more awareness on ICT skills than U.G completed teacher trainees. Teacher instructors should help the teacher trainees to explore and develop interest in ICT by curricular and co-curricular activities. The future of current generation will greatly depend on its acquaintance and skill in handling the computer technology. The necessary steps should be taken to improve computer laboratories, libraries, internet facilities, virtual classroom and infrastructure facilities. These improvements were more useful to the B.Ed college teacher trainees.

Keywords: *ICT awareness.*

Introduction

Science and technology has always been instrument in bringing efficiency and improvement in the processes and products of the human work. The word of education has also been influenced by the increased use of technology. It has provided valuable help in improving the task of the teacher, smoothening the process of teaching and learning – teaching and learning and enriching the goals of education.

Objective

1. To find out the level of awareness on ICT among B.Ed teacher trainees.
2. To find out the significant difference in awareness on ICT among B.Ed teacher trainees in terms of gender.
3. To find out the significant difference in awareness on ICT among B.Ed teacher trainees in terms of age.
4. To find out the significant difference in awareness on ICT among B.Ed teacher trainees in terms of educational qualification.

Methodology

This research deployed a survey method to investigate the awareness of ICT tools for effective teaching and learning. The researcher planned the objectives, content of the study, and population of the study, item types and the procedure to be followed in questionnaire development. The researcher studied the concept of awareness on ICT in detail and decided the following 3 Competencies like General awareness, Hardware awareness and software awareness.

Sample

The sample consists of 103 that include 27 male and 76 female teacher trainees randomly selected from B.Ed training colleges at Sivagangai District in Tamilnadu. Simple random sampling method used for the present study.

Findings

Table 1: Level of awareness on ICT among the B.Ed college teacher trainees

S. No	Qualitative level	Percentage Count	No of teacher trainees Count	%
1	Excellent	80% and Above	14	13.59
2	Very good	60% to 79.9%	25	24.27
3	Good	50% to 59.9%	38	36.89
4	Satisfactory	40% to 49.9%	21	20.39
5	Unsatisfactory	Below 40%	5	4.86

Source: Primary data

Table 1 shows that 14% of B.Ed teacher trainees have got excellent level ranging from 80% and above marks in awareness on ICT. 24% of B.Ed teacher trainees have got Very good level ranging from more than 60% to 79.9% marks in awareness on ICT. 37% of B.Ed teacher trainees have got good level ranging from more than 50% to 59.9% marks in total awareness on ICT. 20% of trainees got satisfactory level of ranging from 40% to 49.9% marks in total awareness of ICT. 5% of B.Ed trainees got below 40% marks in total awareness of ICT.

Table 2: ICT awareness among the B.Ed college teacher trainees in terms of gender

Gender	Mean	SD	N	Calculated 't' value	Critical value	Level of significance
Male	24.6	5.11	27	2.71	1.96 for df 101 at .05 level	**Significant**
Female	21.58	4.56	76			

Source: Primary data

Table 2 shows that calculated 't' value (2.71) is higher than the critical value of 1.960 for df of 101 at 0.05 level. There exists significant difference in awareness among B.Ed teacher trainees in terms of gender. The male teacher trainees are found be having more awareness on ICT skills than female teacher trainees.

Table 3: ICT awareness among the B.Ed college teacher trainees in terms of age

Age	Mean	SD	N	Calculated 't' value	Critical value	Level of significance
25 and below 25	24.56	5.36	67	1.91	1.96 for df 101 at .05 level	**NO SIGNIFICANT**
Above 25	22.47	5.24	36			

Source: Primary data

Table 3 shows that calculated 't' value (1.91) is iower than the critical value of 1.96 for df of 101 at 0.05 level. There exists no significant difference in awareness among B.Ed teacher trainees in terms of Age. The teacher trainees of 25 and below 25 age are found be having more awareness on ICT skills than teacher trainees of above 25 age.

Table 4: ICT awareness among the B. Ed college teacher trainees in terms of educational qualification

Educational Qualification	Mean	SD	N	Calculated 't' value	Critical value	Level of significance
U.G	20.36	5.23	57	3.52	1.96 for df 101 at .05 level	Significant
P.G	24.15	5.57	46			

Source: Primary data

Table 4 shows that the calculated 't' value (3.52) is higher than the critical value of 1.960 for df of 101 at 0.05 level. There exists significant difference in awareness among B.Ed teacher trainees in terms of educational qualification. The P.G completed teacher trainees are found be having more awareness on ICT skills than U.G completed teacher trainees.

Conclusion

In the present situation, technology plays a key role in the education so the teacher trainees should more aware on Information Communication Technology. Teachers should help the teacher trainees to explore and develop interest in ICT by curricular and co-curricular activities. Resource CDs can play an important role in teaching and learning process. Most of the teacher trainees are not aware of that. Besides these, teacher trainees should be ready to develop CAI packages. Even though majority of teacher trainees have more favorable attitude towards ICT education, the facilities requires for that is not enough. Hence adequate steps should be taken to improve computer laboratories, Virtual classroom, libraries, internet facilities, infrastructure facilities and proper training. These improvements were more useful to the B.Ed teacher trainees.

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"GLOBAL COMPETENCE LEARNING: BREAKING BARRIERS BEYOND LIMITS" EDUCATING FOR GLOBAL COMPETENCE FOR AN INCLUSIVE WORLD

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Introduction

"Competence, like truth, beauty, and contact lenses, is in the eye of the beholder," Laurence J. Peter, an educator and author of The Peter Principle, once wrote.

Educating for global competence for an inclusive world for students to participate effectively in the global community, they will need to develop global competence: the attitudes, knowledge, and skills needed to live and work in today's interconnected world and to build a sustainable, peaceful, inclusive world for the future. Global competence is often, and rightly, labeled a "21st century skill" needed for employment in today's global economy. Yet global competence is so much more than a ticket to a competitive job. Students also need global competence to participate as empathetic, engaged, and effective citizens of the world.

What exactly does global competence entail? Many organizations have devised specific frameworks that define the term (see examples from THE ASIA SOCIETY, THE OECD, WORLD SAVVY, AND THE GLOBALLY-COMPETENT TEACHING CONTINUUM). These frameworks tend to coalesce around the following attitudes, knowledge, and skills:

***Attitudes*:** This includes openness, respect, and appreciation for diversity; valuing of multiple perspectives, including an awareness of the cultural and experiential influences that shape one's own and others' perspectives; empathy; and social responsibility, or a desire to better the human condition on a local and global scale.

***Knowledge*:** This refers to the ability to understand global issues and current events; global interdependence, including the impact of global events on local conditions and vice versa; the processes of globalization and its effects on economic and social inequities locally and globally; world history; culture; and geography.

***Skills*:** These includes the ability to communicate across cultural and linguistic boundaries, including the ability to speak, listen, read, and write in more than one language; collaborate with people who have diverse cultural, racial, linguistic and socioeconomic backgrounds; think critically and analytically; problem-solve; and take action on issues of global importance.

Connecting Educators across the World

Just as teachers of algebra know how to solve equations and music teachers know how to play scales, educators should also strive to develop these global competencies in themselves so that they can foster them in their students.

Engaging with the world is one way educators can develop global competence. Traditionally in the United States, educators as a whole have experienced limited training around global diversity. For example, very few teacher-preparation programs provide opportunities for preservice teachers to study abroad or require coursework in global topics. Therefore, connecting practicing teachers, principals, and district leaders across communities and continents through summits, conferences, exchanges, and virtual meetings geared towards common professional learning needs can provide experiences that help develop a globally oriented mindset, knowledge base, and skill set. Furthermore, when provided a platform to network, educators can lead the way in changing the broader education system locally and globally to better support the whole child and elevate the teaching profession.

A number of opportunities already exist for teachers to connect with one another across the world. There are an array of exchange programs run by the U.S. State Department and NGOs (e.g., American Councils for International Education, EF Tours, Teachers2Teachers-International) that provide educators with opportunities for meaningful cross-cultural interactions. And if travel is not always feasible due to financial or familial obligations, teachers can still engage with the wider world through virtual exchanges that connect classrooms across the globe as partners in learning activities that prepare students to be productive, engaged citizens of the world (for example, LEARN, Global SchoolNet).

Classroom Strategies

There are plenty of steps that educators can take today to put students on the path towards creating a better world for tomorrow. This doesn't require legislation that mandates a change in the curriculum, the introduction of a global studies course for graduation, or a line item from the state or federal budget. In a recent study of teachers committed to globally competent teaching, researchers found that the educators used the following common strategies to foster global citizenship and competency:

- ***Integrating global topics and perspectives across content areas.*** Globally competent teaching does not require a separate course or unit of study. Instead, teachers infused global content into the required curriculum, regardless of subject area. For example, math teachers used real-world global challenges as contexts for introducing new concepts (e.g., using word problems on population growth as a way to teach the rules of exponents) and language arts teachers used texts that represent diverse cultural perspectives and that take place in settings around the world to teach literature and informational texts.
- ***Providing opportunities for authentic engagement with global issues.*** Teachers provided real-world audiences for students to engage with around global issues. This took the form of pen pal and Skype exchanges with schools in other countries, service-learning projects emphasizing issues of global concern (e.g., access to clean water), or working in teams to devise and debate solutions to real-world problems, such as climate change, and sharing those solutions with government leaders. Notably, these activities were student-centered and inquiry-based.
- ***Connecting the global experiences of students and teachers to the classroom***. Teachers adopted culturally responsive teaching practices that incorporated the cultures, languages, perspectives, and experiences of diverse students into curriculum and instruction. Teachers also incorporated their own cross-cultural experiences into the classroom through informal conversation, discussions around artifacts and photos, and lesson plans that incorporated knowledge gained and relationships built through their global experiences.
- With these strategies in hand, the time is now for teachers to engage themselves, and their students, with the world. The lives of all students, no matter their zip code or their cultural, racial, linguistic, or economic background, are in some way influenced by the wider world. They too have the potential to shape that world. Their future, and the future of our world, depends on it.

Characteristics of a Globally Prepared Citizen

- Critical thinking and action
- Intercultural competence and sensibility
- Economic competitiveness and the ability to thrive
- Understand and act upon interdependency between local and global communities:
- Ethical and socially responsible
- Open and adaptive to change
- Ability to appreciate and guide sustainability and the use of Earth's resources without harming future use
- Solid foundation of personal characteristics, qualities, and behaviors

Conclusion

Educating for global competence for an inclusive world is a form of learning that prepares students to critically analyze and engage with complex global systems, their implications for the lives of individuals, and the sustainability of the earth. While global learning is a part of campus internationalization, a laser-like focus on student learning has the potential to provide students with perspective-changing, real-world experiences across the curriculum. With more intentional and inclusive course design, more students will have opportunities to engage in global learning at home and away, and this engagement will prepare them for the challenges of today and tomorrow.

ENHANCING SELF–EFFICACY OF PROSPECTIVE TEACHERS USING ICT

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Abstract

Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and modern technologies are demanding teachers to learn how to use these technologies in their teaching. Information and communication technology can provide more flexible and effective ways for professional development for teachers, improve pre service training and connect teachers to the global teacher community, pedagogical value (Ertmer2010). Self-efficacy may be more important factor to implement technology in their classrooms. For these reasons, enhancing self efficacy, especially ones related to ICT use can play important roles to bring about the change in the education practice

Keywords: *Self efficacy, Prospective teachers, ICT*

Introduction

The teaching and learning process has been altered by the convergence of a variety of technological, instruction and pedagogical developments in recent times. Education is a process of human enlightenment and empowerment for the achievement of better and higher quality of life. Teaching is an ever changing profession. A teacher is the one who has and gives updated knowledge to the younger generation as per global standards. ICTs are well integrated into the fabric of everyday life globally. Computer technology is the engine of the modern civilization and the driving force of the information age. In the era of information technology almost, starting from highly literate to highly illiterate are aware of the usefulness of computer and its related electronic gadgets. The use of computers in schools is largely dependent upon the teacher's willingness, skill and self – efficacy in using the technologies. Teaching becomes more complex in this 21st century. There is no question that technology engages students but what they learn using that technology and how they learn still depends on the craft and skills of teacher. The teacher /teacher educators should be aware of the knowledge of modern teaching aid, computer and other computer related teaching aids for its effective usage in the classroom. Therefore it is much needed in Teacher Education to enhancing self efficacy of prospective through ICT.

Self – efficacy and ICT integrated education

Improving education quality is not a simple task. It is a consolidated result of multiple educational efforts and practices including teaching methods infrastructure policy-making, and financial and technical support from government. However, merely encouraging teachers to use ICT in their practices does not realize ICT integrated education. The several internal factors of teachers should be considered, such knowledge and skills, self-efficacy and belief in its pedagogical value.

Self – efficacy is a important factor responsible for the non – use of computerin the regular day to-day, classroom. Bandura (1986) defined self-efficacy as people's judgments of their capabilities to organize and execute course of action required to attain designated types of performances, which is concerned not with the skills on has but with judgments of what one can do with whatever one possesses. Thus, computer self-efficacy refers to a belief has an influence on choice of activities, degree of effort expanded, and persistence of effort (Bandura, 1986). Kinzie, Delcourt and powers(1994) defined self-efficacy as an individual's confidence in his or her ability, which may impact the performance of tasks:

"Self-efficacy reflects and individual's confidence in his/her ability to perform the behavior required to produce specific outcome and it's thought to directly impact the choice to engage in a task, as well as the effort that will be expended and the persistence that will be exhibited." Self-efficacy may be more important factor to implement technology in their classrooms. For these reasons, enhancing self efficacy, especially ones related to ICT use, can play important roles to bring about the change in the education practice

Building self-efficacy through ICT

Incorporating a focus on the development of student teacher self –efficacy represents an important evolution in the design of teacher Pre-service programme that can improve their self efficacy and ultimately enhance achievement.

Based on various changing needs of our society now emphasis is also given to the various educational theory and educational practices. As we know the minimum requirement of any training programme is that it should help the prospective teachers to acquire the basic skills and competencies of a good teacher. Now-a –days new trends in teacher education and inter=disciplinary approach. Correspondence course, orientation courses etc.

Simulated Teaching, Micro Teaching, programmed Instructions, Team teaching are also used in teacher education.

A number of simulations have emerged from the field cross-cultural training that could be used to develop prospective teacher efficacy .Simulations typically involve role plays that encourage participants to interact verbally or non-verbally to solve problems or achieve goals, followed by in depth discussions that help participants process what they observed, felt, and learned. The active experience coupled with subsequent cognitive processing of behavioral information lays a strong foundation for the development of positive efficacy beliefs. Computer based and experiential simulations such as ones discussed here can be effective in the development of teaching related efficacy and transfer of the complex skills like those needed for effective teaching.

Now-a-day Action Research also implemented in Teacher Education. ICT acts as the gateway to world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development and quality in education.

Conclusion

Teaching occupies an honorable position in the society. ICT helps the teacher to update the new knowledge, skills to use digital and resources. By using and acquire the knowledge of ICT, prospective teacher will become effective teachers. The new learning contexts associated with ICTs demand that teachers rethink their practices. The teacher educator should be given a conference on the development of innovative technological aids and usage, development of models, the usage of information technology and computers in education. Understanding prospective teachers' self-efficacy can provide ways of boosting their levels of confidence and motivation.

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ATTITUDE TOWARDS ICT AMONG PROSPECTIVE TEACHERS

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Abstract

This study has been conducted to examine the attitude towards ICT among prospective teachers. Totally 100 prospective teachers has been taken from District Institute of Education and Training, Madurai district. The random sampling technique was used in this study. The data was analyzed statistically by using mean, standard deviation and 't' test and the study revealed that the attitude towards ICT among prospective teachers is positive. And the level of attitude towards ICT of prospective teachers in District Institute of Education and Training is 52% moderate & 40% high and also the study revealed that there is no significant difference in the mean scores of attitude towards ICT among prospective teachers with respect to demographic variables.

Keywords: *Attitude, prospective teachers, ICT*

Introduction

Technical innovation is a continuous process and inventions always remain never ending so tremendous use of ICT is in every sphere of life. In the 21st century, rapid changes in ICT and by ICT have taken place in teaching methods and learning styles with the integration of ICT in teaching and learning. According to UNESCO (2002) Information and communication technology (ICT) may be regarded as the combination of "Information technology" with other related technology, specifically communication technology. The various kinds of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counseling, interactive voice response system, audiocassettes and CD ROMs etc have been used in education for different purposes (Sharma, 2003; Sanyal, 2001; Bhattacharya and Sharma, 2007). The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning and research (Yusuf, 2005).

The teacher should be the main motivator and initiator of the ICT implementation at schools. The teachers should be aware of the social change in their teaching activities. They must also be the part of the global change in learning and teaching modification. This brings the role of the teacher's or educators in to focus.

Teacher education institutions are facing the challenge of preparing a new generation of teachers who will use the new learning tools in their teaching practice effectively. For utilizing all the benefits of ICT in learning, it is essential for the trainers and the prospective teachers to possess the skills and competencies to use the ICT tools. Though the prospective teachers are trained in various skillsin the use of ICT tools, developing positive attitude among them towards ICT will bring a drastic change in the utilization of ICT tools in the teaching – learning process. The present study made an attempt to find out whether the attitude towards ICT plays a significant role among prospective teachers in DIET, Madurai district.

Review of literature

The studies related to attitude towards ICT which were carried out in India and abroad are presented.

Wayne (2007) found that pre-service teachers had greater level of confidence in using technology in improving teaching and learning than the in-service teachers. Liu and CheHao (2008) found that there were significant relationships between attitude towards ICT and the types of college. Martin and Laura Kathleen (2009) that Oklahoma agricultural educators held agreeable attitudes towards utilizing technology in the classroom. Pamuk and Peker (2009) concluded that pre-service teachers had relatively high scores on computer attitude.

Need and Significance of the Study

Teacher educators are the main pillars of teacher education. Quality teacher education is essential for the prospective teachers. It is needed to update their knowledge and skills in the school curriculum and technological change. The quality of teachers that determines the overall effectiveness of a system of education depends upon their own education. Prospective teachers to prepare for careers, requiring them to acquire a new knowledge, learn new technologies and facilitate rapid process information. This makes the investigator to study the attitude towards ICT among the prospective teachers.

Objectives of the Study

The objectives of the study are

1. To find out the level of attitude towards ICT among prospective teachersin District Institute of Education and Training (DIET).
2. To find out the significant difference in attitude towards ICT among prospective teachers in terms of various demographic variables gender, age, locality, marital status, father's educational qualification, mother's educational qualification.

Hypothesis of the Study

1. The level of attitude towards ICT among prospective teachers is high and positive.
2. There is no significant difference in the mean scores of attitude towards ICT among prospective teachers in terms of various demographic variables like gender, age, locality, marital status, father's educational qualification, mother's educational qualification.

Method

The normative survey method was used to find out the attitude towards ICT among prospective teachers of D.El.Ed. in District Institute of Education and training.

Sample

Totally 100 prospective teachers were selected from District Institute of Education and training in Madurai district.

Tool

Attitude towards ICT rating scale was prepared by the investigator.

Data Interpretation

Data were collected using the tool and analysis done by using SPSS. Mean, S.D, and 't' test were calculated.

Hypothesis

Table 1: Level of attitude towards ICT among prospective teachers

Sl. No.	Variable	Low		Moderate		High	
		No	%	No	%	No	%
1.	Attitude of ICT	8	8	52	52	40	40

From the above table, Attitude towards ICT among prospective teachers (100) were categorized under three levels such as low, moderate and high. Out of 100 prospective teachers 8 (8%) of them falls under low level, 52 (52%)of them are in moderate and 40 (40%) of prospective teachers exhibited high level of attitude towards ICT.

Table 2: Mean and standard deviation of prospective teachers attitude towards ICT

Variable	Maximum score	Mid value	Mean	Standard deviation
Attitude of ICT	200	100	118.11	36.34

From the above table-1 the maximum score is 200 and the mean value is 118.11 which is above the mid value100 which revealed that the attitude towards ICT among prospective teachers is positive.

Table 3: Significant difference in the mean scores of attitude towards ICT among prospective Teachers with respect to demographic variables

Sl. No.	Category	Group	N	Mean	S.D.	't' value	Level of significance at 5% level
1.	Gender	Male Female	15 85	129.2 113.5	27.965 39.390	1.475	NS
2.	Age	17 - 19 19 & above	58 42	115.9 115.8	39.995 36.035	0.013	NS
3.	Locale	Rural Urban	69 31	113.3 121.5	35.418 43.849	0.991	NS
4.	Marital Status	Married Unmarried	13 87	126.5 114.3	38.519 38.115	1.073	NS
5.	Father's qualification	Illiterate Educated	20 80	109.5 117.5	36.946 38.558	0.839	NS
6.	Mother's qualification	Illiterate Educated	28 72	105.9 119.7	36.173 38.501	1.637	NS

NS - Non significant, S - Significant

From the above table shows that the calculated 't' values (1.475, 0.013, 0.991, 1.073, 0.839, 1.637) are lesser than the table value (1.96). Hence the null hypothesis, "There is no significant difference in the mean scores of attitude towards ICT among prospective teachers with respect to gender, age, locality, marital status, father's educational qualification, mother's educational qualification" are accepted.

Findings

- The level of attitude towards ICT among prospective teachers is 52% moderate and 40% high.And the attitude towards ICT among prospective teachers is positive.
- There is no significant difference in the mean scores of attitude towards ICT among prospective teachers of D.El.Ed. in terms of various demographic variables like gender, age, locality, marital status, father's educational qualification, mother's educational qualification.

Discussion

The attitude towards ICT among prospective teachers is positive and their level is moderately high, because the use of electronic media has changed today's classroom more attractive and exciting. Smart virtual classrooms, web-based learning, computer mediated learning, etc. which enables the prospective teachers to learn anything of their choice at anytime from anywhere and that too at their own pace and convenience. Technological change in the 21st century, boost the positive attitude towards ICT.

The mean scores of attitude towards ICT among prospective teachers in terms of various demographic variables like gender, age, locality, marital status, father's educational qualification, mother's educational qualification are not significant. This is because all the students always want to enrich their knowledge to develop themselves. Further, they may like to become effective teachers and they may attempt to empower themselves with proper knowledge of basic computer operation skills, word processing, spread sheet, power point presentation and internet with their subject for promoting the status. Further, they may be spend much time in strengthen their level of attitude towards ICT through wider participation in individual practice.

Conclusion

The present investigation has clearly indicated and thrown much light on the attitude towards ICT of prospective teachers of DIET in Madurai district. It is the need of the hour. The teacher educators also want to improve their attitude towards ICT through computer practical classes. Prospective teachers must develop their computer basicknowledge, because this is required for all the students' placement in teaching profession. There by the prospective teachers were able to accomplish the task of attaining success by improving the basic skills of computer applications and develop their level and attitude towards ICT. This proves better teachers among the normal one and making our prospective teachers fittest of the survival in a competitive world.

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META-EMOTION OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The purpose of the study was to measure the measure the meta-emotion of higher secondary school students. Emotion plays a very vital role in the achievement of higher secondary school students. Importance has to be given to the emotional coaching of higher secondary school students in order to help them achieve their emotional stability. 300 higher secondary school students were considered as the sample for the study. The tool used for the study was Meta-emotion Scale by Dr. John M. Gottman and Dr. Julie Schwartz Gottman. Mean, standard deviation, 't' test were used as statistical techniques The findings of the study stated that here was no significant difference in the meta-emotion of higher secondary school students based on gender, type of institution, nature of institution, locality of institution and group. Recommendations state that the students emotional stability should be monitored continuously and emotional should also be considered for the holistic development of the student.

Introduction

The emotion elicited by a stimulus in a situation can be the same for most people, but how the people feel about that emotion can vary a lot. Metaemotion is the understanding and awareness of the attitudes given towards others and one's own emotions. "Individuals who claim meta-emotions will therefore have an understanding and awareness of their own emotions towards others."

Meta-emotion is "an organized and structured set of emotions and cognitions about the emotions, both one's own emotions and the emotions of others". Meta-emotion is "an organized and structured set of emotions and cognitions about the emotions, both one's own emotions and the emotions of others". Meta-emotion is a framework for analyzing self or other's emotions.

As far as the role of meta-emotion is linked to education, teachers play a very important role. Research has shown that teachers in classroom used similar strategies as parents to guide children's emotion expression and regulation, both adults would aim at influencing children's emotion understanding and expression. In particular, it was observed that they would use similar emotion socialization practices in terms of ignoring or encouragment of negative emotions. The significant role of teacher can be further supported by the fact that in school settings, students are exposed to repetitive and routine experiences and frequent social interactions, it provides distinct opportunities for students to learn appropriate emotion expressiveness from their teachers through social interactions or discussion about emotions. Therefore, teachers are significant active agents in their students' emotion socialization.

Classroom is a place where children are exposed to great deal of social interactions withboth teachers and classmates, which provides good opportunities for teachers to promote a rich understanding of social and emotional issues (Zins et al, 2004). Through learning activities such as group discussion and group projects, students is able to learn to express and discuss their emotions, listen to others and respect other's point of view In fact, there were research evidence showing that skills including perceiving and understanding emotions, using emotions in thought, and managing emotions were coherent and interrelated with information –processing abilities.

Objectives of the Study

The objective of the study is stated below.

To measure the level of meta-emotion among higher secondary students in Madurai City.

Hypotheses of the Study

There is no significant difference in meta-emotion among higher secondary school students based on gender.

1. There is no significant difference in meta-emotion among higher secondary school students based on type of institution.
2. There is no significant difference in meta-emotion among higher secondary school students based on nature of institution.
3. There is no significant difference in meta-emotion among higher secondary school students based on locality of institution.
4. There is no significant difference in meta-emotion among higher secondary school students based on groups.

Methodology

Method of Research

The researcher analysed the possibilities of various methods of research and selected the survey method for the present study. The study was conducted through descriptive survey method of research. The descriptive survey method has undoubtedly been the most popular and most widely used research method in education. This method requires sample for the conduct of the study with certain research tools for the conduct of the study.

Sample of the Study

The sampling technique involved in the study was purposive/cluster sampling. 300 higher secondary Students were taken as the sample for the study. The students in the sample belonged to higher secondary schools and the stratifications were made based on their gender, type of institution, nature of institution, locality of institution, father's qualification, mother's qualification, father's occupation, mother's occupation and group.

Research Tool

The tool used for the present study is

1. Meta-emotion Scale by Dr. John M. Gottman and Dr. Julie Schwartz Gottman(2000)

Statistical Techniques

To analyze and interpret data, the following statistical techniques were used.

1. Mean
2. Standard Deviation
3. 't' test

Analysis of Data and Interpretation

The following table shows the significance of difference in mean of Meta-Emotion

S. No	Variable		N	Mean	Standard Deviation	't' Value	Significance
1	Gender	Male	150	105.60	39.57	0.238	Not Significant
		Female	150	106.65	36.70		
2	Group	Science	150	154.29	24.53	0.425	Not Significant
		Arts	150	155.85	24.36		
3	Type of Institution	Govt-Aided	150	152.83	24.16	1.668	Not Significant
		Private	150	158.09	30.18		
4	Nature of Institution	Boys	150	152.82	30.18	1.668	Not Significant
		Girls	150	158.09	24.53		
5	Locality of Institution	Rural	150	153.81	28.99	0.741	Not Significant
		Urban	150	156.30	26.62		

Findings

From the above table, it can be interpreted as, since the 't' values of the variable is less than the table value 1.96 at 0.05 level of significance, the framed null hypothesis are accepted. The findings are stated as follows.

1. There is no significant difference in the meta-emotion of higher secondary school students based on gender.
2. There is no significant difference in the meta-emotion of higher secondary school students based on group.
3. There is no significant difference in the meta-emotion of higher secondary school students based on type of institution.
4. There is no significant difference in the meta-emotion of higher secondary school students based on nature of institution.
5. There is no significant difference in the meta-emotion of higher secondary school students based on locality of institution.

Conclusion

From the table and findings, it is evident that there is no significant difference in the meta-emotion of higher secondary school students. This can be interpreted as the school and teachers give emotional coaching to students so that they maintain the emotional stability. This emotional stability is very essential for every student for their holistic development. This study clearly states that the higher secondary school students are much aware of their emotions.

Suggestions for Further Research

1. This study on meta-emotion can be done for college students
2. The present study can be expanded with a larger number of sample for further endeavors.
3. Academic Achievement can also be added as a dependent variable along with meta-emotion.

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DESIGNING BLENDED LEARNING STRATEGY IN TEACHING OF BIOLOGY

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Introduction

The new Information and Communication Technologies have profoundly affected our society which is now knowledge based, technology driven and fast changing. To compete and survive in the competitive world of education, it is essential to create, adopt and utilize new technologies which will allow efficient flow of data, voice and images to all those who want to remain updated in the fast changing world. With the present infrastructure, class size, availability of teachers, quality and training of teachers, it is difficult to achieve all the objectives of the teaching process. Therefore the use of new media in the educational process is of vital importance today. With the help of the new ICT's education will cross borders and will change the world into a global village. It changes the way the teacher teaches and the students learn.

Blended Learning

Blended Learning is viewed as "the integrated combination of traditional learning with web based on line approaches, the combination of media and tools employed in ane-learning environment and the combination of a number of pedagogic approaches irrespective of learning technology used"

Blended Learning Design's instructional philosophy is captured in the acronym BLEND.

- *Briefcase of content:* The learner's 'briefcase' is packed with practice exercises, job aids, 'how-to's and summaries. These features carry the learner - and the learning - into the future.
- *Learner centered:* Interpersonal skills demand practice, rehearsal and involvement. Keep the ball in the learner's court by interweaving lots of opportunities for personal reflection, group work, discussion and role plays, and make sure that learners have a safe and secure environment to practice their skills.
- *Enjoyable:* There is a critical link between a relaxed, positive and stress-free environment, and success in learning. Stressful environments, negativity and the fear of failure all block the learner's receptivity. Use games and stories to make the learning experience more enjoyable and stress-free.
- *Natural:* The left side of the brain manages the linguistic and deductive functions; the right handles the emotions, art and imagery. Whole-brain presentations appeal to both sides. So ensure practices that are varied so that as many as possible of the intelligences and learning styles can be tapped, exercised and accommodated.
- *Diagrammatic:* Many learners are primarily visual. Using graphics and diagrams to capture and represent the content and reinforce the written word through structured diagrams and visual metaphors could capture and illustrate content.

Blended Learning is defined as a combination or mixing of at least four different methodologies:

- Mixing of technology-based learning (e-learning, collaboration, virtual classroom, etc.)
- Combination of pedagogical approaches (behaviorism, cognitivism and con structivism)
- Mixing of forms of Instructional technology (face-to-face, internet, CD-ROM, etc.)
- Integrating instructional technologies with actual job activities.

Thus blended learning is a mixture of the various learning strategies and delivery methods that will optimize the learning experience of the user.

The existing and developing universe of learner-centric methods balances thetraditional classroom approach and the constantly evolving technology-based learning. This balance has tremendous potential for building increased performance within all institutions. By mixing traditional methods with new ones, we now have **synchronous and asynchronous tools** that provide instructional programmes with two very powerful methods:

- **Synchronous Instructional Methods** – The synchronous (real time) domain is the more traditional approach to online teaching and has the instructor (or mentor) and learner available at the same time. Synchronous training via the internet is very helpful to learners who wish to adjust their learning style away from traditional classroom or lab. Methods in this domain consist of traditional classrooms, virtual classrooms, live product practice (lab), interactive chats and mentoring (coaching).
- **Asynchronous Instructional Methods** – The asynchronous (different time)domain means that the instructor (or in most cases computer based courseware)and the learner are available at different times, a benefit for self-directed

learners who like to learn at their pace and own time. Methods in this domain consists of documents and web pages, Web Based Training (WBT), Computer Based Training (CBT), CD-ROM, assessments, tests, surveys, simulations and recorded live events.

Structuring Blended Learning

The blended learning strategy developed was structured around the fundamental aspects of its implementation.

Establishing Collaborative Task structure

Specifying the Goal: The goal of collaborative learning activities specifies the behaviors that are expected at the end of the activity.

- Identify the outcome- the form of the final performance must be clearly articulated
- Check the understanding- Check the understanding of the goal and the direction for achieving it.

Structuring the Task: In structuring the collaborative learning task one must decide the following factors in advance: Class size; Group composition, Time on Task; Role assignment; Providing Reinforcement and rewards.

Monitoring Group Performance: Observe and intervene as needed to assist learners in acquiring group's goal. Constant valance of group performance is necessary to discover problems and trouble spots before they hamper group performance.

Debriefing: Feedback to the groups on how well they are collaborating is important totheir progress in acquiring progress. There are several ways to gather feedback in a whole class discussion about the collaborative process:

- Openly talk about how the groups functioned during the co-operative activity
- Solicit suggestions for how the process could be improved
- Obtain the viewpoints of pre-designated observers.

Promoting self-directed inquiry

Self directed inquiry is an approach in which learners actively engages in the learning process to acquire outcomes at the higher levels of behavior complexity. It enables them to construct their own understanding from a variety of resources and helps them to reason, problem solve, and think critically about the content therein. In the process, they learn more than discreet science concepts and skills. They learn a practical, useful approach to solving problems and answering questions. The inquiry process involves the following steps.

- Observe a process or event.
- Formulate questions based on observations.
- Develop a workable hypothesis.
- Devise a strategy for testing it.
- Analyze and draw conclusions from collected data.
- Communicate findings to others.

Skills and Strategies of the Blended Inquiry Process

1. Connect: Observe the natural world, experience interactions of people in the real world through texts, graphics, pictures, audio or video files, and documentaries; Connect to own interests and previous knowledge; Gain background knowledge to set context for new learning by using both primary and secondary sources – mess around with the ideas.
2. Wonder: Ask questions that connect to own interests and ideas; Make predictions, a tentative thesis statement, or educated guess (hypothesis) that can be tested through research.
3. Investigate: Design the investigation; Develop a search strategy; Design an experiment to test hypotheses; Plan data collection methods for field investigation; Develop method for testing existing design to create new design; Perform the investigation; Find and evaluate information to answer questions, interview experts, test thesis; Collect and record data in systematic manner; Think about the information to illuminate new questions and predictions
4. Construct: Analyze and interpret the data; Design charts, tables, graphs, and other representations of observations; Interpret graphs and charts, Explain results (what they are and why they occurred); Construct new understandings connected to previous knowledge; Draw conclusions about questions and predictions; Form own interpretations based on analysis of evidence from multiple perspectives; Confirm or restate the thesis based on the evidence; Restate hypothesis and explain whether hypothesis was supported or unsupported by the results of investigation; Explain why hypothesis was supported or not supported
5. Express: Express new ideas through a variety of formats to share learning with others; Prepare and deliver presentation with visuals and analyzed data to express conclusion; Apply understandings to a new context, new situation.

6. Reflect - Reflect on own process of learning and on new content understandings gained from inquiry, on possible sources of error, decide how to improve project if repeated and ask new questions.

Various pedagogical perspectives are blended for instructional effectiveness in the strategy which includes:

- *Cognitive perspective* focuses on the cognitive processes involved in learning as wellas how the brain works.
- *Emotional perspective* focuses on the emotional aspects of learning, like motivation,engagement, fun, etc.
- *Behavioral perspective* focuses on the skills and behavioral outcomes of the learningprocess e.g. role-playing and application to on-the-job settings.
- *Contextual perspective* focuses on the environmental and social aspects which canstimulate learning. Interaction with other people, collaborative discovery and theimportance of peer support as well as pressure are examples.
- *Social-constructivist perspective* is particularly well afforded by the use of discussionforums, blogs, wiki and on-line collaborative activities. It is a collaborative approach thatopens educational content creation to a wider group including the students themselves.

Blended learning strategy

Class	:	9th Standard	Subject	:	Science
Topic	:	Water Pollution	Duration	:	3 hours

Objectives

The pupil,

- observes the sources of water pollution
- recognizes the level of water pollution in their surroundings
- compares the effect of water pollution in past and present
- identifies the measures to control water pollution
- develops problem solving skill

Methods

Exploratory - involves direct observation of the environment through field visits and observation

Participatory – participates in group discussion

Guided Discovery – Teacher presents the topic and put some questions for discussion and motivates pupil to do some investigatory activities. Teacher gives necessary instructions wherever necessary.

Self-paced learning – Each pupil engages in self-learning utilizing the multimedia presentation.

Media – *Synchronous* – Instructor-led classrooms, Field visit, Group discussion

Asynchronous –Surveys, Web/Computer- based learning

Strategy Outline

Tasks and Events	**Outcomes**
Task – Learn about the water pollution and its causes and effects. **Event 1: *Field Research*** Instructions for field visit Visit a local area to document the various sources of water pollution. [Students should record the various sources of water pollution present in their surroundings].	Observes the various sources of water pollution.
Proforma for Field work Use the format below as a general guideline for your field analysis. The points provided in the guidelines can be used to fill in the answers to the various issues for each area: *Aims and objectives*: To identify and document: What are all the industries present in their surroundings How they are disposing their industry waste water How it affects the environment 2. Methodology : Observation 3. Results and Conclusions	Prepares the field notes.

Follow-up Discussion What are all the sources of water pollution in your surroundings	Infers about the sources of water pollution.
Event 2 : Guided Discovery 1. Lists out the possible ways to control water pollution. 2. Identify the role of human begins, government and various bodies in controlling water pollution. 3. Find out the effective way of waste water management.	Analyses the control measures to avoid water pollution.
Event 3: Survey and Group Discussion Survey and analyze the effect of water pollution in the past, present and future in your locality to gather data and discusses in class about the actual condition of water pollution now.	Experiences learning by doing.
Event 4 : Self-paced learning View the multimedia on waste water management system and find out various benefits of it. Examine the **Action plan** prepared by various countries to control water pollution in their places. Go through the recommendations proposed by the respective authorities. Prepare an **Action plan** to control water pollution in your locality and submit it to relevant authorities with public participation	Generates plan for controlling water pollution.

Conclusion

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

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EFFECT OF COGNITIVE CONSTRUCTIVIST STRATEGY ON DEVELOPING TEACHING COMPETENCY OF PRE-SERVICE TEACHERS

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Abstract

The purpose of this study was to determine the effect of cognitive constructivist strategies on developing teaching competency of pre-service teachers. 39 Pre-service teachers from DIET, T.Kallupatti were taken as a sample. General teaching competence scale by passi and Lalitha was used to collect the data. Constructivism as a description of human cognition is often associated with pedagogic approaches that promote learning by doing. Selected cognitive constructivist strategies such as peer learning and simulations. Cognitive constructivist strategies transforms the students from a passive recipient of information to an active participant in the learning process. Collected data were analysed by using mean, S.D & 't' test.

Key words: *Cognitive Constructivist strategy, Pre-service teacher, Teaching Competency*

Introduction

Teachers, as nation builders and as the hub of the educational system, have a crucial and concrete role to play by responding correctly to the changes taking place around them. They need updating not only to enrich their content knowledge but also to keep themselves abreast with the changing goals and priorities: latest knowledge and technologies: innovative strategies etc., to improve teaching-learning process and ensure modifications it so as to efficiency responds to the changing scenario. Teachers require a continual updating of their professional acumen. In Teacher Education quality is a significant expectation that the teacher education programs reveal/exhibit vibrancy adequate for responding to the emerging paradigms of school education and the teacher roles thereof. Cognitive constructivist strategy transforms the students from a passive recipient of information to an active participant in the learning process. The purpose of this study was to determine the effect of cognitive constructivist strategy on developing teaching competency of pre-service teachers.

Review of Literature

Akar Hanife (2003) conducted a study to find the impact of constructivist learning process on pre-service teacher education students' performance, retention, and attitudes in classroom management course. The findings indicate that retention was fostered through constructivist activities like reflective writing, critical thinking, and problem solving. **Peter et.all (2010**) conducted a study to assess the effect of constructivist instructional approach on teaching practical skills in general mental work to mechanical related trade. **Mandeep kaur & Arti Talwar -2014** conducted a study of "Teaching competency of secondary school Teachers in relation to emotional Intelligence. This study revealed that teachers who are emotionally balanced and intelligent have the capacity to generate new ideas and adopt new methods of teaching.A competency is a cluster of related knowledge, skills and attitudes that affects a major part of one's role or responsibility that correlates with performance on the job,that can be measure against well-accepted standards, and that can be improve via training and development(Lucia & lepsinger)

Objectives

The objectives of the study are given below:

1. To assess the level of teaching competency before and after for the given intervention using cognitive constructivist strategies
2. To find out whether there is any significant difference between teaching competency before and after for the given intervention using cognitive constructivist strategies

Hypothesis

1. The level of teaching competency before the given intervention using cognitive constructivist strategies is low.
2. The level of teaching competency after the given intervention using cognitive constructivist strategies is high.

3. There is no significant difference between teaching competency before and after for the given intervention using cognitive constructivist strategies

Methodology

Sample: A simple random technique has been used for the purpose of data collection. Totally, 39 II year pre-service teachers were studying DIET, Madurai

Tool: General Teaching competency scale is a classroom observation schedule which has been constructed by Passi & Lalitha.

Statistical Techniques: To analyze and interpret the data mean, S.D and 't'-test were used

Data Analysis and Interpretation

Objective

Table 1: Level of teaching competency before and after intervention

Sl. No.	Level of teaching competency	Low	%	Average	%	High	%
1	Before Intervention	16	41	13	33	10	26
2	After Intervention	6	15	11	28	22	57

From the table -1 inferred that more than 40 percentage of the Pre-service teachers have low level of teaching competency,. only 10% percentage of Pre-service teachers have high level of teaching competency and 33 % percentage of Pre-service teachers have average level of teaching competency

Hypothesis

Table 2: Significance of teaching competency before and after intervention

Intervention	N	Mean	SD	't' test
Before	39	102	17.45	4.50
after	39	110.03	20.14	

It is clear from the table 2 that teaching competency of pre-service teachers differ significantly .The value of "t" was found as 4.50(P>0.05) which is significant at 0.05 level of significance. Hence, there is a significant difference between teaching competency before and after for the given intervention using cognitive constructivist strategies

Findings

1. Most of the pre-service teachers have low level teaching competency before intervention
2. Most of the pre-service teachers have high level teaching competency before intervention
3. Finding reveals that pre-service teachers are more competent after getting intervention through cognitive constructivist strategies.

Conclusions

The cognitive constructivist strategy has a positive effect on developing teaching competency of pre-service teachers. In the light of findings of the present study, it was found that cognitive constructivist strategies is beneficial on developing teaching competency of pre-service teachers .so it should be adopted by the teacher educators to teach all subjects. Intervention was given using cognitive constructivist strategies which are more beneficial to average and low achieving pre-service teachers. So, it can be used for better development of teaching competency and achievement of pre-service teachers.

Suggestions for Further research

- The study could be extended to other DIETs in Tamil Nadu and different training institutions.
- The teaching competency is usually based on the self perceptions of teachers. Learning outcomes could be a useful measure of teaching competency, and hence a study could be conducted to find out the relationship between teaching competency and student achievement.

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STRATEGIES TO HIT BARRIERS INATTAINING SECOND LANGUAGE PROFICIENCY

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Abstract

This study emphasizes on barriers present in second language (English) and some of the strategies to promote language proficiency. Moreover it also highlights the status of language used at present in school level. There are some reasons behind, the need and importance to develop language proficiency.

Introduction

English is an international language spoken in many countries as their native and second language globally. English has become more vibrant and very important language in most of the under developing countries like, India. There are three major disturbing factors in developing barriers in language proficiency are, not properly trained to speak, read and write English in schools, low self- esteem and insufficient time and resources both in and out educational institutions. Language styles are of two types spoken and written in which sound is the basic element in oral language. Speaking skill in second language is not more feasible because of environment as it is another major hindrance in language proficiency. There are some strategies to overcome these types of barriers and language proficiency can be improved by following them.

Status of Language at School Level

Parents choose to send their children to English medium private schools because it would provide better job opportunities for their children. English has been taught as a compulsory language both at the secondary and university stages so as to obtain adequate knowledge of English. English should not be introduced early than class 5. The state textbooks at level 1 focus less on the listening and speaking skills and do not familiarity with the language. They do not link the child's life at school to life outside the school. Print rich environment was not evident in the schools. Children did not get opportunity to listen or speak in English. They were not able to narrate experiences, exchange ideas and carry out brief conversations in English. The teachers they don't treat textbook as a tool but they entirely depend on it and there is no chance of going beyond it. After getting into primary schools of class 8 reading skill is developed in the form silent reading, choral reading, pair reading and reading aloud. Most of the states in India selected English as medium of instructions as to bridge the gap between English as a subject and as medium of instruction. There is lack of comprehensive strategy for English language teaching and in textbooks. It also reveals complete mismatch between the level of English language used in language textbook and difficult concepts used in the English medium textbooks of classes 3,4 and 5.

Importance of Language Proficiency

English knowledge is important as basically to improve sentence, dialogues while speaking with others. It helps one to know how to use language and vocabulary in correct manner. A good communication is maintained through appropriate pronunciation of different words. English language proficiency is high it will definitely affect and improve academic performance of students. Good language competence may be a positive predictive validity variable on the performance of students on intelligence test. It reflects the learner mastery level of language and the English language sense. It also influences the overall performance of students in other disciplines. The main importance of second language proficiency might create multi-lingual's who can enrich all our language at home. It naturally improves the language ability, enriching the instrument for abstract thought and the acquisition of academic knowledge. English definitely build familiarity with the language through primarily spoken in meaningful situation, so that the child builds up a working knowledge of the language. A single textbook presented over a year is inadequate to shift over to the mastery level. Language proficiency is not confined only to the educational institutions it stretches beyond it. It encounters one at the time of interview as not only the academic performance satisfies the interviewee but also their language proficiency in all the fields.

Need for Language Proficiency

Second language plays an important role in our everyday life. There is great utility of second language in modern world. So, the use of second language should be continued along with Hindi and other regional languages.

Second language is widely using official communications. The abolition of second language will adversely affect the office work. Most office –gores know second language besides their mother tongue or regional language. Thus, they communicate with each other in second language for their everyday work.

The importance of second language in education and students life cannot be denied. Second language remains a major medium of instruction in schools. There are large numbers of books that are written in second language. If second language is abolished today, it will affect the education system in India. So, unless and until we translate these books into various regional languages, it will affect education. But this work is very hard and time consuming indeed.

Students who want to go abroad for education will have to learn second language well. If their command over second language is poor, then they may face difficulty in adjusting with the alien environment.

The communication of India with other countries takes place in second language. Developing country like India, it is essential to be in constant intercourse with other countries.

Second language is an important language for interstate communications.

Modern India has many large states. People of each state converse in their own language and often cannot speak or understand the regional language of other people. In such cases, second language becomes the link between these people. So, here too we cannot deny the importance of second language in modern India.

Familiarize oneself with the linguistic structures in the target language (phonology, morphology and syntax).

Knowledge of the linguistic structures enables one to assess their student's needs. Some examples of specific phonological differences and linguistic structures include:

- The difference between the sound of "p" in Spanish and in English (phonology)
- Article-noun-adjective agreement features (syntax and morphology)
- Use of prepositions (syntax)
- The verb system (tenses, aspects, moods) (syntax and morphology)

Barriers in Learning Language

Lack in Oral Language Development

Children's below 12 years old they fully masters in their native language. Before this point, children's are not able to pick up their second language as quickly as older than adults. Children's begins learning a new language before they completely understand their first language have difficulty in expressing their ideas in second language. Ultimately it is difficult for a child to succeed as a language minority student without having proper foundation in first language.

Emotional Factors

Second language learners are afraid that they do not have a strong enough comment on the language to express themselves and worry that they will be ridiculed if they try to communicate with others using the new language. This situation can cause significant emotional stress and may interfere with learning.

Lack in Parental Involvement

Parental involvement is often much lower among language minority families. These parents maybe uncomfortable about coming into the classroom to talk with teacher because they or not fluent themselves, so they might not fully be aware of how their children's are performing in the classroom. Language minority parents cannot always help their children's with homework.

Learning the second language in it's entirely

An important characteristic of immersion education is that the second language is introduced as a holistic system with the purpose of communicating meaning at all times. Immersion students are typically exposed to a range of academic vocabulary and linguistic structures from the very early grades without having to go through the process of learning them piece by piece. Therefore, learners language output tends to befocused, lexically and syntactically varied from the early stages.

Strategies to Overcome Barriers in Language Proficiency

Use of nonacademic vocabulary in classroom.

Many of the daily activities in the lower elementary grades lend themselves well to the development of nonacademic vocabulary, such as "show and tell." The challenge becomes greater in the upper elementary grades at which time the teacher needs to be creative and specifically plan to incorporate activities that include everyday vocabulary. For example, Teacher can organize activities around the topics of food and nutrition (recipes), shopping, traveling, and clothes, relating them to the different seasons and situations. By making use of storybooks and activities that emphasize everyday vocabulary teachers can strategically support its use.

More oral production in class

Research shows that teachers in immersion classes do most of the talking. Use a tape recorder to record and listen to how much talking with student's do and how much talking do in the day. Here is a list of helpful tips to guide
These teacher-student interactions:

- Relate questions or points of discussion to students' lives.
- Ask students what they did the day before, for example, especially if it was a weekend.
- Encourage students to tell about their families, their friends, their siblings, what they are wearing and what their preferences are for food, movies, TV programs etc.
- Discuss current and everyday events.
- Take time for games, word games like spell be, word building and making sentence out of it and also Jeopardy, guessing games, Twenty Questions, etc.
- Communication should be slow and clear to understand and feel the language.
- Above all, make the conversation real and interesting. Students will begin to look forward to these moments every day.

Develop LSRW skills by

- Listening skills can be improved by hearing stories and by reviewing out of it from there a child develops writing skills.
- While writing letters and by doing hints development child develops creative thinking there by their inferential thinking can be obtained.
- Teacher should provide environment for children to actively participate in the activity provided by the teacher. Parents also during their vocation time they should develop language while they involve in playing activities and after enjoying teacher should ask child about their views during vocation time.

Conclusion

Through this paper an inference can be made that there are barriers present in second language proficiency found among the school children's. So, there are some strategies mentioned above to overcome the barriers. Moreover it is in the hands of school, teachers peer groups and parents they are all responsible to hit the barriers.

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UNIVERSAL PROBLEMS OF TEACHING AND LEARNING

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Introduction

Teaching in Diverse, Standards-Based Classrooms. Today's schools are becoming increasingly diverse. Many teachers find that their classrooms are populated by English language learners, gifted students, students with disabilities and students who are culturally diverse. Approximately 20 percent of students speak a language other than English at home, and approximately 14 percent of students have an identified disability. Half of the students who have an identified disability spend 80 percent of their school day in general education classrooms. Approximately 12 percent of students in public schools are labeled as **Gifted** and **Talented.** Like their peers with disabilities, gifted and talented students also are integrated into general education classrooms. All of these differences make teaching more interesting and exciting as well as more complex. Inspirea wide range of students difference of perhaps because of it there is increased emphasis to have all students reach the same **Academic Goals** and **Standards**. Teacher should play vital role to overcome the problems.

Universal problems of teaching and learning

Bad Teachers

Most of the teacher are effective teachers. These effective teachers are sandwiched in between the great teachers and the bad teachers. There are bad teachers, and while they represent a small sample size of teachers, they are often the ones who sadly generate the most publicity..

Discipline Issues

Discipline issues cause distractions. Distractions add up and limit learning time. Every time a teacher has to handle a discipline issue they lose valuable instructional time. Lost time adds up quickly. The bottom line is that any discipline issue will result in the loss of instruction time, which limits a student's learning potential.

Lack Of Proper Funding

Funding has a significant impact on student performance. A lack of funding typically leads to larger class sizes and less technology and curriculum materials. The more students a teacher has, the less attention they can pay to each individual students. This can become significant when you have a class full of 30-40 students at varying academic levels.

Lake Of Student Motivation

There are many students who simply do not care about attending school or putting in the effort necessary to maintain their grades.An unmotivated student may initially be on grade level, but they will fall behind only to wake up one day and realize it is too late to catch up.

Poor Attendance

Students cannot learn if they are not at school. It is frustrating that so many parents allow their children to stay home for no legitimate reason other than they do not want to come to school. There are some students that have the ability to overcome poor attendance, but many who have a chronic attendance problem fall behind and stay behind.

A Lack of Funding For Education

While the Global Partnership for Education is helping many developing countries to increase their own domestic financing for education, global donor support for education is decreasing at an alarming rate. Total aid delivered for basic education has dropped for three years in a row, resulting in a 16% reduction between 2009 and 2012. Aid to basic education is now at the same level as it was in 2008. This is creating a global funding crisis that is having serious consequences on countries' ability to get children into school and learning. The 59 developing countries that are GPE partners face a funding shortage of $34 billion over the next four years for primary and secondary education. Money isn't everything, but it is a key foundation for a successful education system.

Having No Teacher, Or Having An Untrained Teacher

There are not enough teachers globally to achieve universal primary education (let alone secondary), but many of the teachers that are currently working are also untrained, leading to children failing to learn the basics, such as math's and language skills.

No Classroom

Children in many countries like Sub-Saharan Africa are often squeezed into overcrowded classrooms, classrooms that are falling apart, or are learning outside. In Malawi, for example, there are 130 children per classroom in grade 1 on average. It's not just a lack of classrooms that's the problem, but also all the basic facilities. In some schools don't have – like running water and toilets.

Teacher Strategies To Promote Teaching And Learning

Here are some teacher strategies that research indicates can be very effective in helping struggling learners to successfully master new academic skills:

1. **Instructional Match**

Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and invested in learning.

2. **Scaffolding**

Provide 'scaffolding' support (individual instructional modifications) to students as necessary to help them to master a new task or keep up with more advanced learners. Examples of scaffolding strategies include reducing the number of problems assigned to a student, permitting the student to use technological aids (e.g., word processing software which predicts student word selection to reduce keyboarding), and using cooperative learning groups that pool the group's knowledge to complete assignments.

3. **Step-By-Step Strategies**

For complex, conceptually difficult, or multi-step academic operations, break these operations down into simple steps. Teach students to use the steps. When students are just acquiring a skill, you may want to create a poster or handout for students to refer to that lists the main steps of strategies that they are to use.

4. **Modeling & Demonstration**

Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Have them use these strategies under supervision until you are sure that students understand and can correctly use them

5. **Performance Feedfack**

Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement. Prompt guidance and feedback will prevent students from accidentally 'learning' how to perform a skill incorrectly.

6. **Opportunities To Drill & Practice To Strength Fragile Skills**

As students become more proficient in their new skills and can work independently, give them lots of opportunities to drill and practice to strengthen the skills.

7. **Student 'Talk-Through' Activities**

When students appear to have successfully learned a skill, set up activities for them to complete and ask the students to 'talk' you through the activity.

8. **Periodic Review**

Once students have mastered a particular academic skill, the instructor will quickly move them on to a more advanced learning objective. Periodic review is often overlooked but is a powerful method for keeping students' academic skills sharp.

9. **Progress Monitoring**

Teachers can verify that students are making appropriate learning progress only when they are able to measure that progress on a regular basis. The instructor may want to consider information from several assessment approaches to monitor student progress: e.g., curriculum-based assessment, accuracy and completeness of student assignments, student 'talk-through' demonstrations of problem-solving, etc.

Need of Teaching And Learning

1. Practice What You Preach

Improve will make you a more positive, creative teacher. "Yes, and…" is a refreshing answer for students to hear from you, too. Improve will make you a better listener in the classroom, and more open to new directions your class might take. Improve for Creative Pedagogy.

2. Discover New Stars

You will find there is a group of students who excel at this kind of work and receive positive feedback from you and their peers. For many of these students, being a star in an academic setting will be a new feeling. That's a one of a kind motivator and can make a big difference in a child's life.

3. Present Multiple Points Of View

Nothing is better than improve for seeing things from a different point of view.

Through assuming the worldview of a character, students can change their perspective. This helps students to understand the motives of characters both real and fictional.

4. Teach The Nitty -Gritty

There are particular improve games that build physical, ensemble-based expressions of concepts we teach. Anything that has components (like a motor), is a process (like photosynthesis), or has a sequence (like a story from fiction or history) can be taught through games such as "parts of a whole," "build a machine," "string of pearls," "conducted story."

5. Use Multiple Intelligences

Improve physicalizes learning, meaning that spatial learners, kinesthetic learners and interpersonal learners benefit when it is used.

6. Create Something that's Truly Shared

When a teacher is teaching an important new science concept, that class can develop a theory about it together at the beginning of the unit, which can be refined and changed as the unit progresses.

7. Foster Collaporation in Groups

Improve teaches participants to step up when another idea is needed. It teaches to honor the ensemble and what is being created over what any individual wants to say. An improvisational component can help with almost any group assignment.

8. Build Puplic Speaking Skills:

For students who are nervous about getting up in front of the class to present, playing improve games and following directions with their friends can be a great way to prepare. They have the safety of the group and can join in the fun as they feel comfortable.

9. Free the Mind Now; judge

Students don't just get stuck saying "no" to their teacher, they get stuck saying "no" to themselves, as well as teachers, we encourage them to say "no" to themselves. It's necessary. Saying no is a part of the discriminating processes of editing, self-correcting and coming up with the best answer.

10. Change the vocabulary, change the behaviour

By making improvisation an important piece of the classroom culture, the vocabulary of behavioral expectations change.. Change the vocabulary– and change the behavior.

Strategies that improve student's academic rformance

Although effective study skills strategies are critical for academic success, for many reasons students are seldom taught them. Perhaps chief among these reasons is simply that teachers assume students already possess such skills, having picked them up in the earlier grades. For this reason, study skills instruction improves the academic outcomes of all students. Being a good teacher involve having a variety of skills , from being able to connect with students to classroom management, organization ,understanding learning styles, providing engaging activities, much more. When all of these things come together, they can create a fun and effective learning atmosphere. As this can be a rather stressful and training career ,teacher also need to know how to take care of themselves.

Conclusion

The teacher should play a vital role to overcome to problem of teaching and learning. Teacher should tend to ridicule some questions (or) initiatives by students, (or) make punishing remarks and the use of technical (or) specialized lexicon may Reinforce the distance below teachers and learners. Rewards are also fundamental to stimulating student participation. Teachers must be equipped with engaging tools covering the standards they are

required to teach. Eliminating barriers in the design of the learning environment to make curriculum accessible for all. A teacher (or) administrator can only do much to motivate a student.

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TECHNO-PEDAGOGY IN TEACHING AND LEARNING

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Introduction

The 21st century isn't coming; it's already here. And our students have the opportunity and challenge of living and working in a diverse and rapidly changing world. Public schools must prepare our young people to understand and address global issues, and educators must re-examine their teaching strategies and curriculum so that all students can thrive in this global and interdependent society.

Techno-pedagogy is a framework to understand the kinds of knowledge needed by a teacher for effective pedagogical practice in technology enhanced learning environment. The ability to compete globally entails the acquisition of extensive knowledge of international issues. Students who gain a thorough understanding of the economic, social, and technological changes taking place across the globe enhance their ability to compete in the worldwide marketplace.

The purpose of using techno-pedagogy in teacher education is to make the 21st century teacher should understand learners and find a way to nurture their talents. Techno-pedagogy is an important technique which can transfer the present inculcated, teacher-centered, book-centered environment into a rich student-centered environment. This develops the **ICT (Information and Communication Technology).** This new learning style developed by the technology is called interactive learning environment.

Techno-Pedagogy in Learning-

Technology-Technology is the application of scientific knowledge for practical purposes, especially in industry. That is, the purposeful application of information in the design, production, and utilization of goods and services, and in the organization of human activities, within the context of technology integration in schools, it appears to most often refers to digital technologies such as laptops, palmtops, the internet, and software applications.

Pedagogy-Pedagogy is theme thod of teaching, especially as an academic subject or theoretical concept. That is, pedagogy is the art or profession of teaching. It's the preparatory training or instruction. This knowledge includes generic knowledge about how students learn, teaching approaches, methods of assessments and knowledge of different theories about learning.

Technological Pedagogical knowledge (TPK)-It refers to the differences and constraints of technology as an enabler of different teaching approaches. For example: Online tools may facilitate social learning for geographically separated learners.

Later software-based integration attempts made use of **Integrated Learning System (ILS)** software, which provides individualized instruction while tracking students' learning needs and progress. Developing TPK requires building an understanding of the potential benefits and limitations of particular technologies as they can be applied within particular types of learning activities, as well as the educational contexts within which these technologically supported activities function best.

An important aspect of TPK is the creative flexibility with available tools necessary in planning to use them for specific pedagogical purposes. Web-based technologies such as blogs and podcasts are designed for purposes of entertainment, communication, and social networking. Teachers, therefore, must have the knowledge and skills that allow them to appropriate technologies for pedagogical purposes, so that they can use Excel, for example: to help children organize and analyze data, and they can create podcasts as ways to share constructed knowledge with others.

Techno-Pedagogy in Teaching

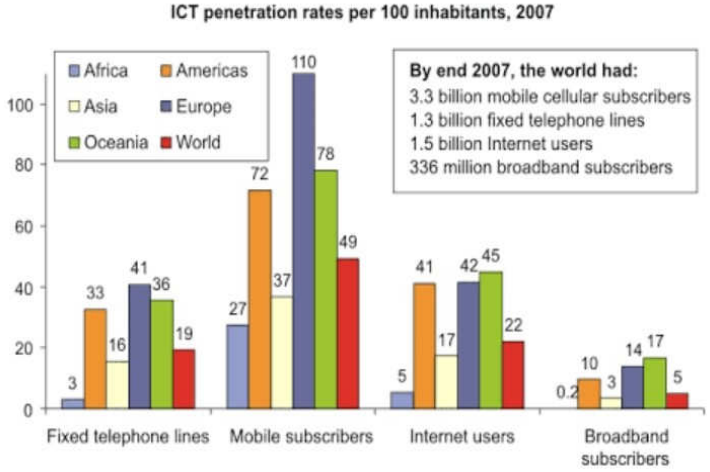
The informed use of technology can **engage students** in new experiences and **create a community of learners** across geographical boundaries. This approach is based on an empirical assumption that maximally appropriate and effective instruction with technology is best planned considering students' content-related learning needs and preferences primarily, selecting and applying technologies only in service of that curriculum-based learning. Acquiring techno-pedagogical proficiencies will make teaching and learning a pleasurable exercise as it would lessen the pressure on the teachers and enable the students to delve deeper into domain of knowledge. Teachers should give up the mechanical approach and make it interesting by simulating problems and finding solutions to such imaginary issues.

Impact of ICT on Teacher Education

- It acts as the gateway to world of information and enables teachers to be updated.
- It has enabled better and swifter communication presentation of ideas are effective and relevant.
- 'Computer Aided Instruction' has been seen to slightly improve student performance on multiple choice, standardized testing in some areas.
- ICTs can promote learner autonomy.
- ICT creates awareness of recent methodologies and thus teacher educators feel empowered.
- Student teachers are transformed into self-learners.

ICT Tools (Information Communication Technology)

Information Communication Technology tools are digital infrastructures such as; computers, laptops, desktops, data projector, software programs, printer's scanners and Interactive teaching box. The top most ICT tools are Google groups, Blogs, Google Docs, Slideshare, Wikis, Jamuse, Museworx, Google Maps, Book Marking, Virtual Earth, Free Mind. The 4 important teaching tools are Interactive whiteboard, computer, projector, presentation tools. Online Encyclopedia, online libraries, online journals, online magazines these are some knowledge based tools.



Apart from this some more learning tools are there, they are Educational games, Flash games, Serious games and Mainstream games. It also includes the course evaluation and assessment tool free-Port folio that is, web-based collection of a students work gathered overtime. For example: Papers, Team projects, Blogcomments etc..,

Different Technology Oriented Methods Adopted in Teaching

- **Blended learning-**It is a hot phrase in the training world. It is usually refers to a mixing of traditional, fall to fall, classroom facilitation with computerbased modules-usually self-paced online training proponents of blended learning point to several benefits of blended learning.
- **Flipped learning-** The flipped learning is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in class time is devoted to projects or discussions.
- **Simulation-**Simulation is the imitation of the operation of a real-world process or system over time. The act of simulating something first requires that a model be developed; this model represents the key characteristics, behaviour and functions of the selected physical or abstract system or process.
- **Individualized learning-**Individualized learning or individualized instruction, is a method of teaching in which content, instructional technology, and pace learning are based upon the abilities and interest of each learner.
- **E-Learning-**E-Learning describes the cognitive science priniciple of effective multimedia learning using electronic educational technology. Coginitive research and theory suggest that selection of appropriate concurrent multimedia modalities may enhance learning, as may application of several other principles.

Role of Teacher

Teacher acts as a facilitator, delegator to promote self-learning and help students develop critical thinking skills and retain knowledge that leads to self-actualization.

Uses of ICT Tools in Leaning and Teaching -

- To plan project and to present the curriculum outline to students.
- To structure and arrange the ideas in coherent manner.
- Tool for visual at presentation of ideas.
- Technological innovation is essential for human development.
- Information and Communication Technology(ICT) involves innovations micro electronics ,computing (hardware and software) ,telecommunications and opto- electronics ,microprocessors ,semiconductors ,fiber-optics.
- Internet place a fundamental function in ICT role.
- ICT can make a significant contribution to teaching and learning across all subjects.
- Create a virtuous circle based around ICT and innovative teaching.
- Using ICT tools to enhance the productivity of the students.
- It also enable user to access and manipulate information's.

Breaking the Barriers in Using Technology

Educational technology will continue to be implemented incrementally in many parts of the developing world.

1. Electrical Power- It is a fact: you need power to run technological devices and until power is widely available, reliable, and affordable for many in Africa and elsewhere, educational technology uptake will be slow.
2. Internet Connectivity-The potential to increase Internet connectivity has risen substantially during the last four years due to the laying and planned installation of marine telecommunication cables.Increased Internet accessibility and increased bandwidth are unlikely to occur without commitment by governments and the involvement of private enterprise such as the mobile phone operators. In time perhaps, broadband access to the Internet will be considered a basic human right.
3. Training and Professional Development-Electrical power,Internet bandwidth, and electrical devices may all be present, but teachers need to know how to use them effectively. Teachers who have been brought up in a world with limited technology can find it difficult to use technology to engage and support learning. Whatever training and professional development opportunities that are provided to teachers must be long enough for them to grasp the concepts behind teaching with technology, to have hands-on experience using the technology, and to revise or develop one lesson that they can use when they return to their classroom or online environment.
4. Teachers should be valued more, yet in many places they are not. Being paid a proper living wage relative to others in an area is part of it, but the other is respect for the profession. People cannot focus on teaching if they must hold several part-time jobs in order to support themselves and their families. Teachers should be looked upon as cornerstones of the society as upon them rests the responsibility of educating the next generation.Thus, the best minds need to be attracted to teaching. People who genuinely care about helping others need to be attracted to teaching.
5. Sustainability-The outcome of any educational technology project in the developing world must have at least two aspects. First, how does the technology or instructional method improve learning and second, how will the technology or method be sustained. New instructional methods that cannot be sustained frustrate those who spent considerable time to learn them only to find that they can't maintain them. Resources and time are lost. Developing countries do not have resources to lose or time to waste.

Advantage of Techno - Pedagogy

- Easy access to information.
- Encourages innovations and creativity.
- Improved communications.
- The convenience of travelling.
- Improved entertainment.
- Efficiency and productivity.
- Social networking.
- Convenience in education**.**
- Promotes independent learning insurance.
- Encourages development of new teaching methods.

Conclusion

Education plays a vital role in enriching the society and human resources. Teacher educators and training graduates can play an effective role only if they are prepared in a creative, resourceful and effective manner to use techno-pedagogical skills to nurture the students as per the demand of the changing times. Teacher educators and training graduates must also adapt and change and be familiar with using emerging technologies that can encourage student participation. Teaching with use of modern technical facilities enhances student's knowledge and improves the teaching -learning process in this fast changing complex world.

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TOP QUALITIES OF A GREAT TEACHER

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Abstract

School staff are committed to providing a high quality learning environment. We have high expectations of all members of our school community in the undertaking and delivery of quality teaching and learning experiences. We aim to develop a strong culture of success and high achievement in all our classes and throughout the school community. We will strive to be successful, self-directed and collaborative learners who model the qualities desired in our students. We will be literate, critical, creative and reflective thinkers who display successful habits of mind and act ethically at all times. Through implementing processes for continuous improvement we will be the best we can.

Key words: Quality, teaching and Learning

Introduction

A great teacher is one a student remembers and cherishes forever. Teachers have long-lasting impacts on the lives of their students, and the greatest teachers inspire students toward greatness.Staff collaborating on the preparation, delivery and evaluation of learning and moderating student work to assess learning and identify areas of improvement and required intervention

To be successful, a great teacher must have

- An Engaging Personality and Teaching Style. A great teacher is very engaging and holds the attention of students in all discussions.
- Clear Objectives for Lessons. A great teacher establishes clear objectives for each lesson and works to meet those specific objectives during each class.
- Effective Discipline Skills. A great teacher has effective discipline skills and can promote positive behaviors and change in the classroom.
- Good Classroom Management Skills. A great teacher has good classroom management skills and can ensure good student behavior, effective study and work habits, and an overall sense of respect in the classroom.
- Good Communication with Parents. A great teacher maintains open communication with parents and keeps them informed of what is going on in the classroom as far as curriculum, discipline, and other issues. They make themselves available for phone calls, meetings, and email.
- High Expectations. A great teacher has high expectations of their students and encourages everyone to always work at their best level.
- Knowledge of Curriculum and Standards. A great teacher has thorough knowledge of the school's curriculum and other standards they must uphold in the classroom. They ensure their teaching meets those standards.
- Knowledge of Subject Matter. This may seem obvious, but is sometimes overlooked. A great teacher has incredible knowledge of and enthusiasm for the subject matter they are teaching. They are prepared to answer questions and keep the material interesting for the students.
- Passion for Children and Teaching. A great teacher is passionate about teaching and working with children. They are excited about influencing students' lives and understand the impact they have.

A Quality of Teaching and Learning environment Lifelong learners who

- Develop a deep subject and pedagogical understanding of teaching and learning to inform best practice
- Participate in meaningful professional learning that guides our practice and professional engagement
- Work collaboratively to develop, deliver, evaluate and provide informed feedback on learning
- Establish an environment for high quality learning by:
- Developing ethical and respectful relationships where negotiation is encouraged
- Creating a culture of high expectations and self direction for all learners
- Creating a safe learning environment where all learners are supported, encouraged and challenged
- Develop expert learners through:
- The explicit teaching of skills, habits and knowledge needed for highly successful learning

- Fostering deep understanding of intellectually challenging and significant learning
- Using dialogue and rigorous involvement in complex tasks
- Personalise and connect learning by:
- Building on and valuing all learners' understanding
- Using authentic learning activities to facilitate, assess, provide feedback and report on learning
- Creating individual significance and meaning in learning experience

Characteristics and Qualities of a Good Teacher

Following are the characteristics and qualities of a good teacher:

1. Friendly and Congenial

The most important characteristic of a good teacher can have is to be friendly and congenial with his students. It is a plus point for a teacher, if his students can share their problems with him, without being afraid or hesitant. Students have always thoughts their teachers as their enemies (in a funny sense though :p). With this mentality, they can never be close to each other.

2. Personality

A good teacher has a very good personality; there is no second thought about it. Students always get attracted to teachers with good personality and characteristics which leads to better communication, understanding and ultimately good results. Everyone can have a good, decent, likable and presentable personality. Just dress sensibly good, smell good, and be a little gentle and kind. That's all.

3. Knowledge and Teacher's Education:

Another important characteristic of a good teacher is his knowledge and own education. As there is a saying that **'a teacher is only as good as his knowledge is'**. After all, he\she is doing a teacher's job, which is to teach. If he/she himself/herself lacks in the knowledge of a certain subject that he teaches, he/she is never going to make a name for himself as a good teacher. So, sign up with only that subjects which we have really good expertise; and it is a moral duty of every teacher too. Otherwise, it is not worth it.

4. A Good Communicator:

One of the very important characteristics of a good teacher is his communication skills. He should be a very good speaker. This characteristic will benefit a teacher in several ways. For example:

i. *If his communication skills are good, he/she can convey his lectures with better skill and results.*
ii. *If a teacher is a good speaker, his class strength increases automatically. People love to hear a person who he can speak well enough. There is always a shortage of good speakers in the world.*

5. A Good Listener

Apart from being a good communicator, a good teacher should also have the characteristic of being an even better listener. As there is *Turkish* proverb:

"If speaking is silver; then listening is gold."

Remember, a good listener will always have many friends and fans. Because people do not want to hear every time, they need persons who can listen to them as well. And when a good teacher develops this patient quality in himself, he starts to become a great teacher.

6. Good sense of humor

A good teacher should also have the quality and characteristic of having a good sense of humor. It is a logical fact, that a person generally teaches the next generation and as they are younger than the teacher, they are expected to have more fun in the class too. So, a good teacher is the one who can cope up with his sense of humor, and with his strong communication skills and personality, can also maintain the discipline of the class.

7. Be Kind

The last but obviously one of the most important characteristics of a good teacher to have in his box of qualities. He should be a gentle, kind, chivalrous and a benevolent person. Students should love him, and when they do love him, they idolize him. Then ultimately, they will respect him, will do his homework and eventually will bring greater outputs and results.

Conclusion

The teacher is to be used in a wide variety of specialized training, formal education and advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. Professional-development experiences have funded by district, school or state budgets and programs, or it can be supported by a foundation grant or other private funding source.

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BARRIERS IN LANGUAGE PROFICIENCY

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Abstract

Interpersonal communication of language and listening skills. Emotional interference and physical distractions like faulty acoustics and noisy surrounding also act as barriers to language proficiency, types, overcoming language barriers &Conclusion.

Definition of Barriers and its Types

A barrier is a physical structure which blocks or impedes something. A fence or other obstacles that prevents moment or access.

Types of Barriers

- Physical barriers
- Language barriers
- Systematic barriers
- Attitudinal barriers

Communication Barriers

Exist when an individual is unable to access information in a format they can use. Alternate forms of communication includes such things as audio cassette, Braille, large print, closed captioned video and computer diskette, pen drive etc.

Language Proficiency

Language proficiency is the ability of an individual speak or perform in a acquired language as theories among pedagogues as to what constitutes proficiency go there is little consistency as to how different organization classify it. Additionally, fluency and language competence are generally recognized as being related, but several controversial subject. In predominant framework in the united states proficient speakers demonstrate both accuracy and fluency and use a variety of discourse strategies. Thus, native speakers of a language can be fluent without being considered proficient. Native level fluency is estimated to be between 20,000 – 40,000 words, but basic conversational fluency might only require as little as 3000 words.

Language Barriers

"If you talk to a man in a language he understands that goes to his **head** if you talk to him in his language that goes to his **heart**".

\- **Nelson Mandela**

Freedom fighter and Former president of South Africa

Language barrier is a figurative phrase used primarily to indicate the difficulties faced when communicating with others while speaking multiple language. Typically little communication occurs unless one or both parties learn a new language which requires an investment of much time and effort.People travelling abroad often encounter a language barriers.

The people who come to a new country at an adult age, when language learning is a cumbersome process, can have particular difficulty **"Overcoming the language barrier".** Similar difficulties occur at multinational meetings, where interpreting service can be costly, hard to obtain, and prone to error.

English was their second language; yet only 1000, of these non – active speakers of English tested proficient in college – level English. Numbers such as these make it evident that it is crucial for instruction librarians to acknowledge the challenges that language can present. Language difficulties impact not only information – gathering skills but also help – seeking behaviors.

Lack of proficiency in English can be a major concern for international students in their library use at it relates asking for and receiving assistance. For international students, concerned with proper sentence structure and precise vocabulary. This alternation of words and positions can be much more baffling than it is to native speakers. The uses of synonyms, a necessity in keyword searching.

In 2012, the Rosetta foundation declared April 19 the international **"No language barrier day".** The idea behind the day is to raise international awareness about the fact that is not languages that represent barriers language should not be removed, they are not a barrier to the contrary, they should be celebrated. It is to access to translation services that is barriers preventing communities from accessing and sharing information across languages. The annual celebration of this day aims to raise awareness about and to grow global community translation efforts.

Types of Language Barriers

We have already given you the most obvious example of a language barrier. People speaking language native to different regions but there are more subtle types of language barriers.

For example

When you are speaking to people outside your department. A lot can get lost in translation. A language barrier is dialects. People can technically by speaking the same language but dialectical differences can create misunderstandings and gaps in communication a final example you should be aware of is language disabilities. Many people work with impediments to language such a stuttering, dysphonic and learning loss.

Overcoming Language Barriers

It happens for all places and situations in each and every time.

1. **Use Plain Language**

With someone who knows your primary language as a secondary, or you are trying to communicate a deeply technical problem to your non – technical co – workers, everyone should get in the habit of using plain language whenever possible.

2. **Find Reliable Translation Service**

If you are working across international offices, enlist the help of a qualified translators or find a translation service that meets your needs.

3. **Enlist Interpreters Or Students**

A teacher should teach in overflow of their emotional subjects like poem or drama. There must be used in bilingual. At the time, they should not give more importance to the non – native language or secondary – language.

4. **Use Visual Methods Of Communication**

Words often fail us and when they showing can be a lot more effective than telling. Use pictures or diagrams to explain complicated concepts. Visual queues are invaluable for getting everyone on the same page, not to mention. Thinking more creatively about new solutions.

5. **Use Repetition Drill**

Language barrier or not, people often need to hear something more than once to understand and remember it. Don't expect anyone to remember something you said once. If it's important, make it a regular part of your communication.

6. **Be Respectful**

Language barriers, like all barriers to communication , can be frustrating. A require patience, understanding. Conscientiousness. Ensure that when you or your team are struggling to communicate that you raise your voice or over enunciate. Talk slower instead of louder. Clearly, instead of forcefully. And remember, when someone is working through a language hurdle it has nothing to do with their actual intelligence or ability to grasp the concept behind what you are trying to say. Continue to speak proper English as you search for common ground, so they can learn how to understand correctly, too.

7. **Regularise habitual formulas:**

- If a person celebrate a birthday , we wish to him or her
- If we scold a junior, to ask sorry to him or her
- When you open your mouth to speak in any language, you have easily develop your language proficiency.
- There is no discrimination among classes, races and religious.

Conclusion

We get recognition, fluency, vocabulary, reading comprehension, background language. Combines explicit teaching and extensive practice with motivating and varied texts, tools and tasks. In this research on motivation literacy and learning with other populations to suggest how to design motivating instructional environments, create more time for practice and ensure that the time is efficiently used. The efficacy of these approach will need to be tested vigorously.

INCLUSIVE EDUCATION IN INDIA – A CRITICAL ANALYSIS

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Abstract

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners – with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. Inclusion is not an experiment to be tested but a value to be followed. All the children whether they are disabled or not have the right to education as they are the future citizens of the country. This paper addresses the positive approach to make a flexible education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs.

Keywords: *Inclusion, inclusive education, special education, segregation, discrimination, universalisation, marginalization, integrated approach, inclusive approach.*

Introduction

As per Census 2011, in India, out of the 121 crore population, about 2.68 crore persons are 'disabled' which is 2.21% of the total population. In a decade between two Censuses, that of 2001 and 2011, the country's disabled population has increased by 22.4 per cent even as the total households having disabled persons in the country have increased by 20.5 lakh. It shows that the number of disabled, which was 2.19 crore in 2001, rose in 2011 to 2.68 crore which includes 1.49 crore males and 1.18 crore females. In an era where 'inclusive development' is being emphasized as the right path towards sustainable development, focused initiatives for the welfare of disabled persons are essential. This emphasizes the need for strengthening disability statistics in the country. In order to overcome the deficit view upon which the current understanding of inclusion is based, we must avoid segregation and discrimination as we meet specialized educational needs (Robinson, 2011). A start in this direction is to change the language and the lens through which we view inclusion.

In this paper, we conceive inclusion to be the fundamental right of all children and adults to fully participate, and contribute in all aspects of life and culture, without restriction or threat of marginalization. As an extension of this definition, inclusive education must be understood then not as a decision about the placement of students, but rather as a school-wide philosophy dedicated to the spirit and resources needed to truly provide education for all. In recent years increased efforts have been made worldwide to educate traditionally marginalized groups. While increasing the access and equality of students with migrant backgrounds, cultural and linguistic diversity, gender based differences, students with disabilities as well as gifted students in educational settings is a move in the right direction, true change cannot happen without first recognizing the value of having such a diverse body of students. We must dedicate ourselves to creating equal opportunities for all to achieve, by deconstructing and reconstructing our cultural and academic expectations, our educational gestalt, and by recognizing various forms of achievement and having an appreciation for what they are worth (Dash, 2006).

Meaning of Inclusive Education

Inclusive Education implies a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, color, gender, disability, sexual preference, learning styles and language.

Special Education vs Inclusive Education

Inclusive education is different from special education, which is where disabled children are educated at special schools (or receives specialist education at home or in another place, for example a hospital). There may be exceptional cases where special education provision may be the most appropriate support for a child, for example one with multiple, severe impairments. However, schools and education systems should recognize that the most desirable option in principle is inclusive education, and must constantly assess possibilities for developing a special education experience into an inclusive one(International Standard Classification of Education, 1997).

Transformation from Traditional Integrated Approach to Modern Inclusive Approach

Inclusive education differs from the notion of 'integration', which tends to focus more on ensuring disabled children attend mainstream schools rather than on ensuring that these children are learning (DFID, 2010). Indeed, whether or not disabled children learn in an integrated system is down to them and whatever small efforts teachers and other staff can make, given the demands on their time. When problems arise, blame can therefore be attached to the child and not the teachers or education system (WHO, UNESCO, ILO & IDDC, 2011).

An integrated approach to education suggests that diversity is a problem to be overcome as it is a burden on resources and detracts from the amount of time a teacher can dedicate to other students. By contrast, inclusion is about the child's right to participate and benefit on an equitable basis to their peers. Inclusive approaches stress the duty of schools (and educational systems as a whole) to adapt and, in principle, accept all children. A premium is placed upon full participation by all students, including (but not only) disabled children, and upon respect for their educational and wider social, civil, and cultural rights. Resources are used to encourage this participation, rather than to provide additional and separate activities.

In this way, diversity in the classroom (and wider society) is embraced and viewed as an asset (Stubbs, 2008). Inclusive education values and principles should promote rather than undermine a flexible approach to tackling the diversity of learning needs. For example, an inclusive approach to education may ensure the provision of specialized support for disabled children in a mainstream classroom. It is important to remember that ideological rigidity is not conducive to an education system that is genuinely empowering. In certain circumstances, for instance, specialized classes (within the mainstream school) may be beneficial for some students, to facilitate and complement their participation in regular classes. Examples of when this may be appropriate are Braille training and physiotherapy that requires the use of special equipment. Taking these points into account, a basic explanation of the conceptual differences between inclusive and integrated education may be found in the following figure 1.1 (IDDC, 1998).

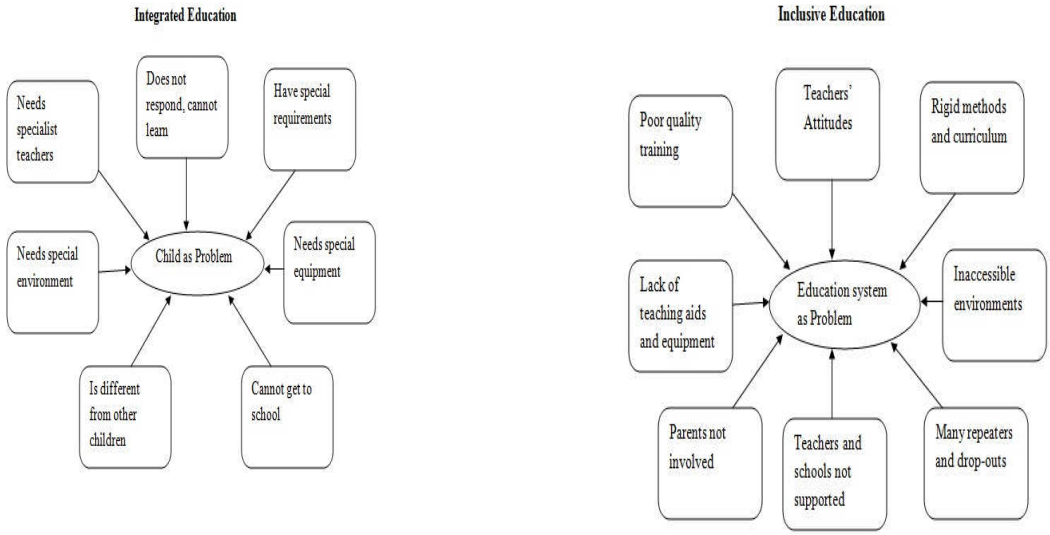

Figure 1: Conceptual framework of Integrated and Inclusive approaches

Inclusive Education Policy in India – A Historical Perspective

In India special education as a separate system of education for disabled children outside the mainstream education system evolved way back in 19th century. In 1869, the first special school is opened in India by Jane Leupot, with support from the church missionary society. This school is for people who were blind. In 1883, school for the deaf is opened in Bombay. In 1887, school for people who are blind is opened in Amritsar by christian missionaries. In 1909, first attempted piece of legislation regarding inclusion and education introduced by Gopal Krishna Gokhale, under the Indian Council Act of 1909. Bill was voted down. In 1918, The first special school that will teach people with intellectual disabilities is established.

In 1944, Sargent Report by the Central Advisory Board of Education suggests that children with disabilities should be entirely mainstreamed. In 1950, India's constitution is signed; includes part IX, article 45, which guarantees free and compulsory education for all children (regardless of ability level) between the ages of 6-14. In 1960s, Ministry of Education splits, creating the Ministry of Social Welfare, which is given responsibility for the "weak and vulnerable" sections of society. It began awarding grants to nongovernmental organizations for the creation and upkeep of special schools.

In 1964, Kothari Commission creates a plan of action for education of students of all ability levels. In 1974, The Integrated Education Childhood Scheme (IEDC) which provided financial support for children with disabilities to try and help them to be included in mainstream classrooms. 1981 was declared as the UN year of the Disabled Person. In 1982, UN Resolution 37/52, the World Program of Action, adopted by the UN General Assembly as a result of the UN Year of the Disabled Person. Paragraph 120 states that education should be inclusive for people with disabilities. 1983-1992 was declared as the UN Decade of the Disabled Person. In 1986, The National Policy on Education (NPE) stated that children with "mild" disabilities should be taught in mainstream classrooms, while students with "moderate to severe" disabilities should be taught in segregated schools. It also included a provision about mandatory teacher training about inclusion. In 1989, The UN General Assembly adopted the Tallinn Guidelines for Action on Human Resource Development in the Field of Disability. In 1989, The UN Convention on the Rights of the Child, included the "standard rules on the equalization opportunities for persons with disabilities" in the implementation handbook.

In 1992, The Rehabilitation Council of India Act provided standards for rehabilitation professionals, one of those being teachers of people with disabilities. This act established consequences for teaching without a license. In 1994, The Salamanca Conference on Special Needs Education is held in Salamanca, Spain. The Framework for Action details the importance of inclusion. In 1995, The People with Disabilities Act gives students with disabilities the right to education in a free and appropriate environment until they are 18 years of age, provides resources for people with disabilities, and puts further standards on teacher training. In 1995, The District Primary Education Program (DPEP) was born out of the PDA, with the goal of "education for all" by the year 2000. In 2001, Sarva Shiksha Abhiyan, or Education for All Scheme, was created to help implement the PDA and the 86th amendment to the constitution. In 2008, Inclusive Education of the Disabled at the Secondary stage (IEDSS), replacing the 1974 IEDC (MHRD, 2005). In 2009, The Right to Education Act, which was originally drafted in 2005, was not passed until 2009 and put into full effect in 2010. The Supreme Court upheld the constitutionality of the act in 2012. This act was not disability specific, but rather included people with disabilities.

Need For Inclusive Education

Inclusive Education is needed in order to attain social and economic empowerment, to overcome their prolonged discrimination, to develop their potential, self confidence, selfreliance, self respect and making them careeroriented, fulfill the constitutional responsibilities, develop healthy citizenship, social equality and to achieve universalisation.

Components of Inclusive Education

The first component of inclusive education is "physical inclusion" that is simply being physically present such as being in the same classroom as well as playing in the same playground.

The second component is "social inclusion" that refers to mingle the Children with Special Educational Needs to peer group in class as well as school, they should not be sit alone or work alone and in any activity like game or play must include them as part of it.

The third component is "curriculum inclusion" that requires the involvement of all children in the same daily learning event. For example, if you are teaching addition in Mathematics class the topic should be the same and the level may be different.

The final fourth component is "educational environment inclusion" that requires positive emotional environment as well as barrier-free environment

Principles of Inclusive Education

Inclusive education holds a set of invaluable principles such as no discrimination with students, equal educational opportunity to all, school adapt to the need of student, equal educational benefits for all students, the student's views are listened to and taken seriously, individual differences between students are a source of richness and diversity, and not a problem.

Guidelines of Inclusive Education

The Inclusive education mainly focuses on child centered curriculum that satisfies the Individual needs of children. Moreover it needs to be set specific, observable, measurable and achievable learning outcomes (SOMA). Then it should be a flexible curriculum that includes locally relevant curriculum, teaching and learning strategies to make the children participate in the educational process by keeping objectives same for all children. Next it should create a participatory learning environment. Finally partnership with parents is needed so that children learn not only in the classrooms but also at home.

Competencies Needed for an Inclusive Teacher

Skills of teachers which are responsible for implementing inclusive education are desired and necessary for inclusion such as ability to solve problems and satisfy their personal needs, know about the interest, aptitude, abilities and hidden talents of the disabled children and use them to develop various skills in them, ability to set high targets for disabled children, ability to provide success experiences to the disabled children, knowledge of special instructional material and how to use them, highly patient, welcoming, polite and devoted, work as a team with parents and special educators, keep a record of the child's achievements and failures.

Barriers in Inclusive Education in India

Inclusive education is a binding and priority for government of India. However, a wide gap in policy and practice exists in the country with respect to inclusive education. There are a number of barriers that hinder proper practice of inclusive education in our country. But the most unavoidable two barriers are "fear of the parents" and "problems faced by the students". The former refers to parents, as they think that their children with disability may not gain effectively in the inclusive setting and also they fear that their children will be teased or harmed in the inclusive setting. The later refers to students, as they face a lot of troubles such as inferiority complex, lack of understanding, adjustment problem, isolated and segregated, lag behind, feeling of extra burden, insecurity, lack of expression, introvert nature and shyness.

The Ways to Overcome Barriers in Inclusive Education

In case of physically handicapped children, some compensatory support devices such as adjustable furniture, wheel chairs, crutches, removing structural barriers, standing frames can be used and for blind children, use Braille, mobility sticks, yellow path devices and adopt instructional strategies through audio aids and recordings and use concrete objects, talking books and calculator to teach shape, size, weight, thickness etc. near to real experiences through touch, smell and hearing. The teacher should be more verbal in making them familiar with the directions and also providing for auditory cues in games and sports.

In case of hearing impaired, use support devices such as hearing aid as well as adopt instructional strategies such as action oriented situations like dramatization for teaching emotional concepts, use of visual aids like transparencies, chalk board, flash cards, handouts of classroom instructions, lip reading, placing the child in the front row and providing for speech trainer.

For mentally retarded (slow learners), use concrete objects for teaching different concepts real life like situations, making repetitions, activity based learning rather than seat based learning, limit the distractions as much as possible and Providing the content in easy language with lot of pictures.

In case of gifted children, change the curriculum such as skipping the classes at primary Level, thereby receiving some instructions at a Higher Level with another group of students and at secondary level special courses can be organized like-foreign languages, college level course, modification of the content by increasing its complexity and by bringing novelty.

Conclusion

Inclusive education must respond to all pupils as individuals, recognizing individuality as something to be appreciated and respected. All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education systems that have a right to a certain type of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children. That is a big and difficult task, but "where there is a will there is a way!".

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ROLE OF SELF –CONFIDENCE AND BARRIERS OF LANGUAGE LEARNING IN CLASSROOM

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Abstract

All the education sectors goals are to give the quality of education. Teachers are searching the variety of teaching methods to make learning could be effective and interesting. Researchers observed in many schools and results, students are lacking behind in learning language rather than other subject. Because they have lack of self confidence and hesitation to learn foreign language, contradictory of learning grammar in mother tongue and Foreign language. But learning English is necessary for all . So the teachers' should focus on strengthens self-confidence of the students and planning the suitable activities to learning language. Also Teachers' therefore can usefully plan both sources into their curriculum designs.

Key words: *Self -confidence, Students, English language, barriers*

Introduction

Self–confidence means an individual's self-assessment and self-esteem. (Annissa. etall 2011) Self confidence is a sense that has been present in every individual since their childhood, and that has two main components such as lovability and competence (Mutluer, 2006).Based on these definitions, self –confidence can be considered as cognitive human perception that plays important roles in fulfilling basic human requirements such as happiness and success. Self-confidence can play an important role not only in school life but in personal and social lives as well and therefore at every stage of life towards success. It is evident that self-confident students are enthusiastic, study harder, have higher motivations and do not quit when difficulties confront them (Bong 2002). Looking at the correlation between classroom and self –confidence from Bandura perspective (2006), there is a strong correlation between an individual's sense of self-confidence (and self-competence) and the social group he is in. People are inclined to think like the social group they are in. Therefore, a student's sense of self-confidence can be promoted by other students' sense of self-competence and self-confidence. Self-confident teachers feel comfortable in classroom, and can convey their messages to students without disturbing them. Their calm and confident nature and actions can promote students; self confidence.

Barriers of language proficiency

Barriers of learning English in various contexts such as

- Teachers' inadequate foreign language knowledge and methods,
- Teachers' using old fashioned language approaches,
- Students' lack of motivation and interest about foreign language,
- Students' not having a chance of using the language outside the class" are the main difficulties that bring out the failure in learning and teaching English
- Grammar is regarded as difficult by most of the students due to the differences between their first languages and English.
- Fear of failure or the language learning aptitude
- Students are not good at English pronunciation due to interference of mother tongue
- Ignorance of pronunciation practice in classroom activities as the most common barriers based on their classes
- Students who live in rural areas can have difficulties in reaching some sources necessary for their second language improvement
- Insufficient language equipments in schools,

Affective Factors

Affective factors including motivation, anxiety, self-confidence and attitude have great impact on the language acquisition process as both impeding and facilitating role in utilizing language input found that the anxiety, boredom,

hopelessness and low self-confidence are main factors that affect the success of foreign language. Attitudes and motivation are other affective factors in determining the success of foreign language learning.

The Role of Language teacher

The first and foremost important thing that the teacher of English has to do is to help the students in overcoming their fears about communication and motivate them to develop more positive perceptions of communication activities. The English language teachers must also be aware of the latest technologies, methods and approaches of language teaching explore new ideas and having a certain amount of specialization in the concerned subject.

To develop listening skills among the students the English language teacher can effectively utilize the language labs. The teacher should also be well equipped to use all the latest technical aids available. The Role of English teacher: Speaking, in English is a very important part of the language. The teacher can adapt a student-centered approach to teaching.

The language teacher needs to point out the errors and also help the students correcting them. The teacher should also guide the students to make a conscious commitment to strive for better writing every day.

- Teachers as individuals and their choice of methods and materials as well as course books can affect the success of learners' improvement in second language learning.
- The learners reflected on teachers' pedagogy-specific knowledge, personality traits, professional skills and classroom behaviors. According to the learners, teachers should be fair, enthusiastic, friendly, loving, and creative and experienced in terms of personality.
- Regarding pedagogy-specific knowledge, teachers should teach pronunciation and four language skills adequately and explain grammar rules well.
- Teachers should also be proficient in grammar and vocabulary, and be good at classroom management, reducing anxiety and use of technological and visual materials.
- Removing the de motivate factors in their context of learning English.

Conclusion

Many research studies revealed that there is a strong correlation between an individuals' achievement of success in foreign language learning and his or her level of self-confidence. Also, the individuals who have high self-confidence are more successful than those who lack self-confidence in foreign language learning. The construct of self-confidence is a robust psychological in our met cognitive repertoire. Teachers' should focus on strengthens self-confidence of the students and planning the suitable activities to learning language. Also Teachers' therefore can usefully plan both sources into their curriculum designs.

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LANGUAGE BARRIERS IN PROFICIENCY

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Introduction

"Language is God's special gift to man."

English is the most widely taught language in the world today. Pre-Independence English occupied a very important place in India. It was the official language of the administration, medium of instruction and subject of study in the Indian schools and University level. Knowledge of English become fashion of the day. It is an important foreign language that has attained the status of link language in different countries of the world. Many learners find difficult to acquire the language. In this essay we deal what are the barriers of language and the ways to wipe out.

The position of English language:

As the queen of languages

English was the queen of languages. It was the language of administration and law courts. It was the 'lingua franca' and a ready recknor for employment.

As the medium of instruction

Two types of schools, vernacular and anglo vernacular had started functioning in the wake of introduction of English education. Vernacular schools imparted education through the medium of Indian languages. They were mainly primary schools and middle schools. Anglo-vernacular schools which had introduced English education and English was the medium of instruction.

Internet and press

On the internet, the majority of websites are written and created in English. For hundreds of years technology has been driving the evolution of the English languages. Maintenance of accounts auditing and correspondence are done in English.

The rationale for learning English:

- For leisure time use: to able to read useful and interesting books in English.
- For cultural aspect: To learn more and more about the English people, their way of llige, their culture
- For the sake of learning English
- To use English in our national life
- English in politics of national and international level
- English as the literary language
- English as a library language

Language barriers

Language barriers in the classroom has become a major problem due to the growing number of minority students who do not speak English. This is such a huge problem because these kids are not getting the same opportunities to meet their full potential.

- Students laziness in improving their English skills
- Lack of confidence
- English policy in schools
- Students interest in English
- Teacher's competence and performance

Fluency in English had also become a symbol of social status and learning to speak and communicate effectively and fluently in English as a second language opens a new social and business opportunities. It can open doors to career opportunities and get introductions to new friends.

One of the main reasons for the problems in not being able to master English as a second language for children and adults is its current methods of teaching. The emphasis is given more to the rules and grammar and less to mastering speech. English as a second language is taught using translations from the mother tongue, where as a mother tongue is learnt directly through life experiences.

Some of the other reasons are,

- Lack of opportunity to speak English
- Lack of opportunity in a day to day experience in using the language
- Being shy to make mistakes
- Lack of confidence to practice speech
- Social barriers leading to inhibition and prejudice

Three constituents

- Sound
- Vocabulary
- Structure

Therefore to be proficient in the language, one must be proficient in pronunciation, expression, use of words and sentence structure. If we look into the whole situation, we are rather shocked to see the sorry state of affairs. The conditions under which English is being taught and learnt remain a source of dissatisfaction. Here also some more views for this sorry state of affairs,

- **Lack of clear cut objectives**

The teacher does not know or bother to clarify the aims and objectives of teaching English. Pupils learn it just to pass the examination. The real purpose and aims of teaching English are missing. The teaching of English remains purposeless; clear cut objectives are not pre-determined.

- **Lack of qualified teachers**

There are very few qualified English teachers. They have no command over the language. Many teachers in schools who are teaching English neither know enough English nor are familiar with the latest and far reaching developments in English.

- **Defective examination system**

The examination in English is defective. It puts a lot of emphasis on rote learning rather than mastery over the language. There is no examination in oral or spoken English and vocabulary. The skill of listening, speaking and reading are not tested at all and hence these are ignored in teaching also.

Tasks to improve fluency

In the class rooms oral fluency may be improved by practicing classroom English, telling stories, creating situations for dialogue, language, game and activities, se of language in social gathering, conducting interviews and telephone conversation. These activities of the classroom are done with the assistance of the English teachers.

Use of dictionaries

For improving oral with fluency a good dictionary is so important. Students must use the dictionaries every time to find out the meaning to new words.

English movie DVD

- Rent or by English movie DVD. Put the English subtitles on. Follow the movie. This has many advantages.
- This will be help to compare the written words to the correct pronunciations.

Reading habit

- Magazines:
- Inculcate the habit of reading English magazines which are available on a lot of different topics.
- Read English fiction novels
- Listen to radio and television
- Chat with fluent English speakers
- Most effective tip: think in English
- English learning software

Conclusion

Everything is possible in the hands of perseverance person. An individual should come a step forward and to work hard to become an effective learner. The success is in the hardwork of the learner and also lies in the guidance of the mentor in order to proficient should take place.

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A RESEARCH STUDY IMPEDIMENTS IN ACQUIRING ENGLISH FOR TODAY's YOUNGSTERS

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Abstract

Step into your own research and enlighten yourself. KNOWING IS BETTER THAN ASSUMING. Knowing the stumbling block factors of language proficiency is the objective of this study. Nothing is more abstract than reality. In the current scenario, the reality is "facing the barriers" and the expectation is "breaking the barriers". This research elucidates the barricades of today's youngsters to achieve proficiency in language. The objective of this study is to know what exactly ceases oneself from being efficient. Taking survey through prescribed questionnaires isthe tool to gather information. Students and youngsters are surveyed for this purpose.

When comes to result it is proved that though our world is techno-globalised, still there is an ancestral barrier called "HESITATION". Through the outcome it is stated that there are 63% of students who hesitate to speak in English though they wish to talk. There are 56% of students who fear on bullying and 74% of youngsters feel inferior about their language.On the whole, one must unlock these barriers and put forth themselves to acquire the language.

Key terms: Proficient, Barriers, Hesitation, English

Introduction

Learning a language is fascinating because "language shapes the thoughts". English being a mandatory part in the field of Education plays an irreplaceable role in fixing it's firm importance in shaping one's career. As language has this much effectivetoday, there is something called BARRIER that stops everyone from attaining their ultimate proficiency. Though English is essential for all set of people, YOUNGSTERS today have to cross so many fences to attain good language. Starting from writing a basic letter, oral testing, presenting a paper, facing an interview, everything has some hindrance on their path. Barriers are of different types namely communication barrier, semantic barrier, physical barrier, cultural barrier, perceptual barrier, gender barriers, emotional barrier and inter-personal barriers are termed by Chris Smith.

There are both internal and external barrier. We may or may not responsible for external barriers, but it is sure that we are responsible for our internal barrier.

Operational Definitions

1. IMPEDE- (a verb) hinder, obstruct, struggle (Merriam Webster dictionary)
2. IMPEDENCE- (a noun) hindrance, barriers (Merriam Webster dictionary)
3. ACQUIRE- (a verb) to possess, get something, earn (Cambridge Dictionary)

Background of the Study

Let us first dig into the early ideas about barrier. Years before, Barrier was meant for safeguarding. For example "The Great Wall of China" – the long barrier that guards the country. The barrier between India–Pakistan that is the military fence implies a smooth relationship between two countries. These were good barriers. When transforming from past to present, today barriers are nothing but the thorns on your path of success. Barriers should come to safe us. But today there are some barriers that come to break us. One of such is the "Language barrier".

Significance of the Study

It is so worse that an individual who is efficient enough in his core field failed to attain his goal because of unhealthy English. 51% of Engineering graduates are unemployed only because of lack of good English (Apoorva Puranik-2015). Thus the significance of the study is to understand the collected data on the main reason of why most of the youngsters(students) have difficulties to acquire good language.

Objectives

1. To know the various barriers faced by the college students.
2. To find what actually ceases oneself to attain good language proficiency.
3. Remedial measures to overcome the struggles.

Hypothesis

The two hypothetical phenomenon of study rounds upon the following consideration.

1. Internal barriers viz hesitation, shyness, bullying are the reasons that one could not attain proficiency.
2. It assumes that the medium of instruction is NOT A BARRIER at all

Methodology

After searching relevant methodology, a survey questionnaire was framed the college students of arts, science, B.Ed. as well as Engineering. B.Ed. students of Thiagarajar College of Preceptors, some students of arts, science and engineering are considered as the population of this study. The consideration of the questionnaire is the model form of University students Wajiha Kanval and Fauzia Khurshid Ph.D.(2012).

Tool

A list of 20 yes/no questionary regarding to the topic and survey is taken.

Sample

A random sample of 120 male and female college students were collected. Among them 90 girls and 30 boys were surveyed. All of them are currently studying and they belong to the age level of 19 to 24.

Procedure

The respondents answered and gathered data was analysed and calculated using Percentages(%) through the SPSS.16.0 (Statistical Package for Social Science) method. The important detail along with analysis presented in the form of tables.

Table 1 (n=120)

	Details	Response(Yes)		Response(No)	
		No. of students	Percentage	No.of students	Percentage
1	Hesitation as the biggest barrier	76	63%	44	36%
2	Afraid of bullying	68	56%	54	43%
3	Likeliness towards English	98	81%	32	26%
4	Feeling inferior about your language	89	74%	31%	25%
5	Wish to speak English on stage	95	79%	25	20%
6	Get nervous while speaking English	90	75%	30	25%

A chart representation for table 1

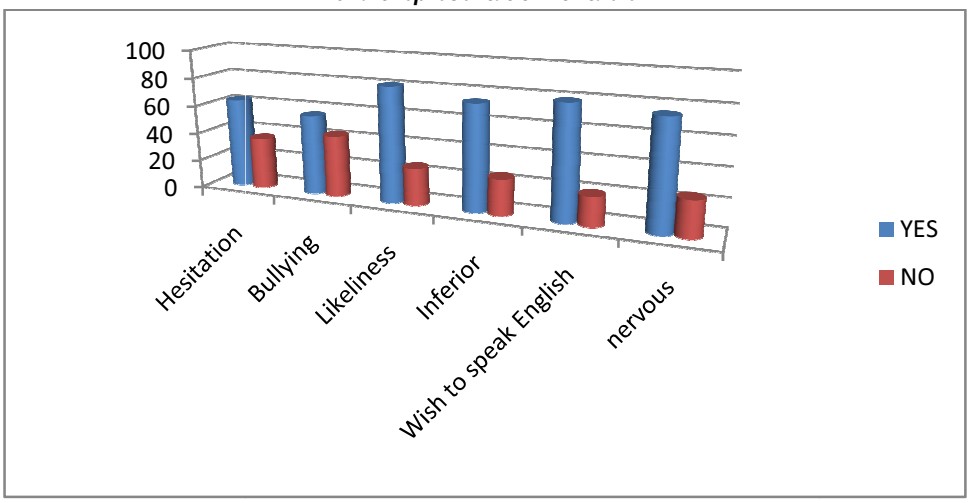
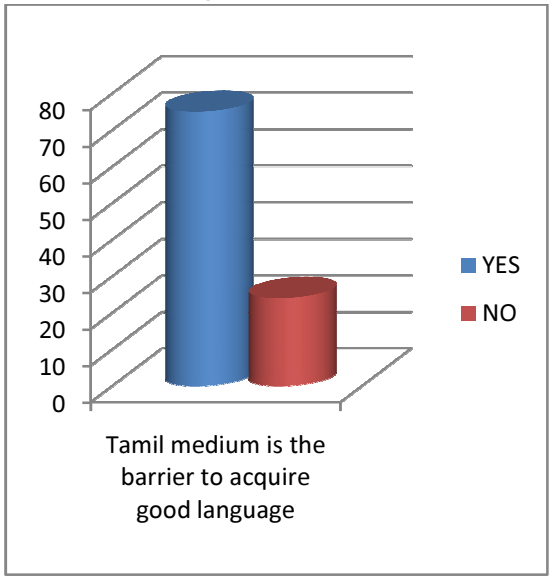


Table 2: The analysis towards the Tamil medium students to measure whether the medium of instruction is barrier to acquire better English or not (n=69)

S. No	Detail	Response(Yes)		Response(No)	
1	Tamil medium is the barrier to acquire good language	No. of students	Percentage	No. of students	Percentage
		52	75%	17	24%

A Chart representation for table 2



Findings

The report outlines by the SPSS Method and it evaluates the findings as follows;

As per table 1

- 63% of students consider HESITATION as their biggest barrier.
- Laughter is the best medicine, but not when you are targeted. Emphasis by the fact that 56% of students are afraid of being bullied by others when they talk in English.
- In response to the likeness of English 81% of students say Yes.
- Shockingly, 74% of students feel inferior about their language level and 75% get nervous and anxiety when they speak English.

As per table 2

- 75% of the tamil medium students admit that medium of instruction is the barrier to acquire good language.

Remedies to Overcome

***"Don't find fault, find a remedy"*- Henry Ford**

The following tips are good helping hand to skip one's barrier.

- The "Bird in hand principle" (Pascal Finette-2014). In order to break hesitation start taking actions based on what you have readily available, the rest will come.
- "The Principle of Affordable loss"(Pascal Finette2014). Don't be guided by the thoughts of rewards. Instead think how big the loss would be and you should automatically equip yourself.
- Don't afraid of mistake.
- Be curious in knowing new things.
- Eliminate hesitation through practise.
- Practise tongue twisters for effective style in language.
- Stop bothering about grammar while speaking.
- Pickup courage to correct your mistakes.
- Equip yourself with good language sources.

Suggestions

When visualizing externally , physical , social, cultural, family background, improper and insufficient practice given by untrained, uninterested and unintentional teachers , problematic peer group are the hindrances that ceases oneself from efficient language. But what the study suggests is that though the external problems exist there are some major internal barriers within us that everyone ought to cross in order to win the proficiency by breaking the barrier. Present students find it difficult to handle English effectively, efficiently and excellently because of lack of confidence, lack of attitude, lack of interest (ELT Voices-Volume15). At first one should break their internal barriers that stops their achievement and then they should focus on the other external barriers.

Result

Hesitation – 63% (through table 1)

Afraid of Bullying – 56% (through table 1)

Medium of Instruction is Barrier – 75% (through table 2) Regarding to the findings, the first result SATISFIES THE HYPOTHESIS that hesitation, bullying are the primary barriers to acquire good language. Secondly, the evaluation proves that medium of instruction matters as a barrier to gain better language which DISSATISFIES/DISPROVES THE HYPOTHESIS (Null Hypothesis)

Conclusion

In the light of the results, this study jumps to conclusion that the impediments among youth to achieve language proficiency stay within oneself in the name of Hesitation, fear, lack of confidence etc. Overcoming the private barriers is mandatory. Facing the external hindrances is secondary. Proficiency in English comes to light among youth when they eradicate the darkness of barrier.

“Love to overcome obstacles”. Don’t let fences to stand in your path. The more hurdles you cross the more proficient you are!

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UNIVERSAL PROBLEMS IN TEACHING AND LEARNING

R. Abirami

Introduction

Nowadays technology, information and knowledge explosion have led to the increase of teaching and learning English as an international language. Teaching and learning English in different countries have been faced with some problems. English has been taught in schools in Iran since many years ago. But the point is that although our students spend a long time in language classes, they do not achieve a desirable level in various language skills and are not able to say some English sentences. Teachers and students have lost their time and costs and most learners have not used their precious life in learning English and as a result it has had adverse effects on people's lives. Due to the deficiencies that exist in language teaching and despite the efforts, the desired result cannot be achieved, so it can be said that English teaching has a decorative aspect and it has no academic consequences. This paper studies the problems of English teaching and learning in students.

Disadvantages of Learning English

Low Hours of English Language Teaching Educational literatures which are taught in schools are not up to date, and are mainly old and boring. Even pictures of books are not attractive for students. Today's needs of students in English are not considered, while language is a dynamic phenomenon and the most educational contents are not different from 20 years ago. Some experts complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time. Because the students' learning motivation is low and on the other hand the content volume is high and teaching in the short term is very difficult. In fact, the main problem of teachers is related to the first year of secondary school. Because teachers need to teach the basics of the English alphabet in 2 hours a week, in the case we have one week off then there will be a 14-days interruption between two sessions. In addition, the studies on the state of language teaching in schools, some teachers and experts suggest that the content, examples and illustrations of language books are not diverse and the provided exercises do not strengthen language skills (reading, writing, speaking and listening). It should be noted that 90% of the exam questions have no resemblance to the book exercises, in other words solving the exercises in books do not mean the readiness for the exam. And teachers are forced to solve the exercises and give and solve different sample questions to prepare students for the exam. on the other hand, despite the English teaching over7 years (3years in secondary school, three years in high school, and one year in pre-university), they do not have the required skills, including listening, writing, speaking and reading. Students pass the course just by memorizing the contents of these books and eventually forget all the material after a few months or perhaps keep them in mind for the entrance exam. After the entrance exam, they should think about required English learning.

Lack of Interest and Motivation for Learning English This factor is the most important obstacle in learning English. Most students are not interested in learning the language and just think about passing the course, thus because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly, because they are tired of its repetition. English teacher should encourage the students to learn the language by repeating. This encouragement should not be verbalized, but some awards should be considered to increase the motivation and interest in students. Students should be encouraged to repeat the language, because the language can be learned only be repetition.

Lack of Concentration in Class The second factor is the lack of concentration. When students do not have the concentration cannot learn the material.

Concentration depends on these factors:

1. Fatigue and insomnia
2. Environment
3. Family problems

When all these factors are eliminated, the student can do his best to learn the language and gain a good score.

Students Who Are A head of others another difficulty in English teaching relates to those students who attend English classes outside of school. These students have higher academic level than others and listening to repetitive low-level content for them is unattractive and boring.

Most English Teachers Lack the Proficiency in the English Language Unfortunately, most high school teachers are not fluent in English and they are unable to teach the English language orally. They teach English in the form of written language to students and this is not a hundred percent learning. English teaching is best done when the teachers teach the language orally and have Very little use of the Persian language in classroom So that students could imagine they are in a foreign country. Therefore the student will be obliged to speak English and he/she can learn it better.

Lack of Repetition and Frequent Practice of Students Since students are not interested to learn English, so they will be tired of repeating and practicing the language. If the language is taught by the use of audio and video, then the students will learn it within a short period of time. We should use the specific methods which are from the experiences of teachers in order to motivate the students in learning English.

The Role of Teachers in English Teaching

Some students mentioned that learning English is the function of the teachers' characteristics, so that if students love their teachers and use his motivation and creativity, they will be more interested in English. Although this is an accepted scientific principle and is true for all subjects, but we must accept that this is more prominent in practical lessons. When the students love their teachers, they will be more interested in learning. So in some schools, the lack of motivated and creative teachers and the lack of access to equipment and limited contents of incomplete course books minimized the students' performance. However, certain problems of teachers such as economic problems and so on are also effective in this issue and some fundamental and lasting measures must be con side red in this regard. But teachers also have the right, because at the end of the semester the exams contain questions from the course content not the contents that students like. Therefore the classes seem a bit boring and non-functional that this issue will have an adverse influence on teaching and Learning English. In fact it is not the fault of teachers. The value of this course is unknown and the society has not felt a need to this course. Some experts believe that teachers teach many things, and do not teach some things and it's so true, because due to the interest rates and different incentives the limited time will be fewer and fewer and flaws and shortcomings will be exacerbate

Basic skills in Learning English

According to the linguists, basic skills in learning English are as follows:

1. listening
2. speaking
3. Reading
4. writing

In cases where English is taught as a foreign language, there is no opportunity to use the skills in the classroom. English language would be required to get a degree at the high school or university entrance exam. In that case, English language will be considered as a subject such as mathematics and science. For these learners the concept of needs outside the classroom has very little significance.

The present decade and the past century are different from what is known to the history. Very deep and broad changes which have never been seen in the past have affected all human activities and teaching is no more based on the transfer of constant information to passive students. Minds filled with Inflexible material cannot figure out the present and future complexity and dynamic. Teaching English indifferent countries have faced with many problems and Iran is no exception. Although most teachers and students spent many hours in classrooms to teach and learn the language, they have not had success in this area. Despite a great experience, most teachers still have not really found what is important in language teaching and learning in the classroom they usually ignore the most important element of any training session that includes providing a valuable learning experience which has a significant contribution in the development of second language performance. It should be noted that teachers teach a set of individuals and any teaching process must enrich the emotions of both student and teacher.

Methods of teaching English

The organizing the learning method is to meet a specific educational goal. Programmed teaching, lectures, and practical display are considered as examples of teaching methods. Teaching method is different from the concept of "educational medium"(a means of exposing the students to a data source, such as text books, TV, PC, or the teacher and other students). In fact several different teaching methods may be used in an educational medium (Such as programmed teaching, lectures and practical display on TV)Or a specific teaching method in several different educational mediums (Such as the use of programmed teaching in textbooks or TV). Teaching method is a set of procedures and experimental activities performed to achieve a certain goal. The best method is the one which spends the least time and with there sources available, and thus achieves the highest returns. Teaching method is a set of

activities that are carried out according to the conditions and possibilities to provide the most favorable area for the effective and desirable teaching. Learning is any constant change in behavior which comes from the experience. It must be considered that teaching does not mean learning and any teaching necessarily lead to learning

Four categories of Phonetic and Sound Systems Which Affect the Process of Language Learning and Teaching

1. Factors related to the speaker: number of speakers, their speed and variety of accents
2. Factors related to the listener: role of listener, understanding the response, Interest rates relative To the subject.
3. Content (text): the complexity of the data structure, grammar and vocabulary.
4. Supplies and Support: in pictures, graphs and other visual and auditory instruments

But we have to admit that a particular culture of language learning should be formed. And not to provide a learning platform, students do not grow in this area, because students forget the knowledge and language they learn this process is completely natural and it is true in other courses. Nowadays there is need to learn a foreign language due to the increase of growing media and communication equipment, such as network and Internet...

Conclusion

If language is taken from the human society, human civilization will be destroyed, thus teaching and learning language is apriority in the field of education. Nowadays, with the advancement of science and technology, English is essential as an international language. So in this new millennium, language is the guiding factor for trading, politics, economy, science and technology. Extending the English learning is a prerequisite due to the growing development in the field of science and technology and the need to become aware of them through the mass media. This will be achieved by the development of English language teaching in a principle manner. And second language teachers need special training to learn how to teach the language.

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BARRIERS IN LANGUAGE PROFICIENCY

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Abstract

Language barriers in the classroom has become a major problem due to the growing number of minority students who do not speak English. This is such a huge problem because these kids are not getting the same opportunities to meet their full potential. This is not right because it is causing these kids to not succeed in school. There are several ways to deal with this problem. The four options are, creating equal education for all students, motivating kids through support systems both inside and outside of the classroom, doing away with standardized tests and lastly by using various forms of non-verbal communication amongst diverse children. All these options are possibilities in dealing with the dilema of language barriers. Through much research and observation the conclusion that has been made is that the second option is the best. Though it seems that motivating kids through support sytems both inside and outside of the classroom seems to be the best choice, in reality the ideal solution would be to incorporate all four options into the classroom. We have included seven barriers in language proficiency are Physical barrier, Language barrier, Cultural barrier, Perceptual barrier, Interpersonal barrier, Gender barrier, Emotional barrier.

- The use of jargon. Over-complicated, unfamiliar and/or technical terms.
- Lack of attention, interest, distractions, or irrelevance to the receiver.
- Differences in perception and viewpoint.
- Physical disabilities such as hearing problems or speech difficulties.
- Language differences and the difficulty in understanding unfamiliar accents.
- People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions.

Introduction

Most people would agree that communication between two individuals should be simple. When you communicate, you are successful in getting your point across to the person you're talking to.

It's important to remember that there are differences between talking and communicating. When we talk, we tend to erect barriers that hinder our ability to communicate. Some of the communication barriers during conversation include:

Seven Barriers in Language Proficiency

Physical Barriers

Physical barriers are easy to spot - doors that are closed, walls that are erected, and distance between people all work against the goal of effective communication. While most agree that people need their own personal areas in the workplace, setting up an office to remove physical barriers is the first step towards opening communication.

Many professionals who work in industries that thrive on collaborative communication, such as architecture, purposefully design their workspaces around an "open office" plan. This layout eschews cubicles in favor of desks grouped around a central meeting space. While each individual has their own dedicated work space, there are no visible barriers to prevent collaboration with their co-workers. This encourages greater openness and frequently creates closer working bonds.

Examples of Physical Barriers

- **Environment**
- **Distance**
- **Ignorance of Medium**

Overcoming Physical Barriers

To overcome physical barriers within the workplace, here are some helpful hints:

- If you send a lot of email or digital messages, make sure you are surgical in your word choice. Choosing the correct words and stamping out ambiguity is the only step to making communication more effective. Face-to-face communication is far superior for most people, especially once the connection has already been made.
- Open-concept offices are designed to improve workflow and communication. This concept have grown rapidly over the last decade. A report outlining 6 design meta trends for 2014 by Gensler, states, "As organizations recognize the benefits of face-to-face interaction, 'getting everyone under one roof' will grow.

- Video conferencing adoption is increasing as enterprises turn to higher-quality, lower-cost video technology to improve workforce collaboration and reduce reliance on travel.

Cultural Barriers

Cultural barriers are a result of living in an ever shrinking world. Different cultures, whether they be a societal culture of a race or simply the work culture of a company, can hinder developed communication if two different cultures clash. In these cases, it is important to find a common ground to work from. In work situations, identifying a problem and coming up with a highly efficient way to solve it can quickly topple any cultural or institutional barriers. Quite simply, people like results.

Examples of Cultural Barriers

- Generational
- Status and Resistance

Overcoming Cultural Barriers

- Determine whether a specific behavior or attribute is a requirement of the job
- Identify whether or not you can reasonably accommodate the cultural difference**.**
- Determine how best to accommodate the cultural difference**.**
- Learn about other cultures**.**
- Ask your employees for insight

Language barrier

Language barriers seem pretty self-inherent, but there are often hidden language barriers that we aren't always aware of. If you work in an industry that is heavy in jargon or technical language, care should be taken to avoid these words when speaking with someone from outside the industry. Without being patronizing, imagine explaining a situation in your industry to a child. How would you convey these concepts without relying on jargon? A clear, direct narrative is preferable to an incomprehensible slew of specialty terms.

Examples of Language Barriers

- Dialects
- Language Disabilities

Overcoming Language Barriers

- Translate all relevant documents
- Use an interpreter
- Provide language classes
- Use both telling and showing methods of training
- Use *visual* methods of communication
- Use repetition
- Never raise your voice or over-enunciate your words
- Use simpler words with fewer syllables**.**
- Have the employee demonstrate their understanding

Perceptual Barriers

Perceptual barriers are internal. If you go into a situation thinking that the person you are talking to isn't going to understand or be interested in what you have to say, you may end up subconsciously sabotaging your effort to make your point. You will employ language that is sarcastic, dismissive, or even obtuse, thereby alienating your conversational partner.

Think of movie scenarios in which someone yells clipped phrases at a person they believe is deaf. The person yelling ends up looking ridiculous while failing to communicate anything of substance.

Examples of Perceptual Barriers

- Perceptual Filters
- Triggers and Cues

Overcoming Perceptual Barriers

- The audience may make assumptions about you or the situation; perhaps you are new to the organization, or the situation is a challenging one. To get your message past these barriers, provide evidence to support your claims and enhance your credibility.
- Effective communication relies on being aware of nonverbal aspects of interactions with others. It is equally important to be aware of one's own nonverbal behaviours and be sensitive to how they may be perceived. For instance, maintaining eye contact when communicating indicates interest. Staring out the window or around the room is often perceived as boredom or disrespect.

Interpersonal Barriers

Interpersonal barriers are what ultimately keep us from reaching out to each other and opening ourselves up, not just to be heard, but to hear others. Oddly enough, this can be the most difficult area to change. Some people spend their entire lives attempting to overcome a poor self-image or a series of deeply rooted prejudices about their place in the world. They are unable to form genuine connections with people because they have too many false perceptions blocking the way.

Luckily, the cure for this is more communication. By engaging with others, we learn what our actual strengths and weaknesses are. This allows us to put forth our ideas in a clear, straightforward manner.

Examples of Interpersonal Barriers

- Desire to Participate
- Desire to Explore

Overcoming Interpersonal Barriers

- Use simple words to convey the message.
- Learn the art of listening.
- Keep composure while communicating.
- Provide constructive criticism.

Gender Barriers

Gender barriers have become less of an issue in recent years, but there is still the possibility for a man to misconstrue the words of a woman, or vice versa.

Even in a workplace where women and men share equal stature, knowledge and experience, differing communication styles may prevent them from working together effectively. Gender barriers can be inherent or may be related to gender stereotypes and the ways in which men and women are taught to behave as children.

Although not all men or all women communicate the same way as the rest of their gender, several traits that tend to be more common in one gender or the other have been identified. Understanding these tendencies is key in creating a work environment that fosters open communication among all employees.

Examples of Gender Barriers

- Women talk about other people. Men talk about tangible things like business, sports, food and drinks.
- Women ask questions to gain an understanding. Men talk to give information rather than asking questions.

Overcoming Gender Barriers

- Educate Team about Gender Bias
- Create Safe "Identity Workspaces".

Emotional Barriers

Emotional barriers can be tough to overcome, but are important to put aside to engage in conversations. We are often taught to fear the words coming out of our own mouths, as in the phrase "anything you say can and will be used against you." Overcoming this fear is difficult, but necessary. The trick is to have full confidence in what you are saying and your qualifications in saying it. People often pick up on insecurity. By believing in yourself and what you have to say, you will be able to communicate clearly without becoming overly involved in your emotions.

Examples of Emotional Barriers

- Anger
- Pride

- Anxiousness

Overcoming Emotional Barriers

- Removing Yourself
- Accepting Imperfections
- Relaxation Exercises.

Conclusion

Communication is not a one-way street. To have others open up to you, you must be open yourself. By overcoming the seven barriers to communication, you can ensure that the statement you are making is not just heard, but also understood, by the person you are speaking with. In this way, you can be confident that your oint has been expressed.

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BARRIERS OF LANGUAGE PROFICIENCY

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Introduction

Language has been playing an vital role in our life. Language, of course is the major means by which humans communicate. We use it in passing messages from one party to another. This is possible through both speech and writing. A DIFFERENT LANGUAGE IS A DIFFERENT VISION OF LIFE.

"Language is the expression of ideas by means of speech –sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts"- Henry sweet.

In this paper we will see about importance and barriers of English language.

What is Language?

Language is the ability to acquire and use complex systems of communication. Particularly the human ability to do so and a language is any specific study of language is called linguistics. Language is primarily speech which is uniquely human. It is primarily through speech that men interact with one another and communicate their thoughts, feelings and experiences. It is distinct from the signs gestures of animals.

Language Barrier

Language barrier is figurative phrase used primarily to indicate the difficulties faced when communicating with others while speaking multiple languages.

Language is needed for any kind of communication, even people with speech impairments communicate with sign language and brail. Communication becomes difficult in situations where people do not understand each other language. The inability to communicate using a language is known as language barrier to communication.

LANGUAGE BARRIER AND COMMUNICATION: Typically little communication occurs unless one or both parties learn a new language which requires an investment of much time and effort. People travelling abroad often encounter a language barriers. The people who come to a new country at an adult age when language learning is a completion. Process can have particular difficulty overcoming the language barrier.

Language Barrier in the Classroom

Language barrier in the classroom has become a major problem due to the growing member of minority students who do not speak English. This is such a huge problem because these kids are not getting the same opportunities to meet their full potential. This is not right because it is causing. These kids do not succeed in school. There are several ways to deal with this problem. The four options are creating equally education for all students motivating kids. Through support system both inside and outside of the classroom, doing away with standardised test and lastly, by using various forms of non verbal communication amongst diverse children.Language difficulties impact not only information – gathering skills but also help-seeking behaviours. Lack of proficiency in English can be a major concern for international student in their library. Language proficiency is the ability of individuals to speak our perform in an acquire language.

List of language barriers

- Lack of attention
- Use of jargon
- Non verbal communication
- Language difficulty
- Cultural difference

Strategies for Over Coming Language Barriers

- Speak slowly and clearly: Focus on clearly enunciating slowing down your speech. Even if you are pressured for time do not rush through your communication.
- Frequently check for understanding
- Avoid idioms

- Be careful of jargon
- Creating equal education for all students
- Motivating the students
- Doing away with standardized tests
- Be specific

The students must understand the English language in primary level. They should be able to speak in their secondary level. Finally when they go to higher secondary level we must be well versed in reading speaking and writing thoroughly. In 2012 the Rosetta foundation declared April 19th international no language barrier day. The idea behind the day is to raise International awareness about the fact that it is not languages that represent barriers: language should not be removed. They are not a barrier-to the country they should be celebrated.

Conclusion

If English is being taught clearly without any difficulty to the students they will be able to follow the language. The teacher should use simple terms key words particularly for grammar and also make them interpret with others which will help them to overcome the barriers.

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BARRIERS OF LANGUAGE PROFICIENCY

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Introduction

Language is a human system of communication that uses arbitrary signals such as voice sounds, gestures and or written symbols. The symbol of language is called linguistic. "A Language is a system of signs for encoding and decoding information." Every language has three constituents:

1. Sound.
2. Vocabulary.
3. Structure.

"A Language is not a subject which can be taught, it is a subject which must be learnt."

Lack of Clear Cut Objectives

The teacher does not know or bother to clarify the aims and objectives of teaching English. Pupils learn it just to pass the examination. The real purpose and aims of teaching English are missing. The teachers, parents and the students are ignorant about these. The teaching of English remains purposeless; clear cut objectives are not pre-determined. Hence pupils do not understand, read and write correct English.

Lack of Qualified Teachers

There are very few qualified English teachers. They have no command over the language. Many teachers in schools who are teaching English neither know enough English nor are familiar with the latest and far reaching developments in English. As such they lack the techniques of teaching foreign language. Robert Lado says, "The language teacher must-be educated, at least to the level of his peers. He must have a general preparation of a teacher. He must know the target language well enough to be imitated by his students."

Over Crowded Classes

Overcrowding of classes is a common problem of our schools. Individual attention is not possible. Language learning requires individual drill work and correction which is possible in small classes. Therefore, English class should have a room of its own where the pupils can move about, form themselves in triangles, circles and lines etc. and speak to each other.

Defective Methods of Teaching

F.G.French permits the use of the mother-tongue for explaining the meaning of words, provided we get back into English as quickly as possible. But our school, this method is never followed. The method commonly followed in our schools is the translation-grammar method which is very faulty. Oral work is not done and is ignored. The students do not get any opportunity to hear or speak the language.

Lack of Audio-Visual Aids

Audio-visual aids are useful in the teaching-learning process. But there is complete dearth of even the simple visual aids like flash cards, pictures in our schools, leave alone tape-recorder, lingua phone and film-strips etc, which are the bare-minimum required to learn English.

Lack of Proper Supervision

Proper supervision and guidance is necessary to improve teaching. But the inspection and supervisory staff of the education departments is far from qualified to improve teaching standards in English. Most of them are totally unaware of the new structural approach in English.

Neglect of Correction Work

The exercise-books of students lack in suggestive correction. All the exercises of students should be corrected carefully and thoroughly. The correct forms for the mistakes must be pointed out to the students.

Parents Interference

If a teacher trained in the new methods of teaching tries to teach English through modern and latest approach, the parents interfere with him. The parents, who have been taught by the old methods, want to get their children educated on the same pattern. They measure the progress of their children by translation exercises and grammar, lessons done by them.

Unsuitable Text-Books

The text-books which are prescribed for our students read it only to pass the examination. The topics which are in the syllabus do not give any practical knowledge to the students. Whatever the students learn from their text – books, they do not use it in their day to day affairs. Again oral work is very much neglected.

Conclusion

Therefore to be proficient in the language, one must be proficient in pronunciation, expression, use of words and sentence structure. If we look into the whole situation, we are rather shocked to see the sorry state of affairs.

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A STUDY ON HURDLES FACED BY THE COLLEGE STUDENTS IN SPEAKING ENGLISH

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Abstract

Language barrier is one of the major problems among the youngsters. The Language barrier occurs at both the sender and receiver levels. The aim of this study is to measure the barrier in Language among the college students. The major area of concern was the 'MEDIUM OF INSTRUCTION'. The suggestions stated that the language teacher needs to take efforts to improve the communicative skill of students. The result of the study shows most of the students pointed out that because of the Medium of Instruction (Tamil Medium) in school they couldn't speak English well. The research discovers how Medium of instruction shapes the communication skill of students. Thus the conclusion has cleared that Medium of Instruction is the major hurdle for developing fluency in language.

Introduction

Language barrier is one of the major problems in today's life. Without the fluency in language students are facing many problems in their life. The main problems are Medium of instruction, inefficient language teachers, lack of motivation, less number of opportunity in developing English fluency. Because of the inefficient language teachers in schools the students are struggling in their higher studies and career. In India people who are working in non-native states are struggling a lot due to lack of fluency in language. Students are hesitating to speak in English in front of others since they lack proficiency in English.

Objectives

- To analyze the hurdles in language
- To study the differences among male and female.
- To find out whether there is a significant difference among Arts &Science students, B.Ed. students and Engineering students.
- To find out whether there is a significant difference in the language barriers between the Tamil medium and English medium students.
- Suggesting remedies

Significance of the Study

"The limits of my language are the limits of my World" quoted by Ludwig Wittgensten in states that English is an International common tongue. So knowing English language is an important thing in today's world. This study is aimed to finding out the hurdles faced by the college students in English.

Hypothesis

- There is no significant difference in language barriers of students with respect to Gender.
- There is no significant difference among Arts & Science students, B.Ed. students and Engineering students.
- There is no significant difference in the language barriers between Tamil medium and English medium students.

Methodology

Survey method has been used for this study to achieve the objectives. The recommended questionnaire of this study is the model of Zoltan Dornyei, Professor of Psycholinguistics in the University of Nottingham.

Design of the Study

Questionnaires are distributed to the students those who are studying B.Ed., Arts & Science and Engineering.

Sample

The survey was taken from the students of Thiagarajar College of Preceptors, Thiagarajar Arts &Science College. Engineering students were surveyed through online.

Tools of the Study

Questionnaires were used as a research tool to analyze the student's attitude towards the barriers in language usage.

Procedure

The analysis was administered individually on the group of students. The students were asked to read instructions carefully and give their response on all the items of scores. The responses were scored with the help of scoring key given in the manual of the tool. The gathered data was tabulated and analyzed. The questionnaire provided is prepared by the model of standardized survey available in the Survelum.com which is online survey software.

Statistical Analysis

Group Statistics

Table 1: Showing the result of male and female

Sex	N	Mean
Male	42	33.1167
Female	78	31.2821

Table 2: Showing the result of Male and Female for t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
Total	**Equal variances assumed**	**2.556**	**.113**	**2.916**	**118**
	Equal variances not assumed			2.754	71.520

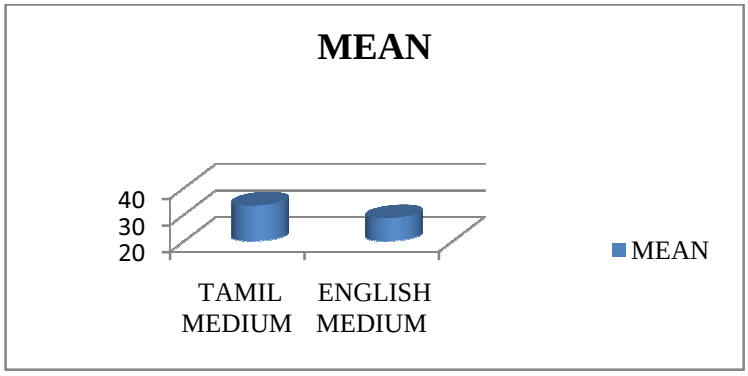
The above table indicates that there is no significant difference between Male &Female suffering from lack of proficiency in English. It is revealed that the male students struggle more than the female students in speaking English fluently.

Group Statistics

Table 3: Showing the result of Tamil medium& English medium

	Medium	N	Mean	Std. Deviation	Std. Error Mean
Total	Tamil	85	33.3294	2.81318	.30513
	English	35	28.5714	2.52384	.42661

This table indicates that there is a significant difference between Tamil medium& English medium in acquiring second knowledge (English). It clearly proves that Tamil medium students lag behind English medium students in English communication skills.



This chart shows the ratio of barrier levels in Tamil medium& English medium students when acquiring the Language.

Table - 4

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
Total	Equal variances assumed	.281	.597	8.668	118
	Equal variances not assumed			9.071	70.245

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	298.272	2	149.136	15.248	.000
Within Groups	1144.320	117	9.781		
Total	1442.592	119			

The above table indicates that there is a significant difference between Arts& Science, B.Ed. and Engineering students. It is revealed that Engineering students struggle more than the Arts & Science and B. Ed students.

Remedies

- Language teacher should motivate the students to speak in English.
- Language teacher can conduct games regarding English communication.
- Language lab training.

Findings

- There is a significant difference in the language barriers with respective Gender and the suggested hypothesis of the study disproved.
- There is a significance difference in the language barrier between Tamil medium & English medium students and the suggested hypothesis of the study disproved.
- There is a significance difference among Arts & Science students, B.Ed. students and Engineering students and the suggested hypothesis disproved.

Result

From the research, we have inferred that language barriers exist more in male whereas female don't suffer up to the mark of male. In addition, Tamil medium students suffer considerable barriers when compared to English medium students. Also, we infer that Engineering students suffer a lot when compared to arts & science students.

Conclusion

On the whole this research reveals that the students those who had studied in Tamil medium are struggling in their higher studies when compared to the students those who had studied in English medium. This kind of problems won't arise when Education is given common to all. Teachers should put sincere efforts in teaching second language (English) and the students should be provided with strong foundation in communicative English in Tamil medium schools.

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UNIVERSAL PROBLEM IN TEACHING AND LEARNING

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Abstract

Universal problem in teaching and learning deals with problem in teaching and problem in learning in all over the world. Both carries lots of problem. But at the same time it proved English is the common problem for both teaching as well as learning. It has two dimensions. One is based on teaching English and another one is based on learning English. Finally it contains certain solution to solve the problem for teaching and learning.

Introduction

Teaching- "The teacher has to decide what student should learn. The students may take part in this decision, but all are guided by same principle: it is the job the people have to do, that determines what they should learn. They have to learn all knowledge, skill and attitude that they need to perform a specific job."

Learning: Learning is the act of acquiring new, or modifying and reinforcing existing, knowledge, behaviour, skill, value, or preference which may lead to a potential change in synthesizing information, depth of the knowledge, attitude or behaviour relative to the type and range of experience.

Common Problem in Teaching

- Ignoring and neglecting behaviour by students during teaching.
- Technology has become an essential part of education during teaching.
- Sleep deprived and lethargic students are quite irritating for teaching.
- Teaching English may not be understood by the students some times.
- Disrespectful behaviour from students is also a problem for teaching.

Common Problem in Learning

- Having a no teacher or having an untrained teaching.
- Lack of class room facilities.
- Lack of learning material.
- The exclusion of children with disabilities.
- Learning English as a second language is a problem for the students.
- The expense of education(formal or informal fees).

Through the analyses the English is the common problem for both teaching and learning and it is considered as the universal problem.

English Consider As a Second Language in the Universe

English is used all over the world not out of any imposition but because of the realization that it has certain advantage. A very important reason for regarding English as a world language is that the world's knowledge is enshrined in English. It is a progressive language. It is dynamic and flexible. Over and above English is universally renowned for its power of expression and its rich literature.

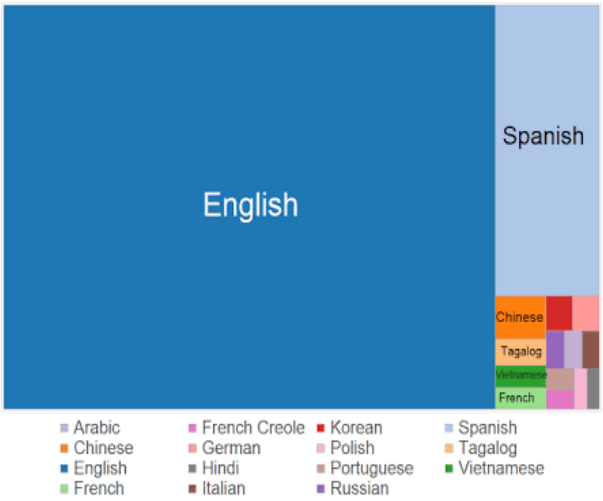
Education has been the primary factor in the more formal transmission of English around the world. English symbolizes in India minds, better education, better culture and higher intellect. In present times, English is the most preferred language. The Indians and the Indian English language press uses many words derived from Indian language. Indian accent is sometimes difficult for non-Indians to understand. Actually English has co-existed in the Indian sub-continent alongside thousands of local languages. It has remained at the heart of the Indian society.

Language learning is a natural process for the natives. The approach to this learning process is called the "behaviouristic approach". But for the students of other languages, deliberate efforts are required to learn a foreign language which requires of rural and semi-urban areas in India face such problems because English is not their mother-tongue. It is neither instinctive nor intuitive. Language acquisition seems to be a process of both of analogy and application, nature and nurture. Teachers of language have adopted and invented a variety of methods to teach English.

Student of the rural schools face a number of problems. English is their second language. Learning a second language means acquiring a system of rules, but just as very little is known about how such rule systems are acquired. Students find themselves unable to express in English. They have no idea of proper sentence structure. They do not know proper pronunciation, spelling and grammatical rules.

United Nations Educational, Scientific and Cultural Organization (UNESCO) Survey

- English is used as an official or semi-official language in over 60 countries, and has prominent place in a further 20. It's either dominant or well-established in all six continents.
- English is the main language of books, newspaper, airports and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising. Over two-third of the world's scientists write in English.
- Three-quarter of the word's mail is the written in English.
- Of all the information in the world's electronic retrieval system, 80 percent is stored in English.
- English radio programmes are received by over 150 million in 120 countries.
- Over 50 million children study English as an additional language
- At primary level; over 80 million(excluding China)study it at secondary level.
- In any one year, the British Council helps a quarter of a million foreign students to learn English in various parts of the world. In the USA alone, 337,000 foreign students were registered in 1983.



According to the survey and statistics English is consider as a second language in most of the country. At the same time English is also becoming universal problem for teaching and learning.

Country and Percentage of English Speaker in the Universe

India – 12.10 Pakistan - <8 Nigeria – 53.3 France – 39Italy – 34 Bangladesh-18 Egypt – 35 Morocco -14 Nepal – 46.49South Africa–31 Poland-37 Turkey- 17, Iraq – 35Sri Lanka – 47 Spain – 22 China - <1 Brazil – 5Kenya - 18.83Russia - 5.48 Romania – 31 Greece –51 Algeria - 7 Mexico -12.9 Thailand-27.16

English Is a Universal Problem in Teaching

1. **Persistent use of first-language**

When teaching English as a foreign language, this is possibly the most common problem. As an ESL teacher, it's important to encourage students to use English and only English. However, if students begin conversing in their first language, move closer. Ask them direct questions like "do you have a question?" Another idea is to establish a set of class rules and develop a penalty system for when they use their first language. For example: if someone is caught using their first-language three times, have them recite a poem in front of the class (in English). Remember, for the 1-2 hours they are in English class, it must be English only.

2. **Students "hijack lesson"— the lesson doesn't go where you want it to.**

When teaching English as a foreign language, you can always count on students hijacking a lesson. To some extent, this can be a good thing. It shows that students interest, and as long as they are participating and conversing in English, it is a productive experience. However, if the lesson strays too far off topic, in a direction you don't want it to go, it's important to correct the problem by diverting the conversation.

3. **Personalities clash**

Not everyone in an ESL classroom will become the best of friends. If drama arises between certain students, the easiest solution is to separate them from one another. If the tension persists, switching a student to another classroom may be your only option.

4. Students unclear what to do, or do the wrong thing

This happens far too often when teaching English as a foreign language. The fact is, it's often the fault of the teacher. If your instructions to an assignment yield look of confusion and soft whispers among students, don't worry: there is a solution. In order to avoid this problem, it's important to make sure your instruction is clear. Use gestures, mime, and short concise sentences. Speak clear and strong. Most importantly, use models and examples of the activity. You can use pictures, miming, gestures etc. to model the entire activity exactly how you want the students to do it.

5. Students are bored, inattentive, or unmotivated during grammar class.

Many times, it is the teacher's fault that class is boring. Fortunately, with proper planning, this problem can be solved. Choose a juicy theme to the lesson; one that the students can relate to and one you know they will enjoy. This will automatically give them some motivation and interest. Get to know your pupils and identify their interests and needs, and then design your course accordingly.

6. Strong student dominance

As an ESL teacher, you will encounter learners with different capabilities and language skills. While it is good to have some students who excel in the classroom, it is important that they don't take away from others. If certain students begin to constantly "steal the show," take care. Focus on calling on weaker students in the class to answer questions. Encourage, but gently deflect some answers from the strong students and give production time to other not-so-strong members of the class.

English is a Universal Problem in Learning

Students of the rural schools face a number of problems. English is their second language. Students find themselves unable to express in English. Students do not know proper pronunciation, spellings and grammatical rules. Students never realize the importance of learning English as a language. Lack the confidence to speak in English. First reason is that they have been taught English through Grammar –Translation Method. This method makes them dependent on their mother tongue. Some teachers have good accent, but they do not possess a good command over the language.

Possible Solutions

If we take into consideration the role of teacher and learner in acquiring the knowledge of a language; the problems can be solved effectively. Only then the students will realize the practical use of English language. English will be used by them s a medium of expression. They will be able to use English as a language of communication. Fluency in the speech, proper knowledge of sentence structure, confidence of speaking in the public will make them able to keep their pace with developing world.

It will also help in raising the standards of English as a language at the school level. On the basis of suggestions given above, the critical situations in the teaching of English can be checked from further deteriorations. Decidedly one or two persons cannot do anything solid. Let everyone concerned with it take the responsibility. Only then we can create a congenial environmental & we can be able to achieve better results in the teaching and learning of English.

- Teachers should recite poems and not allowed to memorize it.
- Try to create interest to taste poems.
- Should avoid GT method.
- Teachers should find some way of helping pupils to enjoy their language activities, and of building their confidents.
- The English teacher should have the wide-ranging enthusiasm and Imagination.
- Group discussions can be arranged.
- Texts should be read loudly by the students.
- English will be used by them as a medium of expression.
- To motivate the students think through English.
- They will be able to use English as a language of communication.
- Create confidence of speaking English in the public.

Conclusion

According to the statistics and survey English is the common problem for universe and also English is the advantage for universe. But the main thing is English is a huge problem for teaching and learning. Because every person has persistent use of first language and every human being learn their first language from the birth so English is the second language for them. They never learn English without the help of first language for that reason there are

some certain solutions to solve the problem. If everyone understand the important of English and how to use or learn or to teach then this universal problem will be reduce.

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BARRIERS IN LANGUAGE PROFICIENCY

A. Arockia Jepastin Princy

Introduction

"Language matters, it shapes thoughts"

Language is human creation; we create words to mean particular things. Language is help to acquiring the four skills

- Listening
- Speaking
- Reading
- Writing

Communication and language are two interrelated aspects in one day to day life. Language is a human system of communication that uses arbitrary signals such as voice, sounds, gestures and written symbols. The symbols of language are called linguistics. Language proficiency may have a profound effect on n individual's ability to learn and develop, due to its key role in the transmission of information and regulation of cognitive processes. When focusing on language proficiency, the communicative purpose of language is of primary importance.

Definition of Language Barrier

Language is needed for any kind of communication, even people with speech impairments communicate with sign language and brail. Communication becomes difficult in situations where people don't understand each other's language. The inability to communicate using a language barrier is known as language barrier to communication

Language barrier are the most common communication barriers which cause misunderstandings and misinterpretations between people. Most of the people in the world do not speak English or, even if they use, it is their second or third language.

Examples of Language Barrier

Dialects

While two people may technically speak the same language, dialectal differences can make communication between them difficult.

Language Disabilities

Language disabilities are physical impediments to language. Physical language disabilities that cause language barriers including stuttering, dysphonia, disorder, and hearing loss.

Causes of Language Barrier

Difference in Language

Difference in language is the most obvious barrier to communication as two people speaking two different languages cannot communicate with each other.

Regional Accents, Dialects and Pidgin

The accent and dialect of people belonging to different places differs even if their language is same. Though the languages are technically the same in people using different dialects and accent, which may lead to various kinds of conflicts.

No Clear Speech

People who speak soft or in a small voice cannot understood. The sender might be saying something whereas the receiver might understand something else.

Use of Jargons and Slang

Jargons are the technical words used in communication. It might be different according to professions.

Grammar and Spelling

Grammar and spelling becomes a barrier in communication as people from different parts of the world can be using it differently even in a particular word.

Word Choice

The choice of word used in describing anything must be considered before communicating. The words used by a particular person to show their agreement on something can be taken as sarcasm which is negative in nature.

Strategies for Overcoming Language Barrires

- Speak slowly and clearly
- Ask for clarification
- Frequently check for understanding
- Avoid idioms
- Be careful of jargon
- Be specific
- Be patient
- Choose your medium of communication effectively

Language Barriers in Classroom

Language barriers in the classroom have become a major problem due to the growing number of minority students who do not speak English. This is such a huge problem because these kids are not getting the same opportunities to meet their full potential. This is not right because it is causing these kids do not succeed in school. There are several ways to deal with this problem. The four options are, creating equal education for all students, motivating kids through support

Solution for Barrier in Communication Skill

Improve Listening Skills

Listening is difficult. A typical speaker says about 125 words per Minute. The typical listener can receive 400-600 words per minute. Thus, about 75 percent of listening time is free time. The free time often sidetracks the listener. The Solution is to be an active rather than passive listener.

One important listening skill is to be prepared to listen. Tune out thoughts about other People and other problems. Search for meaning in what the person is saying. A mental

Outline or summary of key thoughts can be very helpful. Avoid interrupting the speaker."Shut up" is a useful listening guideline. "Shut up some more" is a useful extension of this guideline. Withhold evaluation and judgment until the other person has finished with the message. A listener's premature frown, shaking of the head, or bored look can easily convince the other person there is no reason to elaborate or try again to communicate his or her excellent idea. rt systems both inside and outside of the classroom.

Language Barrier and Communication

It's important to remember that there are difference between talking and communicating.

- The use of jargon
- Lack of attention, interest, distractions or irrelevance
- Difference in perception and viewpoint
- Physical disabilities such as hearing problems or speech difficulties.

Conclusion

Language barrier is a figurative phrase used primarily to indicate the difficulties faced when communicating with others while speaking multiple languages. Typically, little communication occurs unless one or both parties learn a new language which requires an investment of much time and effort. People travelling abroad often encounter a language barrier.

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TECHNO PEDAGOGY OF TEACHING AND LEARNING

R. Ashvanthika

Introduction

In today's world, most people need to keep on updating both their skills and knowledge to meet the challenges of everyday life. This has spurred new learning needs which exceed by far the formal courses, provided commonly by institutions, which allow targeting a general public. Instead, the needed trainings must be more informal in order to better address individual needs. The National Curriculum Framework (2005), stated that "ICT if used for connecting children and teacher with scientist working in universities and research institutions would also help in demystifying scientist and their work. Every teacher should know how to use technology, pedagogy and subject area content effectively in their daily classroom teaching. This paper discusses on the techno pedagogy of teaching and learning.

Facing the Challenges of Using Techno-Pedagogical Skill in Higher Education

Higher education is responding to globalization. Innovative use of techno-pedagogical skill can potentially solve the problems related to higher education. In spite of the complexity described above, there are also possibilities to way-out from facing challenges to use techno-pedagogical skill through ICT in higher level of education.

1. **Bumping of infrastructure for using Techno-pedagogical skills**

There is a need to develop adequate infrastructure both man and material as well as media culture. Collages need to require suitable rooms or buildings so as to accommodate the technology. There should have pitiable techno-pedagogy supportive lab with electronic machine such as telephone, cellular phones, fax, radio, television, video, computer, cable network along with internet, e-mail, hardware and software, satellite systems, sound videoconferencing etc. In addition to that there must have provision of using WWW any moment, rely life time on telephone services, cable network and internet.

2. **Enhance competence on English language and online content**

Enhancement is required for the proficiency in English language as this is the dominant language of internet. Through this way maximum benefits of using World Wide Web can be achieved.

3. **Development of techno-pedagogic skills**

Mediated instruction demands techno-pedagogic skills. In teacher education programme teacher educators need to move from pedagogues to techno pedagogues. There should be adequate integration of micro teaching skills, media skills and techno-pedagogic skills. Therefore, there should be programmes to develop ICT literacy and Techno-Pedagogic competencies of teacher educators and teachers. There is an immediate need of identification of Techno-Pedagogic Skills and training the pupil teachers on these skills at various levels of teacher education.

4. **Dissolve the crisis of teachers with techno-pedagogical skills**

For the development of internal capacity of a teacher to use techno-pedagogical skills in teaching, learning, and research, teachers need to be involved in mount training, workshop and designing particular techno-pedagogical skills through ICT to ensure their relevance and effectiveness. Where expertise is lacking in conducting such assessments, training should be introduced to ensure that the implications of technology adoption and use are clearly understood and accounted for in short and long-term planning.

5. **Comprise of incentives of teachers**

There is a need for training all stakeholders who are involved in groundwork of techno-pedagogical skills. They should not be scared that techno-pedagogical supportive material would replace teachers. Teachers' educator should provide incentives for the teachers by devoting time to altering their teaching methods from chalkboard to hybrid method i.e. techno-pedagogical method. It is also essential more generally to provide prior training for faculty when introducing techno-pedagogical skills.

6. **Resolution on Research and Development**

A sound research base is required for applying in research and development purposes. For that two way communications need to be developed through two ways audio and two ways video communication. On the other hand college or university should make available of digital resources like digital libraries where the students, teachers and professionals can access research material and course material from any place at any time.

7. **Encompass of awareness of existing techno-pedagogical services**

Though Universities offer a rich assortment for using techno-pedagogical skills. Therefore, there seems to be healthy awareness among teaching staff of the breadth of technology services available to them. There should be focus on networking of all educational institutions as well as developing low cost and low power consuming access devices.

8. Solution on problem of using software

Clear policies and procedures for procuring computer hardware and software are necessary to prevent such problems. There should be punishable provision for using of unlicensed software or any pirated software in standard formats. Consequently college and university must arrange proper equipment maintenance capacity to implement it in higher education.

9. Eternal techno-pedagogy supportive resources

Sharing of infrastructural resources and innovations, learning materials can reduce development costs. Some effort should have been made on the development of instructional material in the form of Audio Cassettes, Video Films, Computer Assisted Learning Material, Educational Radio Programmes, Educational TV programmes, and Web Bases Instructional Material. Apart from having enabling telecommunications and ICT policies, governments and higher education institutions will need to develop strategies for effective media deployment and sustainability. Sound techno-pedagogical skills leads to superior learning outcomes for students.

10. Improve coordination among the departments

There should be pleasant cooperation and coordination across the campuses, colleges as well departments. Consequently if university design separate website followed by colleges as well as departments then there must be cross-reference to each others to share their information for students. Collaborative efforts of agencies such as MHRD, Department of Information Technology and Department of Tele communications would be utilized to ensure fully electronic universities and digital campuses.

11. Remove of Frequent power outages and fluctuations

Uninterruptible power supplies (UPS) can be used to save the data during an outage. Subsequently, university or higher educational organization must have electricity improvement projects to overcome the frequent power outages and its fluctuations such as projects related to the use of solar, hydro, wind, wave or biogas energy

12. Developing techno-pedagogical E-Content

The best practices in creation of techno-pedagogical E-content, its dissemination, criteria for selection and evaluation requires large scale networking among E-content users and producers.

13. Teacher Education with techno-pedagogical skills

Courses, namely, Educational Technology (ET) and ICT in Education should be offered as core courses at the different levels of teacher education. There could be Teacher Education certificate and degree programmes specially devoted to these areas with extended duration. Also, refresher courses, workshop should be conducted on ET and ICT. Digital lesson Planning and Implementation should be promoted in all the teacher education institutions.

14. Computer Based Learning Resources Management Systems

Learning Resources in various media forms such as, CDs, Video films should be available in all the libraries of educational institutions. Libraries need to be progressively converted into digital libraries in which teachers will able to assemble the materials for construction of techno-pedagogical frame.

15. Formation of web page

Web pages should be developed for teaching various subjects through the affair of techno-pedagogical skills. Techno-pedagogical skills based CDs may be developed as web resource on various subjects.

16. Increase publicity about existing ICT services

A publicity campaign would go a long way to improve the impact of the comprehensive techno-pedagogical skills training through ICT. The campaign could be integrated with existing events (e.g. student orientation, departmental meetings) or existing platforms. For example, KNUST already has a dynamic community on Face book.

Conclusion

Techno-pedagogy is a key deciding factor for the hybrid approach of meta-teaching. The last two decades have witnessed the inclusion of developments in techno-pedagogical skills in higher education systems around the world. Use of techno-pedagogical skills can break down some of the barriers that lead to underachievement, student disaffection and educational exclusion (Das, 2007). Apart from the policies related to the technology, governments and higher education institutions will need to develop strategies for effective techno-pedagogical skills and media deployment and sustainability. Technology is never a substitute for good teaching. Without techno-pedagogical skilled instructors, no electronic delivery can achieve good results.

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UNIVERSAL PROBLEMS ON LEARNING AND TEACHING

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Introduction

Teaching and Learning is the twin activities involved in the total educative process. In the sense, teaching and learning are inseparable. This makes the relationship between teaching and learning is the same as that which exists between the mother and the child, the teacher and the taught. In the educative process, the teacher is to teach and the child is to learn. Let us see the universal problems of learning and teaching through which the students as well as the teachers suffering a lot.

Concept of Learning

An earlier view of learning regarded the teacher as a dispenser of information and the children as the passive absorbers.

A later view regarded learning, "as a special form of activity in which children responded specifically to particular stimuli in certain prescribed situations".

One of the recently developed views of learning is based on the biological concept. Accordingly, the living organism develops by the process of individualizing from the central nervous system to arms, legs, hands, feet. This view of learning is popularly known as the organism, purposive theory. It is also referred to as one of the field theories of learning.

Major Causes for Scholastic Backwardness

Learning problems in students are mainly due to inborn brain faults affecting the brain mechanism, situation or environment – induced factors, which has forced the child to be poor school performer or scholastically backward.
The learning problems in students can be broadly distinguished as follows.

- Learning disorders like dyslexia, which is a difficulty felt in using academic skills for learning. Such disorders are generally developmental in origin and causes neurological handicap.
- Discrepancies in these brain areas causing troubles in learning efforts are generally considered as learning disability.
- Learning under achievement like scholastic backwardness is caused by several influencing factors. Scholastic backwardness means difficulties encountered by the child during the course of study giving the impression that his scholastic performance is not satisfactory.

Effective Strategies to Address the Problems

Kaufman *(1985) suggested* six ways in which the educational factors may contribute towards scholastic problems in school children. They are,

- Insensitivity to the student as an individual.
- Expectation that is too high or too low.
- Uncertain classroom situations.
- Uninteresting instructional tasks.
- Reinforcement of undesirable behaviours.
- Undesirable models of behaviour in the classroom.

Within the school settings, many factors like under stimulation from early stages of learning, faculty educational practices, uninteresting and rigid presentations within the classrooms, mismatch between the Childs potential and teachers expectation, multilingual and different medium of instructions are some factors negatively influencing the child's learning.

Some of the major causes for scholastic backwardness are:

- Ignored physical problems like eye, hearing or some neurological problems can affect child's learning.
- Poor socio-economic status of the child, especially when the child at primary school level.
- Sometimes, some prenatal defects and marginal developmental delay totally neglected by parents and teachers can affect their learning.

- Psychological disturbances and emotional instability frequently experienced can seriously affect the attention, concentrate and the motivation to learn.
- Biophysical factors like brain disorder, missing bio chemicals in the nervous system, oxygen deprivation from brain, are some of the intrinsic factors that can affect the normal intelligence of the child.
- Discouraging remarks from teachers, inability to respond to the needs of students, indiscipline prevailing in the classroom and punitive nature of teachers can be the cause for underachievement.

Solutions

- Teaching should be planned and based on such information.
- Student's capacities, potentialities and level of intelligence may be considered for any activity in the class.
- Teacher should correlate teaching with the daily life of the students.
- Examples should be given form the surrounding of the pupils.
- If a teacher is using lecture method, pupils will not feel involved in the classroom activities. Problem solving method, discussions method and project method must be used to involve the students in the co operative activity.
- Students engaged in worthwhile activities create fewer problems in the classroom.
- Self management should be encouraged.

Concept of Teaching

Previously, teaching meant nothing more than mere "giving information and imparting knowledge". It was the time when teaching was regarded as a bipolar process – the teacher and the subject being its two poles. The child was altogether ignored. No attention was given to his needs and desires. The subject matter was read out, are told by the teacher and the child simply memorized it. Readymade material was given to him who sapped his energies. Consequently, the concept of teaching has undergone a radical change.

Problems in Teaching

- The major problem in teaching is lack of subject knowledge.
- Some of the teachers cannot communicate with the other teachers and the students due to lack of communication skills.
- Teachers may fail to motivate the student which leads to the unsatisfaction in teaching.
- The teachers may not have the ability to control the class.
- The teachers may not have the efficiency of teaching the students in an interesting way.
- The students may feel very boring while the teacher teaches in a unsatisfactory method.
- If the teacher teaches by using the lecture method, the students may get bored.

Solutions

- Frank discussion with other teachers can be helpful. It can be a way to learn how others have handled certain children they did not like or certain conditions that irritated them.
- Teachers should freely discuss these problems with their supervisors. Fears of authority make it hard for a teacher to go to supervisors and ask for help.
- The teacher should seek pupil evaluation of their work periodically.
- They should collect information or judgement about curriculum experience, life, pupil behaviour.
- The teacher should evaluate himself.
- The teacher should answer the questionnaires specially devised for self evaluation by the teacher and then compared with norms to reveal sensitive areas of behaviour.

Conclusion

We may conclude the discussion with the little warning regarding the problems and solutions that we usually have during learning and teaching process. This experience will help the teachers in solving specific problems in isolation.

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TECHNO-PEDAGOGY OF BIOLOGY IN HIGHER SECONDARY LEVEL

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Introduction

Biology is all the knowledge of living things that has come to us from the past. It is therefore the science of life. Biology education is the act of teaching and learning in order to inculcate or transfer the knowledge of biology to the student (*Okenyi, 2012*). Biology is also a branch of science, a range of balanced learning experiences through which students develop the necessary scientific knowledge and understanding, skills and processes, values and attitudes embedded in the 'Life and Living' strand and other strands of science education for personal development and for contributing towards a scientific and technological world. The curriculum will prepare students for entering tertiary courses, vocation-related courses or the workforce in various fields of life science. Botany and Zoology is also a branch of biology, They are very important role, Plant and animal is to be used for day to day life food , medicine, research oriented, daily life energy, they are important to the life,

The student difficult learning of biology helping to the Government should improve the teaching and learning of biology by providing adequate Laboratory / Teaching material qualified biology teacher, good biology classroom environment, use of good teaching method by the biology teacher. Good biology diagram practice arrangement in the classroom conducted, Teacher teaching student using varied instructional method and with a focus on understanding, rather lecture transmitter knowledge with the consequent student rote learning (*Ameh, 1991*)

Benefits of Biology Learning to Student

Biology is the study of life and teaches us about ourselves and the natural world around us. As the back to school spotlight turns to this subject this week, we look at the ways pupils can arm themselves when studying to master this subject. Biology, which is now called life science, is all about life, whether animals or plants. If you take biology or life science as one of your subjects, it can open a lot of opportunities," Townsend said life science is fundamental to all life, and stimulates awareness.

"Life science is a multi-discipline field that requires you, as a student, to learn, apply, evaluate and also to do practical work," While many people view life science as one of the hardest – and the most boring subjects – Townsend said that was not true.

"Important ways to help one master this subject are to listen carefully in class and immediately review what has been taught, and also to keep reading,"One things of the pupils need to remember is that after mastering the subject, there are plenty of career opportunities that await them,

"They can either decide to become social or medical researchers or go the industry route, which is vast, including tourism, conservation, agriculture, journalism, veterinary science, environmental law, biotechnology, biochemistry and medicine," Townsend warned that pupils who choose this subject must prepare themselves for a lot of work. "There is lots to learn, meaning that the work load may seem too much at times, but they need to know how to apply knowledge as well as evaluating and understanding it,"

Importance of Biology Learning

- It helps us get a better understanding about the world in its natural processes
- It is the study of how lives evolves, survives and changes.
- It gives knowledge about the interaction of cells with organs and organisms, environment and ecosystem
- It teaches how various organs and system works on human body and how everything is connected in our body.
- It is an important subject for medical point of view which includes identifying disease and its Cure.
- Knowledge of Biology helps making a better environment to live in.
- The vast study of Biology has contributed improvement in agriculture.

Difficulties in Learning Biology at Higher Secondary Level

The recent study of biological topics difficult learning to the student, the reasons for the secondary school students have difficulties in learning biology, The main reasons for learning difficulties were the nature of the topic and then biology diagram is difficult to the student. student's learning and studying habits, To overcome these difficulties and make their biology learning more effective, the participants suggested such as teaching biology through the use of visual

materials, practical work, reducing the content of the biology curriculum, using various study techniques, teaching biology topics for using daily life, making biology learning interesting, and increasing the number of biology questions in the university entrance examination.

There are many reasons why students have difficulties in learning biological concepts (*Lazarowitz and Penso,1992; Tekkaya et al., 2001*). The nature of science itself and its teaching methods are among the reasons for the difficulties in learning science, the biological level of organization and the abstract level of the concepts make learning biology difficult. Overloaded biology curricula, the abstract and interdisciplinary nature of biological concepts, and difficulties with the diagram, and learning to the biology,

Learning methods to overcome learning difficulties in biology

Teacher using various teaching style

As we observed teachers in the classroom, it was apparent that being an innovator was not always fun or easy. Few teachers had complete availability or the perfect arrangement of computers. Many teachers had difficulties thinking of ways in which they could adapt use of computers to facilitate their teaching. As previously mentioned, most of the teachers had not used computers with the students on a regular basis or as a critical component for teaching. In order to implement the prototype materials, many teachers had to adjust their normal styles of teaching

Authority, or lecture style

The authority model is teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information.

- Pros: This style is acceptable for certain higher-education disciplines and auditorium settings with large groups of students. The pure lecture style is most suitable for subjects like history that necessitate memorization of key facts, dates, names, etc.
- Cons: It is a questionable model for teaching children because there is little or no interaction with the teacher.

Demonstrator, or coach style

The demonstrator retains the formal authority role while allowing teachers to demonstrate their expertise by showing students what they need to know.

- Pros: This style gives teachers opportunities to incorporate a variety of formats including lectures, multimedia presentations and demonstrations.
- Cons: Although it's well-suited for teaching mathematics, music, physical education, arts and crafts, it is difficult to accommodate students' individual needs in larger classrooms.

Facilitator, or activity style

Facilitators promote self-learning and help students develop critical thinking skills and retain knowledge that leads to self-actualization.

- Pros: This style trains students to ask questions and helps develop skills to find answers and solutions through exploration; it is ideal for teaching biology and similar subjects.
- Cons: Challenges teacher to interact with students and prompt them toward discovery rather than lecturing facts and testing knowledge through memorization.

Confidence building

Students need to be encouraged to use their critical thinking skills and to learn that they have the ability to analyses. This can be done progressively.eg, just because it was written in a paper, doesn't mean it is true.

The results of this study would shed light on how students could be motivated to learn in collaborative problem-based learning contexts. Although teachers are now encouraged to implement project work in schools,

In conclusion, using active learning methods can increase the students' knowledge integration, problem solving and critical thinking.

Teachers should provide ample opportunities for students to engage in a variety of learning experiences, such as investigations, discussions, demonstrations, practical work, projects, field studies, model-making, case-studies, oral reports, assignments, debates, information search and role-play. Teachers should give consideration to the range of experiences that would be most appropriate for their

Students. The context for learning should be made relevant to daily life, so that students will experience biology as interesting and important to them.

Active Learning

Active learning is a student-centered approach to instruction requiring students to engage in meaningful learning activities, particularly in the classroom. An individual or group can participate in active learning but it always requires learners to be mentally and physical active while gathering information, assessing what they know, and problem-solving. Active learning is in direct contrast to expository instruction, which is typically characterized by passive transmission of information from the instructor to the student.

CD- Roms and Web Based Student Projects

Computers could be used specifically for classroom instruction as in the case of CD-ROMs that explore such topics as human anatomy. These programs generally provide highly visual interactive components to a lesson. There are also a great many websites (see list below) that could be used during a lass period to illustrate a concept. Some examples are practice with genetics problems and pictures of cells in mitosis. While allowing students to use these sites during school hours is beneficial, it would beeven better if students could have access to them outside of class. If this is a reasonable expectation, then various assignments could be given. For example, instead of assigning genetics problems solely on paper, teachers could give the students a website address and ask them to follow certain directions. For those students who really like using the computer this may be a great motivational tool to get them to study genetics.

Role of the Teacher

In problem-based learning, the traditional teacher and student roles change. The students assume increasing responsibility for their learning, giving them more motivation and more feelings of accomplishment, setting the pattern for them to become successful life-long learners. The faculty in turn becomes resources, tutors, and evaluators, guiding the students in their problem solving efforts (*Delisle, 2002*). Teachers assume the role of cognitive and metacognitive coach rather than knowledge-holder. Teachers design an ill-structured problem based on desired curriculum outcomes, learner characteristics, and compelling, problematic situations from the real world. Teachers develop a sketch or template of teaching and learning events in anticipation of students' learning needs. Teachers investigate the range of resources essential to the problem and arrange for their availability. Teachers model, coach, and fade in supporting and making explicit students' learning processes.

Quality of Professionalism in all Areas

- An engaging personality and teaching style
- Clear objectives for lessons
- Effective discipline skill
- Good classroom management skill
- Good communication with parent
- High expectation
- Knowledge of curriculum and standard
- Knowledge of subject matter
- Passion for children and teaching
- Strong rapport with student

Role of the Students

Students assume the role of active problem-solvers, decision-makers and meaning- makers rather than passive listeners. As the students are coached in their roles as real-world investigators and active learners, they become self-

regulated learners empowered to investigate needed information, pursue logical lines of inquiry, and learn actively. The students develop into self-directed learners and problem solvers (*Plucker & Nowak, 1999*).

Students construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When they learn something new, they have to reconcile it with their previous ideas and experience, maybe changing what they believe, or maybe discarding the new information as irrelevant. In any case, they are active creators of our own knowledge. To do this, they must ask questions, explore, and assess what they know. They are responsible for all of their learning (*Goodnough, 2006*).

PBL provide students with guided experience in learning through solving complex, real world problems. It is designed to help students;

- Construct a broad and flexible knowledge base
- Develop effective problem solving skills
- Develop self-directed, lifelong learning skills
- Become effective collaborators and
- Become motivated to learn (*Chin and Chia, 2004*).

Role of Thinking Skills

A PBL activity, when well designed and implemented, should encourage critical thinking. Problems should be without an easily identifiable solution and encourage students to consider alternative perspectives. Teachers should help students develop thinking skills within the context of the problem being solved. Students involved in problem-based learning acquire knowledge and become proficient in problem solving, self-directed learning, and team participation. Studies show that PBL prepares students as well as traditional methods. PBL students do as well as their counterparts from traditional classrooms on national exams, but are in fact better practitioners of their professions (*Hmelo-Silver, 2004*).

In problem-based learning, students participate in complex, life-like learning situations where they take the lead in gathering information, drawing conclusions, making decisions and simulating the processes of the world beyond their classrooms. Problem- based activities may feature in a particular subject or learning area contexts or for periods of time for specific purposes rather than serves as the central instruction (*Chin and Chia, 2005*).

Conclusion

The biology teacher are used in various technological methods, The student are understand to the subject and improve our knowledge, teacher motivated to student attitude and activity base learning's and student easily understand to the topic. The government should improve the teaching and learning of biology by provide adequate laboratory / teaching material qualified biology teacher, good biology Classroom environment, use of good biology teaching style and student demonstration and activity based learning are importance to student lifelong learning,

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UNIVERSAL PROBLEM ON TEACHING AND LEARNING

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Introduction

Teaching is a serious activity undertaken by a teacher to produce desirable changes in the behavior of the students for performing this task effectively, a teacher surely needs some pre planning and theoretical understanding of a number of activities that are desirable to set his behavior in tune with the task performed by him . in order to understand the meaning and nature of the theories of teaching properly , first we have to understandand define the terms theory and teaching separately.

What is Teaching?

Teaching is the process of attending to people's needs , experience and feelings , and making specific interventions to help them learn particular things. In teacher education programs and in continuing professional development a lot of time is devoted to the 'what' of teaching, what areas we should we cover, what resources do we need an so on. The 'how' to structure a lesson , manage classes, assess for learning for learning and so on.

Teaching Skills

Teaching is an essential part of education .its special function is to impart knowledge, develop understanding and skills. It is usually associated with the imparting of 3 Rs – reading; writing, arithmetic. The teachers play a vital role in imparting knowledge to the learners.

"to know how teach is the great art of teaching ". "You teach what you need to learn".

Why do we Need to Have Skills in Teaching?

- To ensure competency in teaching
- To make the class interesting
- To enable the teacher to develop confidence in teaching
- To avoid confusion
- To enable the teacher to understand individual differences in learning.

Steps of Teaching Skills Used in Discussion Method

Analyzing the Student Group

Getting to know them

- Always begin with an ice breaker
- Get students talking as soon as possible
- Watch nonverbal behavior
- Encourage the passive once to contribute
- Don't allow eager behaviors to dominate
- Find out each students level, position and background soon as possible.

Enthusiam

- Conscious use your eyes and eyebrowss to communicate enthusiasm
- Always keep a sparkle in your voice
- Fight boredom of repetitive sessions by introducing new anecdotes.

Discussion Leading

Building

Build on incomplete answers by adding comments and asking for agreement or disagreement.

Boosting

Support timid participation contribution, boost their confidence and ask for extra comment.

Blocking

Interrupt dominant aggressive participants by asking what others think.

Bantering

Establish non threatening atmosphere by engaging in friendly rapport without going participants.

Brainstorming

For/ provoke ideas .if necessary wait 45 seconds before giving own.

Record

Write all ideas on a flip chart don't evaluate till the end.

Trigger

Use Bing discussion leading techniques to encourage participants to trigger ideas.

Summarize

Summarize and /or regroup ideas .help group to choose best.

Class Control

Regulating

Interrupt long winded talkers with questions.

Focusing

Keep the current topic in front of the class

Interpreting

Interpret or paraphrase badly throughout contributors.

Summarizing

Give overview and recall point covered at every logical or convenient point .

Teaching Tempo

student level of knowledge and general intelligence LOW=SLOW; HIGH=FAST;
your own teaching skill
snappy /authoritarian /directive =fast relaxed ,informal ,facilitative =slow.

How to Change Tempo

Slower- use more cases, examples anecdotes, speak slower .ask open question.

Faster-speak fast, use directive tone, cut down discussion. ask closed questions.

Learning: I think that learning is acquiring any skill that enriches your life. It does not have to be taught out of a book or by a teacher, rather you may acquire it through you own exploration , through sharing or by instruction from any one, not necessarily a "teacher" . learning is a relatively permanent change in the behavior or attitude of a person overtime.

For example: When a child learn to read they are able to retain knowledge and behavior for the rest of their lives. The acquisition of new responses to various stimuli. Learning is the accumulating of experiences and the consequential growth and new understanding of the would around us.

Characteristic of Effective Teaching and Learning Checklist

Effective Teaching

- Good subject knowledge
- Effective planning
- Learning objective clearly planned and shared with the children
- Suitable strategies chosen to deliver learning objective effectively
- Effective and appropriate use of I CT , a range of teaching style , strategies and resources
- High expectation of behavior and good use of time
- Use of prior learning assessment to inform planning ,target and provision for individuals
- Thorough and constructive ongoing assessment
- Well planned and effective use of teaching assistant and other support judicious use of home work to reinforce and extend learning.

Effective Learning

- Learning objective are explicit
- Success criteria are agreed
- Pupils feel valued and are activity involved in the learning process
- Classroom ethos is build on mutual trust and respect

- Children are encouraged to achieve well and are given opportunities to enjoy a genuine sense of achievement
- Independent work is encouraged
- Access to resource is simple and clear to all
- Effective use is made of other adults in class and children are supportedby the home school agreement.

Select the Problem that Best Matches Your Situation

Attitudes and Motivation

- Students come late to class
- Students do not demonstrate critical thinking
- Students lack interest or motivation
- Students performed poorly on an exam
- Students do not seek help when needed
- students behave rudely in class
- students do not participate in discussion
- students cannot apply what they have learned
- students do not come to lecture
- students do not Keep up with the reading
- students respond to course content and classroom dynamics in emotional and unproductive ways
- Students in studio oriented programs are not motivated in non studio courses.

Conclusion

Teaching performed to produce change in student behavior .learning may be properly defined as a relatively permanent change in behavior. To produce learning or brings relatively permanent change in the behavior of his class. The whole class or some particular students may be absolutely nil. Teaching is an interaction between teacher and students. Learning may be purely an one sided activity needing no interaction.

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EDUCATING FOR GLOBAL COMPETENCE FOR AN INCLUSIVE WORLD

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Introduction

Global competence is "the disposition and capacity to understand and act on issues of global significance. It is rooted in our changing reality and is constantly evolving with the world.

The Global Competence Matrix, developed by the GCC founding partners, comprises core concepts, skills, values, attitudes and behaviors, including: appreciation for cultural differences, ability to understand and consider multiple perspectives, capacity for highly critical and analytical thinking, comfort with ambiguity and change, and understanding the complexity of global issues. The Matrix is used as a guideline with the expectation that these components will change over time as a more diverse cross-section of educators and learners contribute to the process.

Global Competence Matrix

Globally competent individuals possess and apply the following qualities, characteristics, and abilities to learning about and engaging with globally significant issues. Educators that aspire to help students become globally competent must both develop these attributes in themselves and find ways to foster them in students.

Core Concepts

- World events and global issues are complex and interdependent
- The current world system is shaped by historical forces
- One's own culture and history is key to understanding one's relationship to others
- Multiple conditions fundamentally affect diverse global forces, events, conditions, and issues

Skills

- Investigates the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further enquiry
- Recognizes, articulates, and applies an understanding of different perspectives (including his/her own)
- Selects and applies appropriate tools and strategies to communicate and collaborate effectively
- Listens actively and engages in inclusive dialogue
- Is fluent in 21st century digital technology
- Demonstrates resiliency in new situations
- Applies critical, comparative, and creative thinking and problem solving

Attitudes & Values

- Openness to new opportunities, ideas and ways of thinking
- Desire to engage with others
- Self-awareness about identity and culture, and sensitivity and respect for differences
- Valuing multiple perspectives
- Comfort with ambiguity and unfamiliar situations
- Reflection on context and meaning of our lives in relationship to something bigger
- Questions prevailing assumptions
- Adaptability and the ability to be cognitively nimble
- Empathy
- Humility

Behaviors

- Seeks out and applies an understanding of different perspectives to problem solving and decision making
- Forms opinions based on exploration and evidence
- Commits to the process of continuous learning and reflection

- Adopts shared responsibility and takes cooperative action
- Shares knowledge and encourages discourse
- Translates ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions
- Approaches thinking and problem solving collaboratively

Facing Unprecedented Challenges and Opportunities, this Generation Requires New Capacities

- Communication with sensitivity to multiple perspectives and that global competence should equip young people not just to understand but to act.
- Young people need to collaborate with others from different disciplines and cultures, in a way that solves complex problems and creates economic and social value. They need to bring judgment and action to difficult situations in which people's beliefs and perspectives are at odds. They need to identify cultural traits and biases and to recognize that their own understanding of the world is inevitably partial.
- The greatest of these is the need to find a new concept of growth.
- Curricula will need to be comprehensive, interdisciplinary and responsive to an explosion of scientific and technological knowledge.
- Global Competence includes the acquisition of in-depth knowledge and understanding of global and intercultural issues; the ability to learn from and live with people from diverse backgrounds; and the attitudes and values necessary to interact respectfully with others.
- PISA Governing Board decided to explore an assessment of Global Competence in the 2018 PISA assessment.
- The driving ideas are that global trends are complex and require careful investigation, that cross-cultural engagement should balance clear
- asking 15-year-old students in around 80 countries
- cross-cultural engagement
- Emphasis on attitudes and values is novel in comparative assessment.
- The Future of Education and Skills:
- knowledge, skills, attitudes, values and competencies required for the 2030 world
- The Future of Education and Skills: OECD Education 2030 Framework
- initial focus would be school curricula, at secondary level
- Four propositions are integral to the 2030 Framework:
- Traditional disciplinary curriculum should be rapidly accelerated to create knowledge and understanding for the 21st century.
- skills, attitudes and values that shape human behaviour should be rethought, to counter the discriminatory behaviours picked up at school and in the family
- essential element of modern learning is the ability to reflect on the way one learns best
- Each learner should strive to achieve a small set of key competences A competence is the ability to mobilise knowledge, skills, attitudes and values, alongside a reflective approach to the processes of learning, in order to engage with and act in the world
- Global competence is being constructed on exactly this model
- The emerging OECD 2030 framework can be visualized like this:
- The case for developing global competence lies in the challenges and opportunities of the globalised world.
- Schools will continue to play an important role in helping young people live together
- The development of Global Competence can also support employability.
- Need to acquire the skills and develop the attitudes to interact effectively and appropriately with people in different countries and with people of different cultures in their local context.
- But no school should fail to educate its students to understand and respect cultural diversity.
- All young people should be able to challenge cultural and gender stereotypes, to reflect on the causes and solutions of racial, religious and hate violence and to help create tolerant, integrated societies.
- Need for an evidence-based approach to teaching and assessing global competence is urgent
- They can and should be moved forward quickly.
- Definition of Global Competence
- Global Competence is a complex learning goal
- separate and measurable learning objectives

- Deconstruct the macro domain of global competence into “dimensions”
- broken down into distinct “components” that can then be measured
- The definition of Global Competence proposed by the OECD for PISA is new and challenging:
- diversity should be valued as long as it does not violate human dignity
- Valuing human dignity and valuing cultural diversity
- Global competence is the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity. encompassing three dimensions
- The globally competent person brings his/her knowledge, understanding, skills, attitudes and values together in order to work with others to solve globally-relevant problems and to improve the collective well-being of current and future generations
- These dimensions are knowledge and understanding, skills and attitudes
- Acquiring Global Competence is a life-long process
- social and emotional skills at its core are built in early childhood
- No one points at which an individual becomes completely globally competent (Deardorff, 2014)
- PISA would like to assess at what stage in this process 15-year-old students are situated, and how effectively their schools address the development of global competence.
- Box 2: Perspectives on Global Competence from different cultures
- The literature, theories and frameworks on intercultural competence, global competence and global citizenship emerge predominantly from a Western context.
- from South Africa and involves the concept of Ubuntu
- the word is found in a Zulu proverb, meaning that a person is a person because of others
- Concept of Ubuntu can be used to illustrate a collective identity, as well as connectedness, compassion, empathy, humility, and action.

Dimensions of Global Competence

- “attitude” may be defined as the overall mind-set which an individual adopts towards an object (e.g. a person, a group, an institution, an issue, a behaviour, a symbol, etc.) and typically consists of four components: a belief or opinion about the object, an emotion or feeling towards the object, an evaluation (either positive or negative) of the object, and a tendency to behave in a particular way towards that object
- Global Competence requires knowledge and understanding of global issues, as well as intercultural knowledge and understanding.

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EDMODO: A FACE BOOK FOR TEACHERS TO SHARE THE IDEAS WITH A PAPERLESS ENVIRONMENT

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Abstract

We are moving towards in the age of technology. Each and every step of us, we are facing lot of troubles with handling ICT in the classroom. Teacher is the key factor of teaching-learning process because he/she occupies more time to deliver the lecture. We are the 'Digitally Immigrant' and the students in the technology era are 'Digital Natives' which are always interested with learning through ICT. Especially in Education, they are so many innovative activities have been made for effective teaching-learning process like e-learning, e-content, web based instruction, online learning, virtual lab and virtual learning etc. At present, we are wasting lot of papers for giving notes, writing examination and announcement of results and reducing the papers may lead to save trees. Teacher and the students have the responsibility to reduce the wastages of papers as well as to save the papers. Traditionally, the teachers were giving assignment orally and the students submitted the assignment by hard copy. This makes lot of wastages of papers. For reducing the wastages of papers, we may use ICT in all our all activities relevant to teaching-learning process. Edmodo is a face book for teachers to reduce the paper by giving notes, questions and assignments through online to the students and it green environment through saving trees. The author of the paper has interested to make awareness to the readers about Edmodo and it usefulness.

Initiation

We are living in the technology era. Teaching and Learning process are so simplified with the help of ICT. Internet is a precious invention in the life of human Endeavour. Internet allows the teacher to share the ideas to the students and their parents in easiest way. The student and the teacher may communicate each other with their learning in their own pace. Internet allows 24□7 sharing ideas between teachers and the students. We are now shifting e-learning, e-tutoring, e-examination and e-evaluation and so on. In tradition, the teacher had compelled their students' activities like assignment, homework by producing hard copy using papers. Today Digital Native students are mostly like to learn the subjects in the digital enhanced environment. The teacher has the responsibility that how to face and to teach, giving homework and assignment to the teacher by reducing papers and introducing ICT in their processes. The way is there is that Edmodo is a face book to the teachers to share their ideas to the students without papers. It is a webpage to make collaborative learning and it is most fit for K-12 Students' learning process. The following passages will assist the readers to make a clear picture about Edmodo and it uses.

Edmodo – The History and Its Meaning:

Edmodo is a webpage to the teacher to share the ideas to their students, colleagues and parents of the students. It is offering by the educational technology company to communicate ideas and thoughts to the students and it assist to collaborative learning between teacher and the students. It is a coaching tool to the K-12 Schools and working teachers. It is a network to share network, distribute quizzes and provide assignments to the students. Edmodo was founded by Nic Borg and Jeff O Hara in the year of 2008. In the year of 2013, Edmodo was recognized and popularized by the PC Magazine by furnishing the quotes of 'The Top Apps for Teachers'. Edmodolaunched a snapshot which is used as an assessment tool to measure students' standards and educational process. At present Embodo reached to have 66,900,000 users across the universe.

Embodo is an educational platform as well as social learning network in which the students and teachers can interact with each other purposefully. It is a closed network, more secure and as soon as like as the face book interface. Embodo is a learning management system (LMS) for student as well as to the teachers. It permits the teacher to share ideas, post alerts, assignment, grades, and reminders and conduct a poll or quizzes on the network and students may access the posted tasks from the network. On the other hand, the student may know their grades, communicate with teachers in their own pace and time. Edmodo is simply called as aface book for schools, Teachers, Students and Parents of the students. It is a free and high secured social network for teacher, students and the parents and no private individual can access this face book. Teacher is the only responsible to open this type of face book and students only join together. Teacher may create collaborative groups in the Embodo networks.

Embodo – The Features

Edmodo is a student and teacher interface face book which also called as face book for teachers. It is like a face book interface but it is different from the face book in the following manner.

- **Free Network** – It is a network with free cost to share the ideas between teachers and their students and it allows sharing ideas to the other teaching professional of this universe.
- **Privacy and Secure**- It is a secured platform. No private individual without be a member in the group can share ideas in this platform and the students may join in a group by inviting of the teacher.
- **Achieved**– All teaching and learning communications are achieved.
- **Own Management** – The management control of the Edmodo is fully depends on the teacher. Teacher may post and mange quizzes are only depends on the teacher and the students and their parents are having permission to responses the assigning tasks.
- **Create Polls and Quizzes** – Edmodo permits the teacher who wants to assign Polls and Quizzes to the students in the paperless way.
- **Parent Access** – Parent may access the Edmodo in free way. Parents may see the performance of their children's educational development without a paper than a progress report.
- **Online Assignment** – Teacher may give assignments to the students and the students can submit the assignments during the time and it will not be accepted after time is across.
- **Engage** – It is designed by the teacher in the way of blended learning and it allows the students excited in their learning.
- **Connect** – Teacher is the central figure of this network and they connect the students, Parents and the colleagues.
- **Personalize** – It is easy to access both the teacher and the students. Itcan be personalized by the teacher to the students for successful learning.
- **Measuring Tool** – It is used to measuring tool of the students' learning progress.
- **Easy to Use** – Non-Tech students and teachers may use this face book by simple way

Edmodo: The Free Registration Method

Edmodo permits the teacher to interact with their student groups and it allows students to submit their assignments online without paper. Parents can know their child learning progress without paper wastages like progress reports and intimation letters. The following steps may assist to register Edmodo by the teacher, students and parents.

Teacher may register in Edmodo websites for making cooperative learning group by using the following steps.

- Go to www.edmodo.com website
- Select the "I'm a Teacher"
- Fill up the registration form and Click 'Sign Up' button
- Check your email and manage your account as your wish
- Student may register in Edmodo Account by making the following steps for submitting the assignments.
- Obtain 6-digit group code from your teacher
- Go to www.edmodo.com website
- Click "I'm a Student"
- Fill up the registration form with Group Code, a unique username, and password
- Parent may register in Edmodo Account to know the learning progress of the child by making the following steps
- Obtain 6 or 9-digit group code from your child account (it is not as students group code)
- Go to www.edmodo.com website
- Click "I'm a Parent"
- Fill up the registration form with Group Code, a unique username, and password
- click Sign Up button

Edmodo: A Face Book for Teachers to Share the Ideas with Paperless Environment – How?

In the ancient world, we were made the communication by using papers and it take long period to reach the receiver. But today we are making the communication even in a second to the receiver in any end of the universe. The communication process is so simplified by the boom of ICT devices and it permits instant feedback and communication quickly. In Teaching – Learning process, the teaching and learning are so simplified by the ICT and it makes enthusiastic learning environment to the students. Though, teachers are the digital immigrant and the students are digital natives in this modern and digital era. Students are more likely to introduce new and innovative thing in their learning by the teacher. Teacher has responsibility to introduce new things in their teaching process for effective and

successful learning. Teachers are pushed to innovative teaching by using technology. In tradition time, there is no availability of ICT and today we have lot of ICT devices are originated to enhance the teaching – learning process.

For shifting innovating activities and reducing the paper wastages in teaching-learning process, the teacher may know about Edmodo. It is a facebook for teachers. Edmodo allows to the teacher to post lecture notes, introduce Polls and Assignments, and evaluate students in the paper less environment. Teacher can create group in Edmodo and they may invite their students by using password which is automatically developed by the software and the student may know from the teacher. The password is essential to access the account by the students and to join the group which may know the tasks have to be done by them. The Edmodo software allows the teacher to correct the assignments and evaluate the students' process alone in online. The parents to know their children learning progress without progress report. Edmodo permits the teacher assigning tasks to the students, the students submitting assignments online and the parents know their students learning progress in online and it preventing the lot of number of paper wastages in the universe. It is considerable to all teachers, students and parents and the very huge amounts of papers are saved and it also saves the eco environment through preventing the cutting of trees for paper production. With the background knowledge obtained from the preceding passages, the author of this paper has concluded that Edmodo: A Face Book for Teachers to Share the Ideas with Paperless Environment.

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LEARNING COMPETENCIES IN MATHEMATICS - GLOBAL IMPERATIVES AND PERSPECTIVES

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Abstract

In this paper the theoretical model about mathematical cognition ,competencies and instruction that we have been developing in the past years, which provides conceptual and methodological tools to pose and deal with the problems in imbibing mathematical competencies. Different theoretical models used in mathematics education to develop a unified approach to didactic phenomena that takes into account their epistemological, cognitive, socio cultural and instructional dimensions. The reconceptualization of mathematics teacher education based on current mathematics competencies reform efforts necessitates the elaboration of theoretical frameworks to guide both the practice of and research on teacher education. This framework for competencies in mathematics learning builds recursively on a framework for mathematics learning which derives from a social constructivist view of learning

Educating for Global Competence

Our contemporary nations are marked by new global trends of economic, cultural, technological, and environmental shifts. The growing global interdependence calls for a generation of individuals who can engage in effective global problem solving and preparing our students to participate fully in present and future world demands that we nurture their global competence

Global Competence is the Capacity and Disposition to Understand and Act on Issues of Global Significance

Globally competent individuals can use the broad ideas, tools, methods and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to deal with issues of our time. Preparing our youth to engage the world is intended for classroom teachers, administrators, informal educators, policymakers, researchers, parents, students and all other stakeholders interested in preparing our youth for the 21st century. The task of nurturing intercultural sophistication is not the responsibility of social studies teachers alone: it behoves art, mathematics, science, language, and second language teachers to renew their curricula as well.

Rubrics of Mathematics Learning

The goal of a mathematics competency at a globally oriented school is to develop an individual's capacity to understand the role of mathematics in the world; to study issues, situations or events of global significance that call for a mathematical approach or solution; and to use mathematics to support conclusions, arguments, and decisions that lead them to act as reflective, constructive and concerned citizens of the world.

A Globally-Focused Teacher of Mathematics Asks

- What is the mathematics our students need to better understand the world?
- What is the mathematics that students need to know in order to solve complex problems in a complex world?
- How do students need to think about and behave toward mathematics in their daily lives and throughout the curriculum?
- How do we organize the mathematics content to support the development of a globally competent student?
- To be able to describe the mathematics that students need to study, it is important that we understand that the world consists of situations, events, and phenomena:
- that can be represented, described, or quantified, entailing a solid understanding of algebra and the mathematics of generalization;
- that involve relationships among quantities, necessitating an understanding of functions and analysis;
- that are often physical, spatial and have measurable attributes, requiring a background in geometry and geometric measurement; and
- that are often inherently variable and uncertain, requiring an understanding of probability and statistics.

These domains of study constitute the basis of the mathematics program in a globally focused school. However, the right content is not enough; one must ensure that students have access to the appropriate experiences that will guide them in their use of the mathematics to better study and contribute to the world. To aid in this challenge, the performance outcomes and rubric can serve as a focal point for organizing instructional experiences. The performance

outcomes and rubric were developed to address the four expectations for any globally competent individual: that they can investigate the world, recognize perspectives, communicate ideas and take action.

Perspectives of Mathematical Competencies

Mathematics helps us understand the world and to use the world to understand mathematics. The world is interconnected and mathematics shows these connections and possibilities. Mathematics gives us a way to understand patterns, to quantify relationships, and to predict the future. Algebra can explain how quickly water becomes contaminated and how many people in a third-world country drinking that water might become ill on a yearly basis. A study of geometry can explain the science behind architecture throughout the world. Statistics and probability can estimate death tolls from earthquakes, conflicts and other calamities around the world. It can also predict profits, how ideas spread and how previously endangered animals might repopulate.

To understand mathematics and the globe, teachers should stay focused on teaching good, sound, rigorous, and appropriate mathematical content and use global examples that work. Mathematics is often studied as a pure science, but is typically applied to other disciplines. For instance, studying exponential growth and decay (the rate at which things grow and die) within the context of population growth, the spread of disease, or water contamination, is meaningful which helps them understand global phenomena. They may hear about a disease spreading in India, but can't make the connection without understanding how fast something like dengue can spread in a dense population. If students are given the right content and context for a globally infused mathematics curriculum, they will be able to make global connections using mathematics and create a mathematical model that reflects the complexity and interrelatedness of global situations and events. More importantly, students will be able to use data to draw defensible conclusions, and use mathematical knowledge and skills to make real-life impact.

Permeating Mathematical Skills in Education

Mathematical competence means the ability to understand, judge, do and use mathematics in a variety of intra and extra mathematical contexts and situations in which mathematics plays or could play a role. There are eight competencies which can be said to form two groups. The first group of competencies are to do with the ability to ask and answer questions in and with mathematics:

1. Mathematical thinking such as

- posing questions that are characteristic of mathematics and knowing the kinds of answers that mathematics may offer;
- understanding and handling the scope and limitations of a given concept.
- extending the scope of a concept by abstracting some of its properties ; generalising results to larger classes of objects;
- distinguishing between different kinds of mathematical statements
- Posing and solving mathematical problems such as
- identifying, posing and specifying different kinds of mathematical problems
- solving different kinds of mathematical problems
- Modelling mathematically such as
- analysing foundations and properties of existing models, including assessing their range and validity
- decoding existing models
- performing active modelling in a given context
- Reasoning mathematically such as
- following and assessing chains of arguments
- knowing what a mathematical proof is and how it differs from other kinds of mathematical reasoning
- devising formal and informal mathematical arguments, and transforming heuristic arguments to valid proofs
- The other group of competencies are to do with the ability to deal with and manage mathematical language and tools:
- Representing mathematical entities such as
- understanding and utilising different sorts of representations of mathematical objects, phenomena and situations
- understanding and utilising the relations between different representations of the same entity, including knowing about their relative strengths and limitations;
- choosing and switching between representations.
- Handling mathematical symbols and formulae such as

- decoding and interpreting symbolic and formal mathematical language and understanding its relations to natural language
- understanding the nature and rules of formal mathematical systems
- translating from natural language to formal/symbolic language
- handling and manipulating statements and expressions containing symbols and formulae.
- Communicating in, with and about mathematics such as
- understanding others' written, visual or oral texts having a mathematical content
- expressing oneself, at different levels of theoretical and technical precision, in oral, visual or written form
- Making use of aids and tools such as
- knowing the existence and properties of various tools and aids for mathematical activity, and their range and limitations
- being able to reflectively use such aids and tools.

All these eight competencies are to do with mental or physical processes, activities, and behaviours. This makes the competencies behavioural. The analytical aspect of a competency focuses on understanding, interpreting, examining and assessing mathematical phenomena and processes, such as, for instance, following an controlling a chain of mathematical arguments or understanding the nature and use of some mathematical representation, whereas the productive aspect focuses on the active construction or carrying out of processes, such as inventing a chain of arguments or activating and employing some mathematical representation in a given situation. Mathematical competence could probably be conceptualised by a different set of components. A mathematical competency can only be developed and exercised in dealing with such subject matter. The competencies and mathematical topic areas are to be seen as orthogonal. This implies that the relationship can suitably by represented by a matrix whose rows are the topics chosen for the educational level at issue and whose columns are the eight competencies. Then each cell specifies how the corresponding competency manifests itself when dealing with the corresponding topic at the educational level.

Assessment and Progression

Possessing a mathematical competency consists in being prepared and able to act mathematically on the basis of knowledge and insight. The actions at issue can be both physical, behavioural and mental. So, a valid evaluation of an individual's mathematical competencies has to be founded on the identification of the presence and range of his or her competencies in relation to mathematical activities in which the individual is or has been involved. Therefore it becomes an essential task to identify a prior as well as a posterior necessary competencies and sufficient competencies involved in a variety of mathematical activities such as solving a pure or applied mathematical problem, reading a mathematical text, proving a theorem, investigating the structure of a mathematical theory, writing a text containing mathematical components, giving a talk etc.

Conclusion

These competencies and their assessments can be used in different ways in mathematics education. Firstly, they can be employed for normative purposes, e.g. with respect to specification of a curriculum or of desired outcomes of student learning. Secondly, they can be used for descriptive purposes. More specifically, they can be used to describe and characterise actual teaching practice, what happens in classrooms, what is being pursued in testing and examinations, and the actual out- comes of students' learning. Finally, by being explicit instruments of characterisation they can also be used as meta-cognitive support for teachers and students by assisting them to clarify, monitor and control their teaching and learning, respectively. This framework for global competence responds to the demands of a changing world differently, recognizing the central role that global interdependence will play in the lives of our youth. Increasingly, the work individuals in society carry out, civic participation, self-expression, social life, and health unfold in a global scenario. Globally competent youngsters will be prepared to further such understanding through inquiry, by recognizing perspectives, communicating with diverse audiences, and acting in competent ways.

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INTERVENTION STRATEGIES TO IMPROVE PROFICIENCY IN LEARNING

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Introduction

Learning Potential might be viewed as another measure of intelligence - of ability to reach some higher state. A child with an enormous learning potential should be capable of learning more than one with a limited potential for learning.Not necessarily what they are achieving now, but what they could achieve if all the circumstances are right.

Learning Potential

The following changes in school systems around the world may be helpful to enhance the Learning Potential.

- Teach the child, not the curriculum
- Train teachers how to help children learn how to learn
- Set personal learning goals rather than arbitrary measures of success
- Work out what is important to learn - and why - rather than just adding stuff to an already overcrowded curriculum
- Stop pandering to University entrance requirements and start teaching students to think for themselves.
- The author conceives that Learning Potential includes the factors such as

Reading Skill, Classroom Environment, Higher Order Thinking Skills and Application of Educational Technology

Reading Skill

One of the three 'R's of learning, 'Reading' is an important skill that children are expected to acquire fairly early in school. Reading is not merely a part of gaining language proficiency. It is essential for learning even after the school years. Reading helps one acquire knowledge and constantly update oneself. Reading is a group of skills which involves word recognition skills, vocabulary, reading for total meaning, reading for central thought, comprehending specific factual information, following directions and assimilation. Really speaking, no one reads at one time for total meaning, at another time for vocabulary and still at another time for comprehending the specific factual information. Reading is a visual and mental phenomenon. Reading involves both the acquisition of meanings intended by the writer and the reader's own contribution in the form of interpretation, evaluation and reflection about these meanings. Reading occupies a special place in the complex of language skills.

Classroom Environment

The Secondary Education Commission (1952-53) said: "The first concern of the school should be to provide for its pupils a rich, pleasant and stimulating environment which will evoke their manifold interests and make life a matter of joyful experience". Once a clean, pleasant and well maintained school building is achieved, it can provide a richly varied pattern of activities to cater to the development of the children's entire personality keeping in mind their varying temperaments, aptitudes and attitude. The school is not merely a place of formal learning whose main concern is to communicate a certain prescribed quantum of knowledge but rather as a living and organic community instilling in them the gracious "art of living".

Higher Order Thinking Skill

Higher order thinking skills include critical, logical, reflective, meta-cognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of available knowledge and experience and that promote continued growth in these and other intellectual skills. Higher order thinking skills are grounded in lower order skills such as discriminations, simple application and analysis, and cognitive strategies and are linked to prior knowledge of subject matter content. Appropriate teaching strategies and learning environments facilitate their growth as to student persistence, self-monitoring, and open-minded, flexible attitudes.

Applying and Harnessing Educational Technology

Galbraith has defined technology as "the systematic application of scientific or other organised knowledge to practical skills". The important consequence of this is the division and subdivision of any task into its component parts. The acknowledged role of technology has been to improve the efficiency and effectiveness of any system. Hence, in the educational context, the role of technology would mean:

- decreasing the time needed to achieve particular objectives;
- augmenting the capacity of individual teachers;
- effecting economy in financial costs; and
- making the process effective with reference to the attainment of educational objectives, i.e. mastery and quality of learning

Teaching technology involves the knowhow of teaching process. It includes the mechanism of instructional process in the classroom situation, levels of teaching, theories of teaching, principal teaching operations and establishing relations between theories and teaching operations. It includes the use of technology planning and financing. Teaching technology is based on philosophical, sociological and scientific foundations. It aims at making teaching more effective, inspirational and meaningful. The role of a teacher is very significant. He must remain always in the look out of devising new techniques of teaching in the light of new findings.

Intervention Strategies for Enhancing Learning Potential

Under the present context of learning environment the strategies which are to be adopted for promoting Learning Potential have not been employed in the learning climate effectively. ***Meta-cognition, Co-operative Learning and Peer Influence*** are considered among various viable strategies for enhancing Learning Potential.

Meta-cognition

In general, meta-cognition is thinking about thinking.

- Knowledge about one's own cognitive system; thinking about one's own thinking; essential skill for learning to learn
- Includes thoughts about (1) what we know or don't know and (2) regulating how we go about learning.

More specifically, Taylor (1999) defines meta-cognition as “an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the agility to make correct inferences about how to apply one’s strategic knowledge to a particular situation, and to do so efficiently and reliably.” Meta-Cognition consists of three basic elements viz., Developing a plan of action, Maintaining/monitoring the plan and Evaluating the plan To increase their meta-cognitive abilities, students need to possess and be aware of three kinds of content knowledge: declarative, procedural, and conditional. Declarative knowledge is the factual information that one knows; it can be declared - spoken or written. An example is knowing the formula for calculating momentum in a physics class (momentum = mass times velocity). Procedural knowledge is knowledge of how to do something, of how to perform the steps in a process; for example, knowing the mass of an object and its rate of speed and how to do the calculation. Conditional knowledge is knowledge about when to use a procedure, skill, or strategy and when not to use it; why a procedure works and under what conditions; and why one procedure is better than another. For example, students need to recognize that an exam word problem requires the calculation of momentum as part of its solution.

Students need to monitor their application of study strategies. Meta-cognitive awareness of their learning processes is as important as their monitoring of their learning of the course content. Meta-cognition includes goal setting, monitoring, self-assessing, and regulating during thinking and writing processes; that is, when they’re studying and doing homework. An essential component of meta-cognition is employing study strategies to reach a goal, self-assessing one’s effectiveness in reaching that goal, and then self-regulating in response to the self-assessment.

Cooperative Learning (CL)

Cooperative Learning (CL) is a teaching strategy involving students’ participation in group learning that emphasizes constructive interaction. It is a strategy by which small teams, each with students of different levels of ability, are engaged in learning activities to improve their understanding of a subject. The participation of every student in the group and cooperation among group members is considered important. The students enjoy their individual and collective efforts.

Cooperative learning as a process oriented approach lays emphasis on the process of learning in well organized contexts rather than products of teaching in de–contextualized environments, fosters cooperation rather than pure individualistic competition, values participation of all class members rather than merely higher achieving students, and appreciates meta–cognitive strategies rather than survival skills.

Cooperative learning has many methods viz., Jigsaw I and II, Structured Controversy, Group Investigation, Learning Together, Cooperative Integrated Reading and Composition, and Student Team learning (which include Student Teams, Achievement Divisions, Games and Tournament etc.).

Peer Influence

'Technically a peer group is any collectivity in which the members share some common characteristics, such as age or ethnicity. It most commonly refers to age groups in general, but more specifically to adolescent groups where members are closely bound together by youth culture. Adolescent peer groups tend to have: (1) a high degree of social solidarity, (2) hierarchical organisation, (3) a code which rejects, or contrasts with, adult values and experience. From an adult perspective, peer groups are often deviant because delinquency is supported by the rewards of group membership.' (A peer is a member of a peer group.) - Abercrombie, 1988

A peer group is both a social group and a primary group of people. Peer group may be defined as a group of people who, through homophile, share similarities such as age, background, and social status. The members of this group are likely to influence the person's beliefs and behaviour. Peer groups contain hierarchies and distinct patterns of behavior.

During adolescence, peer groups tend to face dramatic changes. Adolescents tend to spend more time with their peers and have less adult supervision. Adolescents' communication shifts during this time as well. They prefer to talk to about school and their careers with their parents, and they enjoy talking about sex and other interpersonal relationships with their peers. Children look to join peer groups who accept them, even if the group is involved in negative activities. Children are less likely to accept those who are different from them.

Adolescents begin to form cliques and crowds. Cliques are small groups typically defined by common interests or by friendship. Cliques typically have 2-12 members and tend to be formed by age, gender, race, and social class. Clique members are usually the same in terms of academics and risk behaviors. Cliques can serve as an agent of socialization and social control. Being part of a clique can be advantageous since they provide a sense of autonomy, a secure social environment, and over all well being. Crowds are larger, more vaguely defined groups that may not have a friendship base. Crowds serve as peer groups, and they increase in importance during early adolescence, and decrease by late adolescents. The level of involvement in adult institutions and peer culture describes crowds.

Lev Vygotsky, Jean Piaget, Erik Erikson, Harry Stack Sullivan, and social learning theorists have all argued that peer relationships provide a unique context for cognitive, social, and emotional development. Modern research echoes these sentiments, showing that social and emotional gains are indeed provided by peer interaction.

Positive Attributes of Peer Groups	Negative Attributes of Peer Groups
Serve as a source of information	Peer pressure
Teach gender roles	Future problems
Serve as a practicing venue to adulthood	Risk behaviors
Teach unity & collective behaviour	Aggression and pro-social behavior
Identity formation	Sexual promiscuity

Some of the positive things that peer groups offer your teenager include:

- A sense of belonging and feeling valued
- Somewhere to fit in, when they feel neither children nor adults
- Increased self-confidence because they are accepted by the group
- A sense of security and of being understood by others who are going through the same experiences
- A safe place to test values and ideas
- Help in the move towards independence
- Practice in getting along with others
- Ways to meet new people
- Friendships
- Practice in learning to give and take
- Influence in making decisions about their life.

Conclusion

Learning Potential is a measure of what a child is capable of doing and learning when all the circumstances are at their most beneficial. It is what children could achieve if they were given every opportunity to get there. It is some sort of nebulous target that changes for everyone depending on their abilities, environment and how their brains are wired. It is

something very personal and it cannot be compared to another person's potential. Hence strategies for enhancing Learning Potential should be employed effectively.

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OVERCOMING LANGUAGE BARRIERS IN CONTENT-AREA INSTRUCTION

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Abstract

As new English-medium universities open their doors in the some universities switch to using English as the language of instruction, instructors in all disciplines face the challenge of teaching their courses in English to students who have learned (and who are continuing to learn) English as a foreign language. This article reviews theories and practices from the field of Applied Linguistics and Teaching English as a Second Language (TESOL) which can help content-area instructors understand and reach these learners. Second language acquisition research has produced several concepts of interest to content-area instructors. Krashen's theory of comprehensible input *focuses on the language used by the instructor, while Swain's of* comprehensible output *emphasizes providing opportunities for students to produce language. Cummins differentiates between two types of language proficiency: Basic Interpersonal Communication Skills (BICS), which are needed for daily interactions, and Cognitive Academic Language Proficiency (CALP), which is required for academic tasks. Inter language and first language interference may also influence students' second language production in classroom settings.*

Specific classroom practices for improving students' language comprehension and facilitating content learning are recommended. These include modifying speech, using visual aids, utilizing a variety of questioning techniques, and extending the time instructors wait for students to respond. Instructors can employ strategies, such as mind-mapping and quick writing, to activate students' linguistic and conceptual schemata at the beginning of a lesson. Scaffolding provides structure and support for students to complete tasks until they are able to realize them on their own. Collaborative/cooperative learning lowers students' affective filters and offers opportunities for participation and language practice. Graphics illustrate some of the suggested practices.

Language barrier is a figurative phrase used primarily to indicate the difficulties facedwhen communicating with others while speaking multiple languages

Theories/Concepts from Second Language Acquisition Research

Imagine that you enter your classroom to give a lecture. You open your lecture by asking students some questions related to the assigned reading for that day. The students stare at you blankly, and you get the impression that they had not read the assigned text. One student complains (quite fluently) that the reading was too long. You continue your lecture, then, by reviewing the content that had been covered in the reading. As you are speaking, you notice that none of the students are taking notes, which makes you feel irritated. You try to make the class more interesting by throwing out some questions to stimulate student participation. One or two students attempt to answer your questions, but their answers are very brief. In addition, it is sometimes hard to understand the ideas they are trying to express because of their pronunciation and grammar. In the end, you leave the class wondering how much of the content your students really learned.

Language and content are inextricably bound. To successfully teach content to second language learners, instructors need to understand the second language acquisition process their students are experiencing (de Jong & Harper, 2004; Glaudini Rosen & Sasser, 1997; Wilcox Peterson, 1997). Understanding this process will enable instructors to identify the sources of the language issues in their classrooms and to find pedagogical solutions for them. The research on second language acquisition has produced a number of theories and concepts that content-area instructors should be aware of. *Comprehensible input.* Krashen argued that learners acquire language through being exposed to language input that is slightly beyond their current language proficiency level. Contextual and extralinguistic clues help students to understand the entire message. By understanding this more advanced input, the students' language proficiency increases (Echevarria, Vogt, & Short, 2004; Grabe & Stoller, 1997; Kasper, 2000a). In content-area classes in English-medium universities, teaching and learning are mediated through the English language. If students cannot understand the language, they cannot grasp the content. For this reason, classroom language, both written and spoken, needs to be made as comprehensible to students as possible for content learning and language learning to reinforce each other.

Comprehensible output. Some scholars have challenged Krashen's idea that comprehensible input is sufficient for second language acquisition. Swain proposed that to develop language skills students must also produce language that is comprehensible to others. It is in this effort to formulate comprehensible output that learners try out hypotheses about how the language works, and so gradually acquire the language (Gibbons, 2002; Grabe & Stoller, 1997). To accomplish this, instructors must limit their teacher-talk (the time the instructor spends talking in the classroom) and create more

opportunities for students to produce spoken and written language during their lessons. As Echevarria et al. (2004) have noted:

It can be particularly tempting for teachers to do most of the talking when students are not completely proficient in their use of English, but these students are precisely the ones who need opportunities to practice using English the most. Content-area instructors need to employ teaching methods which foster active student participation. Through participating and producing comprehensible output, students gain not only content-area knowledge but also language proficiency.

Types of language proficiency. Content-area instructors may hear their students speaking English fluently and wonder why such students cannot read textbooks, listen to lectures and take notes, or write research papers. Cummins' distinction between basic interpersonal communication skills and cognitive academic language proficiency helps to explain this discrepancy. Basic Interpersonal Communication Skills (BICS) refers to the ability to have conversations and carry out daily activities in the second language. Students can acquire BICS within two years of language study. In contrast, cognitive academic language proficiency (CALP) refers to the ability to use the second language in order to learn and do academic work. CALP takes five to seven years to fully develop (Crandall, 1994; Grabe & Stoller, 1997; Kasper, 2000a; Wilcox Peterson, 1997). Content-area instructors should recognize that although students may be able to converse easily in English, they may not yet have developed the cognitive academic language proficiency which is necessary to successfully undertake university-level studies in a second language. Thus, content-area instructors have a role to play in developing their students' cognitive academic language proficiency.

Interlanguage. People who are learning a second language develop an "interlanguage," an intermediate language system which includes what students know about their first and second languages. In the early stages of interlanguage development, the knowledge of the second language is incomplete. It may seem that learners are making many "errors" when they try to speak or write the language. However, these errors can be seen as "experiments," a natural part of the language acquisition process. As the students acquire more knowledge about the second language, their interlanguage will become more like the second language (Gopaul-McNicol & Thomas-Presswood, 1998; Teemant, Bernhardt, & Rodríguez-Muñoz, 1997). Understanding the concept of interlanguage will help content-area instructors to be more tolerant of the less-than-native-like language produced by their students.

Language interference. Often aspects of students' first language appear in the students' production of a second language. For example, the students may incorporate sounds from their first language in their pronunciation, structure their sentences according to the first language's grammar, use vocabulary from their first language, or present their ideas using the rhetorical styles common to their culture (Gopaul-McNicol & Thomas-Presswood, 1998; Rosenthal, 2000). If content-area instructors have some knowledge of their students' first language, they can identify when errors in production are caused by language interference.

Classroom Practices for Content and Language Learning

Researchers and practitioners are starting to take notice of the relationship between content learning and language learning. There is a growing literature on content-based language instruction (Brinton & Holten, 1997; Brinton & Masters, 1997; Crandall, 1998; Crandall & Kaufmann, 2002; Haley & Austin, 2004; Kasper, 2000b; Pally, 2000; Snow & Brinton, 1997) and on teaching second language learners in mainstream content-area classrooms (Echevarria et al., 2004; Gibbons, 2002; Mohan, Leung, & Davison, 2001; Rosenthal, 2000). This literature recommends numerous classroom practices that instructors can implement to teach content to second language learners more successfully while at the same time contributing to the learners' language development.

Providing comprehensible input. As mentioned previously, receiving comprehensible input is imperative for learners to develop their language proficiency and to gain disciplinary knowledge. There are several actions that instructors can take to make their input more comprehensible to learners. The first is for instructors to be aware of their own speech patterns. Instructors should try to reduce "fillers" (such as "uh" or "you know"), avoid idiomatic expressions, speak in short sentences, pause frequently, rephrase the concepts, and summarize the main ideas of their lectures. Another way for instructors to make their language and content input more comprehensible to learners is by using visual aids. Visual aids are useful for providing context that helps students understand the linguistic/conceptual input. These include notes written on the board or shown in a multimedia format, as well as photos, illustrations, charts, or graphs – all of which support students' understanding of content

Another kind of visual aid is realia. These are everyday objects that are brought into the classroom (Echevarria et al., 2004). For example, if an instructor is teaching the history of a certain region of the world, he/she might bring an artifact from that area to show students. When the students in my *Introduction to Language and Communication* course learned about the concept of positioning in advertising,

Asking questions and waiting for answers. As instructors are teaching, they commonly ask students questions to involve them in the lesson and to gauge their comprehension of the subject matter. Low levels of language proficiency may prohibit students from offering lengthy responses to an instructor's question. Therefore, instructors should be familiar with a range of question types that they can employ depending on the student's proficiency level.

Activating students' linguistic and conceptual schemata. Students often have prior knowledge of or experience with the content that instructors wish to introduce to their classes. This prior knowledge or experience is called schemata. Students can more easily comprehend classroom activities when instructors activate their linguistic and conceptual schemata surrounding the topic of study. This can be done by utilizing activities at the beginning of the lesson that stimulate students' thinking about their existing knowledge of the topic (Echevarria et al., 2004; Glaudini Rosen & Sasser, 1997; Shaw, 1997; Wilcox Peterson, 1997).One activity for awakening students' schemata is by creating a mind map, also called a semantic web (Gibbons, 2002) or a semantic word map (Vacca & Vacca, 2002). This is a brainstorming activity. This exercise serves to activate the vocabulary and conceptual knowledge students possess, which can then be used as the basis for developing the concept further in class. Another exercise for activating schemata is called quickwriting. Again, students are presented with a word or question, and they are given a limited time (perhaps five minutes) to write their ideas on this topic in sentence form. *Providing scaffolding.* Instructors can move students toward higher levels of academic performance through scaffolding. There are three types of scaffolding that instructors may provide: verbal, procedural, and instructional (Echevarria et al., 2004).

With verbal scaffolding, instructors provide support for students to understand and produce language. . Second language learners benefit from receiving step-by-step instructions in oral as well as written form. In addition, instructors can demonstrate what they want students to do as they state the steps and highlight them in the written instructions. Group work also provides procedural scaffolding since students can observe how other students are completing the task (Echevarria et al., 2004). Instructional scaffolding provides a structure for developing a skill or thinking about a concept. Another kind of activity which provides instructional scaffolding is called an *information gap*. It can be created from lecture outlines, charts comparing two concepts, or diagrams illustrating a process. In an information gap activity, students work in pairs or small groups.

Employing collaborative/cooperative learning: As previously noted, students develop their language proficiency by having opportunities to produce comprehensible output. Classroom activities in which students work together in pairs or small groups to complete some task allow for more student-generated talk, thus leading to achievements in both language and content-learning (Crandall, 1994; Echevarria et al., 2004; Glaudini Rosen & Sasser, 1997; Grabe & Stoller, 1997

Conclusion

Anytime you enter a new academic discipline, you must acquire the language of that discipline. You must learn the concepts that people in that field believe to be important. Furthermore, you must learn how people in that field talk about those concepts, what language they use, and how they use it. In that sense, we are all language teachers even when we teach content to native English-speaking students. Teaching courses in English to students who are not fluent in the language creates many challenges for content-area instructors. They may feel frustrated because it seems that students do not comprehend their lectures, do not read the assigned texts, or are not able to participate in class. By understanding the second language acquisition process and implementing classroom practices to develop students' English language proficiency, instructors can overcome the language barriers which impede content teaching and learning.

TWENTY FIRST CENTURY LEARNING SKILLS

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"If I should not be learning now, when should I be"

- Lecydes

Introduction

I think that the term "Twenty First Century Learning skills" have been debated among teachers and teacher educators in the recent years in abundance. Today, most success lies in being able to communicate, share, and use information to answer complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to command and expand the power of technology to create new knowledge. Hence, new standards for what students should be able to do are replacing the basic skill competencies and knowledge expectations of the past. To meet this challenge schools must be transformed in ways that will enable students to acquire the creative thinking, flexible problem solving, collaboration, communicative and innovative skills they will need to be successful in work and life. Eminent authors of education (Carroll, 2007; Burmack, 2002; Riddle, 2009; Frey & Fisher, 2008; Elkins, 2007; Trilling & Fidel, 2009) organized a forum in the Head of Partnership for Twenty First Century Learning in the North Central Regional Educational Laboratory (Partnership for 21st Century Learning –NCREL) and argue that 21st Century Learning skills. This thematic paper deals that the twentyfirst century learning environment, skills rising trends and recommendations.

21st Century Learning Environment

The 21st Century Skills defines 21st century learning environments as "the support systems that organize the condition in which humans learn best – systems that accommodate the unique learning needs of every learner and support the positive human relationships needed for effective learning" (p.3). Thus, 21st century learning environments are the physical spaces, tools, and learning communities that encourage and enable students and educators to attain the skill-sets that the 21st century requires. This includes a number of important elements such as the physical environment, a school's daily operations – including scheduling, courses and available activities, technology infrastructure, school culture, community involvements, and school leadership. P21 states that 21st century learning environments are system of systems that:

- "Creates learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes
- Supports professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice
- Enables students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)
- Allows equitable access to quality learning tools, technologies, and resources
- Provides 21st century architectural and interior designs for group, team, and individual learning.
- Supports expanded community and international involvement in learning, both face-toface and online."

Twenty First Century Learning Skills

A survey of manufacturers conducted by Deloitte Development (2005) found that 80 percent reported shortages of skilled employees across all occupations in their firms. In terms of the kinds of skills needed, the respondents most frequently cited basic employability skills that are,

- Timeliness, and work ethic;
- Problem-solving skills;
- Ability to collaborate; and
- Reading, writing, and communication skills.
- Net accessing in computer, mobile and tablet
- Using social media
- Experience in accessing e-journal, e-library

- On line learning etc,.

Deloitte Development survey respondents indicated that the education and skills of the workforce are the single most critical element of successful innovation, while also reporting a lack of skilled workers. Andrew, DeRocco& Taylor argue that companies whose workforces lack 21st century skills are at a disadvantage to compete globally and have difficulty in dealing with such challenges as the convergence of technology and manufacturing and the need to quickly move new products and services to market. The authors conclude that it is imperative to better educate the workforce not only in science, but also in 21st century skills.

In 2006, Caser Lotto & Barrington conducted a survey of 400 business executives and managers, asking respondents to rank the relative importance of 20 skills and fields of knowledge to the job success of new workforce entrants at three education levels: high school, two-year college or technical school, and four-year college. The respondents ranked three skills among the top five most important skills and fields of knowledge for all three groups of new entrants:

- Professionalism / work ethic,
- Teamwork / collaboration, and
- Oral communication.

In comparison, science knowledge was ranked 17 important in the list of 20 skills and fields of knowledge for high school graduates and 16th in importance for two- and four-year college graduates. When asked which skills and knowledge fields would become even more important over the following five years, critical thinking/problem solving, information technology application, teamwork/collaboration, and creativity/innovation were at the top of the list, and science knowledge was ranked 16th in growing importance.

Rising Trends in Twenty First Century Learning Skills

Specified the economic and political challenges of our times, students will need plenty of practice developing and fine-tuning their 21st century skills to become better problem solvers and more imaginative innovators. Current research on 21st century skills and skill acquisition is focusing on social and cross-cultural communication, developing and piloting programs and curriculum for students to develop leadership and responsibility skills, and the development of a stiff of research that can support the preliminary research that illustrates the impact of 21st century learning skills on student achievement and workforce development. The emerging trends are in the plat form of on line resource and seem less learning.

Recommendations

The Partnership for 21st Century Skills (2009) argues globally that all 21st century initiatives must focus on both core academic subject mastery and 21st century skills outcomes. In providing recommendations for the implementation of 21st century initiatives, strongly suggest

- Developing teacher professional development programs and workshops that focus specifically on 21st century skills instruction,
- Integrating 21st century skills training into teacher preparation and certification programs,
- Developing on-line professional learning communities to provide support for teachers,
- Invest in a ICT and provide professional development opportunities for both ICT staff and teachers,
- Develop professional development opportunities for the faculty of colleges of education that address 21st century skills, and
- Integrate 21st century skills into both student and teacher standards.

Conclusion

The impetus of the learners towards learning multiplied in the modern era than ever before. Skills such as searching new knowledge, exercise the knowledge, applying and evaluating of knowledge changed drastically. Reading, writing, communicating, problem solving and collaborating are notorious as the new face of twenty first century learners. It is better to learn and understand concerning twenty first century learners and their learning skills so that the requirement would be satisfied in terms of cognition.

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UNIVERSAL PROBLEMS ON TEACHING AND LEARNING

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Abstract

In this paper, we analysed the problems of the education. The major problems of the education are related to teaching and learning. Learning is the one of important psychological process that determines human behavior. Learning is the process of accumulation of knowledge, skills and attitudes. Teaching is a relationship, which is established among three focal points in education the teacher, the student and the subject matter. Teaching learning is the process by which the teacher brings the student and the subject matter together.

Introduction

Education has become increasingly important in providing competitive edge for individuals, regions, society and the nation as a whole in global market. The education should enhance teachers who teach pre-primary, primary, secondary and higher education. Therefore, there is a need to introduce comprehensive special needs education in all teacher-professional development-programs for all levels of teaching and learning. In the modern era, the education is centered on teaching. Hence, the teaching should be well for the students to learn the essential needs.

India's constitution stipulates the Universalization of Elementary Education. The government is promising that all children between the ages of 6 and 14 will be fully educated. However, according to the World Bank, while 95% of Indian children attend primary school, only 40% go on to secondary school. This problem is focused in this paper and reasons for these kind of problems are witnessed and solutions are identified.

Teaching and Learning in Education at Various Levels

In this section, various problems presenting related to teaching and learning in different levels of education are described.

Pre-Primary Education

In India, pre-primary education was started in the third decade of current century. There are three kinds of these schools, which are depicted in figure 1. Now-a-days, people have begun to realize the importance and utility of pre- primary schools.

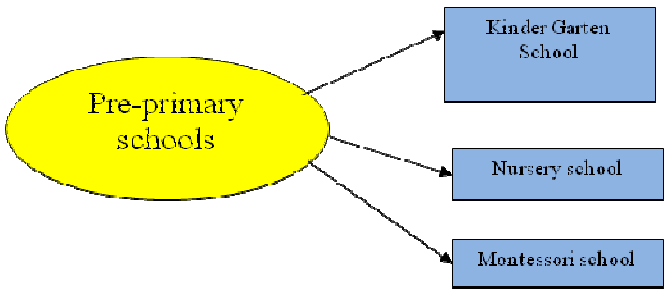

Figure 1: Types of Pre-Primary Schools

Primary Level of Education

In India, primary schools provide education from class 1 to 8. The children in these classes are generally between 6 and 15 years of age. It is the next stage after kindergarten. The central government has been giving the financial help to provisional government for the expansion of primary education.

Secondary Education

Secondary education is the kind of education, which is given after primary education and before university education. It includes all the classes after primary school and before the university. Before independence, secondary education was classified in different manners such as vernacular middle school, matriculation entrance, high school and intermediate.

Higher Education

India's higher education system is the world's third largest in terms of students, next to China and the United States. Universities and its constituent colleges are the main institutes of higher education in India. Most of these universities in India have affiliating colleges where undergraduate courses are being taught. Several private institutes in India offer various professional courses in India. Distance learning is also a feature of the Indian higher education system.

Problems

Pre-Primary Education

The problems in this education are given below. In this country, pre-primary education is run on western lines. Hence, new techniques should be devised suited to Indian conditions. In the Kindergarten, Montessori and nursery system in pre-primary school, the children should be taught manners and social etiquettes according to Indian tradition. New stories should be written with Indian themes.

Primary Education

Many primary schools suffer from a shortage of teachers. The shortages of teachers trained on special- educational needs-professionals, as well as the lack of teaching facilities, have a negative effect on the delivery of quality education to children. In many schools, class sizes are too big for teachers to facilitate quality learning. To analyze the problems in this level of education, the approach and methods of teaching used by teachers and the learning of children must be studied.

a. Economic Background

Primary education level is facing a lot and different challenging that stopping parents in one way or another to strides forward for their children education, especially in the village than urban. However parents who are in well economy can support financial and home resources for individual learning materials for their children (pupils), again can also provide a home environment to improve pupil school development. That is to say pupils from good family income can go to school easily as they can have a bicycle ride to school. Studies have shown that pupils whose parents are educated are likely to enable their children to become successful in their studies compare to children whose parents are not educated.

b. Low Standard of Teaching

Teachers are not properly acquainted with teaching methods. The primary schools are not using necessary implementations of teaching due to shortage of money. Hence, the education is uninteresting and its standard is low. Most teachers lack in training as well as with regard to technology and innovations in teaching.

c. Narrow and Unsuitable Curriculum

The curriculum of the primary school is narrow and unsuitable to the local needs. Emphasis is given on bookish knowledge.

d. National Obstacles

The villages in some of the areas (Himalayan region, Kashmir) are situated at distant places. They are covered with forest, snow and social evils such as superstition, illiteracy, child marriage are become a problems in these areas.

e. Class Size

Large class sizes are an epidemic in the primary school education system. With schoolrooms overflowing with students and not enough teachers to provide an adequate amount of individualized attention, the student learning experience is jeopardized. Primary school teachers attempt to manage classrooms full of 50 to 60 students in some school districts across the country. Numbers like these make it a challenge for teachers to give students an equal amount of guidance on homework questions or in-class assignments. Additionally, large class sizes breed rowdy student behaviors, so teachers are often forced to perform behavior management as well as provide an educational curriculum.

Secondary Education

All students must study a pre-fixed curriculum. The students do not get opportunities to select subjects according to their interests and desires. The curriculum is not related to the environment and practical life. The present educational system, examination system, aimless education etc, are the factors responsible for the indiscipline among the students doing their secondary education. Sports and games, excursions, physical exercises, social activities, etc, are not sufficiently organized in the secondary schools. There is a total absence of religious and moral educations in the schools. It has not given any importance to vocationalization. Mudhaliar commission (1953) has pointed out several problems. There was too much stress on examination. Curriculum was overcrowded. Methods of teaching are not

scientific and up-to-date. The number of students in each class is so large that it becomes impossible for the teachers to establish close personal contact with their students. There is inadequacy of co-curricular activities in the schools. Mind, emotion and aptitude of the students and their physical welfare are not very much looked after in the institutions. A rigid timetable, unsuitable textbooks and unduly detailed syllabus do not give the teacher sufficient opportunity for self-expression. Many children, now seeking education, come from homes where there is little of educational atmosphere. Hence, they get little or no opportunity for supplementing the education given at schools. In secondary education, much importance has been given to subjects which are not important from the view of the society, subject that have social importance are not given due attention. The all-round development of the personality of the child is not achieved. After the attainment of independence, there has been an unprecedented increase in the number of private secondary schools in the name of expansion of education. Most of these schools are the private properties of some particular caste, political party or capitalist.

Higher Education

a. Faulty in Competence

New skills and knowledge are required for the teachers to be up to date. However, research does not exist in many colleges.

b. Emphasis on Specialization

When the students complete the university education they acquire special knowledge and skill in particular subject but their viewpoint remains narrow.

c. Imbalances

There is an imbalance in the field of study or the field selected by the students. 70% of Indians study humanity and social science and only 30% study physical science. Thus, universities have unequal standards.

Solutions

Primary Education

One of the most effective ways to improve primary education is to adapt it to meet children's needs. As much as possible, teachers, other school staff and parents should broaden their educational methods to reach kids' different personalities, temperaments, interests and learning styles. Adapting the schoolwork to the kids helps them stay engaged and excited about school.

Educators need to be aware of different learning methods, which are often categorized as visual, auditory and kinesthetic/tactile. Every student has areas of relative strength and weakness, and they deserve to use their strong points to learn new concepts. Teachers should present materials in multiple ways so the children have more chances at success. For instance, with an addition problem, visual and tactile learners benefit from handling objects such as blocks, while auditory learners should hear the numbers aloud. Teachers at primary level must be given training on various technological tools and innovations. The training should be established not only in urban areas but also in rural areas. The education of craft should be given in primary school. Roads have been built in many distant villages and the work at large scale is still being done in this connection.

Secondary Education

1. The curriculum should be such as may develop the different abilities and capabilities of the students. The curriculum should be diversified and flexible so that it may be according to the needs and interests of the students
2. The curriculum should be closely related to the social life of the students
3. To remove wide-spreads indiscipline among the students, proper attention should be given to the factors like loss of higher spiritual values, political changes, defective mode of examination and wretched economic conditions of the teachers. They are responsible for growing indiscipline. This can be achieved only when the government, people and guardians cooperate to take active and constructive measures in these connections.
4. Raghukul Tilak committee had recommended that in order to improve the management of private institutions, the managing committees must include one representative of teachers and three members nominated by the members of education department
5. The student should be given opportunities for acquiring practical knowledge in the professions, which are carried on in the neighborhood of the school.

Higher Education

1. The curriculum of the universities should be flexible so that it may adapt with changing condition and needs of society.

2. Attention should be paid not only to mental but also to the physical development of student in universities.

Conclusion

The problems of various education levels like pre-primary level, primary level, secondary level and higher education are studied in this paper. Moreover, the solutions are studied for the problems and they are illustrated in this paper.

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UNIVERSAL PROBLEMS ON TEACHING AND LEARNING

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Introduction

Teaching and learning is an important of the process of education. Its special function is to important knowledge, develop understanding and skill Teaching is a simple terms either an occupation or profession of a group of teachers or the activities of a group undertaken to help an individual to learn or acquire some knowledge, skill, attitudes or interest. Teaching is perceived supposed as stimulating motivating inspiring directing guiding the learner and evaluating the learning outcome of teaching. Teaching is a process that enables that learner to earn on his own.

Definitions of Teaching

Teaching means arranging conditions of learning that are external to the learner. Teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn. Teaching is undertaking certain ethical tasks or activities the intention of which include learning. Teaching is includes all the activities of providing education to other. The person who provides education is called teaches.

Characteristies of Effective Teaching and Learning

In planning and guiding children's activities, we reflect on the different ways in which children learn and aim to support and develop these within all areas of the curriculum.

The three characteristics of effective teaching and learning are

- Playing and exploring – children investigate and experience things, and 'have a go'
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Relationship between Teaching and Learning

The teacher creates the learning process and learning situation for the student. The relationship is the interaction between the student and teacher.

- The method of teaching
- The material to be taught
- Classroom conditions
- Questioning and answering
- Universal problem of teaching

Structure of the Classroom

In problem – based learning students work in small groups to where they explore meaningful problems, identify the information needed to solve the given problem, and devise effective approaches for the solution.

Steps to Problem Solving

There have been five stages consistently found within the literature of problem. 1. Identifying the problem. 2. Representing the problem. 3. Choosing the appropriate strategy. 4. Implementing the strategy and. 5. Assessing the solutions. This overview will focus on the first two stages of problem solving and examine how they influence problem solving. Representation the problem. Problem representation refers to how the known information about a particular problem is organized. There are two ways to represent a problem: abstract or tangible. In abstract representation of a problems. Critical thinking: cognitive tools used to analyze a problem or situation ability to draw inferences and weigh evidence, reasoning.

Universal Problems on Learning

Universal design for learning provides the opportunity for all students to access, participate in, and progress in the general, education curriculam by reducing barriers.

- sensory or physical disabilities
- emotional or behavioral challenges
- learning disabilities or reading difficulties.
- Autism spectrum disorders.
- Attention deficit hyperactivity disorder.
- Lack of appropriate background knowledge
- English – language barriers.
- Engaged in their own – education
- Achieving at higher levels
- Motivated to continue learning

Conclusion

Teaching and learning and active participation of teachers who engage in the analysis, effective instruction and the analysis of student work. Approaches for teaching all student science content and scientific partices and science pedagogical knowledge and science teaching practices.

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E-COMPETENCE FOR AN INCLUSIVE WORLD

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Introduction

The project e-education aims to spread the education and at the same time, to train teachers in a new and innovative way, hoping that the different approach, content and implementation will bring about noticeable changes in various levels of education. *E-learning is the most important explosion propelled by interacted transformation.* In the beginning of the third millennium, a new form of learning called e-learning is being introduced. The e-learning decreases the educational costs and it is more effective learning than traditional learning. Globally, it allows the fast dissemination of new techniques and processes, cancelling geographic challenges. In addition, time efficiency plays a role, as travel is reduced. Users can conveniently access training materials from home or while on the road via the Internet. *E-learning allows the users to fruitfully gather the knowledge and education both by synchronous and asynchronous methodology to effectively face the need to rapidly acquire up to date to know – now within productive environment.*

"Teaching in the Internet age means we must teach tomorrow's skills today." –

Jennifer Fleming

Technology is becoming a necessity in diverse classrooms. Using a technology gives to lecturers the diversity of their lectures, displaying more information, and enhancing student learning. In addition, the use of different technologies in the classroom can help lecturers to save time and allow for more attention to be paid to the content of course. In addition to this E-Tutoring has been playing an important role in developing the E-Competence for the students. In a telematics-based environment the teacher is more or less just another participant, though very active one and the Teachers role as an organizer is greatly emphasized. So in this way it is much more efficient to learn to communicate, and learning is not just a one-way street. E-tutors teach, motivate and direct students while maintaining high interest and achievement. This E-Competence in Education is divided into five main topics. The first topic sets the case for e-learning by dealing with subjects such as its equipment's, resources & its advantages and any drawbacks, and whether it can actually lead to learning. The second topic describes important types of learning tools that are available today. The third topic deals with the characteristics of online courses and how one can create successful learning communities. The fourth topic is about emerging learning trends.

E-Competence

E-competence is an innovative approach to root and spread e-learning and e-services throughout the world. The concepts of e-learning and e-teaching play important roles in educational technology applied in different levels of education. E-learning technology can promote the inclusion of students with various difficulties in education. We considered the roles of e-teacher which are useful in e-education for those students facing learning difficulties. Usefulness of assistive technology and e-learning technology are also considered. The implementation of e-learning/e-teaching components to improve the education of students with the help of teachers to overcome the learning disabilities and supported perspectives of inclusive e-education and importance of teacher's competence of e-teaching in inclusive world.

E-Learning Technologies and System

The term "e-learning" has been thrown around quite a lot in recent years, many are still unaware of what it actually means and how it can help them achieve success in both their professional and personal lives. This short e-book aims to provide an introductory level overview of the e-learning field for the students learning at various levels. When it comes to education, the model has been pretty straight forward - up until the early education was in a classroom of students with a teacher who led the process. Physical presence was a no-brainer, and any other type of learning was questionable at best. Then the computer evolution happened and it radically changed the learning landscape. In essence, e-learning is a computer based educational tool or system that enables you to learn anywhere and at any time. Today e-learning is mostly delivered though the internet, although in the past it was delivered using a blend of computer-based methods like CD-ROM. Technology has advanced so much that the geographical gap is bridged with the use of

tools that make you feel as if you are inside the classroom. E-learning offers the ability to share material in all kinds of formats such as videos, slideshows, word documents and PDFs. Conducting webinars (live online classes) and communicating with professors via chat and message forums is also an option available to users.

There is a plethora of different e-learning systems (otherwise known as Learning Management Systems, or LMSs for short) and methods, which allow for courses to be delivered. With the right tool various processes can be automated such as the marking of tests or the creation of engaging content. E-learning provides the learners with the ability to fit learning in an around their classroom, effectively allowing the students to gain new knowledge. Some of the most important developments in education have happened since the launch of the internet. These day learners are well versed in the use of smartphones, text messaging and using the internet so participating in and running an online course has become a simple affair. Message boards, social media and various other means of online communication allow learners to keep in touch and discuss course related matters, whilst providing for a sense of community. In the fast-paced world of e-learning the available technologies to make a course exciting are always changing, and course content can and should be updated quickly to give students the very latest information. This is especially important if the e-learning training is being given to teachers in an institution where keeping up-to-date on skill developments is of the utmost importance.

E-learning Tools and Equipment's

Curriculum Tools

Curriculum tools are widely used in high school and college of education. Materials are selected and organized to facilitate class activities. Additional tools, such as discussion forums and online quizzes, are integrated to support collaboration and evaluation. A typical commercial curriculum tool includes three integrated parts: instructional tools, administration tools, and student tools. Instructional tools include curriculum design and online quizzes with automated grading. Administration tools include file management authentication, and authorization. Student tool functions include: Browsing class material: readings, assignments, projects, other resources Collaboration and sharing: asynchronous and synchronous bulletin boards and discussion forums. Learning progress scheduling and tracking: assignment reminders and submission, personal calendars, and activity logs. Self-testing and evaluation: tests designed by instructors to evaluate student performance WebCT and Blackboard are the most popular commercial curriculum tools. A review comparing these two tools suggests that Blackboard's flexible content management and group work support make it more suitable for independent and collaborative learning. Web CT's tighter structure and fully embedded support tools make it more appropriate for guided, less independent learning. In general, these tools are tailored more to support class activities than independent research or self-study.

Digital Library Tool

While curriculum tools support class functions, digital library tools focus on locating resources. These functions support the exploration and collection phases of information search. Digital library tools help users find the right information amidst a huge amount of digital material. Digital library features usually include search, browsing, and discovering special collections or exhibits. Search and browsing are used to locate resources and explore related topics. Special collections or exhibits contain organized materials representing a unique treasure for interested users.

Knowledge Representation Tool

Knowledge representation tool help learners to visually review, capture, or develop knowledge. Curriculum tools rely primarily on a text-based, syllabus approach to describing course content. This approach often fails to delineate the relationship of concepts and skills covered in one course to those covered in another. It also fails to show the knowledge base that a learner will have acquired at the end of his/her course of study. A visualization tool can engage both learners and instructors in an active learning process when they construct spatial semantic displays of the knowledge, concepts, and skills that the learner possesses and acquires. The e-Learning evolution proposes a good number of tools assisting the instructional designer during the analysis, design, implementation, and delivery of instruction via the Web. If on one side an automated support should be provided by authoring tools on the other side these tools should implement suitable e-learning process design methodologies.

Udutu

An online course authoring tool that supports video, audio, graphic, and text functionally within courses, udutu also follows "WYSIWYG" format to simplify e-learning content creation.

Xerte

An open source suite of browser-based tools, Xerte lets you to author content with no programming knowledge required. It allows for the creation of mobile compactable content that does not rely on flash. It is currently in use by a variety of higher education organization.

Author Point Lite

A free version of commercial authoring tool, Author Point Lite creates e-learning content by converting power point presentation. This is installed, not web-based, software, and is used by a plethora of institutions of higher education.

Course Lab

A freeware version of the commercial product, Course Lab 2.4 allows e-learning content in a "What you see is what you get" (WYSIWYG) programming-free environment. It is installed Software for windows computer, and is available for download at the Course Lab website.

eXe

This is an open source content authoring application that allows you to design e-learning courses without HTML or XML knowledge. It can run on windows, Mac, Linux.eXe is meant primarily for use by teachers and academics.

GLO Maker

An open source tool, GLO Maker is a free download that helps you build "Generative Learning Objects" which are rich, interactive learning experiences. The software is generally aimed at academic e-learning course designers. There are also some technologies that work in a complementary manner to other software and enable new features, for examples software that adds a whiteboard on your video conferencing tool to allow you or your peers to make changes on other people's work for review, on screen-sharing which allows someone to make a presentation while still making comments and giving input using the microphones.

The Important Elements of online learning courses:

- Consistent instructor presence: the value of feedback
- A streamlined and well-designed LMS
- Content that is up to par
- Tested delivery methods.

Requirements of E-Learners

- They are more involved in the subject matter while they are studying through e-learning.
- They play an active part in the process of *e-learning*; they're self-motivated with strong planning, organizational and leadership skills.
- E-tutors demand for comments, posts on *blogs*, assessments, etc. and e-learners always have to be ready to face them. Taking an active role in the *e-learning* process, e-tutors ask them for explanations of their work. They also have to make clear what skills they need to develop.
- On Online Writing Laboratory e-learners can submit their papers to an e tutor, ask for specific feedback and receive their work back with a response. Students request help with written assignments but they also collaborate to an extensive resource library full of links, tips and techniques for improving writing skills.
- E-learners can share resources not only among the participating members but also among a virtual *community of learning.*
- E-tutoring reminds students that making mistakes is one of the ways we learn and progress. *E-learning* gives the possibility to students to easily go back to their previous post version and correct it in one click.

Recommended Action

Recommendation 1: Make E-competence for all students a priority.

- Increase opportunities for all students to engage in E-education and learn world languages in elementary, middle, and high schools.
- Integrate E-competence into existing standards and frameworks, as appropriate, as those documents are revised.
- Create ways to formally recognize student achievement in E-competence.

Recommendation 2: Strategies to build professional capacity and continuous improvement for teachers in E-education:

- Create a E-education Certificate, badging programs, or other formal recognition for educators.
- Institute a "global ready" designation for schools and districts, that provides standards, incentives, and multiple pathways for all levels of school education programs.
- Provide support, financial or institutional, and increased recognition for higher level teachers to participate in international field studies and professional learning experiences in E-education.

Recommendation 3: Develop guidelines and resources that clarify and promote E-education in secondary and higher secondary classrooms, schools, and institutions.

- Establish sample evaluation criteria for E-competence for use in the development of classroom, school and educational institutions.
- Develop sample portfolio assessments to demonstrate, analyse, and report students learning in E-education programs.

Conclusion

The invention of E-education has modified the system of education. E-learning improves the quality of education throughout the world in equal manner. It is a system of education where the information is available at all time. The strength of web-based management system is accessibility of course resources to the students. Through the advanced technology of E-learning the survey methods are made easy where the analysis of questionnaires and technologies have become possible. Although it is very useful in improving the learning technology, it is still in lack of improvement towards the below average students. It is not accessible by all the students or learners. Hereby we conclude that the e-competence for education is a must for the effective development of inclusive world.

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BARRIERS OF LANGUAGE PROFICIENCY

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Introduction

Proficiency based education refers to any system of academic instruction, assessment, grading and reporting that is based on student demonstrating mastery of the knowledge and skills they are expected to learn before they progress to next lesson , get promoted to the next grade level or receive a diploma.

Proficient adept skilled, skillful, expert means having great knowledge and experience in a trade or profession. Proficient implies a through competence derived from training and practice in translating foreign languages.

Definition of Proficiency Language

Language proficiency refers to a person's ability to use a language for a variety of purposes, including, speaking, listening, reading and writing. Proficiency is commonly measured using guidelines developed by the American council on the teaching of foreign languages. (ACTFL). Proficiency refers to the ability of performing an action or function. It refers to one's ability to use language for real world purposes to accomplish real world linguistic tasks, across a wide range of topics and settings.

Cognitive Academic Language Proficiency

School textbook, academic language takes a minimum of five years to develop even an intermediate to develop fully.

Basic Interpersonal Communication Skills

- Conversational, social, everyday language.
- Fluency takes one to three years.
- Often includes a "silent period."

Barriers to Learning
Fundamentally About

- Identifying the barriers to learning.
- Creating learning environments that help ameliorate difficulties.

Barriers to Learning for Many Students with General Learning Disabilities

- Attention span/lack of focus
- Motivation (due to lack of success/fear of failures/avoidance)
- Working memory(short term memory or long term memory)
- Observation learning
- Generalization (the transfer of learning across settings)

Barriers of English Language Proficiency
Strategies & Activities

- Avoid reversal of roles due language barriers.
- Communicate through bilingual staff at all level.
- Conduct bilingual meetings with interpreters
- Provide bilingual newsletter or website resources.
- Establish a clearing house of bilingual resources.
- Provide ESL and literacy adult classes
- Pronunciation

English teachers need to pay great attention while planning teaching oral skills exercises and they should "realize that teaching speaking is different from teaching other language Skills such as writing and reading has forwarded the following important recommendations:

- Facilitating EFL learners by providing maximum opportunity to practice English language;
- Ensuring speaking conducive rich environment by exploiting collaborative
- Work and authentic materials:
- Involving each learner especially the shy
- Ones as well to participate actively;
- Increasing student talking time;
- Providing positive reinforcement on learners' response;
- Encouraging learners to speak more and more by asking eliciting questions;
- Providing positive written feedback along with oral feedback;
- Ignoring learners 'pronunciation mistakes while they are speaking especially in the beginning;
- Avoiding frequent correction that may distract learners;
- Encouraging learners to engage in speaking activities not only in class but also outside the classroom;
- Providing individual help and attention by circulating around the classroom during speaking activities;
- Providing the required lexical items beforehand to facilitate learners; and
- Diagnose learners' problems in expressing themselves in the target language.

While Talking about the Reasons that Create oral Barrier, Norrish has Identified the Following Important Pedagogical Factors

Carelessness: It is an important reason which is caused by lack of Motivation.

First language interference: Learning a language is like developing habit formation; therefore, during the process of learning a second or foreign language, old habits representative of the first language interfere with set of new habits which are developed during learning another language. This interference bears multiple repercussions because of similarities and differences between the mother tongue and the target language.

Translation: Literal translation of words and sentences from the first language into the target one causes another major problem.

Overgeneralization: overgeneralization of grammar rules negatively effects foreign language learning process.

Material-induced errors: Inappropriate selection of teaching materials may cause two kinds of errors including 'the ignorance of rule restrictions and false concepts'.

Errors as part of language creativity: Lack of command of the target language may cause mistakes when learners create new sentences. These kinds of errors are common during the early stages of learning second/foreign language.

Foreign language errors: Learning a foreign language implies that it is learned mainly in the classroom.

Conclusion

"Able to use the language fluently and accurately on all levels pertinent to professionals needs able to read all styles and form of the language pertinent to professional needs". It is everyone responsibility to help students overcome their barriers to success.

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GENERATION GAP – A BARRIER FOR THE LANGUAGE TEACHER IN LANGUAGE TEACHING

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Abstract

This paper has brought out how are the language teacher has been suffering from shyness, hesitation ad some other barriers in our normal routine classrooms, and what are the problems they are facing and how do be rectified those barriers permanently from us

A language teacher teaches foreign languages to native English speakers. With the advent of a global market economy and relatively cheap long-haul flights, speaking another language has never been as important or popular as it is today. Whether it be for business or personal reasons, speaking a foreign language opens up a world of possibilities and opportunities for further learning. It is a well known fact that the only way to understand another culture completely is by learning its language, as nuances in grammar; diction and etymology are bound to the history and character of those who speak it. Language teachers immerse their students in situational learning roles where the object is to learn to converse, read, write and even learn in a language other than their native one.

Semantic Barriers

There is always a possibility of misunderstanding the feelings of the sender of the message or getting a wrong meaning of it. The words, signs, and figures used in the communication are explained by the receiver in the light of his experience which creates doubtful situations. This happens because the information is not sent in simple language.

The Chief Language-Related Barriers are as Under

Badly Expressed Message

Because of the obscurity of language there is always a possibility of wrong interpretation of the messages. This barrier is created because of the wrong choice of words, in civil words, the wrong sequence of sentences and frequent repetitions. This may be called linguistic chaos.

Symbols or Words with Different Meanings

A symbol or a word can have different meanings. If the receiver misunderstands the communication, it becomes meaningless. For example, the word 'value' can have different meanings in the following sentences:

(a) What is the value of computer education these days?

(b) What is the value of this mobile set?

(c) Value our friendship.

Faulty Translation

A manager receives much information from his superiors and subordinates and he translates it for all the employees according to their level of understanding. Hence, the information has to be moulded according to the understanding or environment of the receiver. If there is a little carelessness in this process, the faulty translation can be a barrier in the communication.

Unqualified Assumptions

It has been observed that sometimes a sender takes it for granted that the receiver knows some basic things and, therefore, it is enough to tell him about the major subject matter. This point of view of the sender is correct to some extent with reference to the daily communication, but it is absolutely wrong in case of some special message,

Technical Jargon

Generally, it has been seen that the people working in an enterprise are connected with some special technical group who have their separate technical language.

Body Language and Gesture Decoding:

When the communication is passed on with the help of body language and gestures, its misunderstanding hinders the proper understanding of the message. For example, moving one's neck to reply to a question does not indicate properly whether the meaning is 'Yes' or 'No'.

Psychological or Emotional Barriers

The importance of communication depends on the mental condition of both the parties. A mentally disturbed party can be a hindrance in communication. Following are the emotional barriers in the way of communication:

Premature Evaluation

Sometimes the receiver of information tries to dig out meaning without much thinking at the time of receiving or even before receiving information, which can be wrong. This type of evaluation is a hindrance in the exchange of information and the enthusiasm of the sender gets dampened.

Lack of Attention

When the receiver is preoccupied with some important work he/she does not listen to the message attentively. For example, an employee is talking to his boss when the latter is busy in some important conversation. In such a situation the boss may not pay any attention to what subordinate is saying. Thus, there arises psychological hurdle in the communication.

Loss by Transmission and Poor Retention

When a message is received by a person after it has passed through many people, generally it loses some of its truth. This is called loss by transmission. This happens normally in case of oral communication. Poor retention of information means that with every next transfer of information the actual form or truth of the information changes.

According to one estimate, with each transfer of oral communication the loss of the information amounts to nearly 30%. This happens because of the carelessness of people. Therefore, lack of transmission of information in its true or exact form becomes a hindrance in communication.

Distrust

For successful communication the transmitter and the receiver must trust each other. If there is a lack of trust between them, the receiver will always derive an opposite meaning from the message. Because of this, communication will become meaningless.

Organisational Barriers

Organisational structure greatly affects the capability of the employees as far as the communication is concerned. Some major organisational hindrances in the way of communication are the following:

Organisational Policies

Organisational policies determine the relationship among all the persons working in the enterprise. For example, it can be the policy of the organisation that communication will be in the written form. In such a situation anything that could be conveyed in a few words shall have to be communicated in the written form. Consequently, work gets delayed.

Rules and Regulations

Organisational rules become barriers in communication by determining the subject-matter, medium, etc. of communication. Troubled by the definite rules, the senders do not send some of the messages.

Status

Under organising all the employees are divided into many categories on the basis of their level. This formal division acts as a barrier in communication especially when the communication moves from the bottom to the top. For example, when a lower-level employee has to send his message to a superior at the top level there is a lurking fear in his mind that the communication may be faulty, and because of this fear, he cannot convey himself clearly and in time. It delays the decision making.

Complexity in Organisational Structure

The greater number of managerial levels in an organisation makes it more complex. It results in delay in communication and information gets changed before it reaches the receiver. In other words, negative things or criticism are concealed. Thus, the more the number of managerial levels in the organisation, the more ineffective the communication becomes.

Organisational Facilities

Organisational facilities mean making available sufficient stationery, telephone, translator, etc. When these facilities are sufficient in an organisation, the communication will be timely, clear and in accordance with necessity. In the absence of these facilities communication becomes meaningless.

Personal Barriers

The above-mentioned organisational barriers are important in themselves but there are some barriers which are directly connected with the sender and the receiver. They are called personal barriers. From the point of view of convenience, they have been divided into two parts:

Barriers Related to Superiors: These barriers are as follows

Fear of Challenge of Authority

Everybody desires to occupy a high office in the organisation. In this hope the officers try to conceal their weaknesses by not communicating their ideas. There is a fear in their mind that in case the reality comes to light they may have to move to the lower level,

Lack of Confidence in Subordinates

Top-level superiors think that the lower- level employees are less capable and, therefore, they ignore the information or suggestions sent by them. They deliberately ignore the communication from their subordinates in order to increase their own importance. Consequently, the self-confidence of the employees is lowered.

Barriers Related to Subordinates: Subordinates-related barriers are the following:

Unwillingness to Communicate

Sometimes the subordinates do not want to send any information to their superiors. When the subordinates feel that the information is of negative nature and will adversely affect them, an effort is made to conceal that information. If it becomes imperative to send this information, it is sent in a modified or amended form. Thus, the subordinates, by not clarifying the facts, become a hindrance in communication,

Lack of Proper Incentive

Lack of incentive to the subordinates creates a hindrance in communication. The lack of incentive to the subordinates is because of the fact that their suggestions or ideas are not given any importance. If the superiors ignore the subordinates, they become indifferent towards any exchange of ideas in future.

Ways to overcome barriers to communication through conclusion

1. **Understand others see things differently to you**. Try to predict the feelings and attitude of the receiver. What will their expectation be? What about their state of mind when you are communicating? What prejudices might they have? If you know these things before communicating, you reduce the risk if misinterpretation.
2. **Get feedback from the receiver**. Don't just ask, 'Do you Understand?'. They will more often than not say 'yes' because they see things in the way they want to understand it. Ask instead what their understanding of the message is, and how they see it.
3. **As often as possible, speak face-to-face.** This will allow for questions and, most importantly, allow you to see the body language, which will convey much more meaning than over the phone or through email.
4. **Use language that fits the audience.** Don't try to impress by using language and words that may be distorted by the listener(s). It simply makes them confused and inadequate. Plus, they won't be listening to you while they try to work out what on earth you are on about.
5. **Use the right communication channel.** Don't send an email if it's quicker to pick up the phone or go and talk to the person. Use email for its proper purpose. We are rapidly losing the art of conversation…don't add to that by using the wrong channel.
6. **Have integrity and honesty in your communications.** If you are seen as being someone who lacks integrity, this will immediately be noticed and even more barriers will be built up between you and the listener.
7. **Make it easy for others to listen to you.** Make your communication style that one of a conversationalist, one who is able to make a point quickly, succinctly and with conviction. If your key message is lost in the morass of a thousand words, people will wonder what you mean and what the purpose is. Clarity and brevity are the watchwords. Be aware that barriers exist in every contact, and it may not be possible for you to ensure clarity every time, because others will have their own subconscious agenda. By following the above ideas you certainly reduce the risk of barriers interrupting the key messages you want to make.

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BARRIERS OF LANGUAGE PROFICIENCY

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Introduction

Language plays an vital role. Language is a divine gift of God. In *the Encyclopedia Britannica* language is defined as,

"a system of conventional spoken or written symbols by means of which human beings, as a member of a social group and participants in a culture, communicate."

In this paper we will see in detail about importance and barriers of English language.

What is Language?

Language is a method of human communication either spoken or written, consisting of the use of words in a structured and conventional way.

Language Barrier

Language barrier is a difficulty faced when communicating with others while speaking multiple languages.

Nature and Characteristics of Language

Language is human. Only humans can employ oral and written language symbols to represent their thoughts. Language as human differentiates man from animals.

Language is primarily speech which is uniquely human. It is primarily through speech that men interact with one another and communicate their thoughts, feelings and experiences. It is distinct from the signs gestures of animals Language barriers in the class room has become a major problem due to the growing number of students who do not speak English. There are several ways to deal with this problem.

- Creating equal education for all students
- Motivating the students
- Doing away with standardized tests.

All these options have possibilities in dealing with dilema of language barrier. Today children are facing the challenge of learning how to adopt themselves to learn English language. The rise of language deficient children into the schools system is placing and increasing emphasis on how to teach adequately.

Language Difficulty

Language difficulties impact not only information –gathering skills but also help-seeking behaviours. Lack of proficiency in English can be a major concern for international student in their library. International students concerned with proper sentence structure and precise vocabulary. This alteration of words and positions can be much more baffling than native English speakers. Language proficiency is the ability of individuals to speak our perform in an acquire language.

List of Language Barriers:

- Lack of attention
- Use of jargon
- Non verbal communication
- Language difficulty
- Cultural difference

Students lack communications skills and they are striving hard to learn English language. Students considering English as a foreign language since it is a new language they struggle hard to speak or communicate. The students must understand the English language in primary level. They should be able to speak in their secondary level. Finally when they go to higher secondary level we must be well versed in reading speaking and writing thoroughly.

Significance of Teaching English

Socio-linguistic research in the past few years has made educators more conscious of language functions and therefore has clarified one level of language teaching goals with greater precision. The recognition that many students of English need the language for specific instrumental purposes has led to the teaching of ESP-English for special or specific purposes. Hence the proliferation of courses and materials designed to Tach English for science, medicine, agriculture, engineering, tourism and the like. But the frustration of a French architect who, having learnt the English of architecture before attending a professional international seminar in London, found that he could not invite his American neighbour to have a drink, is significant.

Problems in Teaching Advanced English

Most learners of advantage English are adults, and they require a different teaching strategy from that used with younger age groups. On the whole they will learn more quickly as they have been trained in learning for many years. Less demonstration is called for, and more explanation, since an adult mind demands reasons for things and a clear formulation of the principles involved. Again, the teacher's problem is to present his material in varied and challenging ways. The following notes deal with a limited selection of the difficulties widely experienced by advanced learners.

Conclusion

If English is being taught clearly without any difficulty to the students they will be able to follow the language. It is a responsibility of a teacher to make the students to listen and understand by getting their attention through showing audio visual aids. The teacher should use simple terms key words particularly for grammar and also make them interpret with others which will help them to overcome the barriers.

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BARRIERS IN LANGUAGE PROFICIENCY

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Introduction

Language proficiency is needed for any kind of communication, even people with speech impairments communicate with sign language and brail. Communication becomes difficult in situations where people don't understand each others' language. The inability to communicate using a language is known as language barrier to communication

Barriers in Language Proficiency

Difference in Language

Difference in language is the most obvious barrier to communication as two people speaking two different languages cannot communicate with each other. For example, an American goes to China. The person does not understand Chinese and most people in China do not understand English. So, when the person speaks, the communication is worthless as the other Chinese person doesn't understand it.

Regional Accents, Dialects and Pidgin

The accents and dialect (use of words) of people belonging to different places differs even if their language is same. Though the languages are technically the same in people using different dialects and accents, the meanings, implications and interpretations of words are different, which may lead to various kinds of conflicts. For example, If a Scottish farmer talks to a person from London, they do not understand most of the words the other says even though they both speak English. The word ham and bacon can be used interchangeably in Scotland but they are different in England. Similarly, pidgin is the simplified language used between people who do not speak common language. The implications of words and phrases can create misunderstandings. For example, the abbreviation "LOL" used in chat language used to mean Lots of Love before, which changed to Laugh Out Loud. If a person says LOL, the second person can interpret the meaning in any way they want or from their understanding. People use both the abbreviations according to the context and need.

No Clear Speech

People who speak soft or in a small voice cannot be understood. The sender might be saying something whereas the receiver might understand something else. Though speaking common language, people might have difficulty understanding the meaning of the message and the feedbacks. This might also be a cause of obstacle in communication.

Use of Jargons and Slang

Jargons are the technical words used in communication. It might be different according to different professions, specialty and technical field of a person. For example, technical words used by doctors and lawyers are extremely different. If they start talking, both of them will not get what the other is talking about. Some jargons like adjournment (jargon used by lawyers and police used for delaying a trial for defendant), BP (medical jargon for Blood pressure), etc. are only used by people in similar profession which might be a cause for language barrier. Similarly, the use of slang also makes communication ineffective. For example, the use of word "grass" to describe marijuana can act as a barrier for the people who do not know the slang meaning.

Word Choice

The choice of word used in describing anything must be considered before communicating. The words used by a particular person to show their agreement on something can be taken as sarcasm which is negative in nature. Words with two meanings, homonyms, homographs, homophones should always be avoided as it doesn't send the proper meaning and can be interpreted in any way. So, the message will not be sent as intended which acts as a type of language barrier in communication.

Literacy and Linguistic Ability

Some people have low vocabulary in a particular language whereas some very high. Though literacy and education increases the need to learn new words, it might not be the only reason. People can increase their vocabulary by reading and with their own interest too. Vocabulary is also less if a person uses the language as their unofficial language. Likewise, linguistic ability is the capability of a person in a particular language. If a person with high vocabulary and linguistic ability talks with another with low ability, the second person will not understand the words used leading to miscommunication of whole message.

Grammar and Spelling

Grammar and spelling becomes a barrier in communication as people from different parts of the world can be using it differently even in a particular word. Similarly, grammar and spelling mistakes create a huge communication barrier in written communication. For example, a person makes a mistake of typing done as don. The spelling and grammar checker of the computer does not label it as wrong as don is also a correct word. But, the word can change the whole meaning of the sentence or make the sentence not understandable. These are some of the most common causes of language barriers in communication. There are many other causes too like language disabilities, noise, distance or use of metaphors or similes which can be included in other barriers like physiological and physical. Some language barriers can be overcome with practice or other ways like translation, interpreter, language classes, visual methods, etc. whereas some barriers act as problems in a person's whole life. These barriers must not be present to make the communication effective.

Strategies for Overcoming Language Barriers

By Kate Berardo Language barriers are a common challenge in international business settings—and a two-way process. What native speakers often don't realize is that frequently it is not the other person's accent but their own way of speaking that creates the greatest barriers to effective communication. Use the strategies below to ensure you're not putting up your own roadblocks to effective international communication

1. Speak slowly and clearly. Focus on clearly enunciating and slowing down your speech. Even if you're pressured for time, don't rush through your communication. Doing so often takes more time, as miscommunication and misunderstanding can result and you'll ultimately have to invest additional time in clearing up the confusion.
2. Ask for clarification. If you are not 100% sure you've understood what others say, politely ask for clarification. Avoid assuming you've understood what's been said.
3. Frequently check for understanding. Check both that you've understood what's been said and that others have fully understood you. Practice reflective listening to check your own understanding (e.g. 'So what I hear you saying is…') and use open-ended questions to check other people's understanding. Ask, 'what's your understanding of this process?' instead of 'is that clear?'
4. Avoid idioms. Business language is often contextual, and therefore culture specific. For example, in the US, baseball terms are used extensively: 'Straight off the Bat,' 'Ballpark figures,' 'Out in left field,' 'Touch base,' 'Strike a deal'. As a good general rule, if the phrase requires knowledge of other information— be it a game or metaphor— recognize that this may make your communication more difficult to be underst
5. Be careful of jargon. Watch the use of TLAs (Three Letter Abbreviations) and other organizational language that may not be understood by others. If you use them, provide in parentheses a description of what these are so others can learn to use the same language you do.
6. Define the basics of business. In international business contexts terms such as: 'success', 'doneness', 'meetings', 'punctuality', etc. may mean different things to different people. Spend time early in your communication defining what these mean to you and others. Invest in building a shared vocabulary.
7. Be specific. Spell out your expectations and deadlines clearly. Instead of, 'Please get back to me shortly,' say 'Please email the completed report by 5 pm Eastern Standard time on Wednesday, February 21.'
8. Choose your medium of communication effectively. Carefully choose your form of communication (phone or video conference, email, instant message, etc.). Be mindful not to 'overuse' email. While useful, there are times when the medium is likely to be ineffective. When a message is complex and complicated or there is tension or conflict that needs to be resolved, switch to another medium.
9. Provide information via multiple channels. Follow phone calls with emails that summarize what's been said. When possible, provide presentations, agendas, etc. in advance so those working in their non-native language can get familiar with materials.

10. Be patient. Cross-cultural communication takes more time. If not at all times, certainly initially you cannot expect your communication to occur with the same speed and ease as when you are communicating with someone from your own culture.

Conclusion

By understanding the second language acquisition process and implementing classroom Practices to develop students English language proficiency. Teachers can overcome the language impede content teaching and learning .

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UNIVERSAL PROBLEMS ON TEACHING AND LEARNING

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Introduction

Soft Skills are part of Communication Skills. Soft skills comprises of the skills which an individual uses to inform, to persuade, to explain, to present, to understand, elicit information. One may hate soft skills as he / she doesn't possess the essential skills of persuading, explaining, understanding a spoken word. But today one cannot ignore the roll of soft skills in any learning process, more so in learning and teaching a language. Prof. Jacob Tharu says, "English is no longer some remote but a powerful mystery, lying hidden in the world of textbooks and examination."

Conventional English Language Teaching

In the past, students were introduced to English only in their sixth standard. Students learned English just as another subject like Physics and Mathematics and got very little opportunity to using it within the school as well as outside the school. The above context was appropriate for the use of methods that did not focus much on communicative competence.

1. Problems in Grammar Translation Method

Grammar translation method was used by the teacher to teach young children, where teacher explained every word to students in the native language to make him understand and learn English. But in this method there was at least one disadvantage. Both the teacher and the student concentrated more on L1 rather than L2. In this method English language class seemed to be L1 class rather than L2 class. Students got only limited benefit through this method. Unfortunately, this method is still in use in many rural schools throughout India. This method is also supported by the methods used to teach mother tongue in our schools.

2. Problems in Bilingual Method

May be we should declare this as the method, our own favorite method in our schools. Most teachers follow the bilingual method to teach the students in Indian schools, where the teacher first of all explains the entire English sentence in L1 and then asks the students to perform activities in English. Here, it used to be a main assumption that only the teachers have the freedom to take the help of L1 and students are not supposed to use it, However, this constraint is found mostly on paper, not in the classroom. When a student is in the process of composing his or her English sentences, abundant help through the use of mother tongue sentences is provided. This method does not help fluency and naturalness in language expression. Thus, this method became beneficial to, students in learning the second language only up to some extent.

3. Problems in Direct Method

Earlier, teachers used to follow the direct method to teach Indian students mostly in private schools, which usually charge a higher tuition fee, etc. These teachers will stick to the practice of using only English, without depending on L1. Here, teacher is not supposed or authorized to use any single word from L1. This forced seclusion made students from many families with no past history of learning or using English face great difficulty in understanding certain words and their meanings. But this method turned to be more useful for the students to learn language than any other method as this method creates more encouraging language environment for students in the class room.

Problems in the Context of English as a Subject

All the above methods have their own advantages and disadvantages, where the students learned English only as a subject rather than as language. They were also unable to put their learning into practice due to lack of a favorable environment. In addition to the above constraints, the teachers used to have very limited teaching hours, mostly from three to six hours per week which are not enough to teach the language elaborately giving emphasis for the basic elements of language. "The most serious problem in the teaching of English in our country is the appallingly small quantity and atrociously poor quality of English to which our learners are exposed." (Ref 1). Teaching of English in India is examination-oriented only.

A Challenge in Teaching English Today

Challenges before the English Language teachers in India are enormous and apparent. They should be able to cater to the practical needs of learners, to make them competent enough to interact with one another and also to

retrieve information all over the world. The people who have proficiency in this language could access large number of jobs and also were seen holding high positions in many National and International Organizations. At present the challenges visible before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the demands of the day.

Methods Adapted to Improve Spoken Skills

1. Group Discussions

Teachers give more emphasis to communicative approach rather than the lecture mode. Their main goal is to make the students effective communicators in English both inside and outside the class room. To create this environment, teachers can conduct group discussions, where students are supposed to speak only in English. Here, they can give their views, ideas and thoughts in English due to which they develop the habit of speaking fluently in English like they do in their mother tongue. Various types of discussions also help students to improve their general awareness and understanding about current affairs. And it helps the students to listen to the views of fellow students which in turn help them to gain knowledge and enrich the vocabulary also.

2. Debates

Debates not only make the students to speak boldly and fluently but also help them to take one stand and be firm and consistent on that. This also helps them to organize their thoughts and ideas in a specific way while speaking.

3. Role Plays

Role-plays are another important task that can improve the basic colloquial English of the learners. In role plays, the students assume themselves as one of the characters and behave and speak accordingly involving in the given character completely.

4. Computer assisted Language Learning (CALL)

Now-a-days computer has become a part and parcel of our day to day life. It plays a vital role. It can be used to learn a foreign language like English. CALL has reduced the burden of the teacher whose teaching methods will be out dated to teach language to present day generation of the world.

English for Specific Purposes

As English has emerged as a global language, it also plays a vital part in every profession with respect its importance and demand. Every profession has its own professional terminology which is used frequently in that particular profession. For example, certain terms used by the doctors, lawyers, et al. are quite different from those of other professionals.

Teaching Language through Visual Aids

One of the innovative methods used by the teacher to teach language in class room is visual aids. The teacher distributes visual aids to students by dividing them into various groups. The students are then given stipulated time to extract relevant information on the given aids. After that, those learners are supposed to speak about the visual aids given to them. The teacher acts as facilitator who motivates the students to talk freely.

Language Games

In addition to the above mentioned methods teachers also use various language games to teach English language apart from the conventional ways of language teaching, which helps in developing vocabulary from the language that is being learned.

1. Crosswordpuzzles
2. Games to teach basics of grammar to the students through various structures.

Conclusion

To meet the present day challenges in teaching English, first of all, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world. By using conventional methods, maximum portion of class time will be wasted in exercises and drilling, dealing with grammar and pronunciation which takes away a large portion of class time.

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TECHNO PEDAGOGY IN LEARNING AND TEACHING ENGLISH

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Introduction

"There are ten great fundamental laws in the science of teaching which must be followed in the art thereof by anyone who wishes to teach successfully."

-wren

The modern approach to language teaching-learning is based on sound linguistic principles. These principles have been evolved by those who are proficient in the area of teaching-learning after long and careful deliberation, observation and experimentation. Though simple in nature, these principles have an effective and overall applications in language teaching-learning. Principles are defined as "a source, root, origin: that which is fundamental; essential nature; theoretical basis; a fundamental truth on which others are founded or from which they spring; a law or doctrine." Chamber's dictionary.

Aims of Teaching English

The global spread of English over the last 40 years is remarkable. It is unprecedented in several ways by the increasing number of users of the language, by its depth penetration into societies and by its range of functions. Real teaching of English in schools depends upon the acquisition of all four skills. The teacher should teach language in such a way that the learners should be able to achieve these aims of teaching English. The quality of education offered at different levels, primary, secondary, and higher secondary is of paramount importance if the country is to meet the global challenges of the 21 st century.

Objectives of Technology based Teaching

- to stimulate develop and maintain pupil's interest in and out enjoyment
- to provide opportunities for children to work individually and collaboratively
- and collaboratively
- To enable pupils to have equal access

Graphics

Graphics pertain to writing, describing, delineating or diagrammatic representation, picturesquely and colorfully described and prepared to convey some general information, describing, a process or developing a concept by using words, symbols, pictures, or any other graphic material. The principle behind all types of graphics is that visualization of ideas and concepts facilitates communication, helps students grasp its details, and supplements the classroom oral teaching.

Diorama

Diorama is 3-D representation of a scene or activity, like as bus stand/railway station scene, an English country – side depicting various cultural activities and details. Diorama is a box-like structure made of cardboard, plywood or soft board. It has all related details in 3-D. while describing and English country side it will show houses, churches, people,. Flora and fauna, typical English cottages with thick foliage, etc. by means of handmade models made of proportionate size, colourful and attractive.

Use of Filmstrips in Teaching of English

The filmstrips are visual materials. They can help show the movements of the speech organs in producing speech sounds, may demonstrate breathing exercises to control air; words, word-groups, sentences, structures and patterns, etc. prepared by experts these images will make students understand the mechanics of speec in close-up position, larger than life to highlight specific details of tongue, lips teeth etc. Aids are to improve teaching, not to thwart it.

Slides are following types:

a) Photographic
b) Computer-mode

c) Handmade

Planning for Slides

Slides are prepared for selected topics and contain necessary information by written words, sketches, cartons, graphics, pictures of objects/places, etc. the topic selected should be appropriate and properly sequenced, a frame-by-frame script prepared giving brief descriptions. The ideal length-width, ratio is 2:3.

Usage of Motion Pictures, Television Video Cassettes

Motion pictures and video recordings help immensely in language teaching. Besides bringing the world classics to the classroom, these films and recordings help in developing linguistic skills with such abundance; speech sounds, how to produce which sound, breathing exercises, pronunciation, reading of poetry and prose; a complete lesson on accent, stress and intonation where a teacher conducts the class and his assistants perform the requisite action, much in the same manners as any aerobic class on television.

Overhead Projector

Built on the basic principle of a periscope where mirrors are fitted to reflect the image, the overhead projector is perhaps the most versatile visual equipment in the gallery of AV equipment. Placed at the head of the class, in front of the teacher, it reflects a strong mage on the screen where generally have a chalkboard. It's a simple device consisting of a strong energy source, fixed mirrors/reflectors, projection lens and, a platen.

Language Laboratory

Perhaps the ultimate in the language teaching is a language laboratory consisting of the latest technological equipment in the field of audio-visual education, including the facility of CCTV, computer-aided-learning and objective-based instructional programmes with regard to English teaching. The basic layout, irrespective of the gadgets, connected with the console directly and separately. The language laboratory is an additional 'teaching aid' with 'class' as tscentre. However, language laboratory is no place to conduct experiments; it is a functional arrangement of teaching English, specifically its linguistic aspects and the skill component.

Multimedia Packages

Multimedia is the combination of visual and audio representations, these representations could include elements of texts, graphics arts. Sound, animations, and video. However, multimedia is restricted in such systems where information is digitalized and is processed by a computer. Interactive multimedia and hypermedia consist of multimedia applications that the user has more active role. It refers to various information forms text, images, audio, video.

(i) Fractions
(ii) Locus
(iii) Milestone in genetics
(iv) Photosynthesis
(v) Hierarchy of biological diversity and organization
(vi) Ray optics
(vii) Chemical bonding & molecular structure
(viii) Wave optics
(ix) ICT and curriculum

Multimedia Laboratory Classroom in India – Smart Room

The state of the art multi-media classroom, better known as 'smart room' puts at the disposal of the teachers and students the latest technology available in teaching-learning process. The 24 hours internet facility helps teachers to bring the world itself into the classroom. The use of the information technology in the classroom makes learning more individualized, interactive, flexible, permanent and creative. Multimedia in education is a format for presenting information using a combination of images, sound, audio and text. The teaching and learning process is also reinforced using audio-visual aids like maps, models, ordinary projectors, television and video.

Benefits of Multi- Media Laboratory

- Engaging and motivating
- Provides opportunities to try new things
- Incorporates additional useful skills into the curriculum

- Heightens project-based learning opportunities
- Provides classroom accessibility outside the classroom
- Benefits audio / visual learners
- Allows for showcase of student work
- Benefits for teachers:
- Enables teachers to turn teacher-centered lessons into student-centered
- Provides teachers with more opportunities to be facilitator
- Easily adaptable to all learning levels
- Decreases classroom management issues.

Conclusion

In this digital era, teachers can easily grab the attention of the students by using the technology based works. It is an authenticate source and always stimulate the learners right from the primary level upto higher education students.

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TECHNO – PEDAGOGY IN TEACHING AND LEARNING

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Introduction

"Education is not the filling of a pail, but the lighting of a fire."

Education may be defined as a systematic process of determining the extent in which the objectives are achieved by the public. According to Tagore, "Education is that which does not merely give us information but makes our life in harmony with all existence." As the twenty-first century approaches, the literate citizen 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. The education system was now witnessing a paradigm shift from the traditional chalk and-board teaching methodology to digitizing the pedagogical approach through technical devices. A transformation would not only increase the capability of the teachers but would also widen the knowledge base of students so as make them competitive in the international arena. Therefore the technology orientation needs to improve in order to equip themselves to face the students belong to the digital era and also to face the challenges in the modern classroom.

Meaning of Techno - Pedagogy

'Techno' is a qualifier; it intersects or crosses the meaning of 'pedagogy' with its own. Techno-pedagogy refers to weaving the techniques of the craft of teaching into the learning environment itself.

Techno-Pedagogy

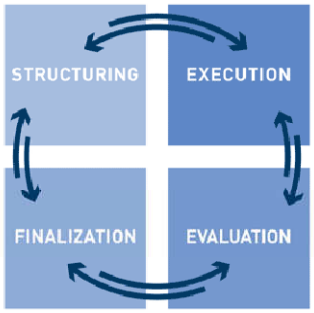
Techno-pedagogy refers to electronically mediated courses that integrate sound pedagogic principles of teaching or learning with the use of technology. Technology in the professional develops specific techno- pedagogical competencies allows faculty to make the work practitioners at the centre of professional study in a community of practice. The techno-pedagogical knowledge is a collaboratively developed frame work of scholars and researches seeking to conceptualize and clarify the competencies that evolve from the intersection between pedagogy and technology. Investments and interactive technologies in education require both the technological and pedagogical skills to use them.

Role of Techno-Pedagogy

The main applications of the techno-pedagogy is teaching and learning. The prospects can be categorized as the aspects relating to role of techno-pedagogy, such as it helps to

- Enhance linguistic abilities
- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction
- Plan specific pedagogy
- Support in Distance Education through e-learning
- Guide and Counsel for career choices
- Stimulate Self Learning ability
- Enhance enrolment and examination process
- Assist in research activities
- Reinforce for cognitive learning
- Development of life skills
- Develop aesthetic sensibility
- Cultivate values of education in addition to this it also contributes for Special Education, Health Education, Yoga Education and Environmental Education.

Developing Techno-Pedagogical Skills in Teaching-Learning Process



The four educational aims of the techno-pedagogical program. The Technological Pedagogical Content Knowledge is a collaboratively developed framework of scholars and researchers seeking to conceptualize and clarify the competencies that evolve from the intersection between pedagogy and technology. Investments in new and interactive technologies in education require both the technical and pedagogical skills to use them. Instruction takes place in an innovative online learning environment where teacher educators and training graduates explore technology, learn technical skills, evaluate the appropriateness of various technologies in their subject areas, and devise creative and meaningful approaches to incorporating technology into sound pedagogy. The focus is on developing both the technological skills and the critical and reflective thinking skills necessary to continue using the most up-to-date technologies in the classroom. Therefore, in order to provide targeted and appropriate professional development and support for faculty, the Center for Teaching Excellence uses the Technology, Pedagogy and Content Knowledge (TPACK) framework for identifying interrelated competencies related to teaching with technology. New technologies can create new, open learning environment in which the instructional role can be shifted from a teacher-centered to a learner-centered. Teachers move from being the major source of information and deliverers of knowledge to co-learners and collaborators.

By Using Techno Pedagogy Teaching Goals

- Transfer of information (Knowledge)
- Skills development (training)
- Active Participation (deep learning)
- Higher level thinking (adaptive learning)

Learning Goal

- To acquire subject Knowledge
- Discipline based techniques
- Transferable capabilities to be intelligent and creative
- To pose and solve problems
- To make judgment and take decisions
- To communicate well and work effectively in a group
- To analyze critically and reason

Changes of Teaching Learning Process

- Virtual learning environments
- E- Portfolios
- Interactive Whiteboards
- Electronic voting systems
- Social Networking
- Innovating

Challenges of Using Techno-Pedagogy

It can be acknowledged that techno-pedagogy enhances better education rather than simple education but there are numerous challenges such as:

1. Destitute infrastructure of ICT for using Techno-pedagogical skills several collages does not have proper rooms or buildings so as to accommodate the technology.
2. Scarce competence on English language and online content English is the dominant language of internet.
3. Calamity of Teachers with Techno-pedagogical skills.
4. Lack of incentives to teachers.
5. Evils on Research and Development Techno-pedagogical skill demands sound research base for intensive formative research.
6. Lack of awareness of existing techno-pedagogical skill.

7. Hitch of using software.
8. Limited techno-pedagogical resources.
9. Lack of coordination among the departments.
10. Frequent power outages and fluctuations.
11. Losing traditional skill
12. Only possible trained teacher educators otherwise impossible to prepare a new generation

Importance of Techno-Pedagogical Skills for Teacher Educators and Training Graduates

Teacher Education holds the most crucial position and helps in the success of any educational system. A teacher educator is the topmost academic and professional person in the educational pyramid who shapes the future teachers and the onus of quality of teachers therefore rests on the teacher educators themselves. Technology is a broad and constantly changing skill-set required of faculty, and selecting the appropriate techno-pedagogical strategies to effectively engage students in the content is a separate skill-set. Media literacy influences student development, and developing a critical analysis of media consumption is an important skill for students. In understanding how technology and media intersect with learning, consider the compatibility between theories of technology and education, and how that relates to the content. There is a need for Teacher Educators and Training Graduates, as well as the institutional level, to identify and articulate the occupational realities when technology and competencies intersect, while understanding and communicating how technological resources and strategies can engage students and enhance student learning.

Conclusion

Education plays a vital role in enriching the society and human resource. Teacher educators and training graduates can play an effective role only if they are prepared in a creative, resourceful and efficient manner to use techno-pedagogical skills to nurture the students as per the demand of the changing times. Teacher educators and training graduates must also adapt and change and be familiar with using emerging technologies that can encourage student participation. Teaching with use of modern technical facilities enhances student's knowledge and improves the teaching-learning process in this fast changing complex world.

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QUALITY OUTLOOK ON TEACHING LEARNING AND EVALUTION

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Introduction

Teaching and learning are the twin activities involved in the total educative process. In the sense teaching and learning are inseparable. This makes the relationship between teaching and learning the same as that which exists between the mother and the child, the teacher and the taught. In the educative process the teacher is to teach and the child is to learn. But the child is not a passive recipient of what the teacher proposes to give him: rather he is an active partner in the successful compulsion. But all this takes place in an environment which should be conductive to the acts of teaching and learning.

Concept of Teaching

"Teaching is the means whereby the experienced members of the group guide the immature and infant members in their adjustment of life" In the above definition the key words are 'guide' and 'adjustment' so the act of teaching involves the acts of guidance and adjustments. Guidance is to be provided by the mature and experienced persons to the immature and inexperienced ones to help in the adjustment of the latter. This is the essence of teaching and education.

Concept of Learning

One of the recently developed views on learning is based on the biological concept. Accordingly the living organism develops by the process of individualizing from the central to the peripheral areas. This view of learning is popularly known as the organismic, purposive theory. It is also referred to as one of the field theories of learning. This leads us to define learning in the words of some of the experts on the subject.

Mechanics of Evaluation

Evaluation performance with regard to instructional objective in a purposefully organising teaching- learning activity forms the basis of any evaluation system. It would be failure if performance falls short of pre-specified targets. Attainment of these objectives thus, becomes central to any successful teaching – learning situation .the approach is called Evaluation by objectives and consists of formulating objectives, their specification in behavioural terms/outcomes and suggests some short of a measurement procedure to evaluate performance.

Evolving Relationship between Learning and Teaching

The key note of relationship between teaching and learning is that, all "teaching is goal oriented and such a goal is always learning". Thus, teaching is connected to learning in a means-end relationship." the means, no act of teaching is to be performed in a vacuum. No act of teaching is to be performed without any objective or motive or goal. The is learning is quite another thing weather the goal is achieve smoothly and successfully or it is not achieve at all for certain known or unknown reasons. When we consider the relationship between teaching and learning in this way three possibilities are there.

The Characteristics of Learning

From the lay mans point of view, learning is the acquisition of knowledge. but this conceptions is rather to narrow. Actually it is the 'new experience, that causes learning every time an individual gains some new experience, he learns something .the process of learning is explained like this. An individual reacts to a particular situations. as a results of his reaction he gain some new experience this experience causes modifications or change in his behaviour.

1. Learning is growth
2. Learning is adjustment
3. Learning is organised experience
4. Learning is purposeful
5. Learning is active
6. Learning is modification of behaviour

The General Principles of Successful Teaching

Successful teaching is not a haphazard process nor does it end with the teachers going in to the classroom and coming out after the bell has gone. Much more than what a beginning teacher would have us believe. It stretches beyond the classroom and the course books. It combines the past the present the future thus assumimg much of the characteristics of total education which is much more than mere literacy.

A. The principle of aim.
B. The principles of planning
C. The principles of activity
D. The principal of correlation
E. The principal of subject mastery
F. The principal of looking ahead

Conclusion

Teaching and learning to independent sets of activities. Although integrally related teaching and learning may also be considered as two independence sets of activities each of the two may be analysed separately also. teaching is a skill or behaviour that causes learning. Teaching consists of different teacher behaviours. In teaching the teacher interacts with students and share his knowledge skills and values with them.

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CHALLENGES ENCOUNTERED BY THE HIGH SCHOOL STUDENTS IN LEARNING SCIENCE

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Abstract

In schools particularly high school level of students are learning more subjects. But many of the students facing lots of challenges in learning science. Students feel difficult in solving the problem and understanding the abstract concepts in science. The teacher should focus on the students those who are feeling difficult in learning science. The main purpose of the research is to create the positive approach in learning science based on their level of understanding among the high school students.

Introduction

Science is an important subject in this world. Without the knowledge of science no one can survive in this world but at present students feel difficult to learn science concepts. Even though the learning of science which is highly useful for students. Because science is a way of helping to gain new knowledge.

Operational Definitions

1. *Challenges*: A call to someone to participate in a competitive situation or fight to decide who is superior in terms of ability or strength or a call to prove or justify something.
2. *Encounter*: Unexpectedly be faced with or experience with difficult.
3. *Student*: A person who is studying at a school or college.
4. *Learning*: The acquisition of knowledge or skills through study, experience or being taught.
5. *Science*: The intellectual and practical activity encompassing the systematic study of the structure and behaviour of the physical and natural world through observation and experiment.

Objectives of the Study

The study was undertaken by the following objectives.

1. To identify the challenges encountered by the high school students in learning science.
2. To find out the percentage level of the challenges encountered by the high school in learning science.

Hypothesis of the Study

Hypothesis means a mere assumption or some supposition or a possibility to be proved or disproved. But for a researcher hypothesis is a formal question to be resolved. A hypothesis is a statement capable of being tested and thereby verified or rejected. The main hypothesis of this research is to find out the challenges faced by the students in learning science at different variables such as male Vs gender, rural Vs urban & parental qualifications.

The following hypothesis are formulated relating to the objective so.

1. There is a significant difference between the gender, residence & parental qualification of student's at high school in learning science.
2. There is a difference between the percentage level of the challenges experienced by the high school students in learning science.

Design of the Study

The present study adopts a survey research design. It attempts to investigate the challenges level of the high school students from 6th to 10th standard.

Population and Sample of the Study

The population may be all the individuals of the particular type restricted part of the group. In this study the population of the study the population of the study consists of the students studying in VI to X standard in government aided schools.

Sampling

In this study the sample consisted of students from Sri Meenakshi Sundareswarar women's higher secondary school and Thiagarajar model school of Madurai city. For this research we used 60 students for sample. The samples were selected from the standard of 6^{th} to 10^{th}. Random sampling was adopted in integrated schools.

Research Tool

In this present study the investigator used the self prepared questionnaire tool to collect the relevant data.

Data Collection

The investigator after receiving proper permission from the head of the institution personally went to the schools and collected the data from 6th to 10th standard in learning science.

Statistical Technique Used

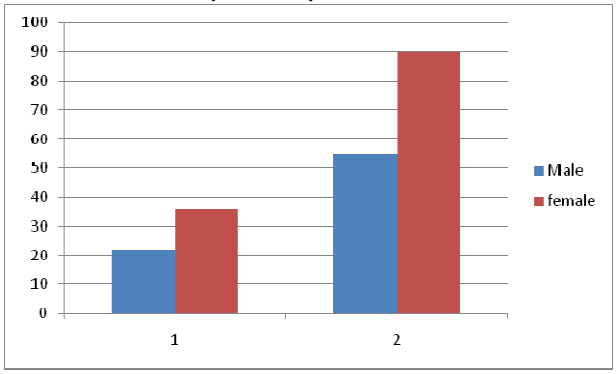
The investigator employed mean test, percentage level & "t" test

Table 1 Male Vs Female [Challenge Level]

S. No.	Category[Gender]	Mean Score	Percentage level	"t" Value	Level of Significant
1.	Male	22	55	1.05	Not significant
2.	Female	35.93	89.83		

From the above table 1 it is inferred that the calculated "t" value is 1.05, there is no significant value. Therefore it is concluded that there is no difference between the challenges level of male and female students in learning science.

Graphical Representation



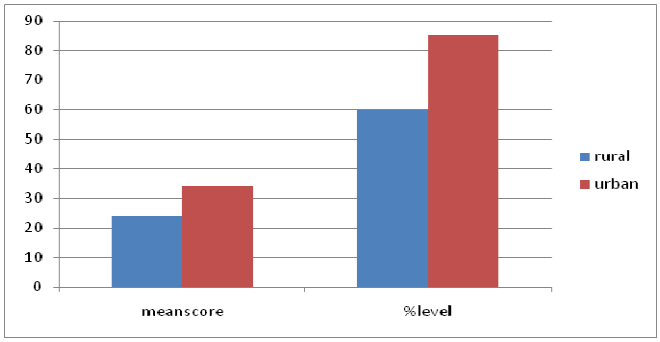
This graphical representation clearly shows that the female students are facing less challenges in learning science than the male students.

Table 2 Rural Vs Urban [Challenges Level]

S.NO.	Category[residence]	Mean score	Percentage level	"t" value	Level of significance
1	Rural	24	60	3.351	0.01
2	Urban	34.17	85.43		

From the above table 2 it is inferred that the calculated "t" value is 3.351, which is greater than the table value 2.58,which is significant at 5% level. Hence the research hypothesis is accepted and null hypothesis is rejected.therefore it is concluded that the challenges levelof rural residential students is differ from the challenges level ofurban residential students in learning science.

Graphical Representation



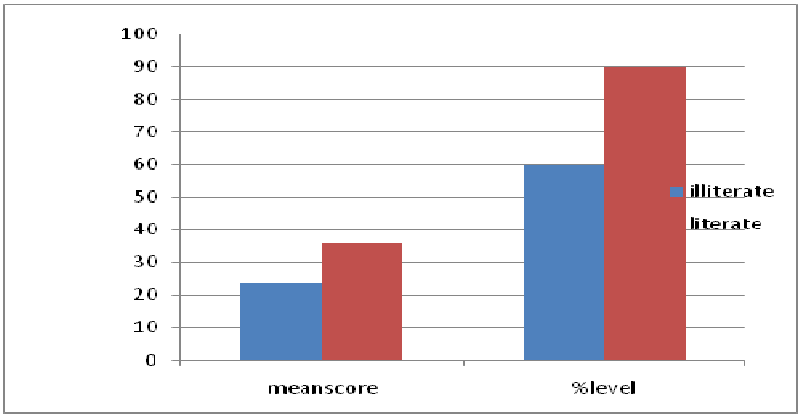
This graphical representation shows that the rural students are better in learning science than the urban level of students a thigh school level.

Table 3 Illiterate Vs Literate [Challenges Level]

S.No.	Category[Parental Qualification]	Mean Score	Percentage Level	"t" Value	Level of Significance
1.	Illiterate	23.93	59.82		
2.	Literate	35.93	89.82	2.975	0.01

From the above table 3 it is inferred that the calculated "t" value is 2.98, which is greater than the table value 2.58 which is significant at 5% level. Hence the research hypothesis is accepted and null hypothesis. Therefore it is concluded that the challenges level of student's of literate parents is differ from the challenges level of students of illiterate parents in studying high school

Graphical Representation



This graphical representation shows that the literate parents students are learning science better than the students of illiterate parents.

Findings of the Study

1) There is no significant difference between the challenges faced by the male and female students in learning science.
2) There is significant difference between the challenges faced by the rural and urban areas students in learning science.
3) There is significant difference between the challenges faced by the student's of literate and illiterate parents in learning science.

Remedies for Overcome the Challenges in Learning Science

- Teachers should teach the abstract science concepts in easy and simple manner.
- Students can use the new technologies to improve their good understanding level of learning science.
- While taking science classes the teachers can use the demonstration method.
- Science related projects and activities should be given to the students in a periodic manner.
- Role of the using innovative methods in enhancing academic performance in science subjects.
- Effectiveness of ICT in enhancing science learning.
- The study can be extended with large sample.

Conclusion

At present science concepts play a vital role in improving the academic achievement in the science subjects. Teacher should develop positive attitude among the students in learning science subjects in an effective way. By following the above remedies we can able to increase the acheivement level in student's progress. From this study we concluded both the male and female students facing the challenges in learning science at equal level and the rural urban students and their parents illiterates & literate facing different level of challenges in learning science subjects. We are the future teachers wants to promote the science learning by adapting different innovative stratergies and techniques in the teaching and learning process.

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BARRIERS IN LANGUAGE PROFICIENCY

T.Leoni Rose
Physical Science

Introduction

Language is the key to a person's self-identity. It enables the person to express emotions, share feelings, tell stories, and convey complex messages and knowledge. Language is our greatest mediator that allows us to relate and understand each other. It can be defined as a system of conceptual symbols that allows us to communicate. It also provides us with a significant frame of reference and a relational context that sustains our identities. There are problems of systemic feasibility and preparedness which leads to lack of proficiency.

Test to Measure Language Proficiency

There are certain measurements to test the language proficiency and this in turn help to find the barriers of the language. They are as follows

Cloze Test

A cloze test, also alternately referred to as cloze procedure, consists of a set of techniques for measuring, for example, reading comprehension. In a cloze test words are removed from a reading passage at regular intervals, leaving blanks.

Diagnostic Test

A diagnostic test is primarily designed to diagnose some particular linguistic aspects diagnostic tests are designed to assess students linguistic knowledge (knowledge of and about the language) and language skills (listening, speaking, reading and writing) before a course is begun. However, the term formative is sometimes used to designate a diagnostic test. One of the main advantages of a diagnostic test is that it offers useful pedagogical solutions for mixed-ability classes.

Discrete-Point Test

The discrete-point test, also called discrete-item test, is a language test which measures knowledge of individual language items, such as a grammar test which has different sections on tenses, adverbs and prepositions. Discrete-point tests are based on the theory that language consists of different parts such as speech sounds, grammar and vocabulary, and different skills such as listening, speaking, reading and writing, and these are made up of elements that can be 5 tested separately. Test consisting of multiple-choice questions are usually regarded as discrete point tests. Discrete-point tests are all too often contrasted with what are called integrative tests.

Language Aptitude Test

Language Aptitude Test Before one ventures into defining what a language aptitude test is, it would be wiser to start first by defining what a language aptitude is. Language aptitude, as a hybrid concept part linguistic and part psychological, refers to the genuine ability one is endowed with to learn a language.

Proficiency Test

A proficiency test is devised to measure how much of a language someone has learned. It is not linked to any particular course of instruction, but measures the learner's general level of language mastery. Most English language proficiency tests base their testing items on high frequency-count vocabulary and general basic grammar. Some proficiency tests have been standardized for worldwide use, such as the well-known American tests, the TOEFL, and the English Language Proficiency Test (ELPT)3 which are used to measure the English language proficiency of foreign students intending further study at English-speaking institutions,

Definition for Language Barrieer

English is in India today a symbol of people's aspirations for quality in education and a fuller participation in national and international life.Its colonial origins now forgotten or irrelevant, its initial role in independent India, tailored to higher education now felt to be insufficiently inclusive socially and linguistically, the current status of English stems from its

overwhelming presence on the world stage and the reflection of this in the national arena. Language is needed for any kind of communication, even people with speech impairments communicate with sign language and brail. Communication becomes difficult in situations where people don't understand each other's' language. The inability to communicate using a language is known as language barrier to communication. Language barriers are the most common communication barriers which cause misunderstandings and misinterpretations between people. Most of the people in the world do not speak English or, even if they use, it is their second or third language. If the speaker and receiver do not use same language and words, there is no meaning to the communication. Not using the words that other person understands makes the communication ineffective and prevents message from being conveyed.

Language Barriers

Language barriers always exist between speakers of different languages. So language learners experience language barriers often as they acquire a new language. The language barrier occurs at both the sender and receiver levels. The unfamiliar vocabulary as well as idioms used in language present language difficulties for new speakers of all languages. Language barriers also influence migration. Emigrants from a country are far more likely to move to a destination country which speaks the same language as the emigrant's country.

Dialects

While two people may technically speak the same language, dialectal differences can make communication between them difficult. English also has a variety of dialects that create language barriers. Speakers of non-standard dialects of English face breakdowns in communication with speakers of other English dialects. For example, speakers of Ebonics often find their messages lost on speakers of Standard American English. The barrier often occurs at the sender level; however, dialect speakers may understand the other person.

Dyslexia

Dyslexia is a learning disability that creates a language barrier at the receiver level. Dyslexia affects activity in the left hemisphere of the brain, which translates print to sound. People with dyslexia find reading difficult, and often the message of the printed message is lost on the receiver. Dyslexic people must be taught coping mechanisms to overcome this language barrier.

Language Disabilities

Language disabilities are physical impediments to language. Physical language disabilities that cause language barriers include stuttering, dysphonia or an articulation disorder and hearing loss. All of these disabilities cause the person with the disability to be difficult to understand or entirely unintelligible. Stuttering and dysphonia create barriers at the sender level of a message. People with hearing loss often experience a language barrier at both the receiver and the sender level of a message.

Ways to Promote Language Proficiency

1. **Learn and Become Aware**

After learning the various rules of English, one must aware of the errors that he/she make in their speech. Keep an organized list of corrections that have come from being monitored by other speakers, preferably native English speakers.

2. **Monitoring**

Write down the correction so that improvement in English can be taken. Constantly update this list, and keep it organized. This is extremely useful, because the errors that one produce are usually not random mistakes that come from “a slip of the tongue”. Most errors are part of a pattern of mistakes that you repeat again and again.

3. **Repetitive Review**

Consistently review the monitoring list of errors. One should start to notice a pattern and then be constantly aware of that pattern of what is needed to correct.

4. **Repetitive Practice**

The awareness about the errors was noticed. It is the time to practice routinely the corrected pronunciation (or correct syntax, vocabulary use, etc.). Practice again and again.

5. **Self-Correction**

With practice, one can develop the imperative habit of self-correction. Be so aware and in tune with the sounds of English that one can notice and hear their own errors. This ability to self-correct can only come from the above steps of monitoring and awareness.

6. Keep a running vocabulary list

Be organized. Write down vocabulary that want to look up but don't have time to at that moment. Make a habit of reviewing vocabulary. If there is any lack one can easily forget new words before they are locked into the long term memory.

7. Think in English

A huge mistake English language learners make is to think in their native language and then translate into English in their heads. This is a mistake, because English syntax and word order is typically something that cannot be translated from another language. Also, in order to speak with the correct music, stress and rhythm of English, one should to *think* with that music.

8. Talk to Yourself Out Loud at Home

Talking to oneself out loud will help to process of thinking in English instead of translating to English from native language. Get in the habit of **speaking** freely without the worry of being heard or criticized. Play with the sounds and write down the ideas that want to express.

9. Train your Ears.

Listen to a lot of English in the form of podcasts, television shows, movies and radio.

Conclusion

There is an increasing difficulty with the problem of so many students not being proficient in English. Language barriers also influence migration. Emigrants from a country are far more likely to move to a destination country which speaks the same language as the emigrant's country. These barriers can be neglected by having practice in day to day activities.

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UNIVERSAL PROBLEMS ON LEARNING AND TEACHING

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Introduction

Language is a skill. It does not end up with knowledge like such other subjects like economics, history, biology and a host of other subjects which operate at knowledge level. A knowledge of a language, its origin, nature, elements. Usage etc. Is also learned in classroom teaching – learning situations. The primary aim of a language is communication skill in a social setting.

Webster Dictionary Defines

"language is audible, articulate human speech as produced by the action of the tongue and adjacent vocal organs."

Here we deal learning and teaching and the problems of learning and teaching.

Importance of English

English has been decreed by providence to be the world's common language and so it si today. It is a precious possession. It would be profoundly unwise for us to look at it from a narrow nationalistic point of view. It would be a stupendous mistake to minimize its importance or neglect its study. English stands pre-eminent among the languages of the west. Whoever knows that languages has ready access to all the vast intellectual wealth which all the wisest nations of the earth have created. By introducing English in India lord Macaulay wanted "a class of persons, Indian in blood and colour but English in tastes, opinions, morals, and intellect."

- It was the language used in administration
- It was the medium of instruction in secondary schools and universities.
- It was the language which was a basic requirement to get government employment.
- It was the key language in all spheres of life.

Learning and Teaching

Teaching is a skill or behaviour that causes learning. Teaching consists of different teacher behaviours. In teaching, the teacher interacts with students and shares his knowledge, skills and values with them. Learning is skill acquisition and increased fluency. A teacher is anyone who affects the environment so that others learn.

Characteristics of Learning

- Learning is growth
- Learning is adjustment
- Learning is purposeful
- Learning is active
- Learning is both individual and social
- Learning is the product of the environment
- Learning is the modification of behaviour.

Aims and Objectives English Language Teaching

- An understanding of the general and specific objectives of teaching.
- A knowledge of the best and most effective methods to use
- Confidence and skill in handling the class with perseverance and courage to carry on the work with good humour and enjoyment.

Problems of English Language Teaching

The current scene in the country regarding English language teaching calls for special efforts to be made to remedy a number of deficiencies and to solve the essential problems of teaching the language.

- **Lack of Teachers' Competencies**

One reason why we have not made much progress is that education, especially language teaching, is a very difficult task as it involves two aspects, the content element and the skill element and the skill element. There are not enough competent teacher of English. The average teacher needs upgrading of his proficiency in English. This lack of proficiency in English of the teachers at the school stage has added a further dimension to the problem.

- **Overemphasis on Grammar**

It is a surprise that grammar and composition still occupy an important place in the school curriculum. It is a waste of time especially for teaching.

- **Variation in Syllabi**

Another problem is the variation in the English syllabi in different states in the country. This possibly causes variation in the expected levels of achievement at the end of board examinations. One way of facing this problems is to design syllabi with clearly stated objectives right from the level at which English begins to the level where English ceases to be a compulsory subject in the curriculum.

- **Use of the Traditional Methods**

The methodology and the materials of learning create another problem. Although a large number of innovations in methods, approaches, techniques and materials of learning have come out, teachers are still pre-occupied with the traditional methods, techniques and approaches.

- **Lack of Clear-Cut Policy**

Apathy, inertia or indifference and lack of a well defined policy in respect of the teaching of English have created innumerable problems in the past. As for example, when teachers are sponsored by institutions or State Government for the Post Graduate Diploma courses of higher studies, they are often not sent on the basis of some clearly conceived plans for their subsequent utilization.

Improvement of English Language Teaching

The three language formula broadly provides the framework for the teaching of languages, including English at the national level. However, there is little uniformity regarding English in the school curriculum from State to State, the stage at which it is introduced, the duration and intensity of the programme of instruction and the expected level of attainments. The major impact of the recent developments in the teaching of foreign languages can be seen in terms of learner centered, motivation-based and activity-oriented approach to language teaching supported by television, radio and audio – visual aids.

Conclusion

The main aim of teaching is to kindle successful social life. This requires the ability in the child to make effective adjustment to his environment. The process of learning leads to change behaviour.

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QUALITY OUTLOOK ON TEACHING, LEARNING AND EVALUATION

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Introduction

A teacher has many responsibilities for a student. A child spends a lot of time in school so he has to stay with the teachers. The teachers influence his growth and development also along with the knowledge which they impart. In schools the teachers are regularly given orientation classes, this is just to make them more skilled to deal with the children. In colleges teachers make the students aware of the reality and the situation prevailing in the country. The teacher's role is to help the students get a perfect personality to face the world.

Definition of Teaching

According to Gage, "Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person." Edmund Amidon defined it as-" Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity."

Definition of Learning

Learning is a lifelong process of gaining and using information presented to us. The ability to learn is endless, as long as the desire is present. Learning is only successful when the information gained is used and understood.

Definition of Evaluation

Evaluation is the structured interpretation and giving of meaning to predict or actual impacts of proposals or results. It looks at original objectives, and at what are either predicted or what was accomplished and how it was accomplished. So evaluation can be formative that is taking place during the development of a concept or proposal, project or organization, with the intention of improving the value or effectiveness of the proposal, project, or organization. It can also be assumptive, drawing lessons from a completed action or project or an organization at a later point in time or circumstance.

Quality Outlook on Teaching

Teaching is hard work and some teachers never grow to be anything better than mediocre. They do the bare minimum required and very little more. The great teachers, however, work tirelessly to create a challenging, nurturing environment for their students. Great teaching seems to have less to do with our knowledge and skills than with our attitude toward our students, our subject, and our work.

1. A great teacher respects students. In a great teacher's classroom, each person's ideas and opinions are valued. Students feel safe to express their feelings and learn to respect and listen to others. This teacher creates a welcoming learning environment for all students.

2. A great teacher creates a sense of community and belonging in the classroom. The mutual respect in this teacher's classroom provides a supportive, collaborative environment. In this small community, there are rules to follow and jobs to be done and each student is aware that he or she is an important, integral part of the group.

3. A great teacher is warm, accessible, enthusiastic and caring. This person is approachable, not only to students, but to everyone on campus. This is the teacher to whom students know they can go with any problems or concerns or even to share a funny story.

4. A great teacher sets high expectations for all students. This teacher realizes that the expectations she has for her students greatly affect their achievement; she knows that students generally give to teachers as much or as little as is expected of them.

5. A great teacher has his own love of learning and inspires students with his passion for education and for the course material. He constantly renews himself as a professional on his quest to provide students with the highest quality of education possible. This teacher has no fear of learning new teaching strategies or incorporating new technologies into lessons, and always seems to be the one who is willing to share what he's learned with colleagues.

6. A great teacher maintains professionalism in all areas—from personal appearance to organizational skills and preparedness for each day. Her communication skills are exemplary, whether she is speaking with an administrator,

one of her students or a colleague. The respect that the great teacher receives because of her professional manner is obvious to those around her.

Quality Outlook on Learning

1. The students ask the questions—good questions This is not a feel-good implication, but really crucial for the whole learning process to work.

Many teachers force students (proverbial gun to head) to ask questions at the outset of units or lessons, often to no avail. Cliché questions that reflect little understanding of the content can discourage teachers from "allowing" them. But the fact remains—if students can't ask great questions—even as young as elementary school—something, somewhere is unplugged.

2. Questions are valued over answers: **Questions are more important than answers**. So it makes sense that if good questions should lead the learning, there would be value placed on these questions. And that means adding currency whenever possible—grades (questions as assessment!), credit (give them points—they love points), creative curation (writing as a kind of graffiti on large post-it pages on the classroom walls), or simply praise and honest respect.

3. Ideas come from divergent sources: Ideas for lessons, reading, tests, and projects—the fiber of formal learning—should come from a variety of sources. If they all come from narrow slivers of resources, you're at risk of being pulled way off in one direction (that may or may not be good).

4. A variety of learning models are used: Inquiry-based learning, project-based learning, directs instruction, peer-to-peer learning, school-to-school, eLearning, Mobile learning, the flipped classroom, and on and on—the possibilities is endless. Chances are, none are incredible enough to suit every bit of content, curriculum, and learner diversity in your classroom.

5. There are constant opportunities for practice: Old thinking is revisited. Old errors are reflected on. Complex ideas are re-approached from new angles. Divergent concepts are contrasted. Bloom's taxonomy is constantly traveled up and down, from the simple to the complex in an effort to maximize a student's opportunities to learn—and demonstrate understanding—of content.

Quality Outlook on Evaluation

Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Evaluation categorized into two: Strategic control. It should be sound. It should project a true picture of what is really happening in the company subject to environmental conditions. A good strategic evaluation possesses several qualities.

E -- Ethically Conducted
V -- Values Diverse Opinions
A -- Accurate and Technically Adequate Information
L -- Leads to Continuous Learning and Improvement
U -- Uses Participatory Methods
A -- Affordable/Appropriate in Terms of Budget
T -- Technical Persons Carry it Out/Timely Carried Out
I -- Indicators properly selected and Studied
O -- Opens opportunity for better understanding developmental change
N -- Never Used for Fixing Blame and Finding Faults

Conclusion

While teaching is a gift that seems to come quite naturally for some, others have to work Overtime to achieve great teacher status. Yet the payoff is enormous — for both you and your students. Imagine students thinking of you when they remember that great teacher they had in college!

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QUALITY OUTLOOK ON TEACHING, LEARNING AND EVALUATION

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Introduction

Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, thus modifying the nature of the interactions between students and professors. The governments, the students and their families, the employers, the funds providers increasingly demand value for their money and desire more efficiency through teaching. This needs to be a two-step approach in which students are told not only the purpose of the lesson but also what the teacher expects in terms of outcomes from activity. There is a need to communicate why they are doing what they are doing and how it fits into the bigger picture of the subject or their wider learning across the curriculum.

Definition of Teaching, Learning and Evaluation

- "Teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn"
- "Learning is a relatively permanent change in the behaviour or attitude of a person over time. For example when a child learns to read they are able to retain this knowledge and behaviour for the rest of their lives".
- "A study designed to assist some audience to assess an object's merit and worth" (Shuffleboard).

High Quality Learning

- Occurs when students are motivated and enthused by what they are learning;
- Is an active process – a product of doing rather than receiving.
- Builds on prior knowledge;
- Is supported by both the teacher and other students, and takes the form of interaction, collaboration and teacher intervention;
- Is centred on the learners' responsibility for their own learning. They are able to exercise choice, develop goals, plan their approach and work independently;
- Is reflective and enables learners to monitor and review the learning;
- Is where students make progress with their learning;
- Is when students display a strong desire to contribute the effort and concentration required to match the teacher's passion for learning.

High Quality Teaching

"High quality learning is not possible without high quality teaching".

- Provides carefully structured activities matched to student needs;
- Gives students responsibility for their own work;
- Develops well planned, prepared and paced lessons that maintain high levels of interaction with the class;
- Provides challenging work stemming from expert subject knowledge, how to teach it and how students learn;
- Maintains high levels of student engagement;
- Creates a positive atmosphere in the classroom through excellent relationship;
- Ensures appropriate pace, variety and challenge;
- Makes expectations clear;
- Incorporates high levels of praise and enthusiasm;
- uses a variety of approaches; strategies and techniques are well selected and time is used productively;

- Uses homework effectively; particularly to reinforce and extend what is learned in school, if not prepare for a new topic;
- Models positive outcomes;

High Quality Evaluation

- Establishment of a Steering Group.
- Development of Terms of Reference & selection of experts.
- Start-up / Inception phase of the evaluation.
- Implementation phase of the evaluation.
- Finalisation phase of the evaluation.
- Follow-up phase of the evaluation.

Quality Teaching

Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, thus modifying the nature of the interactions between students and professors. The governments, the students and their families, the employers, the funds providers increasingly demand value for their money and desire more efficiency through teaching. Quality teaching lacks of clear definitions and to some extent can't be disconnected from debates on Quality or Quality culture in higher education that remain controversial terms. Some scholars regard quality primarily as an outcome, others as a property. \

Learning Objectives

Learning Objectives which are identified and shared. This needs to be a two-step approach in which students are told not only the purpose of the lesson but also what the teacher expects in terms of outcomes from activity. There is a need to communicate why they are doing what they are doing and how it fits into the bigger picture of the subject or their wider learning across the curriculum. This might be achieved through:

- The learning objectives being outlined to the students at or near to the beginning of each lesson.
- The students being clear about the learning objectives in terms of what they are expected to learn. Objectives could be phrased in terms of: 'We are learning to …:
  1. Know that … (knowledge - factual information such as names of people or equipment, places, symbols, formulae etc.);
  2. Understand how/why … (understanding – concepts, reasons, effects, principles, processes etc.);
  3. Develop/be able to … (skills – using knowledge, applying techniques, analysing information etc.);
  4. Develop/be aware of … (attitudes and values – empathy, caring, sensitivity towards social issues, feelings, moral issues etc.);
  5. Explore and refine strategies for ... (creating, designing, hypothesising, exploring alternatives).
- The students understand desired learning outcomes. Teachers should tell students what you expect from them as a high quality outcome of each lesson or part lesson and how they will be assessed on the work they are to do, create or produce? This will usually be done through effective modelling of tasks and describing or showing different possible attainment levels students will produce.

Conclusion

A key component of quality in teaching and learning involves quality human performance by the learner. Substantial financial outlays by companies and the government for training are made in attempts to address problems in the quality of human performance. If there is a discrepancy in performance and appropriate expectations, then it must be investigated, causes identified, and appropriate corrective action taken. To achieve quality human performance, we posit that three components must be present:

- A clearly defined set of tasks to perform.
- An individual that has the capacity/ability to perform the required task.
- A clear set of standards that define successful performance.

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AN QUALITY OUTLOOK OF TEACHING AND LEARNING

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Abstract

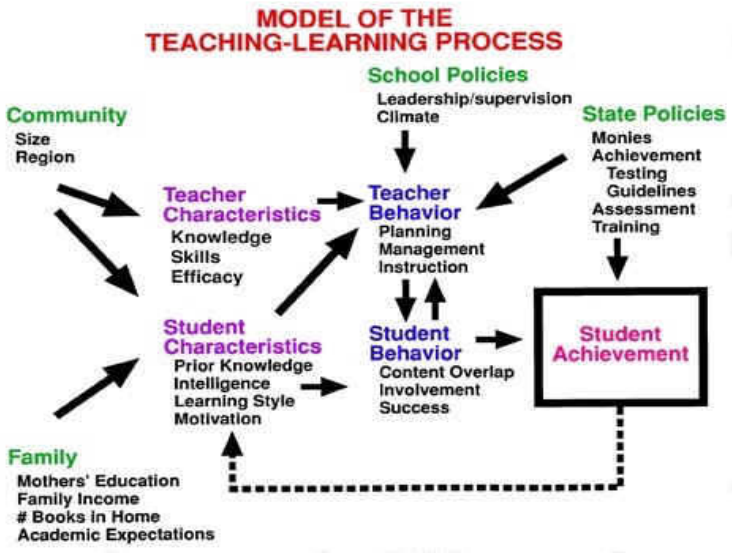
At the present time in this country, when we say "How well or how much has the student learned" we mean "How well has the student done on a standardized measure of student achievement in the basic skills of Reading, Language Arts, and Mathematics?" If we change what we mean by learning (we want to know how much Science or Social Studies students have learned or we want to know if they have developed appropriate social skills) or if we change the particular measure of learning , then we may change the important variables that relate to student learning. We believe the most important category is such as cognitive development and character output because once that has been defined it impacts the importance of the variables in the other categories.

Key words: *Teaching and Learning*

Introduction

A high level of Academic Learning Time means that students are covering important (tested/evaluated) content, students are "on-task" most of the class period; and students are successful on most the assignments they complete. These three variables can be relatively easily measured and can be considered the *vital signs* of a classroom. If all of these are appropriate, there is a high probability that the classroom is functioning well.

Model of the Teaching-Learning Process

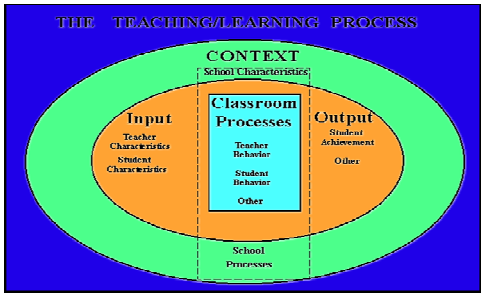


According to the framework, the reasons can be classified into four categories.

A Transactional Framework of the Teaching/Learning Process	
Context	All those factors outside of the classroom that might influence teaching and learning
Input	Those qualities or characteristics of teachers and students that they bring with them to the classroom experience
Classroom Processes	Teacher and student behaviors in the classroom as well as some other variables such as classroom climate and teacher/student relationships
Output	Measures of student learning taken apart from the normal instructional process.

Context

- School characteristics includes variables such as organizational structure and school size,
- School processes include factors related to activities such as leadership, supervisory practices, and school climate.

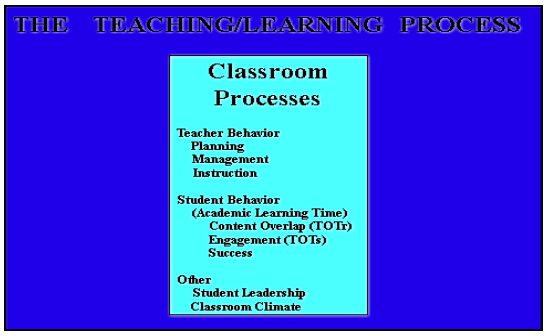


There are a Wide Variety of Other Context Variables that Influence the Teaching/Learning Process

Some of the sub categories of the several variables include Home, Peer Groups, Community, Religious Institutions, Society, Culture, and International Conditions. Variables related to the home environment seem especially important and include such variables as the education levels of parents, family income/socioeconomic status (SES), other parental characteristics (such as age or marital status), and a group of miscellaneous variables which includes the amount of technology in the home, the number of books and magazines in the home, and so forth.

Input and the Classroom Process

The other most important category, at least from the perspective of the educational institution and educational psychology, is the Processes category. This includes all the variables that would occur in the classroom. There are three subcategories: Teacher Behavior, Student Behavior, Other/ Miscellaneous. The category of Teacher Behavior consists of all the actions a teacher would make in the classroom and includes three additional subcategories: Planning, Management, and Instruction.



Planning

- Refers to all of those activities a teacher might do to get ready to interact with students in the classroom.

Management

- refers to controlling student behavior,

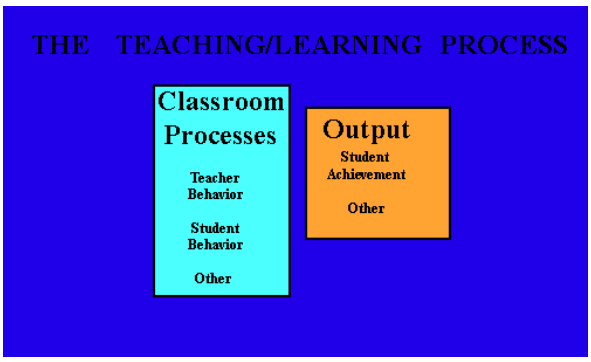
Instruction

- refers to actually guiding student learning. There are a variety of specific teacher classroom variables that have been related to student learning.

For Example, Walberg (1986), in a Meta-Analysis of Teacher Effectiveness Research Found Support for the Following Individual Variables

- Use of positive reinforcement
- Cues and corrective feedback
- Cooperative learning activities
- Higher order questioning
- Use of advance organizers

Output



Teachers and students prior to their coming into the classroom, there are again two important subcategories: Teacher Characteristics and Student Characteristics. Some important subcategories of teacher characteristics includes the teacher's values and beliefs, knowledge, thinking and communication skills, performance skills, and personality. Of course, there are many more possible subcategories, but these seem to be the most important.

Conclusion

However, if any one of these variables is lower than

expected, further inspection of classroom processes should be under taken. There are a variety of other classroom factors which have been related to student achievement such as the classroom climate and the opportunity for students to engage in leadership roles. One of the most important concepts that has been developed in educational psychology during the past 30 years is that classroom process variables are the most direct link to student achievement (Rosenshine & Stevens, 1986). More specifically, the teacher's classroom behavior (incorporated in the categories of planning, management and instruction) has a direct influence on student behavior (most importantly, Academic Learning Time) which, in turn, is most directly linked to measures of student achievement.

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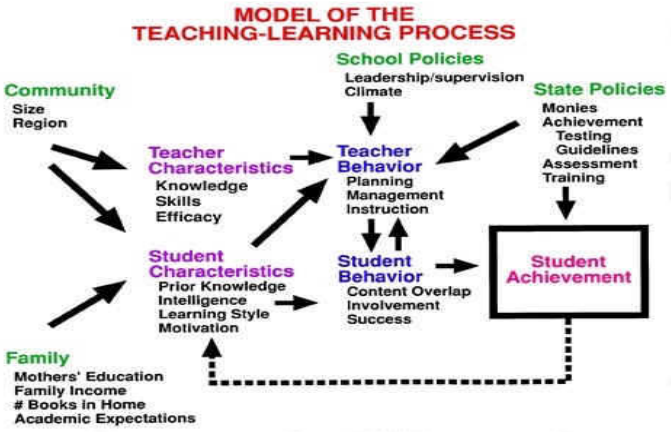

This framework has been developed from the perspective of systems theory. It will be one of the main organizing features of this course. There are a variety of other mental representations that have been developed to organize the variables of interest in educational psychology. McIlrath and Huitt (1995) provide a review of previous models of the teaching/learning process and compare it to this proposed framework. If you prefer another organizational structure, it is certainly appropriate to use it during any discussions we have about how knowledge related to educational psychology might be organized. Be sure to cite the author(s) of your framework or model whenever you refer to it. If you have developed your own framework (which I encourage you to do), you might want to have it drawn out so we can view it during our discussions.

ASSESSMENT

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Abstract

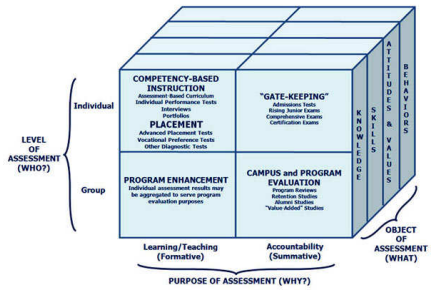
Assessment involves the use of empirical data on student learning to refine programs and improve student learning. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experience. Assessment results are used to improve subsequent learning. Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

Key terms: Assessment and Teaching

Introduction

Learning being personalized and made relevant for all learners, differentiated where needed to ensure learners are engaged and working to achieve the best. Frequent formative feedback being provided and data being used to inform and improve future learning and achievement. Feedback is provided by self-review, peers, community members and teachers Staff collaborating on the preparation, delivery and evaluation of learning and moderating student work to assess learning and identify areas of improvement and required intervention.

A Taxonomy of Approaches to Assessment



Fundamental Components of Assessment

Four fundamental elements of learner-centered assessment

Formulating Statements of Intended Learning Outcomes – *statements describing intentions about what students should know, understand, and be able to do with their knowledge when they graduate.*

Developing or Selecting Assessment Measures – *designing or selecting data gathering measures to assess whether or not our intended learning outcomes have been achieved. Includes*

Direct *assessments* – *projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral exams – which ask students to demonstrate what they know or can do with their knowledge.*

Indirect *assessments*– *self-report measures such as surveys – in which respondents share their perceptions about what graduates know or can do with their knowledge.*

Creating Experiences Leading to Outcomes – *ensuring that students have experiences both in and outside their courses that help them achieve the intended learning outcomes.*

Discussing and Using Assessment Results to Improve Teaching and Learning – *using the results to improve individual student performance.*

Types of Assessment

Formative Assessment

Ungraded assessment task used before or during learning to support planning and/or diagnosis and/or to provide feedback about learning progress/offers advice and feedback which does not contribute grades towards the final result.

Summative Assessment

Graded assessment task used to follow the learning which counts towards the final result.

Validity

Degree to which the assessment task measures what it is intended to measure.

Reliability

Degree to which the assessment task consistently yields the same result.

Norm-Referenced

Uses the performance of a group of learners to rank order learners or 'grading on the curve'. Number of learners who can receive distinctions, credits, passes or fails is set.

Criterion-Referenced

Establishes the criteria for performance and any learner meeting the criteria receives the associated grade. Every student can potentially achieve the highest grade.

Standards-Based

Establishes the criteria for performance as well as articulates the various levels of quality in performance that is associated with a grade. Grades are awarded to students based on the level of performance they have achieved.

Authentic Assessment

Assessment tasks which test whether a learner is able to demonstrate their learning outcomes in a situation which is as close as possible to a real world context.

Conclusion

We can use the systematic basis for assessment, we got inferences about the learning and development of students. Assessment is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development.

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RELATIONSHIP BETWEEN EMOTIONAL MATURITY AND CLASSROOM MANAGEMENT OF HIGH SCHOOL TEACHERS

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Abstract

The present study is entitled as "Relation between Emotional Maturity and Classroom Management of High School Teachers". The issue of emotional well-being of teachers is being addressed more and more in these days. There is a talk of teaching emotional and social learning skills to teachers in training. Teachers can no longer afford to overlook this part of their duty. Teacher training institutions need to sensitize the trainees for the stress and emotional demands in the classroom and be prepared to respond as well as cope with these situations. There is also a need to prepare teachers with the demands and effect of their own emotional well-being and maintaining their emotional balance. If teachers are emotionally mature which means if they have the ability to realize the psychological knowledge and utilize it, they will be able to help students at right time by checking their problems as they start sprouting. Classroom management is important to the whole education process because it offers students an ideal learning environment helps prevent teacher burnout and makes students and teachers feel safer and happier. Classroom management involves more than just discipline and rules. High school students are in a transition period and they take on adult ways of being in the world, they are apt to struggle and fail and experience stresses that may affect their work and behavior in classrooms. High school students can make mistakes and engage in misbehavior that have far more serious implications than the kinds of mistakes and misbehavior they had made and engaged in as children (Scarlett, 2015). Classroom management is one of the greatest concerns of teachers and administrators when addressing the safety and well-being of students. Effective classroom management should be the primary responsibility of the classroom teacher with the students accepting the responsibility of their inappropriate behavior. This paper aims to find out the relation between emotional maturity and classroom management of high school teachers. The research is a survey type, which consists of purposive sampling of 100 high school teachers in Madurai district. The investigator has constructed and validated the emotional maturity scale and classroom management scale. Personal data sheet was prepared by the investigator. The interpretation of data was done with statistical methods in mean, standard deviation, and 't'-test.

Introduction

Mata, Pita, Guru and Theivam (Mother, Father, Teacher and God). The teachers were given the equal status with God. "Teachers are the back bone of any country, the pillar upon which the aspirations of students are reconverted into realities. The teachers must be perceptual seekers of intellectual integrity and universal compassion" - Dr. Abdul Kalam. The teacher is conscious and aware of the reality around him/her. The teaching has to be contextualized and made contemporary a teacher should have the courage and the commitment to be different.

Significance of the Study

An effective teacher is decribed as one who is able to successfully perform tasks expected of him/her. Teachers influence students not only through the content they teach, but also through their personality traits and the communication of these traits through behaviour. theachers have the potential to influence students, both positively an dnegatively, through their professional qualifications and personality traits Kucukahmet, (1999). According to Ingersoll (1999), the quality of a teacher is determined by his/her personality traits, teaching applications and level of academic development (Ingersoll, 1999). The issue of emotional well-being of teachers is being addressed more and more in these days. There is a talk of teaching emotional and social learning skills to teachers in training. Teachers can no longer afford to overlook this part of their duty. Teacher training institutions need to sensitize the trainees for the stress and emotional demands in the classroom and be prepared to respond as well as cope with these situations. There is also a need to prepare teachers with the demands and effect of their own emotional well-being and maintaining their emotional balance. If teachers are emotionally mature which means if they have the ability to realize the psychological knowledge and utilize it, they will be able to help students at right time by checking their problems as they start sprouting. Classroom management is important to the whole education process because it offers students an ideal learning environment helps prevent teacher burnout and makes students and teachers feel safer and happier. Classroom management involves more than just discipline and rules. High school students are in a transition period and they take on adult ways of being in the world, they are apt to struggle and fail and experience stresses that may affect their work and behavior in classrooms. High school students can make mistakes and engage in misbehavior that have far more serious implications than the kinds of mistakes and misbehavior they had made and engaged in as children (Scarlett, 2015). Classroom management is one of the greatest concerns of teachers and administrators when addressing the safety and well-being of students. Effective classroom management should be the primary responsibility

of the classroom teacher with the students accepting the responsibility of their inappropriate behavior. So the researcher wants to study the relationship between the emotional maturity and classroom management of high school teachers.

Objectives

1. To find out whether there is any significant difference in emotional maturity of high school teachers with respect to gender.
2. To find out whether there is any significant difference among classroom management of high school teachers with respect to gender.
3. To find out the significant relationship between the emotional maturity and classroom management of high school teachers.

Hypotheses

H_o1: There is no significant difference in emotional maturity of high school teachers with respect to gender.

H_o2: There is no significant difference among classroom management of high school teachers with respect to gender.

H_o3: There is no significant relationship between the emotional maturity and classroom management of high school teachers.

Delimitations of the Study

1. The study is limited to high school teachers in Madurai district only.
2. The investigator has proposed to choose only 100 teachers as sample for the study.

Method Used

The investigator has adopted survey method in this study to measure the Relation between Emotional Maturity and Classroom Management of High School Teachers.

Population and Sample

The population of the present study consists of teachers those who are working in high schools of Madurai district, TamilNadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 100 high school teachers. Among them 40 were male and 60 were female high school teachers.

Tools Used

This study aims to study the Relationship between Emotional Maturity and Classroom Management of High School Teachers. The investigator has constructed and validated the Emotional Maturity and Classroom Management Scale of his own.

Statistical Techniques Used

Mean, SD and 't' test were used in this study.

Analysis of Data

Ho1: There is no significant difference between male and female high school teachers with reference to their emotional maturity and its dimensions.

Table 1 Difference between Male and Female High School Teachers with Reference to their Emotional Maturity and its Dimensions

Dimensions	Gender	N	Mean	S.D	'P' value	Remarks
Emotional Manifestation	Male	40	48.82	7.867	0.005	**S**
	Female	60	50.23	9.197		
Emotional Stability	Male	40	38.78	8.807	0.121	**NS**
	Female	60	37.10	11.388		
Emotional Self-Awareness	Male	40	42.48	5.770	0.006	**S**
	Female	60	42.88	4.090		
Emotional Adjustment	Male	40	49.55	6.793	0.952	**NS**
	Female	60	49.63	7.223		
Emotional Adequacy	Male	40	46.68	6.269	0.004	**S**
	Female	60	47.05	8.476		
Emotional Maturity	Male	40	225.03	14.080	0.009	**S**
	Female	60	232.42	29.151		

Ho2: There is no significant difference between male and female high school teachers with reference to their classroom management and its dimensions.

Table 2 Difference between Male and Female High School Teachers with Reference to their Classroom Management and its Dimensions

Dimensions	Gender	N	Mean	S.D	'P' value	Remarks
Management of Planning	Male	40	45.12	4.762	0.380	**NS**
	Female	60	44.25	4.994		
Management of Teaching Learning Resources	Male	40	45.20	5.543	0.585	**NS**
	Female	60	45.77	4.228		
Management of Self-Discipline	Male	40	45.28	6.767	0.944	**NS**
	Female	60	45.18	5.703		
Management of Student Behaviour	Male	40	51.18	7.186	0.811	**NS**
	Female	60	51.50	5.739		
Management of Learning Atmosphere	Male	40	49.28	4.782	0.892	**NS**
	Female	60	49.15	3.974		
Management of Classroom Instruction	Male	40	57.20	6.182	0.989	**NS**
	Female	60	57.18	5.673		
Management of Evaluation	Male	40	39.82	4.132	0.916	**NS**
	Female	60	39.73	4.430		
Classroom Management	Male	40	335.72	22.632	0.676	**NS**
	Female	60	337.53	18.597		

H_o3: There is nosignificant relationship between the emotional maturity and classroom management of high school teachers.

Table 3 Relationship between the Emotional Maturity and Classroom Management of High School Teachers

N	∑X	∑Y	∑ X^2	∑Y^2	∑XY	Calculated 'P' Value	Remarks
100	22456	33289	504271936	1108157521	747537784	0.004	**S**

Results and Discussion

- Table 1 reveals that there is no significant difference between male and female high school teachers in their emotional stability and emotional adjustment. But there is significant difference between male and female high school teachers in their emotional manifestation, emotional self-awareness, emotional adequacy and emotional maturity. While comparing their mean scores male (48.82, 42.48, 46.68 &225.03) and female (50.23, 42.88, 47.05 &232.42) high school teachers. Female high school teachers are better than the male high school teachers. This may due to the fact that female high school teachers are having more experience to handle the children in their family patience it may help them to handle children in school. Mentally women's are mental adequacy because they have faced new challenges in their family life new relationships. Mostly women's are governing their family it may help them to develop their emotional maturity. These are the reasons may help them to have more emotional maturity.
- Table 2 reveals that there is no significant difference between male and female high school teachers in their management of planning, management of teaching learning resources, management of self-discipline, management of learning atmosphere, management of student behavior, management of classroom instruction, management of evaluation and classroom management.
- Table 3 reveals that there is a significant relationship between emotional maturity and classroom management of high school teachers. This may due to the fact that the emotionally matured teachers are able to understand their student's behavior effectively in the classroom. So they manage the students well in the classroom. The emotionally matured teachers are extroverts in their personality. The better the classroom environment, the skill of classroom management of teachers is better and it will make the students to perform well in the classroom. Now a day's teachers are having more training to develop their teaching-learning process.

Conclusion

The result of this study indicates that the female high school teachers are better than the male high school teachers in their emotional manifestation, emotional self-awareness, emotional adequacy and emotional maturity. More exposure and training programmes for teacher education institutions having the activities for developing emotional maturity of prospective teachers. Cultivating a better emotional maturity and the skill of classroom management among the teachers, the overall personality of students and thereby our nations all round status can be improved. To teach 21st century students, a teacher should perform multiple roles and use more techniques in the classroom. So teachers should take initiatives to apply different measures to improve their emotional maturity and classroom management.

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ATTITUDE OF STUDENT TEACHERS IN TEACHING LEARNING YOGA

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Ideally, the stress response activates when we need it and then turns off. When we are constantly triggering this response as a part of daily life, we are susceptible to a host of different problems. Chronic activation of the stress response can lead to digestive issues, immune system suppression, heart disease and diabetes.

— Carrie Demers, Course Instructor

Stress and anxiety are everywhere. If they're getting the best of us, one might want to hit the mat and give yoga a try. Yoga is a mind-body practice that combines physical poses, controlled breathing, and meditation or relaxation. Yoga may help reduce stress, lower blood pressure and lower the heart rate. Physical education teachers pay special attention in teaching yoga to their students. While teaching there are some misconceptions that stress in yoga is dangerous to the bones. There are two big reasons why some teachers will render these prejudicial statements: 1. A common misperception about the nature and value of stress 2.Ignorance of skeletal variations . In fact stress is the key factor to have healthy and successful living .This paper deals with the value of stress.wih is entitled as attitude of student teachers towards stress in teaching and learning Yoga.

Need for the Study

Stress has a negative reputation in our culture: we seem to think that stress is bad but this cannot be - without stress we would all die. Problems occur when we over-stress the body and do not allow enough rest to recover from the stress. In a yoga class we can divide stress into three types: we stretch our tissues, compress our tissues or twist them (technically referred to as "shear") - this is basically all we do to our body in yoga. For some reason yoga teachers have decided that stretching is an okay form of stress but compression is not. If compression were bad, every massage therapist would be out of work and walking would one of the worst forms of exercise. We need to compress tissues in order to stimulate the body at a cellular level. Compression stimulates healing. We can take the example of bones: we have known for over 100 years that bones can be coaxed into growing thicker and stronger if the bones are subjected to compressive stress. If we take the stress away, the bones atrophy. Space studies have shown that astronauts who experience no stress on their bones will lose significant amount of clcium and their bones atrophy to the point that many astronauts cannot walk after coming back to earth. (This is known as "disuse osteoporosis.") Joints are comprised of bones, cartilage and the ligaments comprising the joint capsule: all these tissues need stress to be healthy. Usually the stress comes through compression. Stressing the ligaments causes cells called fibroblasts to be active: they secrete hyaluronic acid to help lubricate the joint's movement and collagen to thicken and reinforce the joint capsule. Stressing the cartilage stimulates chondrocytes to secrete collagen used to strengthen and repair the cartilage. We need to stress our joints! But we need to stress them appropriately: being yin-like tissues, bones, cartilage and ligaments do best when stressed in a long held, static way. Repeated, rhythmic stress could damage these tissues in the same way a credit card is damages by repeatedly bending it back and forth. Our back vertebrae and our sacroiliac joints need stress! Without it they decay. This study focuses on the attitude of student teachers in Madurai District in teaching and learning yoga.

Title of the problem: The present study has been entitled as, "Attitude of Student Teachers in Teaching and Learning Yoga" in order to have the right view on stress on the body.

Operational Definitions

Attitude -refers to the notion a person has towards the stress in yoga

Student Teachers– refers to the persons who are undergoing training to be teachers at various levels.

Teaching Learning- refers to the activities such as instruction , discussion , gaining knowledge and evaluation.

Yoga – refers to the various flexible bodily exercises with concentration and mind focusing .

Variables of the Study

1. Gender
2. Locality
3. Type of Institution

4. Age Level
5. Course Level

Objectives of the Study

1. To find out the attitude of student teachers towards stress in teaching Learning Yoga
2. To find out the significant difference among the variables in their attitude towards stress in Yoga in terms of the following variables :
    1. Gender
    2. Locality
    3. Type of Institution
    4. Age Level
    5. Course Level

Hypotheses

1. The attitude of student teachers towards stress in teaching and Learning Yoga is Average
2. There is no significant difference among the variables in their attitude towards stress in teaching and learning Yoga in terms of the following variables :
    1. Gender
    2. Locality
    3. Type of Institution
    4. Age Level
    5. Course Level

Method

Normative survey method was used in this study

Samples: 150 student teachers in Madurai District

Tool Used: self constructed scale on, "Attitude towards Yoga" was used for the study.

Analysis and Interpretation

Hypothesis 1: The attitude of student teachers towards stress in teaching and Learning Yoga is Average

Table1: Showing the Attitude of Student Teachers towards Stress in Teaching and Learning Yoga

Sample Number	Theoretical Mean	Obtained Mean	Result
150	64	73	Above average

Interpretation

The above table shows that the obtained mean(64) is greater than the theoretical mean (73). Hence the hypothesis 1 " the attitude of student teachers towards stress in teaching and learning yoga is average" is rejected.

Hypothesis 2: There is no significant difference among students teachers in their attitude towards stress in teaching and learning Yoga in terms of the following variables :

1. Gender
2. Locality
3. Type of Institution
4. Age Level
5. Course Level

Table 2: Difference in the Mean Scores of Student Teachers in their Attitude towards Stress Teaching and Learning Yoga in Terms of the Variables

	Variable	N	Mean	SD	t	Result
Gender	Male	75	43.1	3.23	1.23	**NS**
	Female	75	42.4	3.51		
Locality	Rural	75	38.3	4.57	0.74	**NS**
	Urban	75	34.5	4.62		
Type of Institution	Govt	75	46.5	5.43	2.71	**S**
	Private	75	44.2	3.56		
Age Level	Above 20	75	32.6	2.45	2.10	**S**
	Below 20	75	40.1	4.23		
Course Level	Dted	75	36.7	3.12	2.04	S
	B.Ed	75	40.2	3.56		

The above table shows that the t value for Gender is 1.23 which is less than the table value 1.97 at 0.05 level of significance. Hence the hypothesis(a) is accepted.

The t value for Locality is 0.74 which is less than the table value 1.97 at 0.05 level of significance. Hence the hypothesis(b) is accepted.

The 't' value for Type of Institution is 2.71 which is more than the table value 1.97 at 0.05 level of significance. Hence the hypothesis(d) is Rejected.

The 't' value for Age Level is 2.10 which is more than the table value 1.97 at 0.05 level of significance. Hence the hypothesis(e) is Rejected.

The 't' value for Course Level is 2.04 which is more than the table value 1.97 at 0.05 level of significance. Hence the hypothesis(e) is Rejected.

Findings of the Study

1. Both male and female B.Ed students have same level of attitude towards stress in teaching and learning yoga.
2. Both Rural and Urban B.Ed students have same level of attitude towards stress in teaching and learning yoga.
3. Type of institution plays a vital role in making the students of private institutions to have a better attitude than the students of Government Institutions in teaching and learning Yoga.
4. Students above age level 20 have a better attitude towards teaching and learning yoga
5. B.Ed trainees have more understanding and better attitude towards yoga than the DTED trainees.

Educational Implications

1. All teacher trainees must be given awareness on stress in doing yoga
2. All teacher trainees must be given internship in teaching Yoga in schools
3. Workshop and seminars must be given to all teachers and students towards stress in Yoga.

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USAGE OF EDUCATIONAL TECHNOLOGY AMONG SCIENCE STUDENT TEACHERS

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Abstract

Science education is the study of biology, chemistry or physics in conjunction with education in other to be able to teach science concepts and address students' misconceptions in science. Effectiveness of teaching and learning is required in science education through application of ICT. The paper reviewed various applications of ICT in effective teaching and learning of biology education, chemistry education and physics education.

Introduction

Science education could mean different thing to different people but one thing that is sure is combining of science knowledge with the study of education. Science education therefore implies acquiring both scientific knowledge and education to be able to share this scientific knowledge with individual or community who are not traditionally in science. Better still, science education is the study of biology, chemistry or physics with method of teaching in other to be able to impart scientific knowledge to any individuals or community. The moment methodology is excluded from learning of biology, chemistry or physics it is no longer science education but only science. Science education should be able to teach science concepts and also address learners' misconceptions about these science concepts. Aina (2012) pointed that method of teaching has gone beyond traditional method of talk and chalk method no wonder Shedd (2004) has suggested that anyone preparing to become teachers must incorporate technology into their class. To become great among the committee of nations Nigerian must change her method of teaching and learning of science education from traditional way of talk and chalk method and reading by carrying books around. The world is in the era of Information and Communication Technology [ICT] where information is not restricted by time, space and channel (Ajayi and Ojo, 2010); teaching and learning are not restricted to time, space and channel.

Applications of ICT in Science Education

There are many applications of ICT in teaching and learning depending on the knowledge of the user however, Collis and Moonen in Nguyen, Williams and Nguyen (2012) classification of these application in classroom teaching includes the learning resources, instructional organization of learning and communication. The classifications made use of educational software; computer- based testing system, e-mail system, internet, telephone, radio etc. Generally ICT will be applicable in Computer Assisted Instruction [CAI]; Computed Aided Design [CAD]; Teleconferences and Library Computer System [LCS]. There are many other general applications of ICT in education apart from those mentioned above but this review will briefly discussed those mentioned before going to applications in specific subject. CAI Interactions among students and teachers can be presented on computers in the form of text or in multimedia forms; this could include photograph, videos, animations, speech and music. This program could involve questions posed to students, returned feedback and additional questions could follow based on the students' responses. CAD This is used to design a plan or a product which could be architecture in nature or in automobile (Dawodu and Macgregor-Odusanya 2010). This is commonly used in industry for mass production of scientific and other equipment to reduce cost of production, reducing energy and time in production. Teleconferences Teachers and students can view, take part in conferences and take part in a debate in the comfort of their offices or home through this medium. Through satellites, transmission of conference proceeding from far distance could be made available within few seconds without travelling at reduced expenses. LCS Many library are computerized in such a way that students and teachers need not to stress themselves searching for books in the shelves again. Many books and journals are already archived in the library database and any information on such books and journal could be retrieved in a matter of seconds.

Applications in Biology Education

Computers help students visualize objects that are difficult or impossible to view. For example, computers can be used to display human anatomy, internal structure of human and animal cells. Software are already developed which shows actions of viruses and bacteria which if teacher were to teach such; apart from the danger poses to both teacher's and student's health these micro organisms cannot be well learnt without seen them in action. Law is already promulgated in some part of the world against killing animal for experimental purpose instead models and computer

animation could be used by students for experiment in life science. Many plants in botany, animals in zoology and insects in entomology can never be found here in India, yet must be learnt by students; with ICT all these are made available to students as if they are in real forms. CAI tools, like word processors, spreadsheets, and databases, is used to collect, organize, analyze, and transmit information. These tools also facilitate communication among students, between students and instructors, even beyond the classroom experience to distant students and instructors.

Applications in Chemistry Education

Chemistry deals with chemicals and their reactions most of which are very dangerous to life if not handle with caution. Reactions of these chemicals in most cases are not easy to understand by students without seeing them in real term; teachers usually explain these reactions abstractly and through molecular diagram. CAI has been of tremendous help in solving this problem; software is available where students could watch this reaction on computer as in real life. Animations and videos of complex molecular structures in chemistry are available for classroom teaching for all categories of students in chemistry. For example students will find it difficult to appreciate the chemistry of atom if not supported using ICT; other area of chemistry that would be difficult to teach and learn if not supported by ICT are quantum theory, chemical reaction , ionization, electrochemistry and many more. There are rate of reactions and graph that are so complex to teach by the teacher which ICT can help the teacher to manipulate for the student proper understanding. Many times information needed in chemistry class may not be available as at the time of the lesson; students or the teacher can access such information using internet facility at anytime.

Applications in Physics Education

Physics is regarded as an abstract subject by many people (Adeyemo, 2010); this may be because of the way the teacher teaches it. If concepts in physics are taught very well with the aid of ICTs nobody would call it abstract subject again; it is true some mechanism may be complex to explain but technology has solved the problem through educational software. Educational software can be used to teach difficult concepts or observe difficult skills in physics. For example teaching of electric generator in physics can be facilitated with the assistance of educational software. The rotation of the coil in the magnetic field is very clear when student see it demonstrated through this software. Most physics teachers could not explain the mechanism of electric generator to student properly because of its complexity; the teacher could use projector and computer to allow students view action of electric generator by a large physics class. Information on text, picture, tables and graph are presented to students using ICT especially to visualize a complex process in physics teaching. When this information is presented students can manipulate it to make changes and at the same time evaluate the changes made. Feedback is very important in teaching and learning process (Aina&Adedo, 2013) because it improve student learning. This could be done through computer. For example CAI tools like word- processor and spreadsheet help student to learn how to spell words correctly, when text is being underlined by the computer. Without the presence of a teacher student can learn any activity prepared for that period through already programmed work in a system. Students can improve their learning when they spend quality time working or practising any skill already learnt on the computer.

Objectives

1. To know the level of usage of educational technology among science student teachers.
2. To know the usage of educational technology among science student teachers in the terms of gender.
3. To know the usage of educational technology among science student teachers in the terms of science subject.

Hypotheses

1. The usage of educational technology among science student teachers is high.
2. There is difference in the usage of educational technology among science student teachers in the terms of gender.
3. There is difference in the usage of educational technology among science student teachers in the terms of science subject

Methodology

The investigator used the survey method to find the usage of educational technology among science student teachers among 120 Madurai college students.

Statistical Techniques

Percentage Analysis Technique is used for this study

Data Analysis and Discussion

Table 1 The Usage of Educational Technology among Science Student Teachers

Particulars	No. of. Respondents	Usage of Social Media	Percentage %
Usage of Educational Technology	120	120	100%

Table No.1 shows all the 120 sample of science student teachers use the educational technology. Hence the research hypothesis, the usage of educational technology among science student teachers high is accepted. So the usage of educational technology among science student teachers is high.

Table 2: Science Student Teachers' Educational Technology Experience in Relation to their Gender

Gender	No. of. Respondents	Percentage%
Male	70	58.33%
Female	50	41.67%
Total	120	100%

Table No.2 shows the gender wise distribution of respondents. In this study, 70 (58.33%) of the respondents are male science student teachers whereas 50 (41.67%) of the respondents are female science student teachers. So there is difference in the usage of educational technology among science student teachers in the terms of gender.

Table 3:Science Student Teacher' Educational Technology Experience in Relation to their Science Subjects

Subjects	No. of. Respondents	Percentage
Physics	22	18.33%
Chemistry	46	38.33%
Biology	52	43.34%
Total	120	100%

Table No.3 shows the science subject wise distribution of respondents. In this study, 22 (18.33%) of the respondents are physics student teachers whereas 46(38.33%) of the respondents are chemistry student teachers and 52 (43.34%) of the respondents are biology student teachers. So there is difference in the usage of educational technology among science student teachers in the terms of subject.

Major Findings

1. The usage of educational technology among science student teachers is high.
2. There is difference in the usage of educational technology among science student teachers in the terms of gender.
3. There is difference in the usage of educational technology among science student teachers in the terms of science subject

Conclusion and Recommendations

Science education is not just going to school to study biology, chemistry or physics but study of these subjects in conjunction with education. ICT is good for effective teaching and learning in science education; ICT have many applications in science education that can facilitate learning of difficult concepts in biology, chemistry and physics. However, there are problems militating against the full application of ICT in science education; based on this conclusion the following suggestions are recommended: ICT centre should be established in all schools and fund be made available to purchase computers and other ICT equipment; More trained computer teachers should be employed and those science teachers who are not computer literate should be mandated to go for computer training; Government should make it mandatory for science and computer teachers to always; attend seminar, workshop, conference and refresher course in computer; Government should provide more jobs for young unemployed graduates as a measure of security for the nation; There should be a serious punishment for any individual or group who mismanaged or misappropriate money meant for education; Government should provide all science teachers with laptop; Government should work hard to solve problem of power failure in the country.

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EDUCATING FOR GLOBAL COMPETENCE FOR AN INCLUSIVE WORLD

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Introduction

The educational paradox of the beginning of the twenty-first century lies in the is connect between the superb institutional capacity of schools and their underperformance in preparing students to invent a future that appropriately addresses the global challenges and opportunities shared with their fellow world citizens. Whether these are the challenges of collectively improving the living conditions of the global poor and destitute, of achieving sustainable forms of human environmental interaction, of finding fair and sustainable forms of global trade, of addressing health epidemics, or of creating the conditions for lasting peace and security, few schools. Making global education a serious priority for schools around the world, with a focus on the development of global competency, necessitates a narrative that describes this purpose, conceptualizes it, and suggests how to achieve it, so that different social actors can collaborate in the improvement of the global efficacy of schools.

The Tri-Dimensional Nature of Global Competency

I define global competency as the knowledge and skills to help people understand the flat world in which they live, integrate across disciplinary domains to comprehend global affairs and events, and create possibilities to address them. Global competencies are also the attitudinal and ethical dispositions that make it possible to interact peacefully, respectfully and productively with fellow human beings from diverse geographies.

This definition of global competency includes three interdependent dimensions:

1. A positive disposition toward cultural difference and a framework of global values to engage in difference. This requires a sense of identity and self-esteem but also empathy toward others with different identities. An interest and understanding of different civilizational streams and the ability to see those differences as opportunities for constructive, respectful and peaceful transactions among people. This ethical dimension of global competency includes also a commitment to basic equality and rights of all persons and a disposition to act to uphold those rights (Gutmann, 1999 and Reimers, 2006).

2. An ability to speak, understand and think in languages in addition to the dominant language in the country in which people are born. As Joel Cohen explains in Chapter 10 in this volume, foreign language skills are analogous to stereoscopic vision to the global mind (the skill dimension).

3. Deep knowledge and understanding of world history, geography, the global dimensions of topics such as health, climate and economics and of the process of globalization itself (the disciplinary and interdisciplinary dimension) and a capacity to think critically and creatively about the complexity of current global challenges.

Meaning of Inclusive Education

Inclusive Education means that all students attend and are welcomed by their neighborhood schools in age appropriate, regular, classes and are supported to learn, participate and contribute in all aspects of the life school; i.e. inclusive education is about how we develop and design our schools, classrooms, programmers and activities so that all types of students learn and participate together. Under inclusive education, students with special needs spend most or all of their time with non-disabled students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Definition of "Inclusive Education":

"Inclusion is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. Inclusion of all in different countries and developed a typology of six ways of thinking about inclusion. These are:

Strategies of Implementing Inclusive Education

As we think of the strategies to implement inclusive education in schools, the following doubts may arise in our mind; are the children with disabilities to be kept in normal classes for all the periods of the day or to be sent to special classes for half a day in the morning or to be taught in special classes for the whole day? The choice of the best method

depends on the level of extent of disabilities exhibited by special children, abilities and skills exhibited by the classroom teacher and the students.

Level 1-Regular Class Assignment

This is the most integrated level and exceptional children attend the regular classes with other youngsters of the same age. These children, because of their need and condition, may require adjustments in the environment (e.g., an extra large table) compared to their peers. The key to success of course is the teacher who is trained with the much needed skills and understanding, which would enable her to maintain as normal an atmosphere as possible.

Level 2-Regular Class Assignment with Supplementary Instructions

Children have their regular class for most part of the day. Certain portions of their instructions are provided in a resource room, which is located in the same school building. A trained specialist or resource teacher handles or provides instruction to the individual child or group of children.

Level 3-Part-Time Special Class

When the individual child needs special instruction in a specific setting and when the teacher in the resource room, the child may ne considered as a candidate for a part- time special class. The rest of the school time may ne spent in the regular class or in the resource room.

Level 4-Full-Time Special Class

Certain groups of children are so disabled or handicapped that a very comprehensive prosthetic environment must ne provided for them in order to increase their functional levels in certain areas. Teachers who handle these youngsters must be highly skilled professional people. Though such children spend most of the periods in a day in special education classes, they join the regular class students to participate in co-curricular activities.

Level 5 Special Schools

Special schools for certain types of functional disorders are required for specific children. When normalcy is achieved these children may be brought into the regular schools.

Level 6 Home Bound Instruction

This is a very expensive type of instruction since the highly resourceful and skilled teachers are to bring the instructional programmer to the child at home. Children who cannot ne instructed in a school setting whether regular or special are provided ne instructed in a school setting whether regular or special are provided instruction in the home setting, by specialists trained for the same.

Level 7 Institutional or Residential Assignment

This final level in Deon's Model, is the continuity of possible special education assignment which is the most segregated. If these institutions are far away from the other parts of the community, there are ample chances for the exceptional child to become mentally retarded. Other limitations of level 7 are obvious.

Conclusions

Global education is the new purpose for these wonderful recent inventions of humanity we call schools. To do this we need to focus on three objectives and on three avenues for action. The objectives are to develop global values, foreign language skills, and foreign area and globalization expertise. The avenues are to develop global competence as a policy priority for mass education systems; to develop a scientific knowledge base that helps discern what works well, with what effects and at what costs; and to continue developing rigorous curricula, instructional materials and opportunities for teacher education.

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PERCEPTION ON HUMAN VALUES FOR GLOBAL COMPETENCE AMONG BUDDING TEACHERS

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Introduction

This paper is an attempt to understand the perception of human values among our student teachers, who happen to be future social Reformers and social Engineers more than that future teachers. Teachers serve as role models to students in school, they play major role in school in inculcating their ethical values. Human Values are the principles, standards, convictions and beliefs that people adopt as their guidelines in daily activities. Principal human values are the foundation on which professional ethics are built. Example of human values includes love, kindness, justice, peace, honesty, respect, openness, loyalty, compassion and forgiveness etc., Human values are the virtue that guide us to take into account the human element, when one interacts with other human beings.

Need for the Study

Preparing our students for future roles in society – preparing themselves to be good parents and citizens in society. Many parents aren't teaching values because most of them are working and they use to spend only a few hours with their children. In many families there is only one parent (Mother or Father) and no other role models for them.

- There is too much violence and Dishonesty in society.
- To counter Bad influences in society.
- Moral values will stick with you for life.

Operational Definition

Perception – the ability to understand the true nature of something: insight
Human Values – Socially approved desires & Goals.

Objectives of the Study

- To find out the level of Perception on human values among the B.Ed.,
- To find out the significant difference towards perception on human values among students in relation to their Gender, Stream (Subjects) Qualification, Marital Status, Father's occupation and Mother's occupation.

Hypothesis:

- There is no significant difference between the perception on human values among B.Ed., students in relation to their gender.
- There is no significant difference between the perception on human values among B.Ed., students in relation to their stream.
- There is no significant difference between the perception on human values among B.Ed., students in relation to their Qualification.
- There is no significant difference between the perception on human values among B.Ed., students in relation to their Marital Status.
- There is no significant difference between the perception on human values among B.Ed., students in relation to their Father's Occupation.
- There is no significant difference between the perception on human values among B.Ed., students in relation to their Mother's Occupation.

Methodology

The present study adopts description method survey as a technique.

Tool used for the Study

Human value perception scale prepared and standardized by Dr. Sathyagirirajan, 2012 was used for the present study. It is a fine point scale consisting of 30 items.

Sample of the Study

Samples of 143 B.Ed., students studying in Thiagarajar College of preceptors, Madurai were selected for the present study.

Statistical Techniques

Mean, Standard deviation, 't'-test and percentage analysis were employed to analyse the data at 5% level using SPSS.

Analysis of Data

Perception on human values among B.Ed., students is average.

Table 1.1 - Percentage Analysis of Human Value Perception among B.Ed., Students

Category	Low		Moderate		High	
Human Values	N	P	N	P	N	P
	24	17	98	68	21	15

The above table reveals that 68% of B.Ed., students had moderate level of perception on human values. 15% of students had higher level and 17% of students had lower level of perception on human values.

Hypothesis – 1

There is no significant difference in the perception on human values among B.Ed., students in relation to their gender.

Table 1.2.Mean, Standard Deviation and 't' Values of B.Ed., Students in Relation to Gender

Gender	N	Mean	SD	Calculated 't' Value	Remarks
Male	21	122.04	13.29	0.462	NS
Female	122	123.29	11.10		

Since the calculated value of 't' at 5% level of significance is (0.462) less than the table value (1.96), there is no significant difference in perception on human values among B.Ed., students in relation to their gender. Hence the null hypothesis is accepted. It means the gender of B.Ed., students does not affect the perception on human values.

Hypothesis – 2

There is no significant difference in the perception on Human values among B.Ed., students in relation to their stream.

Table: 1-3 Mean, SD and 't' Values of B.Ed., Students in Relation to their Stream

Stream	N	Mean	SD	Calculated Value	Remarks
Arts	64	120.90	11.72	2.106	S
Science	79	124.89	10.89		

Since the calculated value of 't' at 5% level of significance is (2.106) greater than the table value (1.96), there is significant difference in perception on human values among B.Ed., students in relation to their stream. It means the stream of B.Ed., students is affects the perception on human values.

Hypothesis - 3

There is no significant difference in the perception on human values among B.Ed., students in relation to their Qualification.

Table: 1- 4 Mean , SD and 't' Values of B.Ed., Students in Relation to their Qualification

Qualification	N	M	SD	Calculated value	Remarks
UG	121	122.39	11.35	1.771	NS
PG	22	127.04	11.7		

Since the calculated value of 't' at 5% level of significance as (1.771) less than the table value (1.96) there is no significant difference in perception on Human values among B.Ed., students in relation to their Qualification. Hence the

null hypothesis is accepted. It means the Qualification of B.Ed., students does not affect the perception on human values.

Hypothesis - 4

There is no significant difference in the perception on human values among B.Ed., students in relation to their marital status.

Table: 1.5 Mean, SD and 't' Values of B.Ed., Students in Relation to their Marital Status

Marital status	N	M	SD	Calculated Value	Remarks
Single	122	122.61	11.96	1.819	NS
Married	21	126.00	6.935		

Since the calculated value of 't' level of significance is (1.819) less than the table value (1.96) there is no significant difference in perception on human values among B.Ed., students in relation to their marital status. It means the marital status of B.Ed., students does not affect the perception on human values.

Hypothesis: 5

There is no significant difference in the perception on Human values among B.Ed., students in relation to their Father's Occupation.

Table: 1.5 Mean, SD 't' Values of B.Ed., Students in Relation to their Father's Occupation

Father's Occupation	N	M	SD	Calculated Value	Remarks
Govt	19	120.78	11.24	0.953	NS
Others	124	123.46	11.43		

Since the calculated value of 't' at 5% level of significance is (0.953) less than the table value (1.96) there is no significant difference in perception on human values among B.Ed., students in relation to their Father's occupation. It means Fathers occupation of B.Ed., students does not affect the perception on human values.

Hypothesis: 6

There is no significant difference in the perception towards values among B.Ed students in relation to their M other's occupation.

Table: 1.6 Mean, SD, and 't' Values of B.Ed., Students in Relation to their Mother's Occupation

Mother's Occupation	N	Mean	SD	Calculated 't' value	Remarks
Working	27	118.74	10.11	2.241	S
Home Maker	116	124.12	11.49		

Since the calculated value of 't' at 5% level of significance is (2.241) greater than the table value (1.96), there is significant difference in perception towards human values among B.Ed., students in relation to their Mother's Occupation. It means Mother's occupation of B.Ed., students affect the perception on human values.

Findings of the Study

- The level of Perception towards human values among B.Ed., student is moderate level.
- There is no significant difference between the male and female B.Ed., students when compare to the mean score of female students perception towards human values in higher than the male students.
- There is significant difference between Arts and Science B.Ed students when compare to the mean score of science stream student's perception towards human values is higher than the Arts students.
- There is no significant difference between UG and PG B.Ed., students. When compare to the mean scores PG student's perception on human values is higher than the UG students.
- There is no significant difference between Married and Unmarried B.Ed., students. When compare to the mean scores Married students perception on human values is higher than the unmarried students.
- There is no significant difference between father's occupation as Government and other employees. When compare to the mean scores of father's occupation as other profession, students perception on human values higher than the Government employee's children's.

- There is significant difference between Mother's occupation as working and home maker. When compare to the mean score of mother's occupation as home maker children's perception on human values higher than the working mother's children.

Discussion and Recommendations

There is a significant difference between working women children and home maker's children. Working women's children should be given special care.

Orientation Programme or Parents Teachers Association meeting will be organised for working parents to inculcate the importance of human values.

There is significant difference between Arts and Science students. It may be due to their classroom atmosphere and learning experiences. It can be overcome by adopting multidisciplinary approach and also the responsibility of the Arts teachers to take care of them. We must always include at least one human value to accompany our lesson content and Display the Quotations related to the human values in and around our campus like .....

"It is very basic and important to always be clear. Cleanliness is next to Godliness".

"Always people who are humble and obedient are only respected by others".

"It is never too late to accept a mistake you can't run away from a problem/mistake
You made."

"Don't blame others. A lot of thinking needs to be done before putting blame on others."

"Best way to have a good neighbour is to be a good neighbour."

"Don't be sad for any loss. Whatever happens, it is for our own good."

"Everybody is different in someway or other. It takes all kinds to make up a family."

"Through hard work and determination one can magically achieve anything."

"Be a good friend, to get a good friend."

"One must never be in the company of bad. Bad people not only destroy themselves, but also others with them."

"Treat others the way you want to be treated."

"Self-trust is the first secret of success."

"Essential qualities that are the key to success; Sincerity, Integrity, Humility, Courtesy, Wisdom and Charity.

"Anger is one's greatest enemy. Coming under anger one can do any great mistake, hence one must always be."

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PERSONALISED LEARNING TECHNOLOGY IN HIGHER EDUCATION

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Abstract
Today's classrooms consist of antiquated teaching materials and approaches that fail to effectively educate many students. Artificial intelligence, mobile devices, social networks, and other computing technologies have the potential to transform the way students and teachers interact. However, cooperation and investment by academic, industrial and government stakeholders is integral to transforming our education system into an effective one that provides every student with an opportunity to succeed. This paper reviews the Perspective of Personalized learning, Shift towards Personalised learning, Personalising Education through Technologies and Salient features of Personalized learning.
Keywords: *Personalised Learning, social networking tools, user models, intelligent tutors, mobile learning and gaming environments.*

Introduction

The meaningful integration of technology in teaching and learning is consistently called for in all sectors of education. Recently it has appeared as a key tenet for achieving what has been termed as personalising learning. Personalising learning, a concept that addresses a range of current best-practice approaches with an added emphasis on ICT and the voice of individual learners, is becoming more prevalent in both general discussion, and in some countries, in policy regarding education. Personalising learning incorporates the ideas of effective teaching, learning and assessment, which aligns with deep learning and constructive alignment principles associated with effective teaching in higher education. Personalised learning allows students to take control of their own learning. Each student is unique and learns in different ways.

Personalising learning means students:

- understand how they learn
- own and drive their learning
- are co-designers of the curriculum and their learning environment

Need for Personalised Learning

The emergence of the *Knowledge Society* and the *Knowledge-based Economy* signify a new era for education and training. Within this framework, knowledge and skills of citizens are becoming increasingly important both for the economical strength and social cohesion of the society, and the quality of citizens' life. The structural and functional society transformations raise the demand for major reforms in Education and Training, aiming at reducing the risks for knowledge gaps and social exclusion. An interesting social and scientific debate is thus continuing, on the paradigm shifts in the way that education and training is planned, organised and delivered, as well as the definition of concrete future objectives of educational systems. Typical demands include

- Personalised training schemes tailored to the learner's objectives, background, style and needs;
- Flexible access to lifelong learning as a continual process, rather than a distinct event;
- Just-in-time training delivery;
- New learning models for efficient integration of training on workplaces;
- Cost effective methods for meeting training needs of globally distributed workforce.

On the other hand, the rapid evolution of Information and Communication Technologies (ICT) provides the enabling technological tools for facilitating the implementation of the new paradigm in education and training, referred to as *e-learning*. E-Learning capitalizes on advances information processing and internet technologies to provide, among others

- *Personalisation*, where training programmes are customized to individual learners, based on an analysis of the learners' objectives, current status of skills/knowledge, learning style preferences, as well as constant monitoring of progress. On-line learning material can be, then, compiled to meet personal needs, capitalizing on re-usable learning objects.
- *Interactivity*, where learners can experience active and situated learning through simulations of real-world events and on-line collaboration with other learners and instructors.

- *Media-rich content*, where educational material can present in different forms and presentation styles, and learning material can indexed and organized in such a way that it can be searched, identified and retrieved remotely from several different learners providing the right material to the right person at the right time.
- *Just-in-time delivery*, where technologies such as electronic performance support systems can facilitate training delivery at the exact time and place that it is needed to complete a certain task, and wearable computers can provide real-time assistance in actual work environments.
- *User-centric environments*, where the learner takes responsibility for his/her own learning, and the instructor acts as the "guide on the side", rather than a "sage on the stage".

With this context, the concept of personalised learning becomes increasingly popular. It advocates that instruction should *not* be restricted by time, place or any other barriers, and should be tailored to the continuously modified individual learner's requirements, abilities, preferences, background knowledge, interests, skills, etc. The personalised learning concept signifies a radical departure in educational theory and technology, from "traditional" interactive learning environments to personalised learning environments.

Differences' List

Individualization	Personalization
Same objectives for all learners	Different objective for each learner
Applying of differenced didactic strategies to achieve the key competences	Applying of differenced didactic strategies to promote the personal potentiality
The educational curriculum is defined by the educational staff	The learner actively participate to the construction of his own curriculum
Valorisation of the cognitive dimension of the learner	Valorisation of all dimensions of learner, not only the cognitive (emotional, social, life experience, etc.)
Valorisation of previous knowledge and competencies, formal and non-formal	Valorisation of previous knowledge, competence, life and work skill, also informal
Learner's self-direction as an accessory skill	Learner's self direction as a fundamental skill
Teacher has a key role	Tutor has a key role

Personalising Education through Technologies

Technological approaches for producing personalized instruction include social networking tools, user models, intelligent tutors, mobile learning, gaming environments and more.

Social Networking Tools

Web-based tools such as social networking sites facilitate information sharing and learning with one's peers.

TeacherTubeis an educational social video-sharing site for teachers. User can watch, subscribe, create and share free instructional videos.

Classtools can create free, web-based educational games, activities and diagrams. Teachers and students can create their own tutorials, demonstrations, diagrams and animations.

Slideshareis a place to share slideshows such as Microsoft Power Point and Apple's Keynote. Teachers and students can produce and upload slideshows that can be viewed, discussed and shared by other users.

User Modeling

Programs can identify a student's competencies and knowledge over time, in order to understand interests, goals and characteristics that maximize one's motivation and learning.

Intelligent Tutors

Computerized tutors, customized to meet the student's preferences, are providing private and supportive instruction, formative feedback and encouragement to students in a variety of subjects such as math and science. These tutors, which monitor a student's attentiveness, emotion and success when answering problems, can eliminate the need for constant teacher supervision, while offering hint sequences, constructive advice and elaborate instruction to boost a student's self-confidence and knowledge gained. ELM-ART (ELM Adaptive Remote Tutor) is a WWW based ITS to support learning programming in Lisp. ELM-ART is an Intelligent Learning Environment that support example-based programming, intelligent analysis of problem solutions, and advanced testing and debugging facilities. The course materials were presented to students in lecture form (complemented with printed material) and ELM-PE was used to practice the obtained knowledge by problem-solving. ELM-ART, which is expected to be used for distance learning,

provides on-line both the course materials and the problem solving support. ELM-ART can be considered as an on-line intelligent textbook with an integrated problem solving environment. It provides all the course materials (presentations of new concepts, test, examples, and problems) in hypermedia form. ELM-ART differs from simple WWW "hyperbooks" in two major aspects. First, ELM-ART "knows" the material it presents to the students and supports them in learning and navigating the course material. Second, all examples and problems (which are important components of any textbook) in ELM-ART are not just a text as in other textbooks, but "live experience". Using ELM-ART, the student can investigate all examples and solve all problems on-line. For any textbook problem, ELM-ART provides the student with almost the same level of intelligent problem solving support as the original ELM-PE.

Mobile Learning

Advances in personal and mobile technologies such as smart phones and tablets allow students to explore real-world phenomena outside the classroom setting. For example, these devices together with intelligent virtual tutors help students construct graphical models of forces and motion, magnetism and electricity, landforms, and weather and climate in natural settings.

Desire2Learn Mobile–the mobile tool for Desire2Learn –a major education LMS vendor.

Intuitel: The University of Reading is helping to develop a new e-learning tool, dubbed INTUITEL that delivers lessons via a mobile phone, yet offers feedback previously only available from a real-life tutor and emulates the best aspects of traditional teaching methods and delivers them through online portals.

Go Know Mobile Learning Environment allows educators to handle student's activity such as assessment as well as data back-up via cell phone devices.

Modo Labs Mobile Campus. Includes Courses and Registrar modules that mash-up popular Learning Management Systems (LMS) and Student Information Systems (SIS), enabling students and faculty to access information via a single common mobile interface.

Gaming to Promote Learning

Artificial intelligence gaming systems used for education allow students to immerse themselves in game-based narratives with 3-D characters to solve problems that include a variety of subjects. For example, microbiology classrooms use these systems to help students visualize how to trace the source of an infectious disease. The gaming systems allow students to demonstrate their knowledge and skills in real time, tracking how they think creatively, critically, and systemically. http://www.bouncingpixel.com/work-rice-medmyst-microbiology.php

Conclusion

Personalised Learning technology is one of the key solution to face the challenges in higher education. Moving to a personalised learning system powered by digital learning has the potential to transform our education system. With a focus on student growth and individual learning goals, each student has the potential to achieve. Although there are challenges that stand in the way of this change, there are concrete steps that applicants can take to move toward this reality.

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ACHIEVEMENT GAP ANALYSIS

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Abstract

The difference between the academic performance of poor students and wealthier students and between minority students and their non-minority peers is commonly known as the achievement gap. The current study examines the achievement gap using a large sample of students from a wide variety of school districts across the United States. It examines the achievement gap by measuring student achievement and student growth along a continuous, cross-grade measurement scale.

Introduction

The achievement gap is commonly defined as the difference between the academic performance of poor students and wealthier students and between minority students and their non-minority peers. In general, in this area describe causes of the gap as coming from family, peer groups, neighborhood, and health, housing and in-school factors.

Narrowing the Gap: Strategies with Promise

Documenting a problem in the starkest terms and holding leaders' feet to the fire is a necessary first step. But more aggressive steps must be taken to reduce the gap more quickly. No one believes this will be easy. But it won't happen at all if we do not collectively apply sustained energy and attention. In this section, we highlight a handful of strategies that show some promise in closing the achievement gap. None is a "silver bullet," but collectively, and creatively implemented, they can work.

Start Early

Focusing resources and effort on younger children has a significant and lasting effect.

Economic Integration

One strategy to improve the performance of low-income children is to ensure they attend schools with a diverse population – with a mix of low-income and more affluent students.

Accountability

The existence of achievement gaps has been common knowledge for decades. The current public debates about closing them have been furthered by new accountability systems that present these gaps in stark detail. But accountability systems could be improved to provide more nuanced details about student performance.

Finance

Schools should have adequate resources to serve their populations and succeed. Creating new schools or restructuring low-performing schools takes additional resources and some flexibility in how those resources are used. If we are to close the achievement gap, financing must reflect this priority. Through a variety of mechanisms, schools serving large proportions of low-income and minority children will require significantly more resources than schools serving students who are less at-risk.

Intervention in Failing Schools

Schools that persistently fail must not be allowed to continue to flounder. Significant restructuring must incorporate the elements of schools listed below or alternatively, schools should be closed and entirely new schools should be opened in their place. With information from improving accountability systems, and in the presence of choice options that are thoughtfully managed to better serve at-risk students, communities can insist on high performing schools for every child.

Improving Teaching and Learning

What goes on between a student and his or her teacher is central to learning. This is true in any type of school. Teachers need the knowledge and skills to succeed. Teacher recruitment, training and professional development should be designed and delivered in sustained and systematic manner to incorporate the best thinking on effective practices.

New Schools Done Right

Linked to efforts to foster economic integration is the concept of creating new schools. New schools can be created as district-run schools, charters or contract schools. In creating a new school, all the elements can be designed intentionally to foster higher achievement by low-income and minority students, as well as integration.

Choice Done Right

School choice is a policy tool with many variations and disparate affects. Unfettered choice can empower those with the most resources and privilege to flee failing schools and leave behind less-privileged students without the resources to go elsewhere. Meanwhile, thoughtfully and intentionally managed choice can provide more opportunities to those who are most at-risk of failing in their current setting. The design, placement, and admissions of schools of choice can help foster more options for those who most need something new.

Conclusions

The studies above have replicated the findings of many of the previous studies that have looked at the achievement gap by investigating group differences at a single point in time. They have expanded these earlier studies by including the mean observed growth of individual students. They have further expanded the analysis by looking at individual student growth across more than just two points in time. Finally, they have focused more precisely on the growth of students with a particular starting point. These studies do not completely define the achievement gap, but they substantially expand our knowledge base.

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ROLE OF TECHNO-PEDAGOGY IN HIGHER EDUCATION

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Abstract

Techno-pedagogical skills are the ways to make accessible and affordable quality education to all. The NCF (2005), and XII five year plan (2011), emphasized to provide connectivity, valuable content and low cost computing devices to all the Institutions of Higher learning in the country. This hybrid skill facilitates to enhance linguistic abilities, to sketch specific pedagogy with advance study materials, to design multi-grade instruction. In higher education, techno-pedagogical skills facing some challenges such as; destitute infrastructure of ICT, scarce competence on English language and online content, calamity, and lack of incentives and awareness of teachers, evils on research and development, hitch of using software, limited techno-pedagogical resources, lack of coordination among the departments, frequent power outages and fluctuations. These challenges can be way-out by the bumping infrastructure, enhancing competence on English language and online content, dissolving the crisis of teachers, comprising of incentives of teachers, resolution on research and development, encompassing of awareness of existing techno pedagogical services, using of licensed software, eternal techno-pedagogy supportive resources, improving coordination among the departments, removing of frequent power outages and fluctuations, developing e-Content Management systems, increase publicity about existing ICT services.

Keywords: *Techno-pedagogical skills, Teaching, Learning, Challenges, Role to Release, Higher Level of Education.*

Introduction

Education system is now spectator a paradigm shift from the traditional chalk-and-talk teaching methodology to digitizing the pedagogical approach through technical devices. In today's world, most people need to keep on updating both their skills and knowledge to meet the challenges of everyday life. This has spurred new learning needs which exceed by far the formal courses, provided commonly by institutions, which allow targeting a general public. Instead, the needed training must be more informal in order to better address individual needs. The National Curriculum Framework (2005), stated that 'ICT if used for connecting children and teacher with scientist working in universities and research institutions would also help in demystifying scientist and their work". However, research findings have shown that there exist socioeconomic, cultural, time and geographical barriers for people who wish to pursue higher education. Innovative use of Information and communication Technology can potentially solve this problem (Bhattacharya and Sharma,2007).

Techno-Pedagogy

This is the hybrid method of teaching in which ICT is being used for teaching learning situation. Literally, 'pedagogy' refers to the art-science of teaching and 'techno' refers to the art-skill in handcrafting. Here, 'techno' is qualifier, it intersects or crosses the meaning of 'pedagogy' with its own. Techno-pedagogy refers to weaving the techniques of the craft of teaching into the learning environment itself.

Role of Techno-Pedagogy in Higher Education

The main applications of the techno-pedagogy in higher education is teaching and learning (Vajargah, Jahani and Azadmanesh,2010). The prospects can be categorized as the aspects relating to role of techno-pedagogy, such as it helps to

- Enhance linguistic abilities
- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction
- Plan specific pedagogy
- Support in Distance Education through e-learning
- Guide and Counsel for career choices
- Stimulate Self Learning ability
- Enhance enrolment and examination process
- Assist in research activities
- Reinforce for cognitive learning

Challenges of Using Techno-Pedagogy in Higher Education

Higher Education is responding to globalization. It can be acknowledged that techno-pedagogy enhances better education rather than simple education but there are numerous challenges such as :

- **Destitute infrastructure of ICT for using Techno-pedagogical skills**
- several collages do not have proper rooms or buildings so as to accommodate the technology, Pitiable ICT lab having hardly ever used web based instruction, electronic machine such as telephone, cellular phones, fax, radio, television, video, computer, poor cable network with Internet, e-mail, hardware and software, poor satellite systems, injure videoconferencing etc. create the challenges to use techno-pedagogical skills in higher education.
- **Scarce competence on English language and online content**
- English is the dominant language of internet. In our country English language proficiency is not high, especially outside of town areas. This represents a serious barrier in maximizing the educational benefits of the World Wide Web.
- **Calamity of Teachers with Techno-pedagogical skills**
- A Techno-pedagogical skill in Teacher Education is a challenging task because mediated communication demands more of perfection on the part of teacher educators with ICT Skills. The Four most common mistakes in introducing techno-pedagogical skill into teaching are i) installing learning technology without reviewing student needs and content availability; ii) imposing technological systems from the top down without involving faculty and students; iii) using inappropriate content from other regions of the world without customizing it appropriately; and iv) producing low quality content that has poor instructional design and is not adapted to the technology in use (UNESCO, 2009).
- **Evils on research and development**
- Techno-pedagogical skills demands sound research base for intensive formative research. For that only two way communications is more effective than one way communication through two ways audio and two ways video communication.
- **Lack of Awareness of Existing Techno-pedagogical skill services**
  Universities offer a rich assortment of ICT services for the development of techno-pedagogical skills. But, there seems to be little awareness among students and especially, among teaching staff of the breadth of technology services available to them.
- **Hitch of using software**
  Use of Unlicensed software (i.e) pirated software in standard formats, as it is easy for costs of maintenance, also the legal problem to use ICT in different colleges. Even if the existence of licensed hardware and software, lack of capacity with equipment maintenance create serious problems to implement it.
- **Limited Techno-Pedagogical Resources**
  Imperfect using Multimedia resources for hybrid teaching methods leads to inferior learning outcomes for students, resulting the ICT Illiterate of students at higher level education.

Role to Release Challenges of Using Techno-Pedagogical Skills in Higher Education

Higher Education is responding to Globalization. Innovative use of Techno-pedagogical skills can potentially solve the problems related to higher Education. In spite of the complexity described above, there are also possibilities to way - out from facing challenges to use techno-pedagogical skill through ICT in higher level of Education.

- Bumping of Infrastructure for using Techno-pedagogical Skills
- Enhance competence on English language and Online content
- Development of techno-pedagogical skills
- Dissolve the crisis of Teacher with techno-pedagogical skills
- Resolution on research and development
- Encompass of awareness of existing techno-pedagogical Services
- Solution on problem of Using Software
- Eternal techno-pedagogy supportive resources
- Teacher education with techno-pedagogical skills
- Increase publicity about existing ICT Services

Conclusion

Education plays a vital role in enriching the society and human resource. Teaching with use of Modern technical facilities enhances student's knowledge and improves the teaching learning process in this fast changing complex world. Techno-pedagogy is a key deciding factor for the hybrid approach of meta teaching. Use of Techno-pedagogical skills can break down sum of the barriers that lead to under achievement, Student disaffection and Educational exclusion (Das, 2007). Finally Technology is never a substitute for good teaching. without techno-pedagogical skilled instructors, no electronic delivery can achieve good results.

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TECHNO-PEDAGOGY IN TEACHING AND LEARNING

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Abstract
"21st Century's Teacher Should be a Techno-Pedagogue". Techno-pedagogy is a key deciding factor for the hybrid approach of meta-teaching. Teacher Educators and Training Graduates are becoming more knowledgeable of Information and Communication Technology outcomes (ICTs); they continue to have knowledge or skill with which to integrate those technologies into their teaching practice. This paper discusses and outlined the importance of developing Techno-pedagogical skills in Teacher Education.209

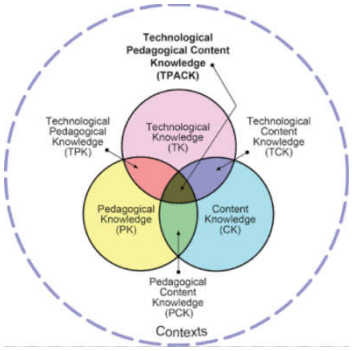
Introduction

The term "Techno" is a combining form borrowed from Greek where it meant "art," "skill," used in the formation of compound words with the meaning "technique", "technology," The term "pedagogue" is derived from two Greek words pais, paidos meaning boy and agogos meaning guide which together connotes a teacher. Education is the most powerful weapon which you can use to change the world. Techno-pedagogy is a key deciding factor for the hybrid approach of meta-teaching. The technology with education can change the world level of education. In the modern classrooms, technology plays a vital role in learning and teaching of content, and peadagogy knowledge.

Techno-Pedagogy

"Electronically mediated courses that integrate sound pedagogic principles of teaching/learning with the use of technology". H. Connors. Techno-pedagogy is the art of incorporating technology in designing teaching learning experiences so as to enrich the learning outcome, i.e., to make use of Internet technology, exploring it, accessing information from it to use in teaching learning process. Techno-pedagogy: Three areas of knowledge: Content (C) is the subject matter that is to be taught. Technology (T) encompasses modern technologies such as computer, Internet, digital video and commonplace technologies including overhead projectors, blackboards, and books. Pedagogy (P) describes the collected practices, processes, strategies, procedures, and methods of teaching and learning. It also includes knowledge about the aims of instruction, assessment, and student learning.

Technological pedagogical content knowledge:



Tpack is a frame work to understand and describe the kinds of knowledge needed by a teacher for effective pedagogical practice in a technology enhanced learning environment. It simply means the technological & pedagogical analysis of content knowledge. Teachers, according to Shulman, need to master the interaction between pedagogy and content in order to implement strategies that help students to fully understand the content. The TPACK framework extends Shulman's notion of PCK by including knowledge of technology. They proposed that addressing content knowledge, pedagogical knowledge and technological knowledge concurrently provides a frame work for technological integration in the curriculum. The TPACK focuses on the mutual influence of technological knowledge, pedagogical knowledge and content knowledge so as to ensure fruitful learning situation.

Technological Knowledge (TK)

TK includes an understanding of how to use computer software and hardware, presentation tools such as document presenters and projects, and other technologies used in educational contexts. Knowledge about certain ways of thinking about and working with technology, its tools and resources. This includes understanding information technology broadly enough to apply it productively at work and everyday life, being able to recognize the role of IT in the attainment of a goal and being able to adapt with changes in the information technology. Nowadays, IT can be utilized for a variety of pedagogical tasks, such as research, communication, media consumption and creation.

Content Knowledge (CK)

CK refers to the teacher's knowledge about the subject matter to be learned or taught. This includes the knowledge about scientific terms, facts, concepts, laws, principles, hypotheses, theories, ideas as well as established practices and approaches toward developing such knowledge. In short, CK represents the subject competency of the teacher.

Pedagogical Knowledge (PK)

Pedagogical knowledge is the set of skills that teachers must develop in order to manage and organize teaching and learning activities for intended learning outcomes. It is the teacher's deeper knowledge about the processes/practices and methods/techniques of teaching and learning. This knowledge involves, understanding how students learn, understanding of classroom management activities, the role of student motivation, lesson planning, proper use of improvised learning aids for knowledge construction and assessment of learning. In short PK refers to the conducive way of planning, organizing and executing the teaching learning process so as to ensure maximum output.

Pedagogical Content Knowledge (PCK)

PCK refers to the knowledge of understanding the unique interplay between content and pedagogy. The nature of the subject/topic, psychology of the learner, psychology of learning etc. are the important factors that determine the appropriate selection of the methods/techniques for teaching. (e.g.; art, drama, puppetry, role play, nature rambling, field trips, laboratory method, project method etc.). The teacher interprets the subject matter (CK- facts, concepts, principles etc.), finds multiple ways to represent it (method), and adopts most suitable instructional materials (learning aids), based on students' prior knowledge. This promotes fruitful learning by interlinking pedagogy, assessment and curriculum.

Technological Content Knowledge (TCK)

TCK describes knowledge of the reciprocal relationship between technology and content. An understanding of the manner in which technology and content influences one another. Teachers need to master more than the subject matter they teach; also they must have deep understanding of the manner in which the subject matter can be changed by the application of particular technologies. Teacher should be aware of the innovative technologies available in the global market for the effective transaction of the subject matter. E.g.: Edubuntu, Virtual Labs, Virtual field trips, e-brary, educational software like Kalzium, Dynamic periodic table, Celestia, Rasmol, PhET etc.

Technological Pedagogical Knowledge (TPK)

TPK identifies the reciprocal relationship between technology and pedagogy. An understanding of how teaching and learning can change when technologies are used in particular ways. This includes knowing technological tools for appropriate pedagogical designs and strategies. Technological pedagogical knowledge makes it possible to understand what technology can do for certain pedagogic goals, and for teachers to select the most appropriate tool based on its appropriateness for the specific pedagogical approach. For example, collaborative writing can take place with Google Docs or Google Hangouts instead of face-to-face meetings, extending collaborative activities over distances. The advent of online learning is an outcome of techno-pedagogical knowledge. Incorporating technological knowledge in pedagogical designs and strategies. LMS, MOOCs, Moodle etc. are best examples.

Technological Pedagogical Content Knowledge (TPACK)

TPACK as a synthesized resource of Technological knowledge (TK), Content knowledge (CK), Pedagogical knowledge (PK), Pedagogical content knowledge (PCK), Technological content knowledge (TCK), Technological pedagogical knowledge (TPK) with a focus upon how technology can be uniquely crafted to meet pedagogical needs to teach certain content in specific contexts so as to ensure fruitful learning.

TPACK as a Tool for Effective Teaching and Learning

As a knowledge for the representation of concepts using technologies, about pedagogical techniques that use technologies in constructive way to teach the content, of how technology makes concepts difficult or easy to learn and how technology can help to redress some of the problems that learners' face, of students' prior knowledge and theories of epistemology and how technologies can be used to build on existing knowledge to develop new epistemology or strengthen old ones because these all can help the learners to enhance their linguistic abilities. Develop teaching learning process, Improve to develop study materials, Design multi-grade instruction, Plan specific pedagogy, Support in Distance Education through e-learning, Guide and Counsel for career choices, Stimulate Self Learning ability, Enhance enrollment and examination process, Assist in research activities, Reinforce for cognitive learning, Development of life skills, Develop aesthetic sensibility.

Techno-Pedagogical Skills Will Improve Quality of Education

Acquiring techno-pedagogical proficiencies will make teaching and learning a pleasurable exercise as it would lessen the pressure on the teachers and enable the students to delve deeper into domain of knowledge. The education system was now witnessing a paradigm shift from the traditional chalk-and-board teaching methodology to digitizing the

pedagogical approach through technical devices. They opined that such a transformation would not only increase the capability of the teachers but would also widen the knowledge base of students so as make them competitive in the international arena. However mindless dependence on gadgets would make teaching a dull and monotonous affair. Techno-pedagogy, when it came to teaching theories, the teachers should give up the mechanical approach and make it interesting by simulating problems and finding solutions to such imaginary issues. Techno-pedagogical skills make teaching a "pleasurable" experience without feeling much of "pressure,"

Conclusion

Pedagogical content knowledge (PCK) plays an important role in an instructional practice Defined as the knowledge of to transform subject matter into forms more comprehensible and accessible to learners and previously constituting subject matter, learners, and pedagogy. The last two decades have witnessed the inclusion of developments in techno-pedagogical skills in higher education systems around the world. Use of techno-pedagogical skills can break down some of the barriers that lead to under achievement, student disaffection and educational exclusion. However, when one looks around, in most of the colleges and universities across the country lack of harnessing of this potential is visible. Apart from the policies related to the technology, governments and higher education institutions will need to develop strategies for effective techno-pedagogical skills and media deployment and sustainability. Finally, technology is never a substitute for good teaching. Without techno-pedagogical skilled instructors, no electronic delivery can achieve good results.

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ANALYSING ACHIEVEMENT GAP IN LEARNING

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Objectives

- To understand learning as an achievement
- To analyse the achievement gaps in learning
- Remedies to close the achievement gap in learning

Introduction

In present day the student have insufficient practical knowledge in their educational course, like the accounts students struggling to fill the cheque ,engineering students are not ready to repair or construct things, the English students hesitate to speak English in public... etc., The reason behind all these is lack of proper learning. There are some gaps or barriers in between teaching and learning which resist achieving learning and this resistance is known as achievement gaps. To close this achievement gaps we should analyse and give remedial solutions.

Learning as an Achievement

Learning achievement is a phrase with two words namely achievement and learning with different meanings. Therefore before understanding learning achievements it is worth discussion is directed at each issue in advance to gain futher understanding about the meaning of words learning and achievement. According to Abdul Hassan mas'ud dahar in djamarah (1994:21) that the achievement is what has to be created the result of job , pleasing results are obtained with tenacity the way of work. It is understood that the achievement is a result of a activity that has been done, created, pleasing, obtaining with tenacity the way of work either individually or in groups in certain activities. According to GAGNE in the book "The Condition of Learning (1977)" learning occurs when something together with the content of the stimulus situation affect the student's memory so that his action, (his performance) before he changed from time to time through situation after situation he had experienced earlier. We understand that the learning occurs through repeated practice and learning situation. According to Nurkencana (1986: 62) suggest that "learning achievement is a result that had been achieved or acquired form of a subject student. It added that learning achievement is a result of which resulted in changes within the individual as a result of activity in learning.

Analysis of Learning Achievement

Learning achievement is measured through test and examination. If the student scores low marks, then there might be a problem in learning process of the student. So there arises gap in achieving learning. Achievement gap in education refers to the disparity in academic performance between groups of students. The achievement gap shows in grades, standardised test scores and other success measures.

Factors Affecting Learning

- Educational Factors
- Physiological Factors
- Psychological Factors
- Sociological Factors
- Family Factors

Educational Factors

- **Mark Based Education**

First and foremost our education system is fully marks based that makes the students to consider studies as a burden and also highly competitive. In some schools the portions are skipped so the students fail to learn the basic concepts, when they acquire higher studies their constructive knowledge in learning will get struck so meaningful learning do not takes place.

- **Learning Method**

Mostly students are made to Rote learn the answer from guides and solution books, here no actual learning takes place only studying occurs.

- **Outdated Syllabus**

The students are unable to cope with the current trends and do not have global competency to face the challenges in the highly competitive world. E.g. :- samacheer kalvi which aims to give equal education to all state board and matriculation student has decreased the standard of education instead of improving it.

- **Student – Teacher Ratio**

Shortage of teachers is a major area of concern in many schools. In a classroom there are more than 60 students for a single teacher. Due to the large number of students a single teacher cannot concentrate on every individual student, so quality education for all will not be received.

- **School Environment**

If the classroom timing exceeds more than 30 minutes the student can't be attentive in classroom because the memory retention power of students will get reduced. Physical environment inside the classroom also contribute towards the improvement of learning in a student. If the class size is congestive, noisy, without proper ventilation and seating arrangements the student can't be attentive in his learning process.

- **Language Problem**

The teacher should use bilingual in classroom and if the student don't understand the high vocabularies of teachers the students can't understand the content and there is no possibility for learning.

- **No Previous Language**

The teachers should check whether a student have a background knowledge about the topic or concepts being taught, if not the students may not understand the topic even if efficiently taught.

- **Teacher Role**

Teacher has a vital role in the academic process of students. Inefficient teaching and biased attitude of teacher towards student leads to a wide gap in the students' performance. Teacher should maintain good rapport with students because if student have a problem with the teacher he might omit the particular subject.

Physiological Factors

There are some internal factors that affect the academic progress of a student. It includes laziness, tiredness, drowsiness, fatigue and sickness that too at exam time.

The students with physical disabilities like visually impaired, hearing and speech impaired can't attain the higher level of learning like normal student, if they don't get special education properly.

Psychological Factors

Attitude, readiness or preparedness towards learning is must for accumulation of knowledge. Without enough interest and motivation, the comprehensive learning will not occur. Student's hesitation towards asking doubt to teachers or peers may lead to incomplete learning. IQ level, individual differences, maturity plays a great role in learning levels of students. Learning disabilities like Dyslexia, Dyscalculia, Dysgraphia, ADHD.... etc., also barrier to learning. Age problem – due to adolescence hormonal changes occurs which leads to attraction towards opposite sex which may distract the students from learning.

Sociological Factors

Negative influence or reinforcement of peer group may affect the student's learning process. Due to the distractions of social media, the students may get deviated from their studies and act against social norms like 'drug and alcohol addictions'.

Family Factors

Economic condition of a family will affect the education of the student e.g. the poor parents can't to buy notebooks and learning materials will affect learning process, student may have compulsion for doing part time job for his survival, this stress will affect his learning.

Remedies to Close Achievement Gap

- **Active Participation of Student**

The classroom must be interactive the student should actively participate on classroom activities. The students should be allowed to take seminars, group discussion and ask questions to clarify their doubts.

- **Evidence Based Education**
  The teacher should lead the class with interesting fact and also provide evidence for evidence for all facts e.g., instead of teacher just saying that – boiling point of water is '100 degree Celsius' the teacher can show it practically.
- **Different Method for Different Subject**
  - Every subject teacher should use different methods in their teaching process like
  - The English teacher can use audios/ videos to make the student to get proficiency in communication. As the same instead of drilling the letter writing format they can arrange post office setup and provide post box to every bench and ask to pass letter to their friends in next benches, so the students will acquire knowledge on letter writing.
  - The Maths teacher can use role play method as shopkeeper to teach the profit, loss, selling price and buying price.
  - History teacher may adopt drama methods to teach histories of king ,legends ...etc.,
- **Encouraging**
  The teachers should encourage the students to ask questions and say their answer or view in classroom and can reward the best answers and best questions of students.
- **Play Way Method**
  The teacher should handle the teaching with play way method which brings interest to students that leads to easy and active learning.

Conclusion

Through the achievement test teachers can analyse the problem and find the factor which affect the learning and can give remedies for the problems. The good remedies is to lead the class interestingly which makes the student to forget all other problems and involve only learning.

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A STUDY ON USE OF COMPUTER AMONG HIGHER SECONDARY STUDENTS IN RELATION TO THEIR COMPUTER ATTITUDE AND ACHIEVEMENT IN COMPUTER SCIENCE

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Abstract

The present study insists the use of computer and its possible relationship to computer attitude and achievement in computer Science among Higher secondary students. The investigators have randomly selected 120 higher secondary students as sample. The result reveals that there is no significant relationship between use of computer and achievement in computer Science and Computer attitude of higher secondary students. This study reveals that the use of computer, computer attitude and achievement in computer Science of higher secondary students need to be improved.

Introduction

Information Technology is a fast developing science. So the students must know the application of that Science in daily life. The tremendous influence and growth of computer technology creates pressure on everyone affected by its proliferation to interact with computers and become proficient in their use. The computer is causing a change in society that is comparable to the change occasioned by the industrial revolution. This awareness depends upon the use of computer among the higher secondary students. In this era of technological advancement, computer education is considered to be an essential ingredient of education. But use of computer, computer attitude and achievement in Computer Science of a student is an important factor in determining his progress in the field of computer education. The students belonging to the higher secondary level may have chance of acquiring good knowledge in computer. Computer attitude and achievement in computer science of students are inevitably affected by their easy access to the technology. The computer knowledge possessed by the students will be very useful to them for their future development and if they have a high level of computer attitude and achievement in Computer Science they may develop an inclination towards the use of computer knowledge for their academic growth. It is also believed that if they possess a high level of computer attitude and achievement in Computer Science then there may be chance for them to make use of computers easily. The aim of the study was to investigate the use of computer among higher secondary students as related with their computer attitude and achievement in Computer Science.

Objectives:

- To find out the use of computer and is possible relationship to achievement in Computer Science and computer attitude.
- To study the significance of the difference between the sub samples of the students in respect of their use of computer, computer attitude and achievement in computer science

Hypotheses

- There is significant relationship between use of computer and achievement in Computer Science and computer attitude of higher secondary students.
- There is significant difference in the use of computer between higher secondary students
  - Gender (Male and Female)
  - Locality (Urban and Rural)
  - Subjects (Science and Arts)
  - Parents' literacy (With and without Computer knowledge)
  - Availability of Computer (Personal Computer at home)
- There is significant difference in the achievement in computer science between higher secondary students.
  - Gender (Male and Female)
  - Locality (Urban and Rural)
  - Subjects (Science and Arts)
  - Parents' literacy (With and without Computer knowledge)
  - Availability of Computer (Personal Computer at home)

- There is significant difference in the computer attitude between higher secondary students.
  - Gender (Male and Female)
  - Locality (Urban and Rural)
  - Subjects (Science and Arts)
  - Parents' literacy (With and without Computer knowledge)
  - Availability of Computer (Personal Computer at home)

Methodology

The self made tool was developed and validated by the investigator. Clustered sampling technique was used for this study. The statistical techniques are

1. Mean
2. Standard Deviation
3. 't' test

Table – 1 Coefficient of Correlation between the Variables

Variables	Correlation Coefficient Entire Sample
Use of computer with computer Attitude	0.02
Use of computer and achievement in computer Science	0.06

Table – 2 Difference between Uses of Computer Based on Relevant Sub Samples

Variable	Category	N	Mean	Standard Deviation	t-value	Remarks at 5% level
Gender	Male	60	71.09	13.75	5.44	S
	Female	60	65.85	13.56		
Locality	Urban	53	68.15	14.76	0.63	NS
	Rural	77	68.77	13.03		
Subject	Science	68	70.19	12.09	3.54	S
	Arts	42	73.79	12.66		
Parents' Computer Knowledge	Yes	35	73.79	12.66	6.65	S
	No	85	66.57	13.83		
Availability of personal Computer at home	Yes	49	74.76	13.48	6.16	S
	No	71	67.08	13.61		

Table – 3 Difference between Computer Attitude Based on Relevant Sub Samples

Variable	Category	N	Mean	Standard Deviation	t-value	Remarks at 5% level
Gender	Male	60	78.96	9.37	2.5	S
	Female	60	77.27	9.72		
Locality	Urban	53	78.85	9.48	2.11	S
	Rural	77	77.42	9.64		
Subject	Science	68	78.88	9.89	2.25	S
	Arts	42	77.36	9.21		
Parents' Computer Knowledge	Yes	35	80.71	8.67	4.64	S
	No	85	77.19	9.73		
Availability of personal Computer at home	Yes	49	80.31	8.35	3.05	S
	No	71	77.63	9.77		

Table – 4 Difference between Achievement Computer Science Attitude Based on Relevant Sub Samples

Variable	Category	N	Mean	Standard Deviation	t-value	Remarks at 5% level
Gender	Male	60	33.44	8.10	0.19	NS
	Female	60	33.56	8.17		
Locality	Urban	53	33.59	8.18	0.28	NS
	Rural	77	33.43	8.10		
Subject	Science	68	33.74	8.20	0.82	NS

	Arts	42	33.27	8.06		
Parents' Computer Knowledge	Yes	35	33.79	8.11	0.6	NS
	No	85	33.40	8.14		
Availability of personal Computer at home	Yes	49	33.30	8.08	0.34	NS
	No	71	33.45	8.15		

Major Findings of the Study

- There is no significant relationship between use of computer and achievement in Computer Science and computer attitude of higher secondary students.
- There is a significant difference in the use of computer between male and female higher secondary students, those who are studying Science and Arts higher students, whose parents have knowledge and those who parents lack knowledge about computer, who have personal computer at home and those not having a personal computer.
- There is no significant difference in the use of computer between higher secondary students studying in urban schools and those studying in rural schools.
- There is a significant difference between higher secondary urban and rural students, arts and science students, whose parents have knowledge and those who parents lack knowledge about computer, who have personal computer at home and those not having a personal computer with respect to their computer attitude. Urban students, Science students, whose parents have knowledge about computer, those who having a computer at home have a better computer attitude.
- There is no significant difference in the achievement in Computer Science between male and female higher secondary students, those who are studying in urban and rural school, Science and Arts higher students, whose parents have knowledge and those who parents lack knowledge about computer, who have personal computer at home and those not having a personal computer.

Conclusion

The study served as an eye opener regarding the use of computer, computer attitude and achievement in Computer Science of higher secondary students. Even though there are some limitations in the present study, it is evident that the use of computer, computer attitude and achievement in computer science is average in higher secondary school students. The result reveals that there is no significant relationship between the use of computer and achievement in computer science and computer attitude of higher secondary school students. A significant difference is observed in the use of computer between groups of students divided by gender, stream of subject, parents' knowledge about computer and availability of personal computer at home. A significant difference is observed also in computer attitude between groups of students divided by gender, stream of subject, location of the school, parents' knowledge about computer availability of personal computer at home. This reveals that the use of computer, computer attitude and achievement in computer science of higher secondary students needs to be improved.

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A STUDY ON BARRIERS IN LEARNING VOCABULARY AMONG B .ED STUDENTS

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Abstract

Educational research has discovered that students' (B.Ed., students) I.Q is intimately related to their vocabulary. "Lack of Interest, Practice, Listening skill and Referring sources are the barriers in learning vocabulary". Students can start improving their vocabulary immediately, they can be crushing along at such a rapid rate that there will be an actual change in their thinking, in their ability to express their thoughts and their power of understanding. The purpose of this survey study was to investigate barriers in learning English vocabulary adopted by B.Ed., students of Thiagarajar college of preceptors of the academic year 2017.the subject were 50 students who was studying at Thiagarajar college of preceptors. The purpose of study is to find most and least frequently used vocabulary learning strategies used by B.Ed., students. An instrument used in this survey study was a 25-item questionnaire adopted from Schmitt's taxonomy for vocabulary learning strategies. The data was analyzed by using percentage.. By breaking all those barriers students can improve their vocabulary.

Introduction

A person's vocabulary is a set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as useful and fundamental tool for communication and acquiring knowledge. Indirect vocabulary learning refers to students learning vocabulary when they hear; see words through conversations with friends, through being read to, and through reading on their own. Direct vocabulary learning refers to students learning vocabulary through explicit instruction in both individual's words and word –learning strategies. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Direct instruction helps students learn difficult words, such as words that represent complex concepts that are not part the students' every day experiences.

Operational Definition

Barriers

Barrier means a circumstance or obstacle that keeps people or things apart or prevents communication or progress. Hurdles, difficulty, and stumbling block are the synonyms of barrier. It refers that anything prevents from being together or understanding each other.

Learning

Learning is the acquisition of knowledge or skills through study, experience, or being taught. It is a key process in human behaviour. All living is learning. It is defined as "any relatively permanent change in behaviour that occurs as a result of practice and experience".

Vocabulary

Learning English vocabulary is a basic and important part of learning English. Without a sufficient understanding of words, students cannot understand others or express their own ideas.

B.Ed., students

Pre- service training teachers are called B.Ed., students.

Objectives of the Study

1. To find out the barriers in learning vocabulary among B.Ed students.
2. To find out gender differences in developing the vocabulary level of B.Ed., students

Hypothesis

1. There will be higher level of learning vocabulary among the student teachers.
2. There is a difference between in the level of percentage in related to the biographical variables in learning vocabulary.

Design of the study

The present study adopts a survey research design. It attempts to investigate the barriers in learning vocabulary among B.Ed., students.

Population and sample of the study

In this study the population of the study consists of 50 student teachers studying in Thiagarajar College of preceptors.

Sampling

In this study sample consisted 34 female and 16 male student teachers from Thiagarajar College of preceptors in Madurai city. The samples were selected from I year and II year. Random sampling was adopted

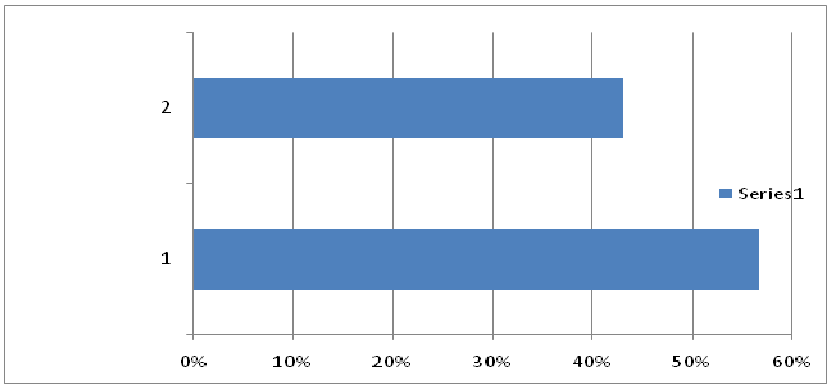
Research tool

In this present study the investigators used the standardized tool of schmitt's taxonomy of vocabulary learning strategies to collect relevant data.

Data collection

Table 1

S .No	Responses	Yes	No
1.	Overall percentage level of responses	57%	43%

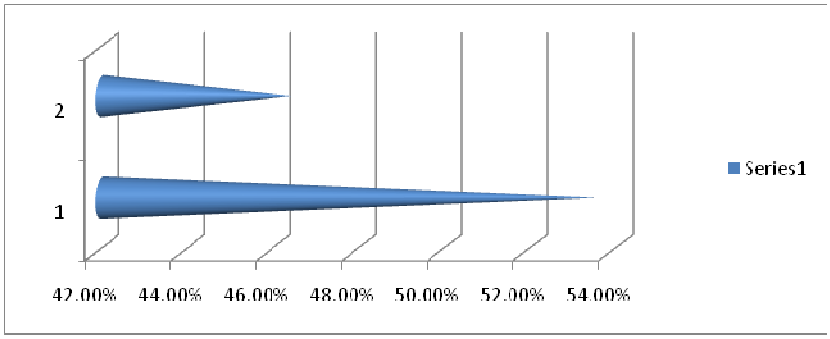


From this data, there is a higher level of vocabulary among B.Ed students. Because we have maximum positive response and the minimum negative response from the student teachers' side.

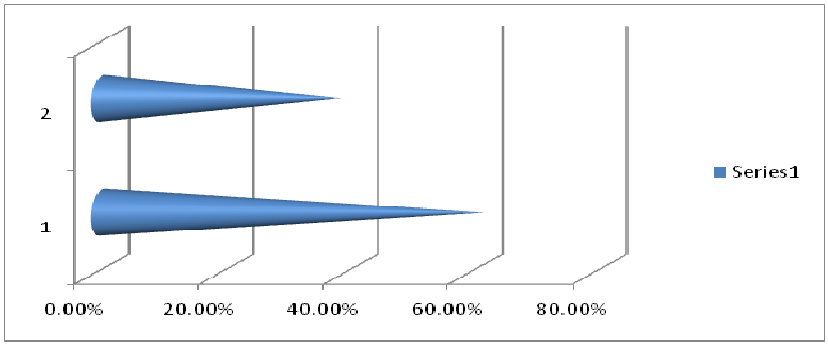
Table 2

S. No	Gender	Positive Response	Negative Response
1.	Male	53.57%	46.43%
2.	Female	61.53%	38.36%

Male Student Teachers' Response



Female Student Teachers' Response



From This data we can find out gender difference between male and female student teachers' in the level of vocabulary. Female student teachers are learning vocabulary more than the male student teachers.

Table 3

S.No	Category	Positive Response	Negative Response
1.	UG	62.50%	37.50%
2.	PG	68.75%	31.25%

From this data, we can find out difference between positive response and negative response among the UG and PG students. 68.75% of PG students which is greater than the UG students in positive response.

Table 4

S. No	Category	Positive Response	Negative Response
1.	Arts	76.47%	24%
2.	Science	67.65%	32%

From the above table, positive response of both arts and science students is below 80% in learning vocabulary.

Table 5

Barriers	Lack of Interest	Lack of Practice	Lack of Listening Skill	Lack of Referring Sources
Boys	20%	82.3%	79.4%	88.2%
Girls	12.5%	87.5%	81.3%	94%
Total	18%	84%	80%	90%

From the table, though they have interest in learning vocabulary, they are not referring the sources. Because lack of interest below 20 % and lack of referring sources is 88%.

Findings

Overall percentage level of response among student teachers is above the average level. Female student teachers' positive response is higher than male student teachers' response. P.G students' vocabulary level is higher than UG students'. Vocabulary level of science students is lower than the arts students. Lack of interest is below 20% among them. girls are practising vocabulary more than boys. Lack of listening skill for boys and girls are more or less equal. 94% of girls and 88% of boys are not interested in referring the sources.

Conclusion

To conclude, it is obvious that student teachers tend to learn under their interest. They have to learn English vocabulary from real life experiences, by learning to English songs, watching English movies and so on. Then only student teachers can make sustainable progress in English with pleasure and without any pressure. Spoken English class must be provided to Student teachers. They should overcome all these barriers to develop their vocabulary.

Suggestion for Further Research

1. The method of collecting data should include open – ended questions into the questionnaires to give students more space to report their valuable information that might help the researcher understand the strategies of vocabulary learning.
2. Teachers can also assign more tasks in order to immerse weak students in effective English learning.

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BARRIERS OF LANGUAGE PROFICIENCY

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Introduction

Language barriers are the most common communication barriers which cause misunderstandings and misinterpretations between people. Most of the people in the world do not speak English or, even if they use, it is their second or third language. If the speaker and receiver do not use same language and words, there is no meaning to the communication. Not using the words that other person understands makes the communication ineffective and prevents.

Definition of Language Barrier

Language is needed for any kind of communication, even people with speech impairments communicate with sign language and brail. Communication becomes difficult in situations where people don't understand each other's language. The inability to communicate using a language is known as language barrier to communication. Language barrier is a figurative phrase used primarily to indicate the difficulties faced when communicating with others while speaking multiple languages.

Meaning of Learner Barrier

Lack of proficiency in English can be a major concern for international students in their library use as it relates to asking for and receiving assistance. Lee (1991), herself a former international student, explains that international students tend to be acquiescent and believe that school is the one place in the English-speaking world where they should be able to compete on an equal basis. International students are receptive and strongly motivated. For international students, concerned with proper sentence structure and precise vocabulary, this alteration of words and positions can be much more baffling than it is to native English speakers. The use of synonyms, a necessity in keyword searching, is difficult to master, especially for students with limited English vocabulary (F. Jacobson, 1988). In 2012, The Rosetta Foundation declared April 19 the international "No language barrier day". The idea behind the day is to raise international awareness about the fact that it is not languages that represent barriers: languages should not be removed, they are not a barrier - to the contrary, they should be celebrated. It is access to translation services that is the barrier preventing communities from accessing and sharing information across languages. The annual celebration of this day aims to raise awareness about and to grow global community translation efforts.

Causes for Language Proficiency

Difference in Language

Difference in language is the most obvious barrier to communication as two people speaking two different languages cannot communicate with each other. For example, an American goes to China. The person does not understand Chinese and most people in China do not understand English. So, when the person speaks, the communication is worthless as the other Chinese person doesn't understand it.

Regional Accents, Dialects and Pidgin

The accents and dialect (use of words) of people belonging to different places differs even if their language is same. Though the languages are technically the same in people using different dialects and accents, the meanings, implications and interpretations of words are different, which may lead to various kinds of conflicts. For example, If a Scottish farmer talks to a person from London, they do not understand most of the words the other says even though they both speak English. The word ham and bacon can be used interchangeably in Scotland but they are different in England. Similarly, pidgin is the simplified language used between people who do not speak common language. The implications of words and phrases can create misunderstandings. For example, the abbreviation "LOL" used in chat language used to mean Lots of Love before, which changed to Laugh Out Loud. If a person says LOL, the second person can interpret the meaning in any way they want or from their understanding. People use both the abbreviations according to the context and need.

No Clear Speech

People who speak soft or in a small voice cannot be understood. The sender might be saying something whereas the receiver might understand something else. Though speaking common language, people might have difficulty

understanding the meaning of the message and the feedbacks. This might also be a cause of obstacle in communication.

Use of Jargons and Slang

Jargons are the technical words used in communication. It might be different according to different professions, specialty and technical field of a person. For example, technical words used by doctors and lawyers are extremely different. If they start talking, both of them will not get what the other is talking about. Some jargons like adjournment (jargon used by lawyers and police used for delaying a trial for defendant), BP (medical jargon for Blood pressure), etc. are only used by people in similar profession which might be a cause for language barrier.

Grammar and Spelling

Grammar and spelling becomes a barrier in communication as people from different parts of the world can be using it differently even in a particular word. Similarly, grammar and spelling mistakes create a huge communication barrier in written communication. For example, a person makes a mistake of typing done as don. The spelling and grammar checker of the computer does not label it as wrong as don is also a correct word. But, the word can change the whole meaning of the sentence or make the sentence not understandable.

Barriers in Language Proficiency

These are some of the most common causes of language barriers in communication. There are many other causes too like language disabilities, noise, distance or use of metaphors or similes which can be included in other barriers like physiological and physical. Some language barriers can be overcome with practice or other ways like translation, interpreter, language classes, visual methods, etc. whereas some barriers act as problems in a person's whole life. These barriers must not be present to make the communication effective.

Conclusion

Language barriers in the classroom have become a major problem due to the growing number of minority students who do not speak English. This is such a huge problem because these kids are not getting the same opportunities to meet their full potential. This is not right because it is causing these kids to not succeed in school. There are several ways to deal with this problem. The four options are, creating equal education for all students, motivating kids through support systems both inside and outside of the classroom, doing away with standardized tests and lastly by using various forms of non-verbal communication amongst diverse children. All these options are possibilities in dealing with the dilema of language barriers. Through much research and observation the conclusion that has been made is that the second option is the best. Though it seems that motivating kids through support systems both inside and outside of the classroom seems to be the best choice, in reality the ideal solution would be to incorporate all four options into the classroom.

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BARRIERS IN LANGUAGE PROFICIENCY

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Introduction

It's Greek to me" is a well-known phrase. For communication to work, a message must be understood by the receiver. When two people cannot understand one another, they experience a language barrier. Language barriers occur when a breakdown in language and communication happens at either the sender side or the receiver side of a message. A language barrier can occur within a language or between speakers of different languages

Definition of Language Barriers

Language is needed for any kind of communication, even people with speech impairments communicate with sign language and brail. Communication becomes difficult in situations where people don't understand each others' language. The inability to communicate using a language is known as language barrier to communication.

Language Barriers

Language barriers are the most common communication barriers which cause misunderstandings and misinterpretations between people. Most of the people in the world do not speak English or, even if they use, it is their second or third language. If the speaker and receiver do not use same language and words, there is no meaning to the communication. Not using the words that other person understands makes the communication ineffective and prevents message from being conveyed.

Causes of Language Barriers

- **Difference in Language**

Difference in language is the most obvious barrier to communication as two people speaking two different languages cannot communicate with each other. For example, an American goes to China. The person does not understand Chinese and most people in China do not understand English. So, when the person speaks, the communication is worthless as the other Chinese person doesnâ€™t understand it.

- **Regional Accents, Dialects and Pidgin**

The accents and dialect (use of words) of people belonging to different places differs even if their language is same. Though the languages are technically the same in people using different dialects and accents, the meanings, implications and interpretations of words are different, which may lead to various kinds of conflicts. For example, If a Scottish farmer talks to a person from London, they do not understand most of the words the other says even though they both speak English. The word ham and bacon can be used interchangeably in Scotland but they are different in England.

- **No Clear Speech**

People who speak soft or in a small voice cannot be understood. The sender might be saying something whereas the receiver might understand something else. Though speaking common language, people might have difficulty understanding the meaning of the message and the feedbacks. This might also be a cause of obstacle in communication.

- **Use of Jargons and Slang**

Jargons are the technical words used in communication. It might be different according to different professions, specialty and technical field of a person. For example, technical words used by doctors and lawyers are extremely different. If they king, both of them will not get what the other is talking about. Some jargons like adjournment

- Word Choice

The choice of word used in describing anything must be considered before communicating. The words used by a particular person to show their agreement on something can be taken as sarcasm which is negative in nature. Words with two meanings, homonyms, homographs, homophones should always be avoided as it doesnâ€™t send the proper meaning and can be interpreted in any way. So, the message will not be sent as intended which acts as a type of language barrier in communication

- **Literacy and Linguistic Ability**

Some people have low vocabulary in a particular language whereas some very high. Though literacy and education increases the need to learn new words, it might not be the only reason. People can increase their vocabulary by reading and with their own interest too. Vocabulary is also less if a person uses the language as their unofficial language. Likewise, linguistic ability is the capability of a person in a particular language. If a person with high vocabulary and linguistic ability talks with another with low ability, the second person will not understand the words used leading to miscommunication of whole message.

- **Grammar and Spelling**

Grammar and spelling becomes a barrier in communication as people from different parts of the world can be using it differently even in a particular word. Similarly, grammar and spelling mistakes create a huge communication barrier in written communication. For example, a person makes a mistake of typing done as don. The spelling and grammar checker of the computer does not label it as wrong as don is also a correct word. But, the word can change the whole meaning of the sentence or make the sentence not understandable.

Solution for Barrier in Communication Skill

Improve Listening Skills

Listening is difficult. A typical speaker says about 125 words per Minute. The typical listener can receive 400-600 words per minute. Thus, about 75percent of listening time is free time. The free time often sidetracks the listener. The Solution is to be an active rather than passive listener. One important listening skill is to be prepared to listen. Tune out thoughts about other People and other problems. Search for meaning in what the person is saying. A mental. Outline or summary of key thoughts can be very helpful. Avoid interrupting the speaker."Shut up" is a useful listening guideline. "Shut up some more" is a useful extension ofthis guideline. Withhold evaluation and judgment until the other person has finished withthe message. A listener's premature frown, shaking of the head, or bored look can easily convince the other person there is no reason to elaborate or try again to communicate his or her excellent idea.

Providing feedback is the most important active listening skill. Ask questions. Nod in agreement. Look the person straight in the eye. Lean forward. Be an animated listener. Focus on what the other person is saying. Repeat key points. Active listening is particularly important in dealing with an angry person. Encouraging the person to speak, i.e., to vent feelings, is essential to establishing communication withan angry person. Repeat what the person has said. Ask questions to encourage the person to say again what he or she seemed most anxious to say in the first place. An angry person will not start listening until they have "cooled" down. Telling an angry person to cool" down often has the opposite effect. Getting angry with an angry person only assures that there are now two people not listening to what the other is saying.

Conclusion

In addition to removal of specific barriers to communication, the following general guidelines may also facilitate communication.

1. Have a positive attitude about communication. Defensiveness interferes with communication.
2. Work at improving communication skills. It takes knowledge and work. The communication model and discussion of barriers to communication provide the necessary knowledge. This increased awareness of the potential for improving. Communication is the first step to better communication.
3. Include communication as a skill to be evaluated along with all the other skills in eachperson's job description. Help other people improve their communication skills by helping them understand their communication problems.
4. Make communication goal oriented. Relational goals come first and pave the way for other goals. When the sender and receiver have a good relationship, they are much more likely to accomplish their communication goals.

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TECHNO- PEDAGOGY IN LEARNING AND TEACHING

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Introduction

Education system is now spectator a paradigm shift from the traditional chalk –and talk teaching methodology todigiting the pedagogical approach through technical devices. It opines that such a transformation is not only increasing the potentiality of the teacher but also widening the information base to student so as make them competitive in the international arena. In today's world most people need to keep on updating both skill and knowledge to meet the challengers of everyday life. This has spurred new learning needs which exceed by far the formal courses, provided commonly by institution, which allow targeting public.

Definition

This is the hybrid method of teaching in which ICT is being used for teaching learning situation. Literally 'pedagogy' refers to the art-science of teaching and 'techno' refers to the art-skill in hand crafting. Here 'techno is a qualifier, it intersects or crosses the meaning of pedagogy with its own.

Content and Language

The term content knowledge is widely used by educated and content knowledge refers to the body of information that teacher teach and that student are expected to learn in a given subject or content area, such as English language, arts, mathematics., social studies. Content knowledge generally refers to the facts, concept, theories and principals that are thought and learn rather than to related skill such as reading, writing, or researching that student also learn in academic courses**.** The elementary school teacher have traditionally thought multiple content areas to a classes of student and most elementary school continue to use this model some schools , however are assigning teacher to subject specific courses are lesson based n their particular expertise and training and student are moved from classes to are teacher to teacher throughout the day

Pedagogy Knowledge

Pedagogical knowledge is deep knowledge about the process and practice are methods of teaching and learning and how it in composes over all educational proposes values and aims. This is a genetically form of knowledge this is involved in all issues of student learning. Classroom management lesson plan development and implementation, and student evaluation. It includes knowledge about techniques are method to be used in the classroom. The nature of target audience, and strategy for evaluation and student understanding. A teacher with deep pedagogical knowledge understand how student constrict knowledge and acquire skills, develop habits of mind and positive this position to words learning.

Step of Pedagogical

- Divided the contents of the selected and unit into suitable sub units and arrange the select sub units to a number of require periods.
- Briefly write the essence of the construct of selected sub unit.
- Write appropriate previous knowledge required for the sub unit.
- Mention the teaching aids required.
- Write the names of the method applied.

Role of Techno- Pedagogical Higher Education

The main application of the techno- pedagogy in higher education is teaching and learning. The prospect can be categories as the aspect relating to role of techno pedagogy.

- Enhancing linguistic abilities.
- Develop teaching and learning and process.
- Improve to develop study material.

- Design multi-great instruction.

Challenges of using Techno-Pedagogy in Higher Education

Higher education is responding to globalization. It can be acknowledged that techno-pedagogy enhances better education rather than simple education but there are numerous challenges.

Destitute Infrastructure of Techno-Pedagogical Skill

Several collages do not have proper rooms or buildings so as to accommodate the technology. Pitiable ICT lab having hardly ever used web based instruction.

Scarce Competence on English Language and Online Content

English is the dominant language of internet. In our country English language proficiency is not high, especially outside of town areas.

Lack of Incentives of Teachers

Though the hurdle of instructor awareness, there is also little incentive for teaching staff to devote time to altering their teaching methods from chalkboard to techno-pedagogical method through ICT or online learning.

Evils on Research and Development

Techno-pedagogical skill demands sound research base for intensive formative research .for that only two ways communicates is more effective than one way communications through two ways audio video communication

Hitch of Using Software

Use of unlicensed software pirated software in standard formats, as it is easy for costs of maintenance, also the legal problem to use ICT in differences colleges. .

Conclusion

Techno-pedagogy is a key deciding factor for the hybrid approach of Meta teaching. The last two decades have witnessed the inclusion of development in techno-pedagogical skill break down some of the barriers that lead to underachievement, student disaffection and educational exclusion.

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A STUDY ON TRACING THE HELPFULNESS OF SOCIAL MEDIA TO OVERCOME BARRIERS IN LANGUAGEPROFICIENCY

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Abstract

Man has been using language as a tool of communication for centuries. It has enabled humans to interact with the environment and to regulate the social behaviors. English is the queen of all world languages. Though English is a foreign language yet it occupies a unique position in our country. Social media provide multiple dimensions for developing creative learning strategies that allow students to connect formal and informal language learning settings. The usage of social media was strongly bonded with user's English proficiency. In present scenario, Social media is a Web-based learning environment can promote constructivist English language learning. It is not only a way to view pictures of friends such as on Facebook, view short messages on Twitter, or post videos on YouTube, it is also of as a form of language expression, interaction, and community building. This paper illustrates how social media has influenced English language acquisition at present and how it's a biggest and most comfortable communication zone to develop English competence.

Introduction

English is the only national link language which is understood by the educated people all over India. In this industrial world, English competence is necessary in order to give and receive information, to elicit responses and hence to influence others in one way or another. Hence, English proficiency is the ability to speak, read and write in English. Social media can be defined as an online computer network through which people interact and bond with each other. The most well-known social media sites are Facebook, Twitter, Whatsapp and Instagram. The Study of Using Social Media in Improving Language Learning Social Media Language Learning (SMLL) is an innovative approach in teaching languages interactively, linking social media channels to language learning. Here the connections between people aren't just one-on-one, but a network of connections. The paper aims at investigating the active role of social media to acquire language proficiency among young students.

Operational Definitions

- **Social Media**

"Social media" means websites that allow average users to create content and interact with each other around the content.

"Social" means people interacting with each other.

"Media" (plural for "medium") means the types of material used to create artwork and communicate information or ideas. Media can include video, photography, graphic design, writing, oil paints, etc…

- **Language Proficience**

The proficiency of a language can be defined as the ability of an individual to perform and speak a particular language.

Statement

The educational uses of social media seem to pay more attention on college students or adults. This paper presents an analysis of how social media have influenced the language efficiency at different level among college students.

Objectives

- To develop the awareness among college students about the social platforms in language learning.
- To enable students to understand language is a 'Skill' rather than a 'subject'.
- To identify the attitude of students regarding social web in acquiring the English language.

Hypotheses

- H1-The students are using social media to improve their English language.
- H2-Studentsare excited while learning language through social platform.
- H3- The modern students are ready to expose their writing skill in social media.

- H4- Social media lend helping hand to come across language barriers.

Design

The present research follows the survey research design. It tries to evaluate the consciousness among college students about the usage of social media in language learning.

Population

The population of the research included the college students of both Under Graduate and Post Graduate levels.

Sample

The sample consisted of 100 students from Thiagarajar College of Preceptors and Thiagarajar College of Arts and Science comprising the students from different streams both from Urban as well as Rural.

Research Tool

The research questionnaire was designed by experienced research team of Tunku Abdul Rahman University At Malaysia. Based on that a set of questionnaire (yes/no type) was used to weigh the attitude of current students regarding social media and its usefulness in acquiring English Language proficiency.

Procedure

The collected data was analyzed and calculated using percentages (%) through the Spss.16.0 (Statistical Package for Social Science) method. A contingency table (cross tabulation) is used in this survey research. The important detail along with analysis telecasted in the form of tables.

Data Collection

The necessary research data were collected from the present day students in Thiagarajar College of Preceptors [TCP] and Thiagarajar College of Arts and Science at Madurai.

Findings

Table Showing the Percentage Value of Responses

S. No	Details of Questionnaire	Percentage(%) of Yes (Positive) Response	Percentage(%) of No (Negative) Response
1	Do you use social media to increase your language ability?	82%	18%
2	Do you feel excited while using social media?	69%	31%
3	Do you need social media to learn a language properly?	61%	39%
4	Do you paste your written documents in social media platform?	21%	79%
5	Can you say strongly with the help of social media everyone will jump over all language barriers?	76%	24%

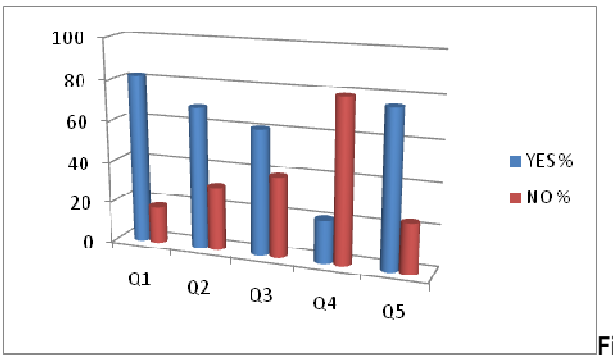

Figure Showing the Results of the Research

It is clear from the above seen table

- **82%** of students are using social media to gain language ability

(**H1 -satisfactory**)

- **69%**of studentsare excited while learning language through social platform

(**H2 -Satisfactory**)

- **21%**of students are ready to expose their writing skill in social media

(**H3 – Unsatisfactory- Null hypothesis**)

- **76%**of students says thatsocial media lend helping hand to come across language barriers

(**H4 - Satisfactory**)

Interpretation

The findings indicated that new social media technologies are used extensively by the young people for participation in peer discussion and expressing opinions the students mostly using social media like What Sapp for communication as well as for a wider engagement in the process of language learning namely focusing on the LSRW skills. The modern students are not ready to post their own written document in social platforms. Many college going students exclaimed that social media will render its support to attain language competence by coming across all language barriers.

Suggestions

- The research can be further developed including large set of college students.
- Other researcher can try to find out existing relationships between social media and formal textbook in the educational path.

Conclusion

Today, Social media act as a repository of wisdom, a propeller for the advancement of knowledge and a telescope to view the vision of the future. It enables us to acquire, exchange, store, retrieve and process information. English Language proficiency is now a requirement in all areas of work, study, entertainment and communication. Social media can be a right solution to solve both the extrinsic and intrinsic barriers of English language. One of the monumental achievement is social media have the potential to change the traditional relationship between teachers and students. The use of social media makes us to provide a new and innovative dimension in the higher order English language competence which will enable the current students to be successful in both the personal and social life.

Acknowledgement

I would like to express my gratitude to our college Professors for all the precious advices and guidance provided throughout the entire research.

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UNIVERSAL PROBLEMS IN TEACHING AND LEARNING

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Introduction

There are several barriers that stand in the way of effective teaching and effective learning. Lack of resources and funding seem to be huge issues faced my teachers. When your school is not receiving the funding they need to buy supplies it hinders both the teacher and the students. Without proper funding, schools are forced to use out of data textbooks where the information could be wrong. They also are unable to get the resources outside of the classroom such as fieldtrips and speakers.

Relationship between Teaching and Learning

The teacher creates the learning process and learning situation for the student. The relationship is the interaction between the student and teacher.

- The method of teaching
- The material to be taught
- Classroom conditions
- Questioning and answering
- Universal problem of teaching

Universal Problems in Teaching

Major problem in teaching every that teachers want to teach students about problems of society but there is a fine line they must walk on. As a teacher in today's society you have to be constantly worried about not over stepping boundaries. Though we would like to address the issues of teenage pregnancy, drugs and other social problems we have to worry about the consequence that could arise from doing so. It makes your job as a teacher more complicated.

Universal Problems in Learning

- Social and cultural barriers: peers pressure and family background.
- Practical and personal barriers: transport; time; disability; caring responsibities; child care; finance; cost; age; language and lack of access to information.
- Emotional barriers: lack of self- esteem are confidence due to low skill levels; negative personal experience of learning; previously undetected or unaddressed learning disabilities; social problems such as unemployment, abuse or bullying.
- Workplace: time off; access; discrimination; unsupportive managers; shift work; isolation.

To Overcome Learning Barriers

1. Defending against learning because of sources
2. Defending against learning because of content
3. Defending against learning because of message delivery

Learning Obstacles

- **Lack of importance or uncertainty of importance**
  You will be more motivated to learn a task that you perceive to be important than one you consider trivial or one for which you have no clear sense of its important.
- **Difficulty in reaching a learn goal**
  The more difficult a learning goals is to reach, the more likely that you will create excuses and / or reasons for not reaching the goal
- **Stress in reaching a learning goal**
  You will be less motivated to reach a learning goal that you perceive to involve a, lot of stress than one you believe to be stress-free.

- **Lack of support from others**
  Although you can try to change the behaviors of non-supporters, it is probably easier and more effective to seek out support where it exists.
- **Lack of advantages**
  Talk to your supervisor, to co-workers and to trainers about the potential advantages of reaching a learning goal.
- **Doubt about success**
  Again, doubts about success usually arise because too large a learning goal has been set. Key breaking the goal down until you has specific goals for which you know you can succeed.
- **Lack of control**
  Develop specific plan for ensuring that you will be able to control and use what you learn.
- **Poor attitude regarding the goal**
  This is the difficult obstacle to overcome because it may be quiet a long- standing, entrenched barrier. The best way to remove this obstacle is to face it and experience success doing so.
- **Hassles**
  Review each hassle you see coming and develop strategies to overcoming each one. Instead of not learning how to word process, you are likely better off to have a plan to develop your assertiveness skills that you can simply say "no" to word processing requests.

Conclusion

Each teaching and learning obstacle is faced in a different way by each person with each learning goal. When you are doing your action planning, there is no "right" way to remove each obstacle. Get help from family, friends, co-workers, supervisor and trainers in generating ideas to overcome and / or remove obstacles.

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QUALITY OUTLOOK ON TEACHING, LEARNING AND EVALUATION

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Introduction

English is the most widely taught language in the world today. In the current scene of teaching English as a foreign language, we amazed by the numbers of people teaching and learning English as well as the diversity of setting in which English is taught and learned. English is taught to all age groups in most of the countries, from the most developed to the developing. Here this paper going to deal about the strategies of learning, teaching and evaluation.

Aims of Teaching

Aims of teaching English provide directions, depth, purpose and power to the enfoldment of this beautiful language in classroom teaching-learning situations.

As teaching-learning is a purposeful activity, it is essential that the aims of this interaction are stated clearly and specifically so that all thrust is made in that direction. The targets are identified and a concentrated effort is made to realize them. Aims, therefore are of vital importance because all teaching-learning has to be in accordance with these aims.

Types of Aims

- General aims
- Specific aims

General aims longterm aims of far reaching consequences, and are spread over a considerable period of time. These are particular, general, brief and crisp aims identifiable in behavioral terms, and are achievable in day-today learning.

Objectives of Teaching English

- To enable pupils to hear and understand spoken English
- To help them acquire proficiency in spoken English
- To enable them to understand
- To enable them to write English

- **At junior school level**
  Make simple sentences/statements in English, frame short sentences, simple sentences to express himself speech and writing. Write English legibly and coherently using proper punctuations, and correct spellings Acquire reading ability and read the material properly graded for his level.
- **At senior level-**
  A student at the end of the secondary stage should be able to speak English fluently and correctly. Fluency implies acquisition of a reasonable standard in speech-habits, which means speaking with an acceptable pronunciation and intonation. Speak freely, ability to think in English rather than translate speech Should be able to understand other speakers.

Language as a Foundation of Learning

Language surrounds the events within reading recovery; language mediates performances and creates systems of change. For teachers, cognitive activities are "awakened" through their social interactions with mentors and colleagues. Reading recovery teachers learn a common language, which they use to communicate with each other in ways that stretch their thinking.

Management of Teaching-Learning

Management of teaching-learning consists of specification of objectives as well as the content; assessment of entering of behaviors; determination of strategies, tactics and media; organization of groups; allocation of time; selection of resources and finally, evaluation of performance and analysis of feedback.

Planning of Classroom Teaching

A successful classroom performance is the hallmark of an efficient teacher. It, however, entails a great deal of homework by the teacher. He has to theoretically plan his lesson and arrange it in a logical sequence, anticipating various situations during the lesson, making logically for creating situations in the process of actual teaching, employ the best method, technique strategy or tactics to ensure smooth passage of information to the students by generating appropriate learning structures.

Evaluation

Spearheaded by Bloom, the evaluation approach implies a built-in system of checking and assessment of what is going on in a classroom. This is done to ascertain the quality of the ongoing classroom process and o suggest remedial measures, if necessary. Whereas a detailed analysis helps to isolate the factors that might contribute to the malfunctioning of the system, evaluation performs vital diagnostic role by suggesting corrective action at various stages of preparation, rather than let system, with all its errors, proceed blindly to its final end. Corrective evaluation, used specifically in an on-going process rather than pending it till the end is reached, is one of the most significant contributions of systems – thinking to programme in education. Evaluation is formative and continuous. By means of feedback, one is able to do adjustments where necessary and is in better position to achieve the programmed objectives. The interaction of the objectives, programme and evaluation results in a triangular steeplechase in which all the three poles are equally active and responsible.

Mechanics of Evaluation

Evaluation performance with regard to instructional objective in a purposefully organized teaching-learning activity forms the basis of any evaluation system. It would be a failure if performance falls short of pre-specified targets. Attainment of these objectives thus, becomes central to any successful teaching-learning situations. The approach is called evaluation by objectives and consists of formulating objectives, their specifications in behavioral terms/outcomes and suggests some sort of a measurement procedure to evaluate performance. Called conventional evaluation it stands in contrast to the recently propounded competency-based evaluation which consist of specification of objectives, identification of professional competencies needed to satisfy pre-specified objectives, converting competencies into performance, design an assessment system to measure competencies, determine competencies found lacking and operate clinic to improve effectiveness.

Purpose of Evaluation

- Evaluation helps to appraise that status of any changes in pupil behavior
- It discloses pupil's needs and possibilities.
- Evaluation aids pupil-teacher planning.
- It expands the concepts of worthwhile goals beyond our achievement.
- It familiarizes the teacher with the nature of pupil-learning development and progress.
- Evaluation relates measurement to the goals of the instructional programmes.
- It facilitates selection and improvement of measuring devices.
- Appraises the teacher-competence.
- Appraises the supervisor-competence.

Techniques of Evaluation

- Intelligent tests
- Achievement test
- Aptitude tests
- Personality test
- Questionnaire tests
- Test for attitude and behavior
- Interview
- Rating scales
- Anecdote records

- Pupil's dairy
- Case history

Essentials of an Effective Evaluation Programme for Teaching

- The objective of teaching is respect of the subject as a whole as well as of its respective units
- The relationship between objectives instruction and evaluation
- Varied purposes of evaluation, such as diagnostic guidance grading classification
- Follow-up procedure to utilize feedback in the classroom.

Conclusion

This paper helps us to analyze and know about the teaching learning and evaluation. A key component of quality in teaching and learning involves quality of human performance by the learner. Substantial financial outlays by companies and the government of training are made in attempts to address problems in the quality of human performance.

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ATTITUDE OF B.ED STUDENTS TOWARDS TECHOLOGY IN INSTRUCTION

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Abstract
This paper attempts to measure the attitude of B.ed students attitude towards infusion of technology in instruction. 100 students teachers from Thiagarajar College of Preceptors were selected as the sample for the study. The method of research used was survey method. Various statistical techniques such as mean, standard deviation, 't' test was used to analyse the collected data. The findings of the study stated that there was no significant difference in the attitude of B.ED students towards technology in instruction based on gender, qualification and locality. Further, it was also found that there was significant difference in the attitude of B.ED students towards technology in instruction based on their branch and residence type. Discussion based the research is discussed along with.
Keywords: *Attitude, Technology, Instruction, B.ED Students*

Introduction

Technology plays a pivotal role in the process of education. In this technological era of education, it is mandatory to incorporate technology in the process of teaching and learning. B.ED students who are the future teachers must be well aware of technology to incorporate various technological tools in teaching as well as learning. Attitude plays an important role as it determines the mindset of the student teacher to use technology in instruction. Technology improves the student teacher's knowledge and develop their own constructive thinking and it is possible to bring the process of learning beyond the boundaries of classroom exploring technology. Hence, it is feasible to carry out a study which researches on the attitude of B.ED students towards technology in instruction.

Operational Definition

"Attitude– It is the positive, negative or mixed evaluation of an object that is expressed at some level of intensity"

Technology - Technology refers to methods, systems, and devices which are the result systems, and devices which are the result of scientific knowledge being used for practical purpose. It is a kind of process in which teacher and students interact in a classroom situation in order to promote the learning experiences. Attitude Instruction Technology B.ED students who educates the student-Teacher.

B.ED Students –Students Who are studying teacher training course in reputed B.ED Colleges

Instruction –It is a direction or order.

Objectives of the study:

- To measure the level of attitude of B.ED students towards technology in instruction.
- To find out significant difference in the attitude of B.ED students towards based on Gender, Qualification, Major, Branch, Locality, Residence.

Methodology

The present study adopts survey method.

Sample

100 student teachers from Thiagarajar College of Preceptors, Teppakulam, Madurai were selected as sample for the study.

Tool

The tool for the present study was self constructed by the researcher. There are 35 items in the tool. Both positive and negative statements were included. The tool was designed in a 3 point rating scale.

Validity

The constructed tool was given to the professors of Thiagarajar College of Preceptors for content validity. A panel of 3 professors DR.M.Maruthavannan, Mrs.R.PrasithaIndhumathy, Mrs.N.Jayapriya viewed the constructed tool thus and recommended their suggestions. The tool was thus validated.

Reliability

Cronbac's Apha test was used to find the reliability of the tool.

The reliability was found to be 7.24Group statistics

Gender	N	Mean	Standard deviation	t	Level of Significance
Male	23	71.2609	6.25385	0.918	Not Significant
Female	77	72.7403	6.93087		
Qualification	N	Mean	Standard deviation	t	Level of Significance
UG	69	72.3188	6.67633	0.178	Not Significant
PG	31	72.5806	7.11231		
Branch	N	Mean	Standard deviation	t	Level of Significance
Science	71	73.5493	6.59824	2.738	Significant
Arts	29	69.5862	6.48910		
Locality	N	Mean	Standard deviation	t	Level of Significance
Rural	47	71.0638	6.33968	1.880	Not Significant
Urban	53	73.5849	6.99295		
Residence	N	Mean	Standard deviation	t	Level of Significance
Hostel	30	70.2667	6.14162	2.095	Significant
Day scholar	70	73.3143	6.87474		

Findings

There is no significant difference in the attitude of B.ED students towards technology in instruction based on gender, qualification and locality. There is significant difference in the attitude of B.ED students towards technology in instruction based on branch and residence.

Discussions

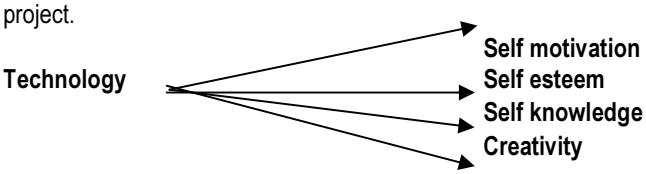
The level of attitude towards of B.ED students based on gender, Qualification, Locality, shows no difference but the level of attitude towards of B.ED students based on branch, Residence shows significance different. The students belonging science department have high attitude towards technology instruction because they are well aware of the technology advancement in present trend. The students belonging to arts groups mainly B.A, M.A (English, Tamil) and they believe in the tradition method of instruction. Hence there is significant difference based on attitude similarly students who are day scholar show high attitude because they travel daily and they free to use technology anywhere, anytime but hostel resist from the use of technology aids difference in their attitude.

Suggestion for Further Research

Research on attitude towards technology for school students.

Conclusion

Technology is used as a tool to support students in performing authentic tasks, the students are position of defining their goals, making design decisions and evaluating their process. Student teacher uses the technology to do their project.



"Technology is the ultimate carrot for students. it's something they went to master, learning to use it enhances their self esteem".

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TECH-NO PEDAGOGICAL FOR TEACHING AND LEARNING

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Abstract

Teacher Education is to learn to teach and teach to learn. Recent evidence indicates that reforms of teacher education creating more tightly integrated programs with coursework on learning and teaching produce more effective and more likely to enter and stay in teaching. An important contribution of teacher education is its development of teacher's abilities to examine teaching from the perspective of learners who bring diverse experiences and frames of reference to the classroom. It is important to recognize that, Teacher Educators and Training Graduates are becoming more knowledgeable of Information and Communication Technology outcomes (ICTs), they continue to have knowledge or skill with which to integrate those technologies into their teaching practice. This paper discusses and outlined the importance of developing Techno-pedagogical skills in Teacher Education.

Introduction

"Education is not the filling of a pail, but the lighting of a fire."Education may be defined as a systematic process of determining the extent in which the objectives are achieved by the public. According to Tagore, "Education is that which does not merely give us information but makes our life in harmony with all existence." As the twenty-first century approaches, the literate citizen 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. The education system was now witnessing a paradigm shift from the traditional chalk-and-board teaching methodology to digitizing the pedagogical approach through technical devices. A transformation would not only increase the capability of the teachers but would also widen the knowledge base of students so as make them competitive in the international arena. Therefore the technology orientation needs to improve in order to equip themselves to face the students belong to the digital era and also to face the challenges in the modern classroom.

Techno-Pedagogy

Techno-Pedagogy decides whether an Education media product is successful or not. Pedagogy refers 'Science and Arts of teaching'. Techno derived from Latin word 'Texere' means 'weave or construct'. Techno-Pedagogy refers to weaving the techniques of teaching into the learning environment itself. Education Technology provides approximate designing learning situations, holding in view the objectives of the teaching and learning bring the best practices/means of instructions which effect on learning.

Techno-Pedagogical Skills Improve Quality of Education

Acquiring techno-pedagogical proficiencies will make teaching and learning a pleasurable exercise as it would lessen the pressure on the teachers and enable the students to delve deeper into domain of knowledge. Technology had made inroads into every sphere of human activity, including the field of education. It had totally transformed the face of didactic teaching and brought about far reaching changes in the way in which knowledge was being shared. As the Teachers knew the significance of technology as it had made easier for students to understand. When it came to teaching theories, the Teachers should give up the mechanical approach and make it interesting by simulating problems and finding solutions to such imaginary issues. In such a context, the terms "pleasure and pressure" should not get blurred and the distinction could be kept intact if the teachers with appropriate techno-pedagogical skills make teaching a "pleasurable" experience without feeling much of "pressure."

Importance of Techno-Pedagogical Skills for Teacher Educators and Training Graduates

Teacher Education holds the most crucial position and helps in the success of any educational system. A teacher educator is the topmost academic and professional person in the educational pyramid who shapes the future teachers and the onus of quality of teachers therefore rests on the teacher educators themselves. Technology is a broad and constantly changing skill-set required of faculty, and selecting the appropriate techno-pedagogical strategies to effectively engage students in the content is a separate skill-set. Media literacy influences student development, and developing a critical analysis of media consumption is an important skill for students. In understanding how technology and media intersect with learning, consider the compatibility between theories of technology and education, and how

that relates to the content. There is a need for Teacher Educators and Training Graduates, as well as the institutional level, to identify and articulate the occupational realities when technology and competencies intersect, while understanding and communicating how technological resources and strategies can engage students and enhance student learning.

Learning Process

The Technological Pedagogical Content Knowledge is a collaboratively developed framework of scholars and researchers seeking to conceptualize and clarify the competencies that evolve from the intersection between pedagogy and technology. Investments in new and interactive technologies in education require both the technical and pedagogical skills to use them. Instruction takes place in an innovative online learning environment where teacher educators and training graduates explore technology, learn technical skills, evaluate the appropriateness of various technologies in their subject areas, and devise creative and meaning full approaches to incorporating technology into sound pedagogy. The focus is on developing both the technological skills and the critical and reflective thinking skills necessary to continue using the most up-to-date technologies in the classroom. Therefore, in order to provide targeted and appropriate professional development and support for faculty, the Center for Teaching Excellence uses the Technology, Pedagogy and Content Knowledge framework for identifying interrelated competencies related to teaching with technology. New technologies can create new, open learning environment in which the instructional role can be shifted from a teacher-centered to a learner-centered. Teachers move from being the major source of information and deliverers of knowledge to co-learners and collaborators.

Teacher Competences and Training Guidelines

Teacher education has centred on questions of how best to help teachers to integrate technologies into their classroom practice. The crucial role of teacher education in developing teachers' awareness of technical and pedagogical affordances of tools and resources, as well as their ability to use them effectively in the classroom. These abilities have been referred to as "techno-pedagogical skills" or "techno-pedagogical competences".

Conclusion

Education plays a vital role in enriching the society and human resource. Teacher educators and training graduates can play an effective role only if they are prepared in a creative, resourceful and efficient manner to use techno-pedagogical skills to nurture the students as per the demand of the changing times. Teacher educators and training graduates must also adapt and change and be familiar with using emerging technologies that can encourage student participation. Teaching with use of modern technical facilities enhances student's knowledge and improves the teaching-learning process in this fast changing complex world.

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TECHNO-PEDAGOGY IN MATHEMATICS TO TEACHING AND LEARNING

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Abstract

The use of technology in education has grown rapidly in recent years. Thus, integration of technology in the teaching and learning mathematics because a very critical issue. By technology in the education we mean the implementation of computer and other technical tools inside and outside class. In this paper, we report and analyze the technology and attitudes towards it of both students and instructors. Techno-pedagogical skills are the ways to make accessible and effect able quality education to all. The results indicated that , in general both students and instructors have a positive attitudes towards technology and support its integration in the course of mathematics, students should develop their knowledge about how technology can be used in problem solving , in visualizing , and when investigation mathematical models.

Introduction

The integration of technology in the teaching and learning of mathematics is a very critical issue in mathematics education and still raises may unanswered questions. Schools today face ever increasing demands in their attempt to ensure the students are well equipped to enter the work force and navigate a complex world. Research indicates that computer technology can help support learning and that it is especially useful in developing the higher order skills. There are many benefits of using technology in class room especially are students become digitally literate. Mathematics to most, is a complex and difficult subject. The tendency for most students is to consider the subject as one that is boring. This possess a great challenge for teaching and educator, especially in the primary and intermediate when in a good study habit .Technology is a prominent features of many mathematics classrooms. According to the National Center For Education Statistics(NCES, 1999), the percentage of public high school classrooms having access to the internet jumped from 49% in 1994 to 94% in 1998. One way to close the gap and bring mathematics education in to the 21st century is by preparing vise teachers to utilize instructional tools such as graphing, calculators and computer for their future practice.

Technology

Technology is a body of knowledge devoted to creating tools, processing actions and extracting of materials. Technology is also an application of mathematics to solve a problems. If technology is well applied, it can benefit humans, but if it is wrongly applied, it can cause harm to human beings.

Use of Mass Media in Teaching Mathematics

Mass media is an important of making mathematics teaching and learning more effective and interesting. The use of mass media helps in breaking the monotony of the classroom teaching-learning process as most of the learning takes place through multi-sensory experience is listening, seeing, touching, feeling and so on.

Radio

Almost all the important centers of AIR board cast special program on mathematics education. As far as possible, the teacher should try to integrate radio program with regular classroom instruction the students may be asked to take the notes on the programs and the teacher can follow it up with a discussion on following day.

Tape Recorder

This is another auditory aid with can be used effectively for teaching mathematics perhaps, recorded speeches by expert can be used effectively for introducing a lesson motivating for introducing a lesson, motivating a student, presenting new information for which student have no immediate access, bringing out of significant of mathematics in different fields etc., The recorded messages should be clear and should easily undershoot by the students.

Television

Television has greater advantage than other media as it not only conveys the messages through the sound, but also depicts the content with relevant pictures, figures and scenes.

Computer and Compact Disc

With the technological advancement computers have become important aids for teaching mathematics. The teacher of mathematics can put to use computer for a variety of purpose such as tutorial sessions, drill and practice simulation, gaming, mathematical modeling and problem solving. The uses of computers makes learning inter active and interesting for students.

Internet

Internet comprises in numerable features. It is the need of the hour to find out the means of using although features for mathematics teaching. Technological advancement in the field 2D and 3D animations, video, audio, have made the mathematics teaching incredibly easy.

Calculator

There are also calculators which include software for grammatical constructions on the market today. All students are handling calculator very easily.

EDUSAT

The launch of EDUSAT has helped in providing quality instruction through video programs to students are benefitted from the video programs delivered to the satellite.

Interactive white Boards

On interactive white boards that provides touch control of computer application. This is very interest to learning the students. This not only aids in visual learning but it is interactive so that students can draw, write or manipulate images on the interactive white board.

Software used for Teaching and Learning Mathematics

- Graphics calculators
- Dynamic Graphing Tools
- Dynamic geometry tools
- Microsoft excel/Spread sheet
- Microsoft mathematics
- Geo Gebra
- Auto shape
- Mathematics Lab

Advantage

- Technology promotes individual learning
- Students can use their ipads and internet to make personal research online and educate themselves. They will have no fear of making mistakes and this will encourage them to explorer more about the mathematics.
- Technology encourage group learning
- Technology encourages risk taking due to changes in presents
- Technology provided to student with disability
- Technology bridages the gap between teachers and students

Disadvantage

- Distraction is the classroom
- It is very expensive
- Requires training

Conclusion

Using technology to teach mathematics students should develop their knowledge about how mathematics is used with information technology, as well as how technology can be used in problem solving in visualizing and when investigating mathematical models. Using technology the students learn more mathematical tricks. Mathematics visualization and models in the computer and it improve student's skills and knowledge. Technology using to teach mathematics is the hybrid approach of teaching and learning process. So using technology to teach mathematics is one of the best teaching and learning method.

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LANGUAGE BARRIERS IN PROFICIENCY

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Introduction

Language is a vital tool for communication. It is not only a means of communicating thoughts and ideas, but it builds friendships economic relationships and cultural ties. We can communicate only with signs without language. More over a language distinguishes the differences and also celebrates the uniqueness of cultures in a country or in region or in a community. To proper learning of language helps us to develop ourselves, our minds and also our personality. In this essay we deal what are the barriers are in here to learn English language.

Role of English Language in India

India's long association with English language has benefited the people in many ways. English language has enriched the Indian language and culture and has broadened our outlook on life. The role and importance of English language in modern India cannot be denied. Many of the books on higher study on science, technology, engineering, medicine, etc. are either written in or translated into English. The sound knowledge of English helps a student in his studies.

Definitions of Language Barriers

Language is needed for any kind of communications, even people with speech impairments communicate with sign language and brail. Communication becomes difficult in situations where people don't understand each other language. The inability to communicate using a language is known as language barrier to communication.

Language Barriers and Communication

Typically, little communication occurs unless one or both parties learn a new language, which requires an investment of much and effort. People travelling aboard offend encounter a language barrier. The o come to new country at an adult age, when language learning is a cumbersome process, can have particular difficulty overcoming the language barrier". Similar difficulties occur at multinational meetings, where interpreting services can be costly, hard to obtain and prone to error.

Language Barriers

Language barriers are the most common communication barriers which cause misunderstanding and misinterpretations between people. Most of the people in the world do not speak English, or even if they use, it is their second or third language. If the speaker and receiver do not use same language and words, there is no meaning to the communication.

Physical Barriers

Physical barriers are easy to spot-doors that are closed, walls that are erected and distance between people all work against the goal of effective communication. Many professionals who work in industries that thrive on collaborative communication, such as architecture, purposefully design their workplaces around an "open office" plan.

Dialects

While two people may technically speak the same language, dialectal differences can make communication between them difficult. Examples of dialectical language barriers exist worldwide.

Language Disabilities

Language disabilities are physical impediments to language. Physical language disabilities that cause language barriers include stuttering. Dysphonia or an articulation disorder and hearing loss.

Language Barriers in Class Room

Language barriers in the classroom have become a major problem due to the growing number of minority students who do not speak English. This is such a huge problem because these kids are not getting the same opportunities to

meet their full potential. This is not right because it is causing these kids to not succeed in school. There are several ways to deal with the problem. The four options are, creating equal education for all students, motivating kids through support systems both inside and outside of the classroom, doing away with standardized tests and lastly by using various forms of non-verbal communication amongst diverse children.

Strategies for Overcoming Language Barriers

Speak slowly and clearly:

Focus on clearly enunciating and slowing down your speech. Even if you're pressured for time. Don't rush through your communication. Doing so often takes more time, as miscommunication and misunderstanding can result and you'll ultimately have to invest additional time in clearing up the confusion.

Ask for clarification: If you are not 100% sure you've understood what others say. Politely ask for clarification. Avoid assuming you've understood what's been said.

Frequently Check for Understanding

Check both that you've understood what's been said and that others have fully understood you. Practice reflective listening to check your own understanding and use open-ended questions to check other people's understanding.

Grammar and Spelling

Grammar and spelling becomes a barrier in communication as people from different parts of the world can be using it differently even in a particular word. Similarly, grammar and spelling mistakes create huge communication barriers in written communication. For example, a person makes of typing done as don. The spelling and grammar checker of the computer does not label it as wrong as don is also a correct word. But, the word can change the whole meaning of the sentence or make the sentence not understandable.

Word Choice

The choice of word used describing anything must be considered before communicating. The words used by a particular person to show their agreement on something can be taken as sarcasm which is negative in nature. Words with two meanings, homonyms, homographs, homophones should always be avoided as it doesn't send the proper meaning and can be interpreted in any way.

Conclusion

Language barriers in the classroom have become a major problem due to the growing number of minority students who do not speak English. This is such a huge problem because these kids are not getting the same opportunities to meet their full potential. This is not right because it is causing these kids to not succeed in school. There are several ways to deal with this problem. The four options are, creating equal education for all students, motivating kids through support systems both inside and outside of the classroom, doing away with standardized tests and lastly by using various forms of non-verbal communication amongst diverse children.

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PROBLEMS ON TEACHING AND LEARNING IN ENGLISH LANGUAGE

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Introduction

Nowadays technology, information and knowledge explosion have led to the increase of teaching and learning English as an international language. Teaching and learning English in different countries have been faced with some problems. English has been taught in schools in Iran since many years ago. But the point is that although our students spend a long time in language classes, they do not achieve a desirable level in various language skills and are not able to say some English sentences. Teachers and students have lost their time and costs and most learners have not used their precious life in learning English and as a result it has had adverse effects on people's lives. Due to the deficiencies that exist in language teaching and despite the efforts, the desired result cannot be achieved, so it can be said that English teaching has a decorative aspect and it has no academic consequences. This paper studies the problems of English teaching and learning in students.

Demerits of Learning English

Lack of Interest and Motivation for Learning English

This factor is the most important obstacle in learning English. Most students are not interested in learning the language and just think about passing the course, thus because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly, because they are tired of its repetition. English teacher should encourage the students to learn the language by repeating. This encouragement should not be verbalized, but some awards should be considered to increase the motivation and interest in students. Students should be encouraged to repeat the language, because the language can be learned only be repetition.

Lack of Repetition and Frequent Practice of Students

Since students are not interested to learn English, so they will be tired of repeating and practicing the language. If the language is taught by the use of audio and video, then the students will learn it within a short period of time. We should use the specific methods which are from the experiences of teachers in order to motivate the students in learning English. Problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning Problems and challenges in teaching and learning speaking at advanced level39process and learning speaking in particular. They can be defined as follows(Ur 1995: 121):

- inhibition – fear of making mistakes, losing face, criticism; shyness;
- nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments;
- low or uneven participation – often caused by the tendency of some learners to dominate in the group;
- Mother-tongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.

Choosing an Approach

Designing a speaking syllabus depends on several factors, the most obvious being the age and level of learners, the learning context and the aim of teaching. First, it must be defined how much emphasis can be given to speaking within a particular course and whether speaking is to be taught separately or integrated with the teaching of other skills and areas of the language. Secondly, it is essential to choose an approach which defines the teaching procedure. The selection between a task-based approaches, a genre based one or the combination of both types is the most crucial step in designing the course as it influences all the elements of the learning process in progress. Nevertheless, a modern multi-layered syllabus should specify the target aspects of the speaking skill to be taught, as well as the grammar and vocabulary components (Thornbury 2007).

Genre-Based Approach

A genre-based approach focuses on the notion of the communicative situation which centers around a particular spoken genre or genres. Needless to say, the variety of types of communicative situations is virtually unlimited. As a

consequence, the teacher faces the necessity of deciding which situations should be included in the language course he or she coordinates.

Task-Based Approach

A task-based approach stems from the general idea that "a language is best learned through using it, rather than learned and then used" (Thornbury 2007: 119). Consequently, it is believed that accuracy results from fluency, in other words the need to communicate effectively leads to the refinement of learning and language. A task-based syllabus, then, takes the form of a sequence of integrated tasks which involve speaking and which reflect the situations that learners are likely to meet in real. Both approaches have their advantages and drawbacks. The task-based approach has been criticized for giving priority to the process of using language rather than focusing on the language that learners actually produce. The general-based approach has been considered inadequate as it relies too heavily on imitating models and this is not necessarily the way in which people communicate in real life.

Patterns of Interaction in Foreign Language Classrooms

In general, student-student interaction is the dominant pattern of communication in learner-centred classrooms, since it expands student talking time and fosters student use of language for learning, as opposed to only demonstrating what they have learnt. Working in groups on cooperative learning tasks produces many constructive student-student interactions which, in turn, enhance learners' educational achievement, aspirations, motivation, self-esteem, positive attitudes to learning (Webb 1982) and helps develop social skills.

Speaking Activities at Advanced Level

The process of developing speaking skills consists of three stages:

1. Awareness – learners are made aware of features of target language knowledge,
2. Appropriation – these features are integrated into their existing knowledge-base,
3. Autonomy – learners develop the capacity to mobilize these features under real-time conditions with out assistance. And group discussion, debates role-play, language games, computer assisted language learning etc.

It seems that at the advanced level of foreign language proficiency students and teachers' efforts should be focused on the stage of appropriation and its effective movement towards autonomy in target language use. For that purpose they need a range of speaking tasks that encourage a considerable degree of independence by relying on extensive oral practice (treated asa source of meaningful input and feedback) mainly in the form of student interactions. The speaking activities presented below take into account the above assumptions. in foreign language

Four Categories of Phonetic and Sound Systems Which Affect the Process of Language Learning and Teaching

1. Factors related to the speaker: number of speakers, their speed and variety of accents
2. Factors related to the listener: role of listener, understanding the response, Interest rates relative to the subject.
3. Content(text): the complexity of the data structure, grammar and vocabulary.
4. Supplies and Support: in pictures, graphs and other visual and auditory instruments

But we have to admit that a part icularculture of language learning should be formed. And not to provide a learning plat form, students do not grow in this area, because students forget the knowledge and language they learn this processes completely natural and it is true in other courses. Nowadays there is need to learn a foreign language due to the increase of growing media and communication equipment, such as network and Internet...

Conclusion

The problems of teaching and learning speaking, in particular those which are most relevant in the context of developing oral skills at the advanced level off origin language proficiency. The complex nature of spoken discourse must be taken into account and reflected at each stage of the learning process. If language is taken from the human society, human civilization will be destroyed, thus teaching and learning language is apriority in the field of education. Nowadays, with the advancement of science and technology, English is essential as an international language. So in this new millennium, language is the guiding factor for trading, politics, economy, science and technology. Extending the English learning is a prerequisite due to the growing development in the field of science and technology and the need to become aware of them through the mass media. This will be achieved by the development of English language teaching in a principle manner. And second language teachers need special training to learn how to teach the language.

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TECHNOLOGY TOOLS FOR TEACHING AND LEARNING

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Introduction

Technology, in one form or another, has always been part of the teaching and learning environment. It is part of the teacher's professional toolbox. In other words, it is among the resources that teachers use to help facilitate student learning. Technology has changed dramatically over recent decades. The increasing variety and accessibility of technology has expanded the toolbox and the opportunities teachers have to use technology. Computer devices are more powerful and come in different forms, from those that sit on our desks to those that sit in the palm of our hands. The internet connects those devices and connects students to each other in the classroom, through the school and around the world. This chapter considers the technologies that are available to teachers to support their teaching strategies. The chapter focuses on software, applications and resources that support teaching and learning. We consider the tools that teachers use to help their students use, create, manipulate and share information on computer devices and over computer networks. Technological devices and networks have changed our schools and classrooms.

The role of Technology in Education

Learning with technology has become essential in today's schools. Worldwide, governments, education systems, researchers, school leaders, teachers and parents consider technology to be a critical part of a child's education. Developing students' knowledge and skills related to ICT in the school years provides an important grounding for later in life. It also provides equity of opportunity, regardless of background. General social commentary and the popular press tend to generalize about young people, their access to and use of technology. Recent literature have challenged these assumptions and acknowledge that, although students today may have been born into a technologically rich world, they may not be avid and skilful users of technology (Bennett, Maton & Kervin, 2008). Further, there is recognition that merely providing access to technology is not enough. Meaningful development of technology based knowledge and skills is important for all students, in order to avoid a phenomenon known as the 'second-level digital divide', whereby people have drastically differentiated skills, which in turn influence how people participate in society(OECD, 2010).

Learning with Technological Tools

The contemporary curriculum guides teachers to facilitate the development of adaptable and flexible learners who know how to take on new tasks and situations, quickly and easily. Students will need to be good communicators who can competently discuss topics with others and effectively share their ideas in many forms and for different purposes. Students will need to possess excellent collaboration skills and be able to work together with many different types of people, each of whom has her or his own special disciplines and unique ways of learning and working together. Furthermore, students will need the ability to create in a variety of manners and bring their visions and ideas alive through different types of media.

Technology for Understanding

How do we learning and remember? This view of learning is the information processing perspective, which considers learning as a change in knowledge in our stored memory. When we pay attention to inputs into our sensory register, these inputs (or information) become part of our working (short-term) memory. If we want to retain this information, it needs to be encoded as schematic into our stored(long-term) memory. Then we need to be able to retrieve this information from our stored memory to use it later (Atkinson &Shiffrin, 1968). Teachers can support students to process information by helping them to organize new information, link it to their existing knowledge and use memory aids to retrieve information. Digital learning resources and computer software can be used to facilitate these processes.

Digital learning resources

Digital learning resources support information processing by helping students to develop mental representations through the mix of media elements presented to them. Digital learning resources include content and, sometimes, learning activities. They combine multimedia elements including text, image, video and audio to present information. Research on multimedia learning have demonstrated more positive outcomes for students who learn from resources that effectively combine words and pictures, rather than those that include words alone (Mayer,2008).

Teachers use digital resources for a variety of purposes and in many ways, including:

- As a way to introduce students to a topic
- As part of a teacher lecture or demonstration
- As a stimulus to group or whole-class discussion
- To provide students with access to different text types
- To engage students in activities that are not possible in the classroom

Using Technology to Communicate

A child is not born a user of digital technology, but can learn to become one. It is through a parent, a program, a friend or a teacher that a child learns to use technology. Students are seeing, using and trying media in all aspects of their lives outside of the school context. Teachers can help students draw links between what is happening outside of school and what is happening inside the school. Teachers can use technology within the classroom to model real-world practices. Meaning making occurs when students communicate using multimodal texts. Teachers can set a range of communication learning activities for students , including journal writing, speech writing, preparing topic talks, newsletters and debates. Technology can be embedded meaningfully and engagingly into these activities.

Evaluating Technology for Teaching and Learning

Teachers evaluate all kinds of materials that they use for teaching and learning. There are many similar considerations when evaluating technological tools, and some criteria that are unique. Some criteria and questions teachers might ask themselves when evaluating educational software, applications and resources are listed below. How relevant each of these considerations is depends on the form of the technology; for example, a digital learning resource or software that might not include instructional content.

Challenges and Barriers

This chapter has presented the opportunities for using technological tools in teaching and learning. However, it is true that not all teachers are embedding technology into their teaching. A significant body of research has investigated why this occurs. The barriers to using technology in the classroom are many and include, among others, resource limitations, teacher knowledge and skills, and teacher attitudes and beliefs (Hew & Brush, 2007).

Conclusion

The pace of technological change in society and in schools has been exponential and will continue to be so. Teachers are using ICT to support their role in providing students with structure and advice, monitoring their progress and assessing their accomplishments. When students use technology to conduct research projects, analyze data, solve problems, design products and assess their own work, they work with others to create and communicate new knowledge and understandings. This chapter has presented a range of tools and a range teaching and learning strategies. These strategies are based on theories of learning that allow teachers to provide different experiences for their students. Technology is changing all the time and what we know about how to use that technology effectively is developing continuously. As a future teacher, you will continue to develop your understanding and practice. regarding the use of technology to help your students learn effectively

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21st CENTURY'S TEACHER SHOULD BE A TECHNO-PEDAGOGUE

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Abstract

Teacher Education is to learn to teach and teach to learn. In the rapidly expanding knowledge based society, teaching becomes one of the most challenging professions so it is necessary for teachers to use and applies modern technologies in their teaching. Merely introducing technology to the educational process is not enough. One must ensure technological integration since technology by itself will not lead to change. Rather, it is the way in which teachers integrate technology that has the potential to bring change in the education process. It is important to recognize that, Teacher Educators and Training Graduates are becoming more knowledgeable of Information and Communication Technology outcomes (ICTs), they continue to have knowledge or skill with which to integrate those technologies into their teaching practice. This paper discusses and outlined the importance of developing Techno-pedagogical skills in Teacher Education.

Key Words*: - ICT, Teacher Education, Techno-pedagogy.*

Introduction

"If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the Father, the Mother and the Teacher"

-- A.P.J. Abdul Kalam

Teacher is called as an architect and nation builder who leads their students from the darkness of ignorance to the light of knowledge. The quality of teachers is a key predictor of students learning. Therefore, teacher education to produce teachers of high quality is of utmost importance. The knowledge of ICT and skills to use ICT in teaching and learning process has gained enormous importance for today's teachers. Teachers must understand their role in technologically-oriented classrooms. Thus, in the present era of technology, it becomes essential to every teacher should know how to use technology, pedagogy and subject area content effectively in their daily classroom teaching. Furthermore, there is a need to learn how to integrate ICT's into classroom activities.

Techno Pedagogy

"Electronically mediated courses that integrate sound pedagogic principles of teaching/learning with the use of technology"

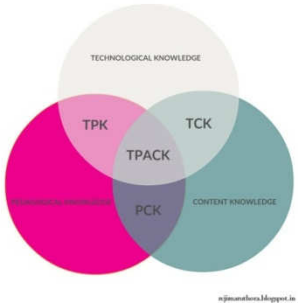
-H. Connors

The objective is not to prepare technocrats, but to develop techno-pedagogues. Techno-pedagogy is the art of incorporating technology in designing teaching learning experiences so as to enrich the learning outcome. i.e., to make use of Internet technology, exploring it, accessing information from it to use in teaching learning process.

Scope of Techno-Pedagogy

- Enhance linguistic abilities
- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction
- Plan specific pedagogy
- Support in Distance Education through e-learning
- Guide and Counsel for career choices
- Stimulate Self Learning ability
- Enhance enrollment and examination process
- Assist in research activities
- Reinforce for cognitive learning
- Development of life skills
- Develop aesthetic sensibility.

Technological Pedagogical Content Knowledge (TPACK)



TPACK as a synthesized resource of Technological knowledge (TK), Content knowledge (CK), Pedagogical knowledge (PK), Pedagogical content knowledge (PCK), Technological content knowledge (TCK), Technological pedagogical knowledge (TPK) with a focus upon how technology can be uniquely crafted to meet pedagogical needs to teach certain content in specific contexts so as to ensure fruitful learning.

The Concept of TPACK -Venn diagram

Teachers and pre-service teachers, the designers of learning environments, are expected to have technological pedagogical content knowledge (TPACK). Therefore, the determination of pre-service teachers' perceptions about their TPACK level is very important. Thus, to be a competent teacher the knowledge & skills of technology, pedagogy and content are required as the basics of an effective teacher in this new era of technology. Techno-pedagogical skills are become essential to teachers as well as pupil teachers and learners also.

Importance of Techno-pedagogical skills for Teacher Educators and Training Graduates

Teacher Education holds the most crucial position and helps in the success of any educational system. A teacher educator is the topmost academic and professional person in the educational pyramid that shapes the future teachers and the onus of quality of teachers therefore rests on the teacher educators themselves.

Technology is a broad and constantly changing skill-set required of faculty, and selecting the appropriate techno-pedagogical strategies to effectively engage students in the content is a separate skill-set. Media literacy influences student development, and developing a critical analysis of media consumption is an important skill for students. In understanding how technology and media intersect with learning, consider the compatibility between theories of technology and education, and how that relates to the content. There is a need for Teacher Educators and Training Graduates, as well as the institutional level, to identify and articulate the occupational realities when technology and competencies intersect, while understanding and communicating how technological resources and strategies can engage students and enhance student learning.

TPACK as a Tool for Effective Learning

- As a knowledge for the representation of concepts using technologies.
- As a knowledge about pedagogical techniques that use technologies in constructive way to teach the content.
- As a knowledge of how technology makes concepts difficult or easy to learn and how technology can help to redress some of the problems that learners' face.
- As a 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 epistemology or strengthen old ones.

Conclusion

Education plays a vital role in enriching the society and human resource. Teacher educators and training graduates can play an effective role only if they are prepared in a creative, resourceful and efficient manner to use techno-pedagogical skills to nurture the students as per the demand of the changing times. Educational systems around the world are under increasing pressure to use the new information and communication technologies (ICTs) to teach students the knowledge and skills they need in the 21st century. Technology is never a substitute for good teaching without techno-pedagogical skilled instructors; no electronic delivery can achieve good results. Teacher education institutions and programmes must provide the leadership for pre- and in-service teachers and model the new pedagogies and tools for learning. Thus, as a fraternity of teachers we should use techno-pedagogical skills in Teacher Education in 21st Century because these are only who can construct a leading road for the advanced future for pupil teachers as well as the students. If techno-pedagogy would be used then it can make a difference to provide accessibility, equality and quality of teacher education, thus at the end overall education.

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PROBLEM IN THE CLASSROOM TEACHING

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Abstract

There is growing interest in studies of teacher's action and conception, little is known about content related teaching problem arising in the classroom. This paper presents a thematic study of problems which can occur when teaching in the classroom. The teaching problems are reported in terms of teacher activities causing difficulties for students in considering new conception to be necessary, intelligible, plausible, or fruitful. The primary purpose of this paper is to special education for teachers and regular classroom teachers for the challenges of individualized programming for students with learning. To access the motivational effects of their own behavior and teaching strategies and motivation problems, external reinforcement are included in the paper. Implication for an improvement of current classroom environment. Practice and content – related teacher training are offered.

Introduction

Classroom challenges-sometimes, particular students may cause you problems in class, without warranting major cooperation or involvement. Traditionally teachers are encourage to believe that the learning environment must to be orderly and quiet. For some principals, a quiet classroom means effective teaching. With the growing movement towards mutual learning, however more teachers are using activities in which students take an active role. Sharing ideas and information with various activities occurring at the same time can make for noisy classroom. Teachers may have to face a lot of diversion in classroom daily. They may have to deal with uninterested students. A good teacher always remains committed to their profession and tries solving problem.

Challenges Faced by the Teachers

- Challenges related to teaching material -Technology has become an essential part of education so classroom nowadays are equipped with computers. Computers are provided to the students to get help and knowledge from online and make assignments. But some students start misusing computers for personal purposes. The best way to overcome this problem is to monitor students strictly while working in computer lab.
- Disrespectful behavior from students is also a problem teachers usually face. The teachers as they see bad-mannered attitudes towards teachers in different movies or shows. If teachers want to solve this problem, they should involve parents in this matter and encourage them to become involved in their child's educational issues. When parents will become involved in all this, they will teach their kids to respect their teachers.
- Teachers are sometimes terrified to discipline a student because of risk of proceedings if they fail to handle situation correctly. Teachers require support of parents, administration and school board in this regard.
- Teachers must prepare lesson plan in order to manage the classroom with the challenges of teaching students in a systematic way.
- Lack of special needs teacher –the teacher should have plan and planned skill and to manage classes and deal with challenging activities. The teacher must prepare their lesson and teaching aids.
- Lack of enough classroom and poor learning environment
- Curriculum structure – the curriculum should be flexible for the purpose of teaching those children. The curriculum should be framed according to their age level.
- Expectation from the parents -. A student can become successful only when parents support his teachers. But in fact, parents start attacking teacher when they hear complain from their kid against teacher. Parents like to guard their child without knowing their child's behavior and problems.
- Motivation for teachers and poor salary.

Common behavior Problems in the Classroom

- **Sensory processing disorder** – children with sensory processing disorder can be disruptive in the classroom because they are unable to keep pace with daily lessons. Normal activities can seem confusing and overpowering to them.

- **Aggressive behavior** is a serious problem and is troublemaking to a supportive and safe learning environment. Physical anger can be violet among the students, and some pupils may get hurt. Aggression between students in the classroom or playground disrupts all other activities and negatively affects teachers and other students.
- **Inappropriate language-** the students may use tainted language to impress their classmates or to get the attention of their teacher. Some students use unsuitable language to express aggravation or anger, while others use this type of language because it is normal in their home environment.
- **Inattentive students**-inattentive students tend to fall behind their classmates unless appropriate steps are taken. In certain cases, students may suffer from attention deficit hyperactivity disorder, which causes them to have difficulty controlling their behavior. These children often require extra attention from teachers, so normal school lessons take longer to complete, and students without learning or other behavior problems become bored and irritated.

Characteristics of Children with Learning Disabilities

- Disorders of memory and thinking
- Emotional labiality
- Academic difficulties
- Coordination problems
- Language deficits
- Disorders of attention
- Reading difficulties
- Poor motor abilities
- Written language difficulties
- Oral language difficulties
- Social skills deficits
- Psychological process deficits

Teacher Role in Addressing Learning Disabled Students

- The teacher should provide alternative ways to process information and demonstrate learning to disabled students.
- These students need time to process information. An advance organizer can help them to prepare for and enable them to participate more fully in class.
- Technology is a key element for understanding the subject easily.
- The disabled students require exceptional clarity in terms of expectations, concepts and information.
- They benefit from increased student and teacher interaction.
- Use diagram, graphics and pictures.
- Provide ample independent, well –designed intensive practices.
- Need extra time to process incoming information.

Solution for Classroom Problems
Students Won't Pay Concentration

- Change your teaching method or lesson plan using teaching material with effective manner.
- Ask them questions about what you have taught, get them involved in the classroom and have them participate in an exercise or activity.
- Change their seats. Separate the students who are talking.
- Classes are out of control
- The teachers need to improve the quality of your lessons. Make them more interesting in the education
- The teachers want some rules in place. You also need to have a system and some consequences for when rules are broken.

Students Won't Converse to Others

- Make use of pair work and group work. They will feel less pressure.
- In group discussion -start a sentence and have them finish it
- Undertake role playing or a dialogue from a story. Then they will be pretending to be someone else.

Students who use Unsuitable Lingo

- The teachers need system in the classroom and necessitate to issues a corollary when this happens.

Teaching Huge Classes

- Use groups and pair work.
- Has one half of the class asked the question and remaining students will answer.
- Use worksheets, project and group activity.

Students who are Uninterested

- Add more activities and games to your classes it makes them more interested in the classroom
- Choose topics that they are interested in.

Stress

- Using play way method, try to have more fun, joke, play and make your classes more
- Make your classes more fun with games and activities.

Effective Teaching Strategies

Teacher Clarity

When a teacher begins a new unit of study with students, she clarifies the purpose and learning goals, and provides clear criteria on how students can be successful. It is ideal to present models or examples to students so they can see what the closing stages result looks like.

Classroom Discussion

Teachers have to frequently pace and make easy entire class discussion. This allows students to learn from each other. It is also a great opportunity for teachers to formatively review. How well students are acquisitive new content and concepts.

Feedback

Teachers should offer whole-group feedback on pattern they see in the united class growth and areas of need. Students also need to be given opportunities to provide feedback *to the teacher*. So that she can regulate the learning process, materials, and instruction consequently.

Formative Assessments

In order to make available students with effective and truthful feedback, teachers need to assess regularly and normally.

Metacognitive Strategies

Students are given opportunity to plan and manage, monitor their own work, direct their own learning, and to self-reflect beside the way. When we make available students with time and space to be conscious of their own knowledge and their own thinking.

Conclusion

The problems in the classroom and schools in common, are measured one of the most serious Factors facing the constituent of the educational process, such as parents, teachers, educational Administrators, disappointment in the school, poor study completion, lack of educational facilities such as tools and technology, the physical environment, and the violence against teachers and students. On the basis this thematic paper prospective teachers were sent for teaching practices under proper planning. Majority of the students were not informed about rules and regulations of the practicing schools. Proper planning for teaching practice may be made before its commencement as like consent of

students, transport facility, orientation of teaching practice, available facilities, and school rules and regulations. Pupil teachers may be trained practical for lesson planning in advance and allowed to use the available facilities. Regular supervision and guidance will increase the quality of output. We concluded that the teacher have to tackle the above problems and have to manage the classroom in all situation in effective approach.

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BARRIERS IN LANGUAGE PROFICIENCY

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Introduction

Language is the ability to acquire can use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system. The scientific study of language is called linguistics.

Barriers

Barriers is anything which makes it difficult for someone to do something, especially to send goods from one place to another.

Type of Barriers

- Physical Barriers
- Communication Barriers
- Systemic Barriers
- Attitudinal Barriers

Causes of Barriers

There are many reasons why interpersonal communications may fail in many communications, the message (what is said) may not be received exactly the way the sender intended. It is, therefore important that the communicator seeks feedback to check that their message is clearly understood. Language barrier is a figurative phrase used primarily to indicate the difficulties faced when communicating with others while speaking multiple languages.

What is the Language of Communication

Language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system. The scientific study of language is called linguistics.

These barriers to communication are specific items that can distort or prevent communication within an organization. The ability for a company to recognize the communication issues and come to a resolution can drastically improve working conditions, sales and organizational culture.

Examples of Language Barriers

Examples of language barriers that prevent individuals from effective communication include:

- **Dialects -** While two people may technically speak the same language, dialectal differences can make communication between them difficult. Examples of dialectical language barriers exist worldwide. Chinese, for example, has a variety of dialects that are commonly spoken, including Cantonese and Mandarin.
- **Language Disabilities -** Language disabilities are physical impediments to language. Physical language disabilities that cause language barriers include stuttering, dysphonia or an articulation disorder and hearing loss.

Language Barriers

"It's Greek to me" is a well-known phrase. For communication to work, a message must be understood by the receiver. When two people cannot understand one another, they experience a language barrier. Language barriers occur when a breakdown in language and communication happens at either the sender side or the receiver side of a message. A language barrier can occur within a language or between speakers of different languages.

Language Learners

Language barriers always exist between speakers of different languages. So language learners experience language barriers often as they acquire a new language. The language barrier occurs at both the sender and receiver levels. The unfamiliar vocabulary as well as idioms used in a language present language difficulties for new speakers of all languages.

Language Barriers to Communication

Language is needed for any kind of communication, even people with speech impairments communicate with sign language and brail. Communication becomes difficult in situations where people don't understand each others' language. The inability to communicate using a language is known as language barrier to communication. Language barriers are the most common communication barriers which cause misunderstandings and misinterpretations between people. Most of the people in the world do not speak English or, even if they use, it is their second or their language. If the speaker and receiver do not use same language and words, there is no meaning to the communication. Not using the words that other person understands makes the communication ineffective and prevents message from being conveyed.

Language Barrier and Migration

Language barriers also influence migration. Emigrants from a country are far more likely to move to a destination country which speaks the same language as the emigrant's country. Thus, most British emigration has been to Australia, Canada, or New Zealand, most Spanish emigration has been to Latin America, and Portuguese emigration to Brazil. Even if the destination country does not speak the emigrant's language, it is still more likely to receive immigration if it speaks a language *related* to that of the emigrant.

Language Barrier for International Students in Us

Now, more and more students prefer to study in abroad. Along with all the problems that are internationally faced, language barrier becomes the biggest problem for international students, especially in America. In addition, that kind of language barrier make many students feel helpless and over stressed. Many researches show the difficulty of language barrier for international students.

Language Barriers in the Classroom

Language barriers in the classroom has become a major problem due to the growing number of minority students who do not speak English. This is such a huge problem because these kids are not getting the same opportunities to meet their full potential. This is not right because it is causing these kids to not succeed in school. There are several ways to deal with this problem.

Difference in Language

Difference in language is the most obvious barrier to communication as two people speaking two different languages cannot communicate with each other. For example, an American goes to China. The person does not understand Chinese and most people in China do not understand English. So, when the person speaks, the communication is worthless as the other Chinese person doesn’t understand it.

12Tips to Overcome Language Barriers

- Always show respect for the local language:
- Know which language is spoken:.
- Make an effort to learn some words:
- Use technology:
- Learn local customs:
- Carry a common phrase book:
- Speak slowly:
- Speak proper English:
- Carry a notebook.
- Ask for clarification:.
- Avoid idioms:.
- Use gestures wisely

The Language Barrier and its Effects on Learning

This paper examines the factors within the environments of the classroom that contribute to intellectual retardation among the disadvantaged. To pinpoint the factors involved, educators must consider (1) the language barrier, (2) how it

is formed, (3) at what level is it retarding the pupil, (4) What educational approaches are needed to meet the language needs of the deprived, and (5) how varied must the teaching approaches be, in order to involve the learner.

Strategies to Reach Every Student, Regardless of Language Barrier

Helping every student experience meaningful, deep learning is a constant challenge, in no small part because no two learners are alike. To reach students who are particularly challenged whether because of their ability to speak English or some other reason educators can find a way in by tapping into students' interests and passion. Every student at an Internationals school is an English Language Learner, but not all have a common mother tongue. Internationals schools give students projects that involve complex thinking in both English and native languages.

"The key thing about deeper learning for the kids we work with is not whether they can do it, but how can we structure classrooms so they can be successful."

Barriers to Communication in the Classroom

Communication barriers in the classroom make it difficult for students to get the most out of their education. Some teachers fail to create engaging lessons and struggle to connect to their students on a one-to-one basis. Students with unaddressed language or speech difficulties often have trouble communicating with their teachers and classmates. Personality differences and peer pressure add to the mix. Making some classroom interactions feel awkward or forced.

Conclusion

Typically, little communication occurs unless one or both parties learn a new language, which requires an investment of much time and effort. People travelling abroad often encounter a language barrier. The People who come to a new country at an adult age, when language learning is a cumbersome process, can have particular difficulty "overcoming the language barrier". Similar difficulties occur at multinational meetings, where interpreting services can be costly, hard to obtain, and prone to error.

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STUDY OF THE ATTITUDE TOWARDS TECHNOLOGY AMONG TEACHER EDUCATORS OF TAMIL IN MADURAI DISTRICT

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Abstract

There is a close relationship between the quality of education and the quality of teachers. The quality of education depends upon the knowledge and attitude of teachers towards the ICT. Teacher educators are the facilitators in any educational reform movement. In order to effectively implement the prescribed curriculum and to achieve its objectives of preparing better future teachers, teacher, educators should themselves be psychologically and academically competent. This research paper discusses the difference between male female, urban rural and senior junior teacher educators in curious dimensions.

Introduction

Teacher is an effective and dominating factor among the ones contributing to educational improvements. The teacher effectiveness depends mainly on the teachers' attitude, characteristics and the classroom phenomena such as environment and climate, organisation and management. Various commissions and committees have recommended methods of bringing about qualitative improvements in education. As a result, the teachers are motivated, inspired and endured to develop better curriculum, text books and teaching aids. But, all the efforts are meaningless unless teachers are not having the positive attitude towards educational technology. The teaching learning process has been greatly influenced by rapid advances in Information and Communication Technology (ICT). Integration of this ICT in classroom helps to create an environment for students' activities that lead to meaningful and sustainable learning experiences. It supports students in their own constructive thinking, allows them to transcend their cognitive limitations. It is possible to bring the process of learning beyond the boundaries of classroom by exploring new possibilities of ICT. One of the basic requirements for education in this era of information explosion is to prepare learners for participation in a networked information society. All over the world, educational institutions are being forced to find better pedagogical methods to cope up with these new challenges. Most of the recent research on qualitative improvement of learning mediated through ICT is more or less explicitly considering technology's possibilities how to facilitate social interaction between teacher and student as well as among students globally. In this perspective, ICT is a meditational tool incorporated within learning environment with authentic goals for both students and teachers. Therefore, it can be considered that Information and Communication Technology Mediated Collaborative Learning (ICML) is one of the most promising innovative pedagogical practices at present to build a classroom culture supportive of active knowledge construction that can transform individual learning to the group level mediated by ICT.

Method and Procedure

Method: In the present study Survey Method of investigation was employed.

Sample: For the purpose of the study a sample of 50 teacher educators was selected in Madurai District through random sampling technique.

Tool: The ICT attitude inventory developed by the investigator.

Statistics Used: Mean, SD, t-test were used to analyze the data.

Objectives of the Study

The study was taken up with the following objectives:

1) To find out the difference between male and female teacher educators of Tamil towards their attitudes of teaching technology.
2) To find out the difference between urban and rural teacher educators of Tamil towards their attitudes of teaching technology.
3) To find out the difference between senior and junior teacher educators of Tamil towards their attitudes of teaching technology.

Hypotheses of the Study

In the view of the above stated objectives, the following null hypotheses were formulated:

1) There is no significant difference between male and female teacher educators of Tamil towards their attitudes of teaching technology.

2) There is no significant difference between urban and rural teacher educators of Tamil towards their attitudes of teaching technology.
3) There is no significant difference between senior and junior Tamil teacher educators towards their attitudes of teaching technology.

Result and Discussion
Null Hypothesis

Table 1.1 Significance of Difference in the Mean Attitude Scores of Teacher Educators Towards Technology

Variables	Category	N	Mean	SD	t	Significance at .05 Level
Gender	Male	25	91.85	10.01	**2.47**	**S**
	Female	25	88.39	10.86		
Location	Urban	25	90.75	11.05	1.32	N
	Rural	25	89.02	9		
Age	Senior	25	90.85	10.01	**2.52**	**S**
	Junior	25	87.39	10.86		

The above table 1.1 indicates that the calculated t- values of the two categories viz. sex (2.47 and age (2.52) are greater than the tabulate t-value at.05 level of significance. Hence, both the first and third hypotheses, that is, there is significant difference between male and female teacher educators towards their attitudes of teaching technology are rejected and third hypothesis of location 1.32 is less than the table value so that there is no significant difference between senior and junior teacher educators towards their attitudes of teaching technology are accepted.

Major Findings

- There is significant difference between male and female teacher educators of Tamil towards their attitudes of teaching technology.
- There is no significant difference between urban and rural teacher educators of Tamil towards their attitudes of teaching technology.
- There is significant difference between senior and junior Tamil teacher educators towards their attitudes of teaching technology.

Conclusion

The present study is concluded that male and female as well as senior and junior teachers' training college teachers have significant difference in their attitudes towards Technology whereas this attitude of senior teachers has not been found significant difference between the urban and rural training college teachers. It also has found that the knowledge of ICT will be highly helpful in the development of educational institutions.

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STRATEGIES TO IMPROVE PROFICIENCY IN LANGUAGE LEARNING

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Abstract

In the past few years there has been a growing pressure to the learners 'To improve proficiency in language learning'. Some people have a natural knack for learning languages, but for others learning a new language can be a daunting task. "Anyone can learn, the point is understanding". Without comprehension learning is not fulfil. The best way to learn a new language varies depending on our particular learning style.

Introduction

Language is the ability to acquire and use complex system of communication. Language is an instrument of thought means of understanding. It's a motivated part to understand many things.

The Meaning of Learning are as Follows

Gardener Murphy: "The term learning covers every modification in behavior to meet environmental requirements. Learning is the process by which an individual acquires knowledge, attitudes and skills that are necessary to meet the demands of life. The three main types of learning styles are Auditory, Visual, and Kinesthetic.

Auditory Learning

Auditory learning is a learning style in which a person learns through listening. An auditory learner depends on hearing and speaking as a main way of learning. Auditory learners must be able to hear what is being said in order to understand and may have difficulty with instructions that are drawn but if the writing is in a logical order it can be easier to understand. They also use their listening and repeating skills to sort through the information that is sent to them.

Characteristics of Auditory Learning

Auditory learners may have a knack for ascertaining the true meaning of someone's words by listening to audible signals like changes intone. When memorizing a phone number, an auditory learner will say it out loud and then remember how it sounded to recall it. Auditory learners are good at writing responses to lectures they've heard. They're also good at oral exams, effectively by listening to information delivered orally, in lectures, speeches, and oral sessions. Auditory learners are good at storytelling. They solve problems by talking them through.

Strategies of Auditory Learning

There are many strategies to learn but for auditory learners strategies are based on the listening skill. It's more effective than other techniques of learning.

Listen to English language podcasts. There are tons of free English podcasts on the Internet. Make a habit of listening to a podcast for a few minutes each day. Listen to books on tape whenever you can (as you drive to work each morning, or while you exercise at the gym).instead of taking notes, record classroom lectures and listen to them again in your spare time. Repeat information aloud or silently in your mind as you are taking notes in class. Find a quiet place or a place with light music playing in the background to practice reciting English words aloud. Listen to music, read the lyrics and sing along. Use rhymes to help you remember important point.

Watch movies and television shows in English with English subtitles. Listening to English and seeing the English words written on the screen will help you to better remember the word in the future. Travel to an English-speaking country and experience the English language first-hand. Speak with a native speaker or participate in a language exchange. If you can't find a native speaker in your town, try to speak with a native speaker on Skype.

Visual Learning

The visual learning style, often referred to as the spatial learning style, is a way of learning in which information is associated with images. This learning style requires that learners first see what they are expected to know. People with a visual learning style are often referred to as visual-spatial learners.

Characteristics of Visual Learner

They look around and examine the situation. They may stare when angry and beam when happy. Facial expression is a good indicator of emotion in the visual learner. They think in pictures and detail and have vivid imaginations. When

extensive listening is required, they may be quiet and become impatient. Neat in appearance, they may dress in the same manner all the time. They have greater immediate recall of words that are presented visually. Visual learners like to take notes. Relatively unaware of sounds, they can be distracted by visual disorder or movement. They solve problems deliberately, planning in advance and organizing their thoughts by writing them down. They like to read descriptions and narratives. Need to be able to see the teacher in addition to unique learning methods, the visual learning style is also reflected in personality and habits. Make plans for the future visualization often comes easy to the visual learner. Because visual learners tend to spend so much time seeing things, they often need to make material stand out more.

Strategies of Visual Learning

Taking notes is a very important while listening the presentation. The notes could be clue words or draw maps, diagrams and charts to understand the idea and to recall. Using study cards or flash cards is very helpful to the visual learners. Once they saw the card they can easily remember the words and images. 'A clear attention gives a clear visual'. Watch instructors mouth and face expressions while teaching. When Concentrate towards their action automatically it would store in our mind. Now in the technology world there are many ways to learn.

Visualization games and exercises are more useful to learn additionally, there are online video and images are available. Instead of learning line by line better to see the videos and picture. It can easily record on our mind and inerasable. Highlight important information as you read –color coding your notes can help greatly. Underline or circle new words and phrases. Separate new vocabulary words into indifferent groups. Create your own sentences using new vocabulary words –the next time you see the word, your brain will associated that word with the sentence you create. When reading an article, try to understand the big picture first and then focus on the details. Watch English video tutorials where teachers use visuals to explain grammar points. Watch movies and television shows in English with English subtitles. Buy a grammar work book online on your own.

Kinesthetic Learning

Kinesthetic learning is a learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations. People with a preference for kinesthetic learning are also commonly known as "do-ers". Kinesthetic learners are learners who need body movement and hands-on work.

Characteristics of Kinesthetic Learner

Kinesthetic learners enjoy using manipulatives. they will try new things. They speak with their hands and with gestures. They can remember what was done but have difficulty recalling what was said or seen. Kinesthetic learners are outgoing and expressive by nature. Mostly tend to be messy in habits and dress. They feel uncomfortable in classroom where they lack hands on experience. They need to be active and in motion. They like physical rewards.

Strategies of Kinesthetic Learning

Kinesthetic learners process information best with a "hands-on" experience. They like to learn by doing. So Create flash cards, writing things down yourself helps to put new information in your long-term memory. While learning, practice role-playing activities with a friend. When doing practically easy to memorize the idea. Create motions associated with words. Using your body to express a thought, idea or concept will help to remember it. Kinesthetic learners are learn information via an activity remains fixed in the brain and as they repeat the same activity. They can't able to stay in same place for a long time so study in short blocks is very essential. Take a ten minute break every twenty minutes to move around and recharge. Kinesthetic learners usually have a quick reactions, are good at sports, and have high levels of energy. Learning a new language at home is the most comfortable, move around while studying at home.

Other Types of Language Learners

Analytic (logic) learner

Analytic learners like to concentrate on certain aspects as they learn a new language, such as grammar rules, or enjoy taking apart words and sentences.

Global or holistic learners

Global learners focus on the whole picture and do not care so much about the details. For this reason, they are likely to make small mistakes in terms of pronunciation or grammar rules, as they are more interested in conveying or expressing an idea.

Reflective learners

They are like to think about language and how to convey their message accurately. Unlike global learners, they tend not to make so many mistakes because they take more time in formulating a phrase.

Impulsive learners

They like to take risks with learning a foreign language. They are more concerned with speaking fluently than speaking accurately, and they are likely to make a few mistakes.

Conclusion

'Just like we all see the world different we all learn differently'. Whether you're an auditory, visual, kinesthetic learner, there are many different ways to include English learning in your everyday life. "Learning are indispensable to each other". Thus I have categorized different types of learners in language learning and some of the strategies are mentioned in this paper.

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INTERVENTION STRATEGIES TO IMPROVING PROFICIENCY IN LEARNING ENGLISH

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Introduction

Around the world as many as a billion people speak English as a second language. What's more, it is an undeniable fact that English occupies centre-stage position in today's business world. more people around the world than ever before are studying and learning English because it has become the international language of education and business. What is the best way to learn English and why does it have to be so hard? English language proficiency in all four domains of language development; listening, speaking; reading; writing.

1. Setting goals

While we discuss some strategies to ensure that our proficiency in speaking English gets better, it's important to remember is that like all goals in life, we should be realistic. We should not aim at speaking like native speakers but try and improve the areas where we lack, such as grammar, pronunciation and vocabulary and build on those.

2. Speak in English

Speaking well means speaking clearly, correctly and concisely. And not with a 'fake' accent! Speak the language as much as possible, even if you're not very sure of the accuracy. The more we speak, the better we get. So grab the opportunity to speak with family, friends, on the phone, in social set-ups, at the market place, in the mall, everywhere.

3. Become an active listener

Like two sides of a coin, speaking comes hand-in-hand with listening. If speaking will help improve your skills, listening to English programmes, sounds, discussions, songs, watching movies, will go a long way in helping improve your language ability. Listening gives us insights into the subtle nuances of sounds, the rhythm and the music of this beautiful language.

4. Be an avid reader

Elople don't read any more or at least, not enough, but if you can cultivate this habit and read a good newspaper every day (especially the Editorial page) and progress to reading books of any kind that interest you, there's no better way of improving your vocabulary.

5. Work on building vocabulary

If you come across a word that's unfamiliar, note it down in a small notebook or your mobile phone. Check the meaning, usage and note this down (maintaining an Excel sheet is a great idea and works wonderfully). However, doing just this is not enough. Next, try and use this word because only when you do this will it be internalized. An experience I'm sure we've all had is when we hear a word for the first time, it doesn't register at all. But as soon we look up its meaning and become familiar with it, we notice the same word being used within the next one or two days! That is the magic of learning new words! However, a common myth that needs to be busted at this juncture is that good speakers should use long-winded, complex words.

6. Pronunciation perfection

Speaking well and sounding proficient can happen only when our sounds are good. Therefore working on one's pronunciation is another critical factor to great language skills. It's here that having good listening skills stands us in good stead.For listening intently and picking up the subtleties of sound and diction is the best way of teaching oneself.

When you listen to any good speaker -- news reader, talk show host, anchor, commentator -- be mindful of their pronunciation.

If you hear someone who is a good speaker pronounce a word very differently from the way you have always pronounced it, chances are you're wrong. Without any hesitation, check the pronunciation and confirm who is right.

If it's the speaker, make sure you correct your pronunciation then onward. If it's you who's right, give yourself a big pat on the back!

It's good to know that syllable-stress and word stress play a significant role in English pronunciation so whenever there's opportunity, learn a little about these aspects of sound but you don't need to lose sleep over it.

To start with, getting all the consonant and vowel sounds right is fine and you must be careful about sounds that you have a tendency to mispronounce (Example: Pronouncing examination as eggjaminasun) and keep working on them.

Also, avoid slang, especially in a formal situation like interviews, at work and professional networking platforms like LinkedIn.

Even otherwise, it can lead to miscommunication if the person you're talking to doesn't know the jargon and is clueless about what you're saying.

7. Record your voice

This helps a lot. So read out loud and record your voice. Also, give yourself topics to speak on, record your views and play it back to see how you sound. This is a very effective method as no one's a better critic of you than you yourself.

8. Watch yourself speak

Talking in front of the mirror is another good tactics as it gives you valuable inputs on your facial expressions and body language. So do this or better still, get a well-meaning critic to listen to you speak and provide feedback.

One cardinal rule you must keep in mind is never be afraid to speak or of making mistakes.

Remember, we all make mistakes in one area or the other, so the fear of going wrong should not deter us.

It is good to keep in mind that every error teaches us something, so always look at them as stepping-stones to success.

And finally, one word of caution, don't ever be harsh on yourself.

Be patient and open to learning and these painstaking efforts will surely lead to success.

But keep striving and do not rest on your laurels. For, as Ralph Arbitelle very wisely said, Success is a journey, not a destination.

9. Use Techniques That Make the Lesson More Understandable

Provide visual clues for students by using gestures, modeling, pictures, demonstrations, and graphic organizers. Writing words on the board or overhead projector to accompany speech creates a context for understanding. Words and key lesson information should be posted in the classroom as a reference for later use.

10. Create Opportunities for Practice and Application

The gradual release of responsibility model provides students with ways to practice using new information and concepts. However, some students may need additional opportunities to practice new learning with continued support as they move through the process. Support may include hands-on activities that are meaningful and engaging, more teacher modeling or guided practice, scaffolding of tasks (e.g., providing partially completed graphic organizers or outlines for students to fill in), and explanations in the student's primary language. English learners need structured opportunities in all subject areas for practice of academic English. These can be provided by creating balanced turn taking between teachers and students in class discussions and by having students work in small groups or with partners to discuss and grapple with ideas and information in the text. Opportunities for practice using academic English can advance learners' proficiency and improve their knowledge and use of English.

11. Use Repetition and Redundant Information

Following the simple rule "Say it, show it, repeat it" ensures that students have multiple exposures to the information in a lesson and that they receive the information in a variety of ways. Teachers can provide extra support for English learners by using technology such as PowerPoint slides, overhead transparencies, smart boards, audio taped texts, and Web sites as supplements to oral presentations.

12. Assess Frequently and Reteach as Necessary

The saying "practice makes perfect" is true only if the practice is accurate. Because there is much that may be misinterpreted by students who are learning in a new language, teachers of English learners need to check frequently for understanding and reteach when needed. Periodic review and practice are called for because English learners require repetition and redundancy. English learners improve their conceptual understanding and English proficiency with repeated exposure to learning.

Conclusion

Teachers must have training relevant to their own instructional situation in identifying students, current learning strategies through surveys, interview, or other means ;helping individual students discern with strategies are most relevant to their learning styles, tasks, and goals, and aiding students in orchestrated strategy use rather than a scattered approach.

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TECHNO – PEDAGOGY FOR TEACHING AND LEARNINGMATHEMATICS

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Abstract

"Mathematics Is The Most Beautiful And Most Powerful Creation Of The Human Spirit".

- Stefan Banach.

According to J.K. Galbraith and Stefan Banach "Technology in mathematics is the systematic of scientific to practical tasks of the human spirit". The main theme of techno pedagogy in mathematics is to develop the "Technological Pedagogical Content Knowledge (TPACK)" and using ICT tools in classroom. This topic elaborates the depth and breadth of mathematics content. It deals with the challenges of using technology in mathematics. Summarizing on the whole, Techno – pedagogical implementation is the key factor to break the barriers in learning mathematics.

Key Words: *ICT, Technology, Mathematics*

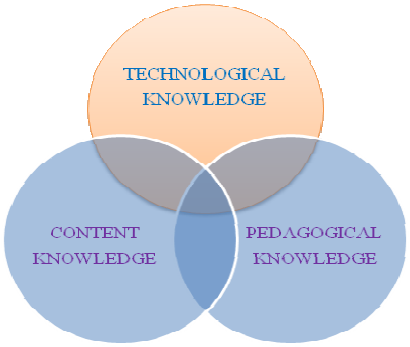
Introduction

The technological revolution has prompted a fundamental shift in our understanding of pedagogy and its related practices. Traditionally, teaching did not require that the instructor also be learner, but only expert. This chapter explores task design in Dynamic and Interactive Mathematics Learning Environments. Teacher knowledge and pedagogical digital tool are discussed under the ideas of Mathematics Digital Task Design Knowledge and Mathematical Digital Boundary Object.

Objectives

- To promote innovative practices in the tool uses of technology in mathematics teaching and learning.
- Support reform of mathematics teaching and learning mathematics classrooms.

TPACK and Mathematics



One area that has seen dramatic growth in the influence and applications of technology on the development of content and the evolution of instruction is mathematics. Properly implemented, technology changes how mathematics is taught by allowing teachers and students to focus on deep conceptual understanding over rote procedural skills through problem solving, reasoning, and decision making. There are many ways in which technology can be used to foster this type of mathematical thinking. These type of environments allow students to "…build and investigate mathematical models, objects, figures, diagrams, and graphs," in ways that bridge the gap between concrete and abstract. Handheld graphing devices allow students, through explorations and applications, to develop a deeper understanding of mathematical concepts and use higher level approaches to solve mathematical problems. Handhelds also promote assimilation between mathematical concepts and their multiple representations (e.g., functions and their graphical, tabular, and symbolic representations). Wireless network technologies, such as the TI Navigator, promote improved student engagement, understanding, and performance by allowing for real time tracking of student progress, collaborative lesson engagement, and instant feedback. Finally, virtual learning environments actively involve students in interactive mathematics instruction. Technological Pedagogical Content Knowledge (TPACK)

Conception and Use of Technology

The first component of TPACK includesa teacher's overarching conception of the use of technology in support of teaching and learning mathematics. It includes what the teacher believes about mathematics as a field, how he or she feels mathematics can best be addressed through the use of technology, and what is important for students to learn about mathematics through the use of technology. Most important, this component includes the knowledge of how to use technology in pedagogically appropriate ways that support instruction authentically rather than as a side show tool.

Technology-Based Mathematics Instruction

"Technology Means The Systematic Application Of Scientific Or Other Organized Knowledge To Practical Tasks".

- J. K. Galbraith.

The second component of TPACK includes teachers' knowledge of and ability to maneuver through various instructional issues specifically related to the use of technology in support of mathematics teaching and learning. From this point of view, teachers need to understand that technology should be viewed as one instructional tool among many. It does not replace the teacher or any type of instruction, but should be included as part of a teacher's instructional repertoire. Also included in this component is the teacher's ability to orchestrate the classroom environment in light of new demands and opportunities created by the use of technology. With the flourishing number of mobile and networking technologies, such as Smart Boards, interactive slates, and the TI Navigator system, teachers must have the ability to manage collaborative inquiry and share control of the technology with students and among students.

Depth and Breadth of Mathematics Content

The fourth component of TPACK takes into account the increased responsibility teachers have to understand their mathematics in breadth and depth. Along with having an extremely strong knowledge base in their subject matter, teachers must also possess a willingness to acknowledge their own subject-matter shortcomings. As a result of the depth and breadth of content that can be explored through technology, teachers need to understand that students may encounter topics and ideas that teachers may be unprepared to manage or address. In lieu of understanding every possible avenue a student's investigation and insight may take, the teacher needs to be able to acknowledge that they are unsure of a student's discovery, comments, or questions and must be willing to invest the time and energy to investigate these various content trails on their own.

Challenges of Using Techno-Pedagogical Skill in Mathematics

Higher education is responding to globalization. Innovative use of techno-pedagogical skill can potentially solve the problems related to higher education.

1. **Bumping of Infrastructure for using Techno-Pedagogical Skills**

There is a need to develop adequate infrastructure both man and material as well as media culture. Collages need to require suitable rooms or buildings so as to accommodate the technology. There should have pitiable techno-pedagogy supportive lab with electronic machine such as telephone, cellular phones, fax, radio, television, video, computer, cable network along with internet, e-mail, hardware and software, satellite systems, sound videoconferencing etc.

2. **Development of Techno-Pedagogic Skills**

Mediated instruction demands techno-pedagogic skills. In teacher education programme teacher educators need to move from pedagogues to techno pedagogues. There should be adequate integration of micro teaching skills, media skills and techno-pedagogic skills.

3. **Dissolve the Crisis of Teachers with Techno-Pedagogical Skills**

For the development of internal capacity of a teacher to use techno-pedagogical skills in teaching, learning, and research, teachers need to be involved in mount training, workshop and designing particular techno-pedagogical skills through ICT to ensure their relevance and effectiveness.

ICT Tools

- **Video Conferencing**
- **Photo math app in android mobiles**
- **Pen Camera**

4. **Encompass of awareness of existing techno-pedagogical services**

Though Universities offer a rich assortment for using techno-pedagogical skills. Therefore, there seems to be healthy awareness among teaching staff of the breadth of technology services available to them.

5. **Solution on problem of using software**

Clear policies and procedures for procuring computer hardware and software are necessary to prevent such problems.

6. **Eternal techno-pedagogy supportive resources**

Sharing of infrastructural resources and innovations, learning materials can reduce development costs. Some effort should have been made on the development of instructional material in the form of Audio Cassettes, Video Films,

Computer Assisted Learning Material, Educational Radio Programmes, Educational TV programmes, and Web Bases Instructional Material.

7. Developing techno-pedagogical E-Content

The best practices in creation of techno-pedagogical E-content, its dissemination, criteria for selection and evaluation requires large scale networking among E-content users and producers.

8. Teacher Education with techno-pedagogical skills

Courses, namely, Educational Technology (ET) and ICT in Education should be offered as core courses at the different levels of teacher education. There could be Teacher Education certificate and degree programmes specially devoted to these areas with extended duration.

9. Computer Based Learning Resources Management Systems

Learning Resources in various media forms such as, CDs, Video films should be available in all the libraries of educational institutions. Libraries need to be progressively converted into digital libraries in which teachers will able to assemble the materials for construction of techno-pedagogical frame.

10. Increase publicity about existing ICT services

A publicity campaign would go a long way to improve the impact of the comprehensive techno-pedagogical skills training through ICT. The campaign could be integrated with existing events (e.g. student orientation, departmental meetings) or existing platforms.

Discussion

When choosing to use technology as part of their instructional repertoire, teachers must understand elements and implications of technology use related to instruction, management, content, pedagogy, and technology itself. Teachers will address various components of TPACK in different ways and must rely on their own expertise to begin thinking about some of the theoretical aspects of the application of technology in support of mathematics instruction.

Conclusion

Techno-pedagogy is a key deciding factor for the hybrid approach of meta-teaching. Use of techno-pedagogical skills can break down some of the barriers that lead to underachievement, student disaffection and educational exclusion. Development and understanding of TPACK, especially as it relates to specific content areas, is imperative because of the importance of technology's appropriate use in educational settings. 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.

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READING COMPREHENSION ABILITY TEST OF ENGLISH [SL] FOR D.TED STUDENTS

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Abstract

Justifying the Reading Comprehension and Ability Test of English the investigators aver there is a need for such a test because of the growing importance of English Language teaching in the world and scientific attitude that is expected not only in teaching but also in testing.

Introduction

Twenty first century is the century of information. Information explosion has increased the importance of reading ability, because most of the information whether it is on net or page requires man's ability to read and understand it. Reading is widely acknowledged and used as one of the important means to acquire knowledge.

Reading is the total understanding of a message in a 'text'. This means the meaning is not merely lying in the text waiting to be passively absorbed. On the contrary the reader will have to be actively involved and will have to work to get the meaning out. Reading has unique position in the school curriculum since it is both a subject of instruction, and a tool for achievement in other subjects. English is taught in schools and colleges but the condition is not satisfactory. There is little coordination among the objectives of the course, final testing and its outcome. On the other hand testing of language skills is not done systematically. Correct and proper tool of testing helps to prepare students for systematic reading.

Significance of the Study

The main purpose of the study is to find out Reading Comprehension Ability Test of English [SL] for D.TEd students, because the future world citizens are in the hands of teachers only. Students read only from the exam point of view. In this situation our tests should also be well prepared testing all necessary skills of the students. After all, test maker's responsibility becomes important. This observation and thought have led the researcher towards testing reading comprehension ability in English. Development and standardization of new reading ability test will help to provide an insight into the process of language learning. It will help the teacher to facilitate the language teaching with more concentration.

Objectives of the Study

- To construct reading comprehension ability test of English [SL] for D. TEd students.
- To standardize the reading comprehension ability test of English [SL] for D. Ted students.
- To study reading comprehension ability of the students of D. Ted students of Madurai with reference to variable like area and year of studying.
- To study reading comprehension ability of the students of D. Ted with reference to variables like caste category, mother's education and father's education.

Hypotheses of the Study

1. There is no significant difference in the achieved Mean scores of reading comprehension ability test in English [SL] between urban students and rural students of D. Ted.
2. There is no significant difference in the achieved Mean scores of reading comprehension ability test in English [SL] between the students of open category and reserve category.
3. There is no significant difference in the achieved Mean scores of reading comprehension ability test in English [SL] between the Ist and IInd year D. Ted students.
4. There is no significant difference in the achieved Mean scores of reading comprehension ability test in English [SL] between the students whose parents have different education levels like illiterate, studied up to school and studies up to college.

Methodology

The investigator used the survey method for collecting data. The sample for the present study consists of 100 D. Ted students in Madurai District.

Tool Used for the Study

The self-made Test was developed and validated by the investigator.

Statistics Used

The statistical techniques are Mean, Standard Deviation and t-test used for data analysis.

Data Analysis

Table Reading Comprehension Ability Test of D. Ted Students

Variable	Sub Variable	Number	Mean	Standard Deviation	't' test	significance
Area	Rural	58	19.44	6.047	7.203	Significant
	Urban	42	22.18	8.800		
Caste Category	Open	32	22.13	7.81	4.664	Significant
	Reserve	68	20.18	7.52		
Year of Studying	I year	35	20.38	6.30	2.269	Significant
	II year	65	21.14	7.67		
Mother's Education	Literate	55	20.53	7.57	5.306	Significant
	Illiterate	45	24.30	7.81		
Father's Education	Literate	70	22.79	7.43	5.111	Significant
	Illiterate	30	16.73	5.13		

Findings of the Study

- The performance of urban students was better than that of rural students in the Reading Comprehension Ability Test.
- The performance of students from open category was better than that of reserved category in the Reading Comprehension Ability Test.
- The performance of students of II year was better than that of I year in the Reading Comprehension Ability Test.
- The performance of students whose mother literate was better than that of students whose mother illiterate in the Reading Comprehension Ability Test.
- The performance of students whose father literate was better than that of students whose father illiterate in the Reading Comprehension Ability Test.

Educational Implications of the Study

- The rural students' reading ability in English was found to be less than that of urban students. Along with the textbook reading, special weight age should be given to extra library reading for English. Activities like the best reader competitions, book fairs, quiz competitions, etc. can be organized in the college.
- The effect of caste category is seen on reading comprehension ability in English (SL). Parents should create proper atmosphere and motivation for their children at home for reading English.
- The effect of year of study is seen on reading comprehension ability in English (SL). A variety of reading should be maintained for students of I and II year in the class. The teachers should organize projects based on reading activity making the students in groups.
- The effect of difference in parents' education is seen on reading comprehension ability in English (SL). Parents themselves should try to learn English for the benefit of their children. The knowledge of English should be given due weight age for all jobs in government as well as in private sectors.

Conclusion

Growing importance of English language teaching in the world has brought awareness among the educators, teachers and parents about effective ways of teaching and learning of English. The Scientific attitude is expected not only in teaching but also in testing. Form this point of view construction of reading comprehension ability test is a right step in the field.

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CHALLENGES FACED IN HIGHER EDUCATION DUE TO THE INTRODUCTION OF TECHNO PEDAGOGY IN THE CURRICULUM

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Introduction

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge"

-Albert Einstein

Education system is now spectator a paradigm shift from the traditional chalk-and-talk teaching methodology to digitizing the pedagogical approach through technical devices. The growing population in the country is in the need of qualified and professionally trained teachers so efforts must be made to improve teacher education. Kothari commission has very rightly said, "The destiny of India is being shaped in its classrooms". A teacher is the most important element in any educational programme .In this era quality education depends on quality teachers and so it is the responsibility of the state to produce potential teaching faculty members. Teachers must understand their role in technologically oriented classrooms.

Role of Techno-Pedagogy in Higher Education

The main applications of the techno pedagogy in higher education is teaching and learning .The prospects can be categorized as the aspects relating to role of techno-pedagogy, such as it helps to enhance linguistic abilities.

- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction
- Plan specific pedagogy
- Support in Distance Education through e-learning.
- Guide and counsel for career choices.
- Stimulate Self learning ability
- Enhance enrolment and examination process
- Assist in research activities
- Reinforce for cognitive learning
- Development of life skills
- Develop aesthetic sensibility.

Challenges of using Techno-Pedagogy in Higher Education

Higher education is responding to globalization. It can be acknowledged that techno- pedagogy enhances better education rather than simple education but there are numerous challenges such as:

Teacher education is the life long process and its pre-service and in-service components are complimentary to each other. The paradigm shift from teacher dominated classrooms to child-centred classrooms builds new expectation on teachers who are to be futuristic leaders to ensure sustainable education. Teachers need to be educated and trained to ensure transformative learning, where teacher and learner , learner and learner and learner and learner and ICT integrated media are integrated media are co-constructors of knowledge. The key role of state governments, universities, academic councils and educational institutions is reflected in a variety of initiatives taken to transform the nature and function of education both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. This has necessitated a refined curriculum in teacher education so as to prepare quality teachers. Pedagogy is the term that involves activities that result in changes in the learner. Watkins and Mortimore define pedagogy as "any conscious activity by one person designed to enhance learning in other" (1999, p.3). Pedagogy comprises teachers' ideas, beliefs, attitudes, knowledge and understanding about the curriculum, the teaching and learning process and their students, and which impact on their 'teaching practices', that is, what teachers actually think, do and say in the classroom. Recently curriculum reforms have moved away from 'teacher centered.

Pedagogic approaches to more 'student', 'learner' or 'child centered', or 'active' learning approaches. Curriculum and pedagogical reforms are a complex process which cannot be handled alone or in isolation from other interlinked components within the education system or the social, economic and political context in which the reforms are implemented. The reified curriculum of the B.Ed. course introduced the new term 'techno—pedagogy'. It simply means the use of technology in pedagogy. Teachers were shocked and confused in the beginning. It was easy to blame that teachers were not techno savvy and that they did not want to be technologically independent. The difficulty of the teacher educator was to manage the average student-teacher who may not have the infrastructural and financial facilities at home to use and maintain such equipment's. About 99% of the student--teachers are from socially and economically backward communities

A part of the problem was solved when institutions started proving such facilities. But usually in the state we have power cuts, maintenance of virus free systems, dust free classrooms, lack of continuous availability of net connections. Student teachers find it difficult to type notes, search materials, prepare PowerPoint, use and update blogs. Some students are techno savy and some are very reluctant. However we try it is difficult to be taught perfectly. The overload of content and shortage of time also makes it possible to transact content and finish portions on time. Teacher educators who enthusiastically expresses the need for new curricular approaches did not have the understanding or support to implement the curriculum as intended, so new initiatives were specified which were specified which were not implemented properly because the approach was not understood and did not mesh with the teachers' overall strategies. There was an emphasis on process to indicate that content learning was no longer important, leading to students missing out on key concepts. There was also a wide gap between the curriculum and forms of educators continued to utilize lectures, question-answer, and group work rather than the pedagogic approaches promoted in schools.

The picture of effective practices in developing countries remains patchy and still inequitable. The problem faced by governments and academic experts is to upscale 'what is best for higher student attainment. They recognized their constraints of large classes and scarce resources are likely to remain the common experience for teachers and their students for some years. The imperative now is to improve teachers' understanding and practices by further shift towards students, their backgrounds, experiences, and current and potential levels of learning, and a more critical understanding of how the curriculum is aligned or not to students. Teaching and learning is conceptualized as a communicative and social process by teacher education.

Role to Release Challenges of Using Techno-Pedagogical Skill in Higher Education

Higher education is responding to globalization. Innovative use of techno-pedagogical skill can potentially solve the problem related to higher education. In spite of complexity skill described above, there are also possibilities to way out from facing challenges to use techno-pedagogical skill through ICT in higher level education.

- Bumping of infrastructures for using techno-pedagogical skills
- Enhance competence on language and online content
- Comprise of incentives of teachers
- Resolution on research and development
- Development of techno-pedagogy skills
- Eternal techno pedagogy supportive resources
- Remove of Frequent power outages and fluctuation
- Development techno-pedagogical E-Content
- Teacher Education with techno-pedagogical skills.

Conclusion

Techno-pedagogy is a key deciding factor for the hybrid approach of meta-teaching. The last two decades have witnessed the inclusion of developments in techno-pedagogical skills in higher education system around the world .Use of techno pedagogical skills can break down some of the barriers that lead to underachievement student disaffection and educational exclusion. Universities and academicians must aim at improving the educational experiences of their teacher students for success. The criteria are curricular transaction and assessment modes are attainable rather than distant benchmarks that may position teachers and their students as always failing. The finding points to the importance of the daily visible impacts that teachers make on their students that reinforces these effective practices and hence learning .Quality education requires innovations, new approaches and strategies, but at the same time we should not forget the realities in the societies .It is not just aping the developed countries and achieves credit for unrealistic goals. The need is to prepare our student teachers to meet the demands of the competent world realistically.

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CHALLENGES IN ENGLISH LANGUAGE LEARNING

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Introduction

Language is needed for any kind of communication, even people with speech impairments communication with sign language and brail. Communication becomes difficult in situation where people don't understand each others' language.

Language Barrier

Language barrier is a figurative phrase used primarily to indicate the difficulties faced well communicating with others while speaking multiple languages. The inability to communicate using a language is known as language barriers to communication. Language barriers are the most common communication barriers which cause misunderstanding and misinterpretation between people. Most of the people in the world do not speak English are, even if they use, it is their second or third language. If the speaker and the receiver do not use same language and words, there is no meaning to the communication. Not using the words that other persons understands makes the communication ineffective and prevents message from being conveyed.

Language Barrier in Education

In schools, children who do not speak English face the challenges of a bilingual education. An English Language Learners (ELL) is a student whose first language is not English and requires support in school in order to gain an education and succeed. However, more often, than there is an achievement gap between those students with English as a first language and Non-English speaking children. A report conducted from 41 states showed that only 18.71% of ELL students met the requirements for reading English. This also creates a divide in schools and means that the children with more difficult to juxtapose their ethnic culture.

Five Biggest Challenges of Learning English

Grammar

English Grammar is complex, making it difficult to remember, master and use logically. Ensuring the correct grammar can be tricky, especially when one converses with someone and they speak at an alarmingly fast pace. Learning grammar is like learning to drive, one can learn all of the theory, rules and regulations, but won't be good at it unless you practice it and it starts to become second nature. Grammar is extremely important. Incorrect use of grammar can confuse the person speaking to and even change the meaning of what you are communicating, what's more is native English speakers are hyper aware of grammar and will notice almost immediately if a grammatical error is made, even if this is the smallest of errors, English speakers are incredibly proud of the language and look negatively on it being used incorrectly.

Vocabulary

It is often a challenge, particularly when it comes to verb variations and understanding which tense should be used in various situations. English has one of the biggest vocabularies of all languages, and it can be very confusing for non-English speakers to master. Using vocabulary inaccurately is incredibly noticeable to anyone who's first language is English, though it doesn't often change the meaning of your text, it does weaken it.

Slang and Colloquialism

With the English language having such an extensive vocabulary and complicated grammar, there is enough to teach students wanting to learn English, rarely are students exposed to the slang words used by English speakers in every day conversation. Sentences can be predominantly filled with slang words, so maintaining a conversation can be difficult for anyone who doesn't understand what they mean.

Pronunciation

Knowing how to pronounce words in English can be very difficult as it isn't always obvious. English speakers have been taught these from an early age, which is how they know not to pronounce the 'k' on 'knight' , they are taught the subtleties in how to pronounce something to communicate the right message. Furthermore, depending on the first

language of the English student, it can often be difficult to pronounce certain words properly, having not ever had to create that phonetic sound before.

Variations in English

The variations in the different forms of English can often be difficult to understand. For example, the difference between using formal and informal language or the differences between spoken and written language. This leads to students writing words phonetically, i.e. how they would say it rather than how its actually spelt, and using informal language, maybe even slang that they have picked up, in formal situations which may perhaps be viewed negatively. Good luck in learning one of the most difficult languages in the world today…remember practice is the key.

Ways to Improve English

Watch Television and Films in English

Not only do Britain and the USA produce some of the best TV shows and films in the world, but you can learn English whilst watching them. If you're still getting to grips with the language at any level (from beginner to upper intermediate) then it's worth putting the English subtitles on so that you can read along and listen at the same time. You can also listen to English radio stations and find plenty of listening sources on the internet. Another idea would be to put English subtitles on films or television programmes from your own country so that you can read along with them in English and make the translations as you go.

Read English Books/Newspapers

Reading is a great way of practising your English in your own time. You can take one word at a time at your own pace, without your teacher peering over your shoulder. If you're studying at a beginner to intermediate level, pick up a children's book where the language will be easier than an adult book. Newspapers are also worth reading. Not only can you improve your English but you'll learn about local and national goings on, which can be handy when communicating with native speakers. Free newspapers and magazines, as well as tabloid-style newspapers which use more basic language, are perhaps better for low level speakers.

Label Things in Your House

This is a quick and cheap way of improving your knowledge of the vocabulary of everyday items in your home. All you need to do is buy a pack of labels and then write the name of items in your home on them, such as phone, window, mirror etc. Every time you use these objects you'll read the word and embed it into your memory. This is great for low level learners.

Make Notes of New Vocabulary

Whenever you learn a new word, whether in the classroom or when you're out and about, make sure you make a note of it. Whenever you have some free time, you can practise what you've learned. You could even do this on your phone so you needn't carry around a notebook with you. It's also worth making a note of the translation into your own language and any unusual phonological aspects of the word.

Practice English Whenever You Can

It's incredibly important that you don't leave your English learning inside the classroom. Make an effort to go to the library and study your notes, read and write in English, and speak to English nationals and other English speakers. When you're in bed at night, look over your English notes from the day and try to memorise some vocabulary as you're falling asleep. The first thing you do in the morning while you're eating your cereal could be to learn a couple of new words. Make sure you never escape learning.

Record Yourself and Your Lesson

Make the most of the recorder on your smartphone and practise pronunciation. This is a good way of learning pronunciation because you might know it when you first hear it then forget it later. Although your teacher might not like you to do this, and you should always get their permission, it can be useful to record lessons. As you travel home or fall asleep you can listen to it. It's a great way to revise the information and practise listening, as well as nail down some pronunciation.

Write Every Day

Writing is a great way of using new vocabulary and getting your head around grammar. Try and write something every day using new words and grammar that you've learned. Even if it's only a few sentences, it's

very important to get into the habit of doing this. It's also a good way of comparing your progress as you improve your knowledge of the English language. If you have access to English speaking friends or a teacher, you could ask them to look over your writing and give you some pointers.

Tell You Teacher What You Want to Learn

If you're learning English in a language school or getting private lessons, you might not always be learning what you want. However, it can be difficult for your teacher to know exactly what you want to learn unless you tell them. So if you think that they're giving you too much writing and not enough pronunciation, for example, then you should tell them. They'll be pleased with the feedback.

Conclusion

Communication is not a one-way street . To have others open up to you, you must be open yourself. By overcoming the barriers to communication, you can ensure that the statement you are making is not just heard, but also understood , by the person you are speaking with. In this way, you can be confident that your point has been expressed.

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BARRIERS IN LANGUAGE PROFICIENCY

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Introduction

Language proficiency may have a profound effect on n individual's ability to learn and develop, due to its key role in the transmission of information and regulation of cognitive processes. When focusing on language proficiency, the communicative purpose of language is of primary importance. Language barrier is a figurative phrase used primarily to indicate the difficulties faced when communicating with others while speaking multiple languages. Typically, little communication occurs unless one or both parties learn a new language, which requires n investment of much time and effort. People travelling abroad often encounter a language barrier. The people who come to a new country at an adult age, when language learning is a cumbersome process, can have particular difficulty "overcoming the language barrier". Similar difficulties occur at multinational meetings, where interpreting services can be costly, hard to obtain, and prone to error.

Definition of Language Barriers

Language is needed for any kind of communication, even people with speech impairments communication with sign language and brail. Communication becomes difficult in situation where people don't understand each other's language. The inability to communicate using a language is known as language barrier to communication.

Language Barriers

Language barriers occur when people do not speak the same language, or do not have the same level of ability in a language. However, barriers can also occur when people are speaking the same language. Sometimes barriers occur when we use inappropriate levels of language (too formal or informal) or we use jargon or slang which is not understood by one or more of the people communicating. Often the situation in which the conversation is taking place, and whether or not people have prior experience of the matter being discussed, can also contribute to such barriers being formed.

Language Barriers in the Classroom

Language barriers in the classroom have become a major problem due to the growing number of minority students who do not speak English. In many countries of the world, large numbers of children start school, only to find their teachers are speaking to them in a language they don't understand. In others places, teachers start by communicating with children in their own language, but as soon as written words and numbers are introduced, teachers use a language children don't understand. In these situations, many children drop out of school altogether, while others fail their examinations and spend years repeating grades. This guide offers strategies to help improve children's chances of doing better in school, even when it appears very difficult to change the way language is currently used in education.

Overcoming Language Barriers

Here are 8 ways to deal with the language barrier

1) Always show respect for the local language: Getting yourself understood by the locals is a two-way deal, not one – way. Locals are sometimes suspicious of foreign travelers, but if you show the right level of respect, administration and appreciation for their language and customs, they will warm up to you.
2) Know which language is spoken: A numbers of languages may be spoken in a single country. Know which language is spoken locally in the area where you are. Try to learn phrases from it, rather than antagonizing people with a language they may resent.
3) Make an effort to learn some words: Learn how to say good morning, hello and how do you do in the local tongue. Apart from that, learn the right phrases to ask for help in emergency, directions and so on.
4) Use technology: If you have a smart phone, download a language app that can articulate local phrases for you. Repeat after the phrases and learn if you are still not able to speak properly, use the app to convey what you need to.
5) Speak proper English: US English has evolved a great many slang words over the years that are now consider part of the language. Remember people in other countries may not understand slang.

6) Learn local customs: Watch out for body language and see how the local behave. In India, you don't point with your feet and in Japan; you don't walk in to a house with your footwear on. Local people will realize you're trying to fit in and will appreciate the effort.
7) Don't be sensitive: Remember you're the foreigner and oddity. The local may pass comments in their language, some of it offensive to you. Mostly they think you won't understand. Even if you do, don't react to negative judgement of your body or clothing style.
8) Ask for clarification: Don't assume that you understood what you have been told. Ask for clarification politely and make sure the information is correct. If you are self conscious, you might just nod shyly and walk off, even if have not really understood anything.

Conclusion

Communication is not a one-way street. To have others open up to you, you must be open yourself. By overcoming the eight barriers to communication, you can ensure that the statement you are making is not just heard, but also understood, by the person you are speaking with. In this way, you can be confident that your point has been expressed.

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UNIVERSAL PROBLEMS IN LEARNING

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Objectives

- To analyse the universal problem in learning
- To understand the difficulties in learning different subjects

Introduction

Learning is one of the most important mental function of humans, animals and artificial cognitive systems. It relies on the acquisition of different types of knowledge supported by perceived information .It leads to the development of new capacities, skills, values ,understanding and preferences .It is goal is the increasing of individual and group experience. Learning disabilities refer to a number of disorders which may affect the acquisition, organisation, retention, understanding or use of verbal or non-verbal information. These disorders affect learning in Individuals who otherwise demonstrate at least average abilities essential for thinking and reasoning. As such, learning disabilities are distinct from global intellectual deficiency.

Universal Problem in Learning

- Learning disorder
- Learning disabilities

Learning Disorder

- Dyslexia
- Dyscalculia
- Dysgraphia

Dyslexia

Reading Disorder (Dyslexia) is generally characterized by difficulties with the alphabet, word recognition, decoding, spelling, and comprehension. A student with reading disorder might have difficulty with the following:

- naming, learning the sequence of or printing the alphabet
- memorizing non-phonetic words
- reading words that cannot be translated into a mental picture (and, a, the, etc.)
- sound/symbol correspondence, or sequencing of letters to create a word
- reading aloud without repeated mistakes and pauses
- comprehending reading material, grasp of vocabulary
- reading numbers and confusing math symbols
- organizing what he or she wants to say verbally, or not being able to think of the word needed
- retelling a story in sequence of events
- finding a word in the dictionary, naming the days of the week and months of the year
- understanding inferences, jokes or sarcasm.

Dyscalculia

Arithmetic Disorder (Dyscalculia) is generally characterized by difficulty in learning or comprehending mathematics. It affects a person's ability to understand and manipulate numbers or understand numbers themselves. A student with arithmetic disorder might have difficulty with

- organizing problems on the page, keeping numbers lined up
- following through on multiple step calculations, such as long division
- transposing numbers accurately on paper or on to a calculator, such as turning 56 into 65

- distinguishing right from left • using the mathematical calculation signs, confusing basic operations and facts

Dysgraphia

Writing Disorder (Dysgraphia) is generally characterized by distorted writing in spite of thorough instruction. A student with writing disorder might experience some of the following difficulties:

- inconsistent and sometimes illegible writing; e.g., mixing print and cursive, upper and lower case, irregular sizes, shapes or slant of letters
- inconsistent positioning on the page, with respect to lines and margins
- unfinished words or letters, omitted words and many spelling mistakes
- fine motor difficulty, such as inability to reproduce letters or remembering motor patterns
- inconsistent speed in writing, either extremely laboured or quick
- writing that doesn't communicate at the same level as the student's other language skills

Learning Disability and Behaviour

Learning disabilities vary in severity and may interfere with the acquisition and use of one or more of the following: oral language (e.g., listening, speaking, understanding) reading (e.g., decoding, phonetic knowledge, word recognition, comprehension) written language (e.g., spelling and written expression) mathematics (e.g., computation, problem solving) Learning disabilities may also involve difficulties with organizational skills, social perception, social interaction and perspective taking.

Teachers should explore the possible existence of a learning disability when a student who appears to be capable has a history of struggling with specific components of school and/or begins to demonstrate behavioural difficulties. Students with undetected learning disabilities might demonstrate undesirable behaviour for a variety of reasons. They might feel angry, sad, lonely, frustrated, or hopeless as a result of focusing on their difficulties. Frustration might arise out of the students' level of performance compared to their level of actual ability, lack of understanding of why they struggle to perform the task or sometimes the inability to communicate in an appropriate way. A student might also exhibit inappropriate behaviour in order to avoid the frustrating task itself. At other times behaviour might result from poor self-esteem, connected to the student's focus on what he/she can't do; or a student might quit trying, believing that no matter how hard they try they will never attain success. Other behaviour might be the result of an emotional disturbance.

Disabilities that Affect Learning

1. Mental retardation
2. Sensory deficit
3. Language disorder or impairments
4. Physical impairment
5. Multicultural disabilities

Mental Retardation

Mental retardation is a developmental disability that appears in children under the age of 18. It is defined as an intellectual functioning level (as measured by standard tests for intelligence quotient) that is well below average and significant limitations in daily living skills (adaptive functioning).

Sensory Deficit

Sensory processing disorder is a condition in which the brain has trouble receiving and responding to information that comes in through the senses.

Language Disorder or Impairments

Language disorder or impairments are disorders that involve the processing of linguistic information. Problems that may be experienced can involve grammar (syntax and or morphology), semantics (meaning) or other aspects of language.

Physical Impairment

A physical disability is a limitation on a person's physical functioning mobility, dexterity or stamina. Other physical disabilities include impairments which limit other facets of daily living, such as respiratory disorders, blindness, epilepsy and sleep disorders.

Multicultural Disabilities

Multicultural disabilities (polyhandicap) severe manifestations, motor impairments and severe or profound mental retardation leading to excessive limitations in Independence and capacity of perception, expression and relationship.

Problem in Learning Different Subjects

- **Problem In Learning Maths**

Mastering basic number facts **-** Many learning disabled students have persistent trouble "memorizing" basic number facts in all our operations, despite adequate understanding and great effort expended trying to do so. Instead of readily knowing that 5+7=12, or that 4x6=24, these children continue laboriously over years to count fingers, pencil marks or scribbled circles and seem unable to develop efficient memory strategies on their own.

Remedies

Interactive and intensive practice with motivational materials such as games
…attentiveness during practice is as crucial as time spent
Distributed practice, meaning much practice in small doses
…for example, two 15-minute sessions per day, rather than an hour session every other day
Small numbers of facts per group to be mastered at one time
…and then, frequent practice with mixed groups
Emphasis is on "reverses," or "turnarounds" (e.g., 4 + 5/5 + 4, 6x7/7x6)
…In vertical. Horizontal, and oral formats
Student self-charting of progress
…having students keep track of how many and which facts are mastered and how many more there are to go
Instruction, not just practice
…Teaching thinking strategies from one fact to another (e.g., doubles facts, 5 + 5, 6 + 6, etc. and then double-plus-one facts, 5 + 6, 6 + 7, etc.).

- **Problems in Learning Science**

Science is in big trouble. Or so we're told. In the past several years, many scientists have become afflicted with a serious case of doubt — doubt in the very institution of science.
Explore the biggest challenges facing science, and how we can fix them:

Academia has a huge money problem
Too many studies are poorly designed
Replicating results is crucial — and rare
Peer review is broken
Too much science is locked behind pay walls
Science is poorly communicated
Life as a young academic is incredibly stressful

Remedies

The scientific process, in its ideal form, is elegant: Ask a question, set up an objective test, and get an answer. Repeat. Science is rarely practiced to that ideal. But Copernicus believed in that ideal. So did the rocket scientists behind the moon landing.

Problems in Learning Language

When we learn any new language as a second language at school, we will face many problems. To get proficiency in language we should have four types of skills such as listening, speaking, reading and writing. In this four skills universally students face many problems , each skill is interrelated to other if we don't have any one skill we can't acquire the other skill when listening we might not understand with some vocabularies so we should learn many vocabularies through listening ,then reading then speaking and then writing. When we speak it comes more problems there comes a hesitation to speak with others, at times we might forget some words. When we read we don't know the pronunciation of some words so we hesitate to read aloud in front of others. At times monotonous read makes to feel drowsy. When we write there comes many problems, we should know the spelling of every word, we should know sentence structure, we should know grammar form…..etc.,

Remedies

We should learn every skill in LSRW order and after getting proficiency in each skill we should talk with others without any hesitation and teachers should provide opportunity to develop the speaking and writing skill.

Conclusion

Problems are common in learning for all students in the world, but common or single solution cannot be given to those problems because every student has unique character so everyone's problem is different the teacher should find the problem and give different remedies to each student. Basically the teacher should teach with the teaching tools that give work to all senses. And lead the class with innovative teaching methods.

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UNIVERSAL BARRIERS IN LANGUAGE

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Abstract

Language barriers in the classroom has become a major problem due to the growing number of minority students who do not speak English. This is such a huge problem because these kids are not getting the same opportunities to meet their full potential. This is not right because it is causing these kids to not succeed in school. There are several ways to deal with this problem. The four options are creating equal education for all students, motivating kids through support systems both inside and outside of the classroom, doing away with standardized tests and lastly by using various forms of non-verbal communication amongst diverse children. All these options are possibilities in dealing with the dilema of language barriers. Through much research and observation the conclusion that has been made is that the second option is the best. Though it seems that motivating kids through support systems both inside and outside of the classroom seems to be the best choice, in reality the ideal solution would be to incorporate all four options into the classroom.

Language Barrier and Communication

Typically, little communication occurs unless one or both parties learn a new language, which requires an investment of much time and effort. People travelling abroad often encounter a language barrier. The People who come to a new country at an adult age, when language learning is a cumbersome process, can have particular difficulty "overcoming the language barrier". Similar difficulties occur at multinational meetings, where interpreting services can be costly, hard to obtain, and prone to error. In 1995, 24,000 of the freshmen entering the California State University system reported English was their second language; yet only 1,000 of these non-active speakers of English tested proficient in college-level English (Kahmi-Stein&Stein, 1999). Numbers such as these make it evident that it is crucial for instruction librarians to acknowledge the challenges that language can present. Clearly use of English is a key complicating factor in international students' use of an American university library. Language difficulties impact not only information-gathering skills but also help-seeking behaviors. Lack of proficiency in English can be a major concern for international students in their library use as it relates to asking for and receiving assistance. Lee (1991), herself a former international student, explains that international students tend to be acquiescent and believe that school is the one place in the English-speaking world where they should be able to compete on an equal basis. International students are receptive and strongly motivated. For international students, concerned with proper sentence structure and precise vocabulary, this alteration of words and positions can be much more baffling than it is to native English speakers. The use of synonyms, a necessity in keyword searching, is difficult to master, especially for students with limited English vocabulary (F. Jacobson, 1988). In 2012, The Rosetta Foundation declared April 19 the international "No Language Barrier Day". The idea behind the day is to raise international awareness about the fact that it is not languages that represent barriers: languages should not be removed, they are not a barrier - to the contrary, they should be celebrated. It is access to translation services that is the barrier preventing communities from accessing and sharing information across languages. The annual celebration of this day aims to raise awareness about and to grow global community translation efforts.

Language Barrier and Migration

Language barriers also influence migration. Emigrants from a country are far more likely to move to a destination country which speaks the same language as the emigrant's country. Thus, most British emigration has been to Australia, Canada, or New Zealand, most Spanish emigration has been to Latin America, and Portuguese emigration to Brazil. Even if the destination country does not speak the emigrant's language, it is still more likely to receive immigration if it speaks a language related to that of the emigrant. The most obvious example is the great migration of Europeans to the Americas. The United States, with its dominant Germanic English language, attracted primarily immigrants from Northern Europe, where Germanic tongues were spoken or familiar. The most common backgrounds in the United States are German, Irish, and English, and the vast majority of Scandinavian emigrants also moved to the United States (or English-speaking Canada). Southern Europeans, such as Italians, were more likely to move to Latin American countries; today, people of Italian descent are the second-largest ethnic background in Argentina, Uruguay, and Brazil, after Spanish and (in Brazil) Portuguese, but rank fourth in the United States among European groups. In the past decade, Romanians have primarily chosen Italy and Spain as emigration destinations, with Germany, the largest Western European country, ranking a distant third.

Auxiliary Languages as a Solution

Since the late 1800s, auxiliary languages have been available to help overcome the language barrier. They were traditionally written or constructed by a person or group. Originally, the idea was that two people who wanted to communicate could learn an auxiliary language with little difficulty and could use this language to speak or write to each other. In the first half of the twentieth century, a second approach to auxiliary languages emerged: that there was no need to construct an auxiliary language, because the most widely spoken languages already had many words in common. These words could be developed into a simple language. People in many countries would understand this language when they read or heard it, because its words also occurred in their own languages. This approach addressed a perceived limitation of the available auxiliary languages: the need to convince others to learn them before communication could take place. The newer auxiliary languages could also be used to learn ethnic languages quickly and to better understand one's own language. Examples of traditional auxiliary languages, sometimes called schematic languages, are Esperanto, Ido, and Volapük. Examples of the newer approach, sometimes called naturalistic languages, are Interlingua, Occidental, and Latino Sine Flexione. Only Esperanto and Interlingua are widely used today, although Ido is also in use.

Language Barrier for International Students in US

Now, more and more students prefer to study in abroad. Along with all the problems that are internationally faced, language barrier becomes the biggest problem for international students, especially in America. In addition, that kind of language barrier make many students feel helpless and over stressed. Many researches show the difficulty of language barrier for international students. Selvadurai mentioned the problem of language barrier, the dentification of classroom atmosphere, and faculty-student relationship causes of difficulties for international students in his research which published on 1998. In all the factors, he said that the language is “the first barrier encountered by international students” (154). Not only language barrier will causes international students' anxiety, but Chen, counselling instructor at University of British Columbia, identifies second language anxiety, educational stressors, and sociocultural stressors as the three biggest challenges for international students (51-56). In addition, students are also likely to experience social isolation, prejudice, and discrimination, "Foreign students rank negative attitudes and a lack of cultural sensitivity among US nationals as the greatest perceived barriers to successful intergroup relations." These students are bound to face, prejudice, isolation and discrimination because of the lack of second language proficiency that as mentioned causes interpersonal problems within these individuals. International students may have major problems to worry about, but they also have to deal with the "minor" problems that include negative and positive issues such as, "awkwardness, anxiousness, uneasiness, self-consciousness, defensiveness, suspicion, hostility, and superiority" as well as positive outcomes such as, "admiration, respectfulness, happiness, comfortableness, confidence, interested, curious and inspired." These emotions and problems are going to either severely or minimally impact international students, but there is some advice that has been discussed by scholars to help international students ease into these socially different environments. To solve the stress that international students have, some scholars gave some suggestions, including dealing with the problems with a positive attitude and educate international students to use various ways to help them solve their problems, especially during the orientation periods (Olivas and Li 219-220). As Professor S.G. Nelson said in 1991 in his book, “How Language is Life”, "Language is much more than a vocabulary of words. Language is how people express their feelings and show their individuality, and when different age groups are together, people of all ages must learn how to act around other groups."

Language Dominance After Colonization

Nigeria was a British colony and was forced to use English. Nigerians spoke English rather than their own languages, and the use of English is rapidly spreading among the upper classes. The role of English in education is important, and English dominates the printed media. Although Education in Nigeria uses Nigerian languages, most Nigerians are more literate in English. It is also exemplified throughout other British commonwealth or past colonised countries. It is also prevalent in the noncolonised countries that it has but with an underdeveloped economy whose education is limited and basic, such as Botswana. Other examples besides English include Portuguese in Angola and French in Mauritius.

Other Uses of Term

SIL discuss “language as a major barrier to literacy” if a speaker’s language is unwritten.

Misconceptions

It is sometimes assumed that when multiple languages exist in a setting, there must therefore be multiple language barriers. Multilingual societies generally have lingua francasand traditions of its members learning more than one

language, an adaptation; while not entirely removing barriers of understanding, it belies the notion of impassable language barriers. For example, there are an estimated 300 different languages spoken in London alone, but members of every ethnic group on average manage to assimilate into British society and be productive members of it.

Conclusion

Effective communication between physician and patient is critical to good health care. When doctors and patients speak different languages, achieving effective communication becomes vastly more challenging. This paper is a report of an extensive but by no means exhaustive review of the literature on communication barriers in health care, focusing on language and cultural barriers. The review found that there is an extensive literature documenting the presence and role of language, cultural, and other barriers to effective verbal communication. In contrast, there is a paucity of research on interventions to reduce language and cultural barriers.

Research that evaluates different interventions to reduce language and cultural barriers will be essential if the case is to be made for implementing linguistically and culturally appropriate health care, including communication. Involving participants from different cultural backgrounds speaking different languages.

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