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A Constructivist Approach for Mathematics Education

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ABSTRACT

An intervention based active learning environment has been employed to teach a first year undergraduate course in differential calculus. In this environment, the students participate in weekly sessions wherein a set of problems were solved by students in collaboration with their peers, the instructor and a qualified teaching assistant. The interactions enable the students see the application of concepts to a variety of contexts, enriching their mental construction of the concepts. The sessions revolved around three themes of reinforcement, spacing and instant feedback that collectively foster learning. Performance of over 650 students were analyzed to understand the effect of the active learning environment and the possibility of fast-tracking learning. It was found that the student performance in the course was significantly better, as measured by their test scores, than the average performance of the students in the first year undergraduate program. Further, attempts to fast-track the learning by trying to do the same exercise over a much shorter duration of course did not yield positive results, clearly indicating that the mental construction process happens over a period of time and this cannot be hastened.

Key words: Constructivism, active learning, mathematics education

Integrating Techno-Pedagogical Skills in Teacher Education: Issues and Challenges

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ABSTRACT

Teacher in the present era needs to be equipped with vast range of skills, practices, methods, techniques, etc. so that, he/she will cater the demands of a diverse range and temperament of students. Rapid change in the patterns of education, teaching and instruction demands a teacher that will fit in every type of classroom situation. Needless to say, technology helps a lot in changing the fate of the teaching profession. Technology not only simplifies the task of the teacher but it also improves the standard of instruction and affects the learning of the students. A teacher with a sound knowledge of technology is somewhat different in the pedagogical approach he/she adopts in the classroom teaching. Pedagogy if uses are suitable according to the content or subject matter taught by the teacher, it will fully enrich the thought process of the pupil and students will gain better understanding of the content. Moreover, when this best pedagogy is delivered with appropriate technology, it will have a deep impact on the learning ability of the students.

In the present paper, the investigator highlights the meaning of techno-pedagogical skills in teacher education, need of the training in techno-pedagogical skills, various problems faced by teacher educators and teacher trainees in developing and training techno-pedagogical skills in teacher education. Further, the paper summarizes the problems, issues and challenges faced by the teachers in using techno-pedagogical skills in the classroom. In the ends the paper concludes with some suggestions that provide insight to the prospective teachers, administration, government, policy makers, etc..

Key words: teacher education, techno-pedagogical skills

Techno-Pedagogy: It's Assessability at the Time of Pandemic (Covid-19) In UT of Jammu and Kashmir

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ABSTRACT

Latest challenge for school education and higher education department is to balance their educational process in Post COVID 19 era. This is the huge challenge which can be reduced by taking help of ICT. But in Jammu and Kashmir assess ability of ICT is a big question? No doubt ICT has played a vital role during COVID 19 era. It has successfully assisted in different facets of life. Meetings are conducted through its use. Education is imparted through it. Use of ICT not only simplifies the process, it will also reduce the cost of the process. Nowadays, Information and Communication Technologies (ICTs) have spread extensively in everyday life in an unprecedented way. A great attention is paid to the ICTs while ignoring the social aspect. With the immersive invasion of internet as well as Smartphone's applications and digital social networking, people become more socially connected through virtual spaces instead of meeting in physical public spaces. ICT can play a critical role in aiding the process of preparing classroom instructions. Both primary and secondary sources were used in the present study. The present study examines the challenges in educational system which is prevailing in Union Territory of J&K during pandemic, role of information communication and technology, delima faced by boarder area students and problems in assess ability of ICT.

Keywords: Consequences COVID 19 pandemic, ICT, boarder area students, Problems & Suggestions.

A Study of the Effects of Lockdown on Students' School Life during the Global Outbreak of the Corona Virus

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ABSTRACT

Coronavirus infection is a global pandemic. The problem statement of this research is to study the effects of lockdown on primary and secondary education and administration in Manchar (Pune) during the outbreak of Corona virus. The research presented was important to study the changes in school-level learning practices during the Corona transition period, the changes in the use of technology in teaching methods. The population of this research is the students of English Secondary School affiliated to Central Board of Secondary Education in Manchar area of Pune district. The researcher selected 2 English medium schools in Manchar area. The researcher used the interview schedule tool to gather information. Also video call technique was used. The research presented a methodological approach to qualitative research. The results obtained as per the objective of the research are discussed in this paper briefly.

Key words: Corona Virus, Covid19, Pandemic, Lockdown, Phenomenological Research.

The Effects of Art Integrated Online Learning Approach in Developing Critical and Creative Thinking in Social Science in The Times of Social Distance

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ABSTRACT

The study was conducted to investigate the effectiveness of Art Integrated online learning approach in developing critical and creative thinking in social science at elementary level in the times of social distance. The main objective of this paper is to study the effectiveness of Art Integrated online learning in developing critical and creative thinking in social science at elementary level in the times of social distance. Two group quasi experimental research design was followed for conducting this experiment. Two sections of class-VIII students of S.R.K. Memorial School, Kolkata, West Bengal were taken as sample for the study. The study sample consisted of 54 students comprising of both boys and girls. Self developed tools such as test on critical and creative thinking skills in social science was used for pre and post test. Collected data were analyzed by using descriptive and inferential statistics and accordingly interpretation was made. The study found that the group taught by Art Integrated online learning method developed significantly better critical and creative thinking skills in social science than students taught by using only online mode without Art Integration. Art Integrated online learning method was found to be equally beneficial for boys and girls in developing critical and creative thinking skills.

Key words: Art Integrated online learning approach, critical and creative thinking skills, Social Science, Elementary Level, Social distance

Self-Perception of Gifted and Creative Students Belonging To Arts and Science Academic Streams

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ABSTRACT

The study was carried out to find Self-perception of gifted and creative students belonging to arts and science stream. A satisfied random sample of 200 gifted out of which 100 arts students and 100 science students' 200 creative students out which 100 arts and 100 science students were selected. The study was taken in two district of Meerut Commissionary. Group test of intelligence by G.C. Ahuja was applied to find gifted students. Baquer Mehndi test was conducted to find out the creative students. Self-Perception inventory by soars and soars was used to measure Self-Perception of student. Descriptive survey method of research was used. The mean, SD, T-test were used to analyze the whole data. The result confirms that creative arts and science students have low Self-Perception than gifted arts and science students. This study is useful for the future of the students because Self-Perception of school aged students has become additional major area of concern in school mental health service due to interaction among academic achievement, social interaction, and the emotional well being of students. It is acknowledge that the way students perceive themselves performing competently in school with friends and with family.

Key words: Art and Science, Academic Streams

Online Study: An Effective Medium of Education (A Boon in Lockdown)

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ABSTRACT

The Corona virus (COVID-19) pandemic is the crucial universal health calamity of present time(2020). This is the extreme worst situation we have faced after two World Wars. It was emerged in China in November,2019 and has spread to all continents except Antarctica. Cases are rising daily in all the continents. This pandemic has changed the pedagogy for the students. Students who have never studied online, now are taking the help of various online study sources and platforms. This learning online platform provides more flexibility, study programmes used to be more suitable and inexpensive than their counterparts in conventional education. This research paper is about to know the students perspective for the online studies during lockdown period. Random sample method was adopted in which 450 respondents participated. A survey link of 10 questions was circulated on social media platforms (Instagram, Facebook and WhatsApp) to investigate the online study pattern and situation through survey monkey. The result presents that there is no option for the students apart from online study. Students used ZOOM, SKYPE, YOUTUBE Channels for the study.

Key words: Online Study, Online Education, Online learning, E-Learning, COVID 19, Corona Virus

A Study of Relationship of Organizational Climate and Emotional Intelligence of Teachers

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ABSTRACT

Today emotional intelligence and organizational climate is the popular topic of many discussions among academic scholars and corporate executives. It is important to consider how important it is for effective performance at work. There now is a considerable body of research suggesting that a person is ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job. Furthermore, as the pace of change increases and the world of work makes 'ever greater demands on a person is cognitive, emotional, and physical resources, this particular set of abilities will become increasingly important. In the present study the relationship of teachers emotional intelligence and organizational climate were explore.

Key words: Organizational climate & Emotional Intelligence

A Comparative Study of Personality Factor and Academic Achievement of the Physically Challenged and Normal Pupil Teachers Studying in Self-financed Institutions

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ABSTRACT

The study related with the physically challenged and normal pupil teachers in relation to their personality factor and Academic Achievement. Objective of this study is to compare personality factor and academic achievement of the physically challenged and normal pupil teachers studying in self-financed institutions in terms of theory marks & practical marks. The study will be confined to teacher educators in Self-financed institutions affiliated to C.C.S. University, Meerut Region only. In the present study a sample 100 samples unite of physically challenged pupil teachers and 200 normal pupil teachers will be selected randomly from the population. For measuring the Academic Achievement - total theory and practical marks obtained in B.Ed. class by pupil teachers. Development Personality Inventory (DPI) developed by Mahesh Bhargava, Agra was used to collect data for the present study. Researcher found that Physically challenged and normal pupil teachers of self-financed institution are equally achievement in terms of theory marks. Physically challenged pupil teachers are more then their counter part normal pupil teachers of self-financed institutions of academic achievement in terms of practical marks. Physically challenged pupil teachers are less then their counter part normal pupil teachers of self-financed institutions in terms of personality factors.

Key words: Physically challenged & Normal Pupil Teachers, Personality Factor & Academic Achievement

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