3.2.2 - Average number of books and/or chapters in edited books published and papers in National/International conference-proceedings per teacher during the last five years

First page of the published book/chapter with seal and signature of the Principal

2022 - 2023

S. No	Name of the Author(s)	Designation	No. of Books/ Chapters / Papers
1	Dr.M.Jagadesh	Assistant Professor	2
2	Dr.R.Ayyappan	Assistant Professor	1
	Dr.P.Vel Murugan	Assistant Professor	
3	Dr.K.Karthigeyan	Assistant Professor	1
	Dr.N.N Prapakaran	Coordinator	
Total			**4**

List of books and / or chapters in edited books published and papers in National / International conference- proceedings

2022 - 2023

S.No	Name of the Author(s) & Designation	Title of the Book/Chapters in Edited Book/Conference Proceedings	Title of the Paper
1.	Dr.M.Jagadesh Assistant Professor	Online Learning and research alternative dimensions of knowledge cultivation during covid-19 pandemic	Flipped classroom learning: A new educational paradigm
2.	Dr.M.Jagadesh Assistant Professor	Transformational Trends in Education	Early childhood screen time and parental attitude: A mindful approach
3.	Dr.R.Ayyappan Assistant Professor & Dr.P.Vel Murugan Assistant Professors	Transformational Trends in Education	Digital literacy competence among higher secondary students
4.	Dr.K.Karthigeyan Assistant Professor & Dr.N.N.Prapakaran Coordinator	Transformational Trends in Education	Online Learning through SWAYAM MOOCs : Awareness, learning readiness and utilisation among prospective teachers

Chapter: 1

Flipped Classroom Learning: A New Educational Paradigm

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Abstract

Flipped Learning is an approach that allows teachers to implement a specific methodology or various methodologies within their classrooms. Flipped Learning is intentionally student-centered and is built upon four pillars – flexible environment, learning culture, intentional content, and professional educator. Flipped learning is not a synonym of online videos of online courses, but is a blending of direct instruction with constructivist learning. Flipped learning requires learners to autonomously study at home and collaboratively study in class. In such a learning environment, learners might need tutoring or mentoring that helps their individual learning at home, and facilitation or guidance that enhances cooperative communication and collaborative activities in class.

Key words: *Flipped Learning, flexible environment, learning culture, intentional content, professional educator.*

EARLY CHILDHOOD SCREEN TIME AND PARENTAL ATTITUDE: A MINDFUL APPROACH

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Abstract

Considerable number of children begin watching television and using digital devices at a very early age and the number of hours keeps on increasing. Parents have the home environmental control and thus practice the routines. They will have to be informed and trained about the mindful approaches in keeping their children from spending too much time on digital devices. The present research study has its own significance in a way that parents and educators do have a right to trustworthy information including the benefits of play, recommended daily screen time exposure allotments, and the negative and positive outcomes of screen time use on children's development. This study attempts to reveal the overall parental beliefs and screen time of young children and the influence of personal variables, institution related variables on research variables (Parental Attitude, Child screen time effects, Child physical activities, Child sleep habits). Normative survey method is employed to describe and interpret what exists at present. The sample included seventy (70) children in the age group between 2 to 5 years selected at random from the Coimbatore district of Tamil Nadu. Statistical techniques like Item Analysis – Pilot Study, Descriptive Analysis (Mean and Standard Deviation), Differential Analysis (t-values and F-ratios), Correlation Analysis were adopted to analyse the Pilot and Final study.

Keywords: Screen time exposure, Parental Attitude, Child sleep habits.

Introduction

Young children are exposed to a range of digital devices (e.g., computers, mobile phones, televisions) from birth and their use of digital media is rapidly increasing (UK: Marsh et al., 2015; Ofcom, 2014; Livingstone, 2014; USA: Rideout, 2011). In contrast, other research has found that spending too much time on digital devices may lead to antisocial behaviour and reduced attention, verbal ability, and time spent on reading (Christakis & Zimmerman, 2007; Christakis, Zimmerman, DiGiuseppe, &McCarty, 2004; Vanderwater, Bickham, Lee, Cummings, Wartella, & Rideout, 2005).

Studies have highlighted how preschoolers can learn communication skills by using digital devices to creatively explore their world and express themselves (Hisrich & Blanchard, 2009; Levy, 2009; Marsh, 2005; Plowman & McPake, 2013). Parents have also reported concerns about their pre-schoolers' over use of touch screen tablets (Ofcom, 2014), voicing that the addictive features of tablets may negatively impact on children's social, physical, and cognitive development and reduce time for more traditional non-digital activities (Ebbeck, Yim, Chan, & Goh, 2015; Karuppiah, 2015; Livingstone et al., 2014).

the proper sizes of the planets. Information cards allow the students to learn more about the individual worlds.

JigSpace

JigSpace allows us to learn about all sorts of things, from car engines to the Roman wars. JigSpace features up-close 3D diagrams, disassembling and reassembling 3D objects and 3D models of historical battles, and other quality features.

Conclusion

The teaching and learning process has evolved as technology has grown by nature. We must make the best use of the technologies for teaching and learning purposes. Learning by fun has a profound effect on teaching methodology. Adding a pinch of salt to it is that using technology for fun learning is more effective for the teaching-learning method.

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DIGITAL LITERACY COMPETENCE AMONG HIGHER SECONDARY STUDENTS

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Abstract

The main objectives of the study are (i) to find out the level of digital literacy competence among the higher secondary students, (ii) to find out the significant difference between XI and XII, Tamil and English medium, and rural and urban area higher secondary students in their digital literacy competence. Digital Literacy Competence Scale (2022) developed by the investigators was used for collecting the data. The investigator established content validity and reliability of the tool. The sample consists of 101 higher secondary students. The data are analysed by percentage analysis and 't' test. The findings revealed that there was no significant difference between XI and XII, Tamil medium and English medium, and rural and urban area higher secondary students in their digital literacy competence.

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ONLINE LEARNING THROUGH SWAYAM MOOCs: AWARENESS, LEARNING READINESS AND UTILISATION AMONG PROSPECTIVE TEACHERS

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Abstract

Technology has impacted and made drastic changes in human life, and education is no exception. The entire educational system has been redesigned by modern digital technology and made education available to each and everyone who wants to learn across the world, anytime, any subject and anywhere. The introduction of Massive Open Online Courses (MOOCs) platform SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) in Indian Education system is one of the key drivers of technological innovation that offer easy access, equity and quality education to all, whereas its success chiefly depends on the cognizance and proper utilisation of possible users. This study is aimed to identify the level of awareness, learning readiness and utilisation of SWAYAM MOOCs among Prospective Teachers. In order to carry out the study the researchers have applied a Survey method and data were collected from 290 participants selected by random sampling techniques. The results from the study revealed a moderate level of awareness, learning readiness in learning SWAYAM among the prospective teachers. It was found that lack of digital literacy and lack of ability in utilising online tools were the influencing factors. It was suggested that there is a need to create awareness and encourage prospective teachers to adopt online learning resources that enhance their lifelong learning skills.

Key Words: Online Learning, SWAYAM, Awareness and Self -Directed Learning Readiness.

Introduction

Modern technology has impacted and made drastic changes in human life, and education is no exception. The entire educational system has been redesigned by modern technology and made education available to each and everyone who wants to learn across the world, anytime, any subject and anywhere. Though online learning has shown significant growth over the last decade, during COVID-19 outbreak, it has become more centric in people's lives (Ilker Koksal, 2020). The internet and education combine to provide people with the opportunity to gain new knowledge skills in different fields. There are numerous online learning platforms in the market such as Udemy, Coursera, Lynda, Skillshare, Udacity Edx, Udemy, Futurelearn, and Class2Go etc., that serve millions of people. Although the MOOCs phenomena is not new to the world and to Indian learners, the Government of India has launched its own Massive Open Online Courses (MOOCs) platform Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) in Indian Education system, one of the key