



SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM - 16

Criteria - II : Teaching Learning and Evaluation

KEY INDICATOR : 2.2 HONOURING STUDENT DIVERSITY

Metric No : 2.2.2. Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution

2.2.2 (E) Any other relevant information

Conferences / Seminars

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Conferences or Seminars



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ज्ञान - विज्ञानं विमुक्तये



**U G C SEMINAR FOR B.Ed. STUDENTS ON
FOUNDATIONS AND INNOVATIONS
OF EDUCATION**

28-11-2017



SEMINAR VOLUME

UGC STUDENTS' SEMINAR FOR B.ED. STUDENTS ON FOUNDATIONS AND INNOVATIONS OF EDUCATION

25.11.2017

Editorial

The goal of teacher education is to prepare teachers for intelligent and responsible leadership in a variety of educational careers and settings for teaching, research, administration and policy-making. Foundations provide an essential link between practice and theory that makes effective reflection and decision-making possible. By facilitating a rich contextual understanding of contemporary educational issues and practices, Foundations enhances the ability of educators to be reflective decision makers who make effective use of complex judgments and critical thinking. Rooted in strong foundations, the teachers should reach the student community with Educational innovations in teaching and learning processes, evaluation strategies and ultimately in bridging the gap between the institution and society. Realizing such importance, Sri Sarada College of Education organized UGC Students' Seminar for B.Ed. students on Foundations and Innovations of Education.

This compilation was crafted with 15 thematic papers. Structure and types of Social groups were detailed by D.Monica. The impact of Liberalization, Privatization and Globalization of Education was deliberated by Nikshaya T. Bhaarkavi.S analysed the Autonomy of teachers while the Learners' Autonomy was discussed by Gomathi.T. Professional ethics of teachers were listed out by Lincy.I. Types of learners were illustrated by Deepa. Two papers were designed in the field of value education namely Aims and Needs of core values and Approaches to Value inculcation by Keerthika.M and Sunmathi.S respectively. Four students prepared their papers on different aspects of evaluation. Selvarani.S pointed out the Examination Reforms while Afrin.C studied the Evaluation Reforms with special reference to Choice Based Credit System both in India and abroad. Forms of Evaluation and Assessment were dealt by Nivetha.S and Ramya.P concentrated on Continuous and Comprehensive Assessment. Three papers were emerged from the field of Learning Methods; Chandra.R explained about Contextual and Experiential learning while Alamelu.K visualized the Virtual and Inquiry based learning. Bhuvaneshwari elaborated on Premier innovative learning methods.

Hope this compilation would be of high utilitarian value for both student teachers and research scholars.

Editorial Board

Dr.C.Janakavalli, The Principal,

Dr.K.P.Shanmuga Vadivu, Assistant Professor of Education,

Dr.K.Kamala Devi, Assistant Professor of English.

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EDITORIAL

The pace of change brought about by new technologies has had a significant effect on the way people live, work, and play worldwide. New and emerging technologies challenge the traditional process of teaching and learning, and the way education is managed. Information technology, while an important area of study in its own right, is having a major impact across all curriculum areas. Easy worldwide communication provides instant access to a vast array of data, challenging assimilation and assessment skills. Rapid communication, plus increased access to IT in the home, at work, and in educational establishments, could mean that learning becomes a truly lifelong activity—an activity in which the pace of technological change forces constant evaluation of the learning process itself. Hence, the prospective teachers should have the knowledge of recent developments in educational technology and the same necessity was the propeller of organizing this seminar.

Fifteen thematic papers were composed in this seminar volume. In the first section which is an Introductory section, N.Nandhini differentiates Technology in Education from Technology of Education while S.Aishwarya explained the three Forms of Technology in Education. Need and Significance of Educational Technology was stressed by D.Nandhini and the M.Keerthana highlighted the Role of Teachers in successful implementation of Educational Technology. System Approach was the topic of V.Harini.

The second section deals with Communication aspects in which S.Shanthi pointed and elaborated on Principles of Communication and M.Manju Vidya expounded Types of Communication. Elements and Process of Communication were detailed by G.Revathy while J.Mary Premyuktha concentrated on Networks of Communication.

The third section deals with the innovative aspects of Educational Technology. G.Divya discussed on E-learning and Online learning. Befitting introduction about Massive Open Online Courses was given by R.Karthika. The relevance of Flipped Classroom Technique was related by A.Sharmili while K.B.Malini focused on Educational blogs and Webinars. S.Aishwarya and N.Induja detailed on Virtual Learning and Blended Learning respectively.

Hope this compilation will be of high utility for the prospective teachers and budding researchers.

EDITORIAL BOARD

DR.C.JANAKAVALLI, The Principal

DR.K.KAMALA DEVI, Assistant Professor of English

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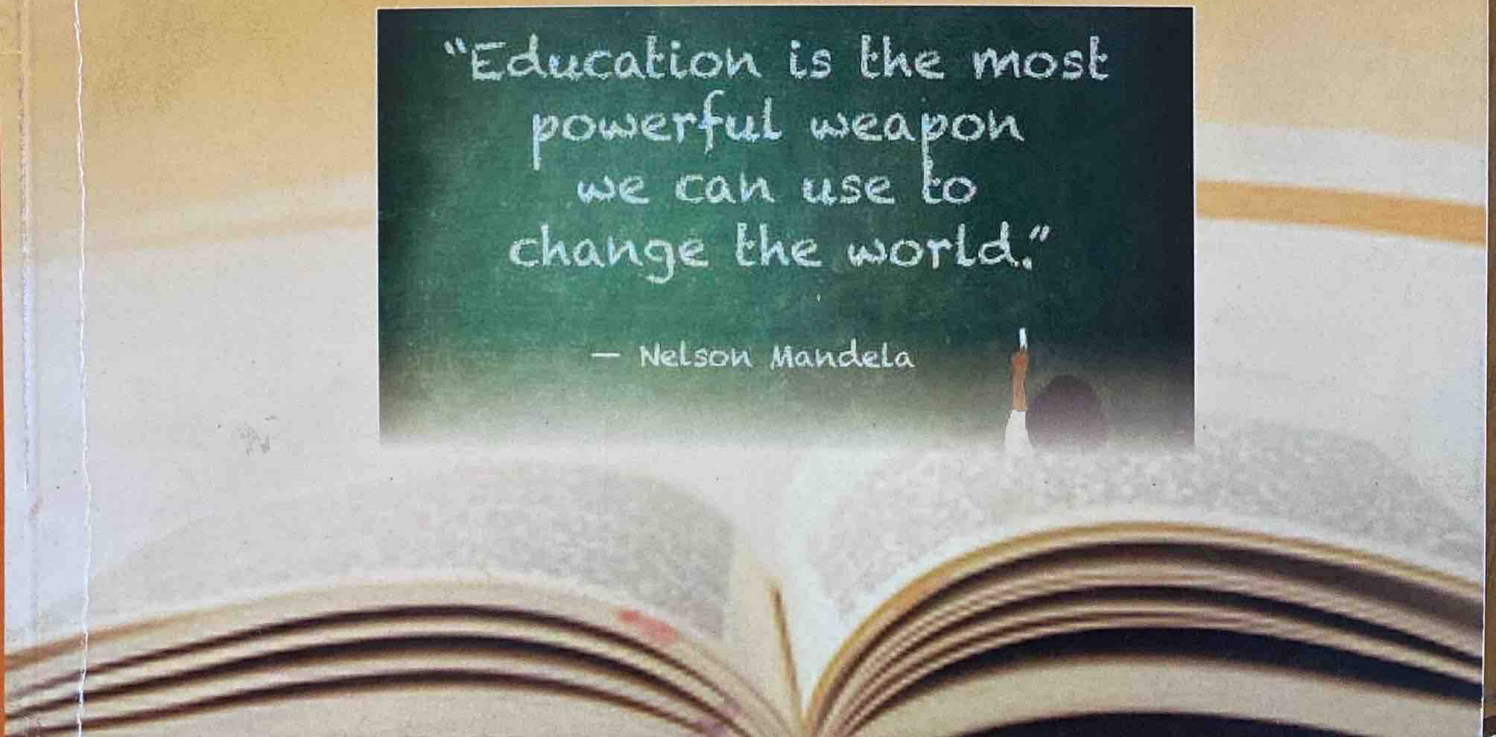


**UGC SEMINAR FOR B.Ed. STUDENTS ON
"BASICS IN EDUCATION"**

28th NOVEMBER 2018

"Education is the most
powerful weapon
we can use to
change the world."

— Nelson Mandela



EDITORIAL

Education in a broad sense is a system of culture where knowledge, values, attitudes, skills are conveyed from one generation to the other by various modes of learning. Understanding the concepts of basics in education promotes the analytical and critical aspects of learning, thereby leading to the overall development of an individual. The UGC seminar for B.Ed. students aims to enhance erudition about basics of education by providing a vehicle for the presentation of papers for B.Ed. students that attribute to analyzing the key issues of the day. Twenty one papers are compiled in this souvenir that examines contemporary educational and social contexts from critical perspectives. The first paper is by M. Bhuvana who explained that Values are essential for positive human behavior and education needs to focus on cultivating values among pupils. The second paper titled 'Essential teaching skills of teachers in 21st century' by M.Chandrakumari presented fifteen professional skills that teachers need to be acquired in the 21st century. The paper on 'Impact of Globalization on Indian Education' by P.Divya provided a glimpse into the way the globalization impacts the education positively and negatively and put extra pressure to produce winners in the global battle for survival of the fittest. In the paper 'Privatization of Education', V. Dharani discussed the merits and demerits of privatization of education. D.Gowthami presented her views on educational methods that followed in the Vedic period, which display the differences between features of Vedic and modern education. K. Kanithra defended the constructivist methodology as one of the most trusted paradigms of learning in our classrooms. In the paper 'Ancient Education With Reference To Vedanta', R. Karthiga focused man making and character building education catering to the nurturing mental, physical, emotional and spiritual planes of the pupils.

The paper 'Different Ways of Knowing' by P.Keerthana shared her views on processes and ways of knowing from which she conveys that we acquire knowledge about the world around us interconnect inextricably and are interwoven in elaborate and nuanced ways to generate Knowledge. U.Keerthana presented the features and recommendations of National Policy on Education (1986) which was the best policy addressing the need of weaker sections aspirations. M.Kiruthika in her paper elaborated that education development during Mughal period which is considered as golden age of education in India. The paper 'Relationship between Education and Society' by S. Lavanya determined that Education and society have close association since

inception of society where education helps individual to perform his/her different social roles in society. The paper 'Types of Knowledge' by S.Nandhini outlined the different types of Knowledge which are categorized to enable learners to understand them accurately. Teacher autonomy is the status of the teachers conferred upon them to engage in self-directed teaching which is explained in the paper 'Promoting Teacher's Leadership through Autonomy' by T.Manoranjani. 'Effects of Liberalization on Education and its possible solutions' were elaborated by P.Niranja through which she throws light on causes, impacts and solutions for the effects of liberalization. The society must socialize the behavior of each member to be meaningful in terms of the group norms which was described in the paper Agencies of Socialization R.Pavithra. The educational provisions during the early modern period were elucidated in the paper 'Development of Education in Modern Period' by G.Praveena. Teachers and leaders in education are committed to the professional ethics and can never shirk their professional responsibilities which were reflected in the paper 'Professional Ethics of Teachers' by R.Preethi. R.Rajalakakshmi expressed that with the coming of the Mughals, educational and cultural activities received a great fillip and it has been narrated in her paper of Mughal Period - The Golden Period of Education in India. Education without values seems rather to make man a more clever devil, in response to this N.Sriharipriya in her paper insisted the need and importance of value education in the curriculum. The whole enterprise of education is extricable linked with the development of values which was well expressed in the paper 'Values in the contemporary realities' by R.Swaathy. M.Ushanandhini explained the ways to develop teachers' autonomy, which enlightens the teaching fraternity to share the current educational practices, types of methodology and conduct of examinations. We hope the compilation of these papers will be highly helpful for future teachers. The paper National Programme of Action (1992) elaborated by S. Vidyarubini represent the modifications made in the national policy of education 1986 to form NPA 1992 to undertake reformations in the education.

EDITORIAL BOARD

DR. S. SANTHI, Principal.

ARULSELVI V, Assistant Professor of Education.

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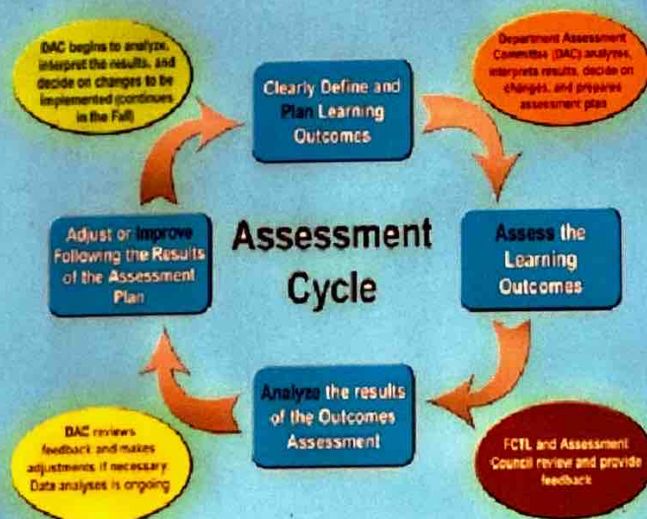
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UGC SEMINAR FOR B.Ed. STUDENTS ON "ASSESSMENT FOR LEARNING"

22nd MARCH 2019



SEMINAR VOLUME

Editorial

Our old education system has failed to assess the students based on their performance. The type of learning experience should be provided for a student in a teaching – learning context. The assessment of such nature is termed as “Assessment of Learning” and it needs to be carried out through out the total process of teaching learning form beginning till end. It is also named as formative or constructive assessment as it helps the construction and creation of knowledge on the part of students and their own quite independently or guidance from their teachers. Thus now a days in the changed perspective of the teaching learning process guided by constructivist approach much emphasis is laid over “Assessment for Learning” rather than the “Assessment of Learning” a type of summative evaluation which has dominated the field of teaching learning up till now. How such evaluation can be carried out and what type of tools and techniques are available for carrying out these both are types of assessment “Assessment for Learning “and Assessment of Learning” it should be well known on the part of teachers serving in our schools. Hence the UGC Seminar for B.Ed students has been planned covering the important area in Assessment for learning. Hence the Seminar focuses the sub topics on Distinction between Assessment of Learning and for learning, Evaluation, measurement and learning, Dimensions and levels of learning, Retention and recall of facts and concepts, Creativity and Collaborative learning. Subject and person related context of Assessment, Impact of Prevailing examination system and examination driven schooling, Assessment of Subject based learning, Kinds of Tasks and Test, Observation of Learning Process by Self, by Peers, by Teacher, Quantitative and Qualitative Aspects of Assessment, Trends and Issues in Assessment, Standard Based Assessment and Feedback as an Essential Component of Formative Assessment were elaborated in this volume. This is to best opportunity for equipping students teachers with such knowledge in their teacher preparation course. The B.Ed Students have taken efforts to refer more sources, we hope the compilation of the paper is highly useful to everyone.

Editorial Board

Dr.S.Santhi, *Principal*

Dr.V.Priya, *Assistant Professor of Physical Science,*

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**U.G.C. SEMINAR FOR B.Ed., & M.Ed., STUDENTS ON
“INNOVATIVE LEARNING PRACTICES”**

29.11.2019



SEMINAR VOLUME

Editorial

“Innovation in education is stepping outside of the box, challenging our methods and strategies in order to support the success of all students as well as ourselves. This transformation may be small or a complete overhaul, but it is done with purpose and supports the whole student.”

– *Whitney*

The biggest challenge any teacher faces is capturing the students’ attention, and putting across ideas in such a way that it stays with them long after they have left the classroom. For this to happen, classroom experience should be redefined and innovative ideas that make teaching learning methods more effective should be implemented. So here are some innovative ideas that will help teachers reinvent their teaching methods and make their classes interesting. Learners in the 21st century should possess the skills like complex problem solving, creativity, critical thinking, People management and coordinate with others. Mere lecturing will not be able to achieve these kinds of skills. Learners should be independent and they should learn at their own pace. Hence innovative learning practices like individualised learning and experiential learning will help them to gain more knowledge and make them more self-sufficient. The purpose of this seminar is to suggest useful innovative learning practices which could easily be imparted knowledge to the students by using technology. Totally 21 students participated and share the innovative learning practices.

Educational Technology in learning is summarized by V.Dhanalakshmi. P.Kalyani discussed Approaches of Educational Technology in learning and Emerging Trends in ICT and its Educational Applications was narrated by M.Sabeeka Banu. R.Jeevitha explained Inquiry Based Learning while Web based Learning was dealt by R.Priyadharsini. The concept of Contextual Learning was described by M.Pavithra and Cooperative Learning was explained by M.Nishanthi. M.Kowsalya enlightened the topic on Project Based Learning. Collaborative Learning is elucidated by A. Kamali and Experiential Learning was shared by V.Kalaipriya. The paper entitled Flipped Learning was elaborated by S.Madhu Bala, whereas Mnemonics Word Approach was clarified by K.Divya. A.Agnelo Shiny highlighted The Mind Map and concept map was revealed by V.Arulmozhi. D.Subathra denoted Open Educational Resources. Innovative Teaching Methodology with Moodle was connoted by M.Ramyasri. E-Learning Environment was illuminated by G. Rabiya. B.Karthika described about EDUSAT. Web Quest was emphasised by P.Shweta. S.Harini stressed about Outcome Based Education. We hope the compilation of these papers is extremely expedient to everyone. We are delighted to presenting the proceedings of the seminar.

EDITORIAL BOARD

Dr.S. Santhi, The Principal

Mrs. R. Saraswathy, Assistant Professor of Mathematics

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U.G.C.SEMINAR FOR B.Ed.STUDENTS ON

***"INNOVATIVE PEDAGOGICAL METHODS FOR
TEACHING SCHOOL SUBJECTS"***

28-07-2021



Editorial

The classrooms of 21st century are brimming with the young minds who are goal driven, interested in skill oriented learning and expecting novel methods of teaching. After the pandemic period, the education face of entire world has undergone a metamorphic change; switching over screens from black boards. The teachers' paramount duty is to educate the learners about the importance of self interested learning process and take up the responsibility of learning on their shoulders.

With the intent of discussing the innovative methods of teaching the school subjects, this volume is brought forward. The editorial board heartily appreciate the efforts put forth by the paper presenters in the pandemic period with the technical limitations.

We hope this compilation will be of maximum utility value not only for pre service teachers but even for all teaching fraternity. Happy learning

Editors

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**UGC SEMINAR FOR M.Ed. STUDENTS ON
SOCIOLOGICAL AND VALUE BASED APPROACHES
OF EDUCATION**

7th JUNE 2022



SEMINAR VOLUME

EDITORIAL

The scientific study of society and the scientific promotion of human welfare had been neglected for long periods. There emerged 'Sociology' as a separate discipline of academic interest in the first half of the 19th century. Earlier 'History, Economics, Political Science and Philosophy' attempted the study of various problems related to society, it was Sociology which came to the rescue when man was confronted with complexities of social life.

While physical scientists believe that Science to be supreme, the sociologists believe society to be the most important. Sociology provides critical insight and perspective to the solution of social problems. It studies the social institutions scientifically. It is the science of human relationship. As one of the important social Institutions, educational institutions play an indomitable role in shaping and sustaining the society. The schools and colleges must be the microcosm of the society. To quote Abraham Lincoln, 'The philosophy of the school room in one generation will be the philosophy of Government in the next'. Through this, it is inferred that the changes what we expect to happen in the society must start in the classrooms first. This is possible only through the study of Educational Sociology. Thus, it derives its significance and sowed the seed of this seminar.

Especially after the pandemic situation the psychological, sociological and behavioural attitude of the students have been drastically changed due to the closure of institutions for a longer period of time. Value crisis is the important issue faced by the society all over the world. The highest education is that which does not merely give us information but makes our life in harmony with all existence. Educational institutions are the platforms where values are imparted among students. Value education awakens humanity within children, shows them the right path in life, makes them honest, hardworking, courageous, makes them to learn the values of the culture and society.

Hence this seminar is planned for the future teacher educators to realise the relationship between Education and the Society along with the need of value inculcation. 13 thematic papers are to be presented by 5 second year M.Ed. and 8 first year M.Ed. students.

Let us all hope that the architects of the future society will ensure the value-oriented society which cares for all its members.

EDITORIAL BOARD

Chief Editor : Dr. S. Santhi, Principal

Editors : Dr. K. Kamala Devi, Assistant Professor of English

Dr. D. Kavitha, Assistant Professor of Tamil.

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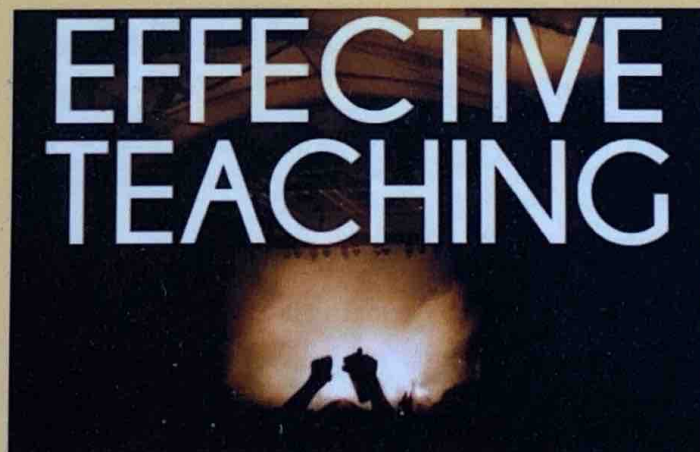
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CHENNAI**

**UGC SEMINAR FOR B.Ed. STUDENTS ON
"TEACHING TECHNIQUES"**

26th JUNE 2022



SEMINAR VOLUME

EDITORIAL

The educational process must be improved and modernised on a global scale. It employs all latest procedures in order to stay up with the demands of modern technology. It is critical that students are kept up to date on current developments in order to assist them improve their inventiveness. As a result, it is also vital to improve teaching methods and techniques to help students to develop their abilities and skills. Understanding teaching techniques is crucial at this time. As a result, a UGC seminar for B.Ed and M.Ed students has been organised to address key teaching techniques.

The concept of telling and indoctrination was highlighted by S.Safra and M.Kavitha. Drill and Demonstration was emphasised by S.Preethi. S.A Tharani elaborated Debate and creative writing. Library work and project work have been presented by A.Mayra. S.Sowmiya connoted Field trip and Problem solving. Brain storming and Colloquium was revealed by R. Sathya Sri. S.L.Aishwarya described Self learning and meaningful learning. Programmed instruction was suggested by S.Anitha. Keller plan was stressed by B.Ramya devi. V.Priyadharshini enlightened Computer assisted instruction. Block teaching and e- tutoring was elucidated by Y.Thagaseentaj. S.Priyadharshini explained Print media and electronic media. Tele conference was described by R. Sayasree. Interactive video and cybernetics have been introduced by B.Sowndhariya. A. Preetha expounded Virtual Class room. J.Judith Antoinette illuminated the concept of Revised Blooms taxonomy. V. Mehar Fathima discussed RCEM Approach. Robert Mager's Approach and Miller's Approach have been clarified by V.Clareinfant and S. Sandhiya.

EDITORIAL BOARD

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U.G.C.SEMINAR FOR B.Ed.STUDENTS ON

*"INNOVATIVE PEDAGOGICAL METHODS FOR
TEACHING SCHOOL SUBJECTS"*

28-07-2021

THE ART OF
TEACHING
IS THE ART OF
ASSISTING
DISCOVERY



Editorial

The classrooms of 21st century are brimming with the young minds who are goal driven, interested in skill oriented learning and expecting novel methods of teaching. After the pandemic period, the education face of entire world has undergone a metamorphic change; switching over screens from black boards. The teachers' paramount duty is to educate the learners about the importance of self interested learning process and take up the responsibility of learning on their shoulders.

With the intent of discussing the innovative methods of teaching the school subjects, this volume is brought forward. The editorial board heartily appreciate the efforts put forth by the paper presenters in the pandemic period with the technical limitations.

We hope this compilation will be of maximum utility value not only for pre service teachers but even for all teaching fraternity. Happy learning

Editors

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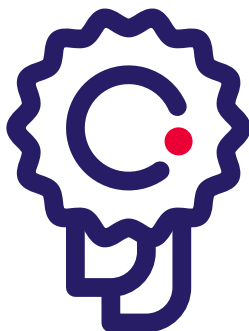
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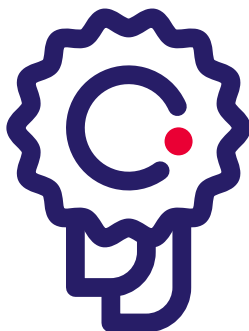
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Principal