	<p>Sri Ramakrishna Mission Vidyalaya College of Education (An Autonomous College affiliated to the Tamil Nadu Teachers Education University and Re-accredited with A++ Grade by NAAC with CGPA 3.82) Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore - 641 020. Phone: 80125 33915 E-mail: srkvcoen@yahoo.co.in Website: www.srvcoe.org</p>	<p>NAAC 3rd Cycle</p> <p>Criterion III Metric 3.2.1</p>
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3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

First page of the article / journals with seal and signature of the Principal

2018 - 2019

Sl.No	Name	Designation	Number of Articles Published
1	Dr. G. Subramonian	Associate Professor	4
Total			4

IS A CHILD'S CREATIVITY NOURISHED IN SCHOOLS?

ROLE OF TEACHERS IN DEVELOPING LEARNERS CREATIVE HABITS & SKILLS FOR ENRICHING HAPPINESS

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Abstract

Is a child's creativity nourished in schools? Creativity is the ability to see new opportunities, to produce original ideas, to flexibly adapt to changing situations, and to apply one's imagination to solve complex problems. Gautham Buddha, Osho and J.Krishnamoorthi always insist that creativity is inborn in every child and to realise it all the society made hindrances is to be removed. Teachers are the real driving force behind the creative thinking in our schools. Real individuality will blossom only if the uniqueness of each child is identified and nurtured, the prime challenge of a teacher. If our schools are lagging behind, we, the teachers must be the creative minds urging our students to be curious and seekers. The aim of this paper is to bring out the link between creativity and happiness, the role of teachers as the catalysts, reformers and search thirst creators in developing learner's creative habits & skills for enriching happiness.

Key words : Creativity, role of teachers, creative habits and skills, happiness

Introduction

"Everybody is born creative, but very few people remain creative."

— Osho

The world's best creators like Vincent Van Gogh, Picasso, Rabindranath Tagore, Leotolstoy, Beethoven are few real blissful and peaceful people who made this earth more beautiful with their fingerprint creativity. Recently new studies suggest that creativity is indeed a skill that



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EFFECTIVENESS OF COMPUTER ASSISTED INSTRUCTION IN LEARNING MATHEMATICS AMONG EIGHTH STANDARD STUDENTS

By

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ABSTRACT

The purpose of this study was to investigate the effectiveness of Computer Assisted Instruction (CAI) in teaching mathematics among eighth grade level students. The study dealt with the various facets of CAI and their impact on teaching mathematics. The study produced results showing overall growth of teaching and its desired outcome in learning. By the use of CAI, in a short span of time the voluminous concepts in mathematics could be explained with ease. Also, the concentration of students in learning by the students get highly focused on the subject taught which is not feasible in the classical method of teaching. By framing feedback questions, the teacher could assess the knowledge gained by the students immediately after the teaching session.

Keywords: Computer Assisted Instruction-CAI, Audio Visual Aids, Pictorial Representation.

INTRODUCTION

In the present world of technological wonders, teaching has developed in manifold dimensions. The result oriented teaching is highly dependent on hi-tech computers. To ease this, CAI is a powerful tool for the betterment of both teachers and students and the community as a whole (Christman & Badgett, 2000; Kay 1990). This study focused on the effectiveness of CAI when teaching mathematics to eighth grade students.

Computer Assisted Instruction (CAI) is a program of instructional material developed using a computer. CAI has been found to be beneficial in other studies and it speculated this is due to the instructional approaches: drill-and-practice, tutorial or simulation activities (Wesley, 1985; Adeleke, Rahman, Muraina, 2011). In a classroom utilizing CAI, students effectively contribute for management and learning. The CAI software effectively guides students through a series of interrelated activities and instruction, addressing a variety of learning styles. This makes ground for self-learning and the learning could be upgraded by elucidating the doubts encountered during learning since CAI could be used as many times as required which cannot be done by the traditional method of teaching.

In CAI, other than computers, Audio Visual Aids such as projectors, visualisers, speakers, microphones etc., are effectively utilized and results in substantial efficacious teaching. Students are very interested in interactions through Audio Visual Aids. The Audio Visual Aids minimize the workload of teachers to a great extent thereby resulting in quality teaching.

The phrase, "One picture expresses the content expressed in thousand words" rightly suits the methodology of teaching. By using pictorial representations in computer environment, majority of the concepts in mathematics could be very easily taught effectively.

1. Review of Related Study

Steinberg (1977), summarizes and analyzes his research regarding learner control in computer-assisted instruction as "It was inferred that students had complete control over course flow score as well on achievement tests. However, it was stated that they took longer to complete the course. It was also found that when students were allowed to control one instructional variable, results were equivocal. Motivation and attitude were efficacious and was evident though the improved performance".

Fletcher-Flinn and Gravatt (1995) conducted a detailed





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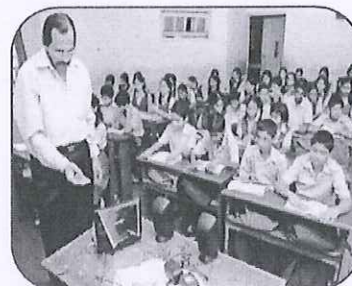
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A STUDY ON ENVIRONMENTAL AWARENESS AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study was aimed to find out the environmental awareness among secondary school students. The researcher made a detailed study on the various facets of environment and their impact on the life of mankind, plants and animals. The researcher also studied on the various factors affecting the environment such as pollution, deforestation etc. This paved the way for a better study by the researcher on the environmental awareness prevalent among secondary school students.

KEYWORDS: Environmental Awareness, Secondary School Students.

INTRODUCTION

The nature of environment is the pivotal phenomenon for understanding the level of environmental awareness prevalent among secondary school students. "Man is a social Animal". This can be aptly attributed to the awareness acquired on environment. The knowledge on environment is very essential not only to safeguard the environment but also to effectively utilize the resources that are abundantly available in the environment for human welfare and the prosperity of the society.

ENVIRONMENT

As per Oxford English Dictionary, "Environment" is defined as the surroundings or conditions in which a person, animal, or plant lives or operates. Environment and human beings cannot be separated from each other since they are interdependent. Environment plays a vital role in the prosperity of the life of mankind.

ENVIRONMENTAL AWARENESS

Environmental awareness refers to the knowledge on the Environment and its impact on our day-to-day life. This also caters to know about the functionality of natural environment and the interaction of human beings and its impact on their behaviour.

OBJECTIVES OF ENVIRONMENTAL EDUCATION

- According to UNESCO (1971), the objectives of environmental education are:
- Creating the awareness about environmental problems among people.
- Imparting basic knowledge about the environment and its allied problems.
- Developing an attitude of concern for the environment.
- Motivating public to participate in environment protection and environment improvement.
- Acquiring skills to help the concerned individuals in identifying and solving environmental problems.
- Striving to attain harmony with Nature.

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REFLECTIVE TEACHING - A DEVELOPMENT OF FUTURE ACTION FROM THE REFLECTION OF PAST AND CURRENT BEHAVIOR AMONG PROSPECTIVE TEACHERS

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ABSTRACT

The present study was aimed to find out the reflective teaching of prospective teachers. Survey method was conducted on a random sample of 250 B.Ed. students in Coimbatore district. Self-made tool was used for data collection. The reliability of the tool was found to be 0.84. Data was analyzed by t-test. Results found that there is significant difference in reflective teaching of prospective teachers in respect of gender and medium of instruction. Findings also indicated that there is no significant difference in reflective teaching of prospective teachers in relation to residence, marital status, academic qualification and academic stream.

KEYWORDS: Reflective Teaching, Prospective Teachers.

INTRODUCTION:

Pre-service teacher education degrees need to encourage an ongoing commitment to continual learning, critical reflection and growth in pre-service teachers, along with excellent questioning and listening skills. Further, they argued that pre-service teachers need to be skilled in recognizing and responding to student diversity. This ends by arguing for some changes that need to occur in pre-service teacher education in order for teachers to teach effectively explores the concept of "reflective teaching". Preparing teachers who are reflective requires a clear conception of what reflection is and the means to foster its development.


Reflective teaching practice should be introduced earlier in pre-service teacher education and in teachers' professional development activities for in-service teachers. It is shown that teachers' perspectives are limited to reviewing students' understanding in everyday practice and doing classroom action research. By giving in-depth understanding, it is expected that teachers can practice self-reflection and improve their teaching skills lead to continuous professional development.

NEED AND SIGNIFICANCE OF THE STUDY

The Curriculum Framework by the NCTE for the B.Ed. two year programs insists that "teaching should not be practiced through the reductionist approach of micro-teaching of isolated 'skills' and stimulated lessons". Mini-teaching is a short lesson with narrow focus that provides instruction with skills, steps and concept that the prospective teacher will relate to a larger lesson. Mini-teaching is an actual classroom teaching in miniature. Major steps in teaching a mini-lesson are: Motivation, Presentation, Interaction, Reflection and Summing up. It is important for prospective teachers to understand the steps in an elaborative manner. The investigator focuses on specific teaching point Reflection for the present study.

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