LITERARY FINDINGS

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH

UGC RECOGNISED JOURNAL

UGC NO: 42329

ISSN 2278-2311

DECEMBER - 2018

visit us : www.kongunadupublications.com
kongunadupublications@gmail.com

PROFESSIONAL ETHICS AS PERCEIVED BY THE SCHOOL TEACHERS IN MADURAI DISTRICT

*Dr.B.Kannan, Assistant Professor, Department of Education, Madurai Kamaraj University, Madurai-21.

ABSTRACT

The present study reports about the professional ethics among the school teachers. A stratified representative sample of 230 teachers constituted from various schools in Madurai District with due representation given to variables, viz. Gender, Kind of school and School location selected for this study as samples. This study reveals that the teachers those who are male teachers, those who have B.Ed. qualification, those who are non-hindu, those who are unmarried and those who are handling arts subject possess low level of professional ethics than their counterparts.

Keywords: Professional Ethics, School teachers

NEED FOR THE STUDY

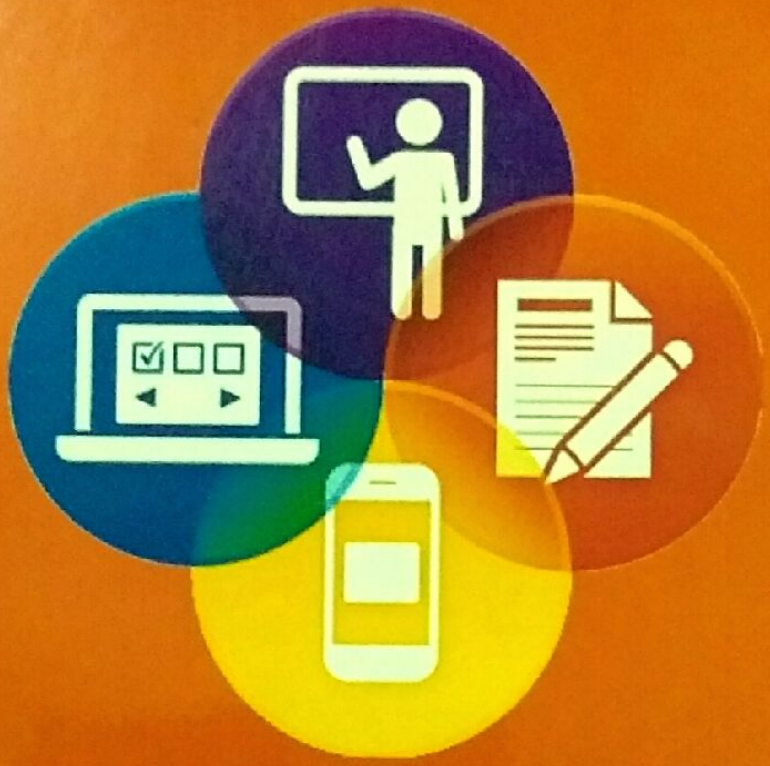
As long as children go to school to get knowledge and develop themselves, so long as teachers are in need. And as long as teachers are working with young personalities, so long as the question of their professional ethics is staying on the agenda. Ethics can be inborn but it can and should be developed. Some people are born tactful, tolerant and moral enough to become good professionals in terms of ethics. Some are taught how to behave in order to correspondent to necessary requirements of ethical conduct. What kind of a person one needs to be an ethical teacher? Certainly, a teacher has to be loyal, being patient to students and caring about them, despite their individual abilities. Teacher should not shout at students and demonstrate irritation. That doesn't mean that teachers should allow everything or let alone allow disrespect. Today students rarely hear about punishment, which was an indispensable element of education some centuries or even decades ago. Some conservative-minded people claim that punishment brought positive fruit in the form of students' commitment to discipline and self-discipline, as a result. Teachers' ethics should not allow teachers choose "favorites" in the group and differentiate students. If one monitors Mass Media reporting or at least tracks mainstream reports one will definitely recollect some notorious cases of teachers' sexual harassment, which shock public. Sure, sexual harassment is probably most dishonorable examples of violating teacher's ethics and is even a subject of criminal law. Teachers are the people, who should serve for students not only as examples of high education but of decent behavior as well. That is why each violation of teacher's ethics may cause some really serious consequences and turn into crucial mistakes. Moreover, the investigator being a teacher educator having varied experiences at schools and colleges as

Proceedings of the International Seminar on

Blended Learning:
Opportunities and Challenges in Higher Education

13th & 14th December, 2014

VOLUME - II



BLOCHE 2014

Department of Education
MADURAI KAMARAJ UNIVERSITY
Madurai, Tamil Nadu, India

IQAC-VYSYA COLLEGE &
IQAC-VYSYA COLLEGE OF EDUCATION
Ayodhiyapattinam, Salem, Tamil Nadu, India

Proceedings of the International Seminar on Blended Learning: Opportunities and Challenges in Higher Education (BLOCHE 2014), Vysya College of Education, Salem, TN, India. 13th & 14th December, 2014. pp.273-275.

Latest Applications for Web2.0 in Blended Learning

B. Kannan

Assistant Professor, Centre for Educational Research, Madurai Kamaraj UIniversity, Madurai, India
Email: kannaneducation@yahoo.co.in

Web 2.0 is the term given to describe a second generation of the World Wide Web that is focused on the ability for people to collaborate and share information online. Web 2.0 basically refers to the transition from static HTML Web pages to a more dynamic Web that is more organized and is based on serving Web applications to users.

Other improved functionality of Web 2.0 includes open communication with an emphasis on Web-based communities of users, and more open sharing of information. Over time Web 2.0 has been used more as a marketing term than a computer-science-based term. Blogs, wikis, and Web servicesare all seen as components of Web 2.0.

The key characteristics of Web 2.0 are:

- Web-based applications can be accessed from anywhere
- Simple applications solve specific problems
- Value lies in content, not the software used to display content
- Data can be readily shared
- Distribution is bottom-up, not top-down
- Employees and customers can access and use tools on their own
- Social tools encourage people to create, collaborate, edit, categorize, exchange, and promote information
- Network effects are encouraged; the more people who contribute, the better the content gets

Web 2.0 was previously used as a synonym for Semantic Web, but while the two are similar, they do not share precisely the same meaning.

Web 2.0 tools, are used in the higher education context because they can: help engage students in their learning while providing social interaction with their peers in the learning process; enable students to work at the conceptual level of understanding on authentic projects where they can solve problems, discover relationships, discern patterns, and develop a deep understanding of content; and collaboratively build knowledge of students mediated by user-generated (either student or teacher) design; allow students and teachers opportunities for reflection; and, ultimately, cultivate communities of practice. Conceptual model of a Web 2.0 community of inquiry, illustrating relationships between teacher, student and the integrated use of Web 2.0 tools.

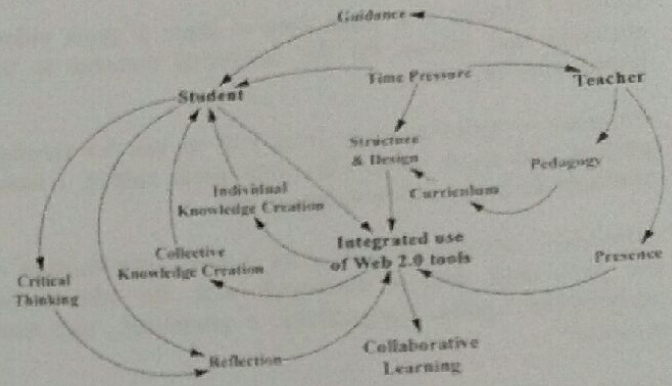


Fig. 1

APPLICATIONS FOR BLENDED LEARNING IN WEB2.0

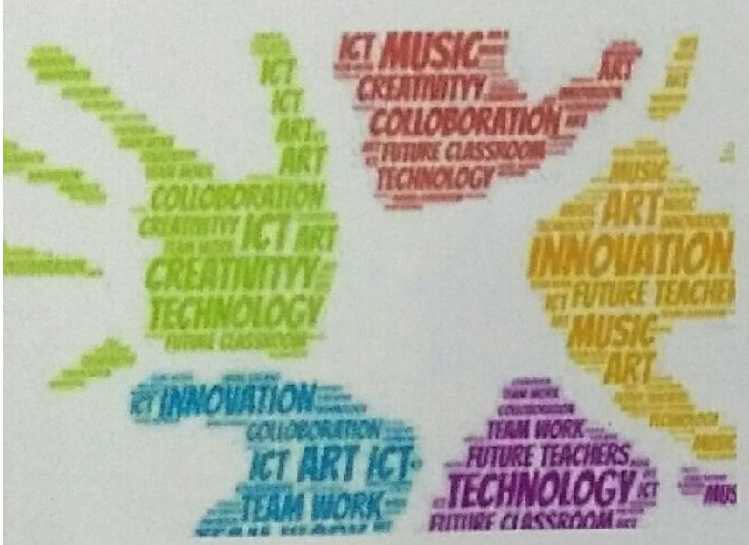
There are a number of Web-based services and applications that demonstrate the foundations of the Web 2.0 concept, and they are already being used to a certain extent in education. These are not really technologies as such, but services (or user processes) built using the building blocks of the technologies and open standards that underpin the Internet and the Web. These include blogs, wikis, multimedia sharing services, content syndication, podcasting and content tagging services. Many of these applications of Web technology are relatively mature, having been in use for a number of years, although new features and capabilities are being added on a regular basis. It is worth noting that many of these newer technologies are concatenations, i.e. they make use of existing services.

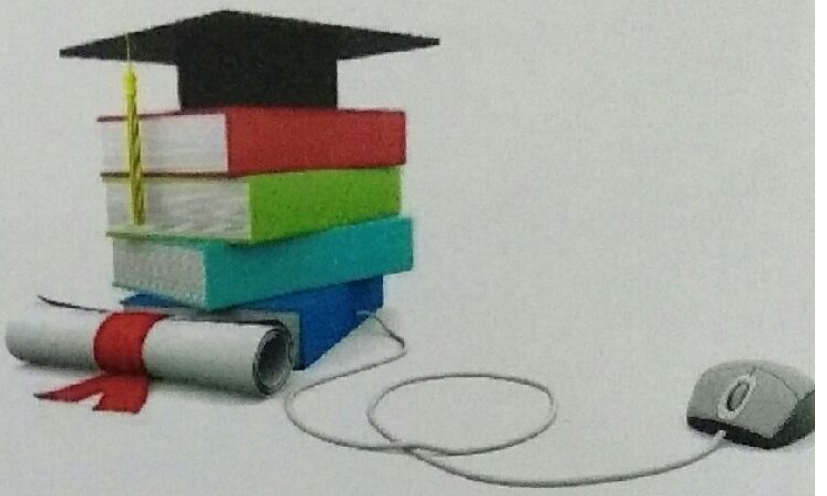
Blogger— Blogger is the top Web 2.0 and 21st century tool pick. From an educational standpoint, blogs allows educators and students to collaborate, share instructional resources, create content and connect to mainstream social media channels such as YouTube, podcasts, other

ISBN: 978-93-82570-46-2

ne Day National Seminar on

INNOVATIVE PEDAGOGICAL METHODS ND ICT IN TEACHER EDUCATION"





2nd December 2017, Saturday

Edited By

Dr.R.VENDHAN

GOVERNMENT COLLEGE OF EDUCATION

ORATHANAD – 614 625

Thanjavur District, Tamil Nadu, India

Phone No. 04372 – 233258

Website: www.gceond.in

Email: gceondoffice@yahoo.in

AWARENESS ON ELECTRONIC MEDIA AMONG STUDENT TEACHER IN DINDIGUL DISTRICT

Dr. B.Kannan

Assistant Professor, Department of Education
Madurai Kamaraj University, Madurai

Need for the Study

Education is the process of learning and knowing, which is not restricted to our school text-books. It is a holistic process and continues through our life. Even the regular happenings and events around us educate us, in one or the other way. It would not be an exaggeration to say that the existence of human beings is fruitless without education. An educated person has the ability to change the world, as he/she is brimming with confidence and assured of making the right moves. It Makes Better Citizens, Ensures A Productive Future, Opens New Vistas, Spreads Awareness, Helps In Decision-Making, Bolsters Confidence. The term media is derived from Medium, which means carrier or mode. Media denotes an item specifically designed to reach a large audience or viewers. The term was first used with the advent of newspapers and magazines. However, with the passage of time, the term broadened by the inventions of radio, TV, cinemas and Internet. In the world of today, media has become almost as necessary as food and clothing. It is true that media is playing an outstanding role in strengthening the society. Its duty is to inform, educate and entertain the people. It helps us to know current situation around the world. The media has a strong social and cultural impact upon society. Because of its inherent ability to reach large number of public, it is widely used to convey message to build public opinion and awareness. Hence the researcher wants to know the awareness on electronic media among student-teacher.

Terms and Definitions

Awareness on electronic media - refers to knowing about various aspects of electronic media. Student-teachers - refers to those who are studying B.Ed. in Dindigul district.

Dindigul District - refers to one of the southern district in the state of Tamil Nadu.

Variables of the Study

The variables involved in this study are as follows:

Dependent Variables:

Awareness on electronic media

Independent Variables:

1. Gender : Male / Female
2. Religion : Hindu / Others
3. Family type : Joint / Nuclear
4. College kind : Unisex / Mixed
5. College type : Govt. Aided / Unaided
6. Native place : Rural / Urban
7. Residence : Hosteller / Dayscholar
8. Subject : Arts / Science
9. Family income : Adequate / Inadequate
10. Availability of Internet at home: Yes / No

Objectives of the Study

1. To measure the level of Awareness on electronic media among the student-teachers.

International Conference on

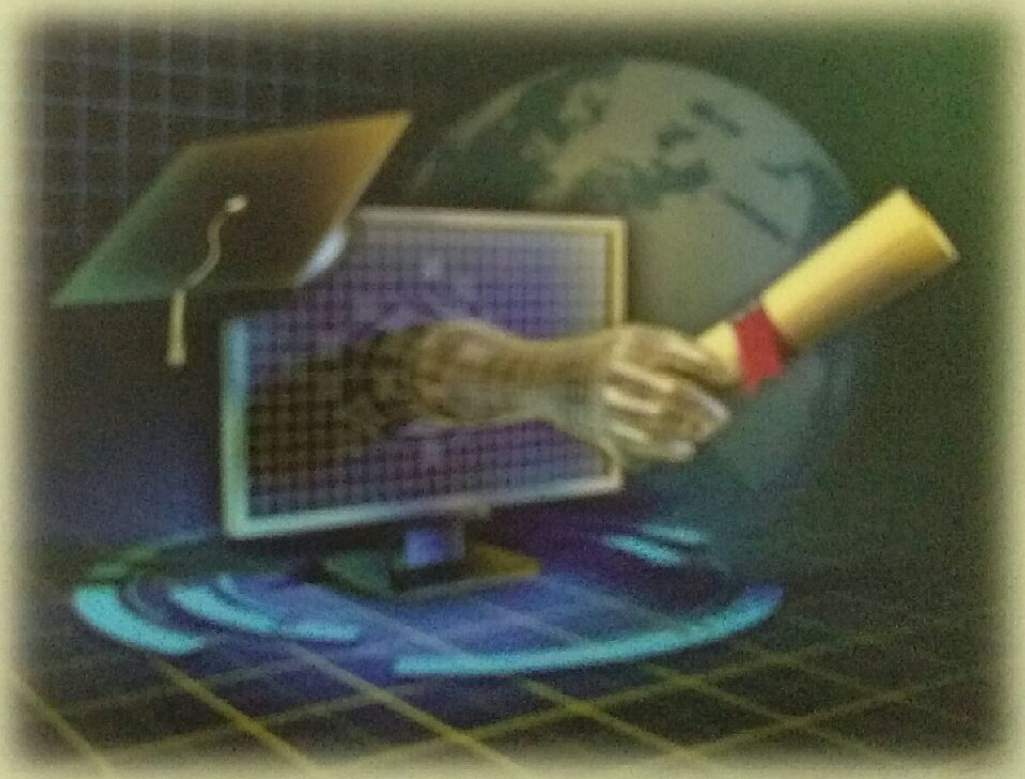
Recent Advances in Educational Technology: Implications and Future Directions

under the aegis of UGC-SAP (DRS-II)

Department of Educational Technology
Bharathidasan University, Tiruchirappalli, India

13th & 14th August 2014

BOOK OF ABSTRACTS



Prof. R. Karpaga Kumaravel

ICT in Research: Opportunities, Issues and Challenges

Dr. B. KANNAN

Assistant Professor, Centre for Educational Research, Madurai Kamaraj University, Madurai

Now-a-days ICT's are most common and become essential in research field, especially in data collection. The explosive growth in the availability of technologies in societies around the world – even in some of the poorest, most remote communities – is increasingly leading many groups to explore how these devices might be used effectively as part of large scale data collection efforts in many sectors, including education. Utilizing small, portable electronic computing devices to help collect data is not new, of course. For over two decades, laptop computers and personal digital assistants (PDAs) have featured in initiatives to (e.g.) collect census information, interview consumers of various goods and services and poll potential voters. That said, such efforts often faced constraints related to, among other things: costs; the relative novelty of such devices among key segments of the population; the need to provide device-specific user training; and difficulties in exchanging data between these devices and other components of a larger system for data collection. This paper will throw light on how far and in what way technology is helpful in collecting data in the field of research. Even though it has some remarkable and invaluable prospects in pursuing research in general and data collection in particular, it has some issues and challenges also, it is noted in this paper. This will help or guide the researcher to find out what the possible ways and means in data collection are, further issues and challenges which he/she is going to face. The investigator may be aware / get prepared for the same before he/she steps in to the research and for fruitful completion of the same within the stipulated period.

Social Media in Higher Education

Dr. M. RAJESHKUMAR

Assistant Professor, Centre for Educational Research, Madurai Kamaraj University, Madurai.

The use of social media interfaces through computer and mobile devices has become quite widespread, and currently, the two most prominent interfaces are Facebook and Twitter. Facebook allows users to create profiles, allows those user-operated profiles to interact with each other, allows for the expression of interests and the discovery of commonalities between users, and allows users to build and maintain connections and invite others to join a community. In contrast, Twitter is a social media interface that enables users to share a limited amount of user-generated content, quickly and easily, to an extensive number of other users. With this interface, the communication exchange is central, and the creation and sharing of user profiles is not necessary, but Twitter can link to user profiles that exist on other social media interfaces. Many have pointed to the educational benefits of these media (also called Web 2.0). Social media tools and networking sites encourage students to engage with each other and to express and share their creativity. Social media has made its way into higher education. A 2010-2011 study of social media adoption by the University of Massachusetts Dartmouth analyzed the most recent trending of social media use among four-year accredited institutions in the U.S. and found that 100 percent of the colleges and universities studied are using it. Many higher-education professionals are using social media for marketing and communication, but faculty are also adopting it in the teaching and learning process. This is particularly true in online and blended instruction, as more educators see value in leveraging Web 2.0 technologies with their students. Every day, about 250 million people log in to Facebook. Twitter has 15 million regular users; they send 65 million messages each day. People watch more than 2 billion video clips on YouTube daily. Every hour, users upload an average of 24 hours of video content. Every day, more than 90 percent of college students visit a social networking site.

PROCEEDEINGS OF A TWO DAY ICSSR SPONSORED NATIONAL SEMINAR

EMPOWERMENT, SOCIAL JUSTICE, INCLUSIVE DEVELOPMENT

ISSUES & PERSPECTIVES OF TRIBAL TAMILNADU

Editor

Dr.S.Pushpalatha

DEPARTMENT OF HISTORY

DIRECTORATE OF DISTANCE EDUCATION

MADURAI KAMARAJ UNIVERSITY

(University with Potential for Excellence)

Madurai - 625 021.

February 2018

INDIA'S TRIBAL EDUCATION SCENARIO

Dr.B.Kannan[1]

Government planners see education as indispensable for helping tribal peoples cope with national integration. Education will also determine their prosperity, success and security in life. The tribes which remain either deprived of or negligent toward education will suffer the consequence.

Possible Impact of Educating the Tribal Communities

In the world, India has the largest tribal population. The major factor that can bring transformation in the overall condition of this tribal population is education.

- An educated youth is capable of collectively bringing in significant changes and improving the whole community
- Pproper education will not just benefit the tribal population but benefit the entire economy of India
- Furthermore, implementing effective education resources for the tribal community will either bring immediate changes in their state of living or improve their future living conditions

Literacy rate among tribal population

The Literacy of a particular country or a state represents and indicates the development of that area and the literacy rate of the tribal population in India is not just considerably low but below average.Education alone is a chief avenue that will upgrade the economic and social stature of the Scheduled Tribes. Adequate knowledge regarding social responsibilities will help individuals overcome challenges in life without having to feel inferior or under qualified. At present, the tribal community not just lags behind the general population but is way too behind the Scheduled Caste community in terms of literacy and education attainment.

Literacy rate among women

If we talk about the tribal women, the disparity is even worse as the Scheduled Tribe women have the lowest literacy rates in India. In spite of the government putting enormous efforts to build equality among both the genders, there is still a clearly visible breach in the literacy rate between the male and female population of the Scheduled Tribe.

These tribes are not just behind in the literacy rate but the overall aspects of development.

1. Assistant Professor, Dept. of Education, Madurai Kamaraj University, Madurai – 21

Proceedings of the

National Level Seminar on

MODERN TRENDS IN TECHNO-PEDAGOGY

28 - 29 March, 2014

Edited by

DR. A. MUTHUMANICKAM

DR. R. MEENAKSHI • DR. D. SHIRLEY MOHAI

MR. K. VELLAICHAMI • DR. P. MUTHUPANDI • DR. B. KANNAN

Department of Education

MADURAI KAMARAJ UNIVERSITY

Madurai, Tamil Nadu, India.

Proceedings of the National Level Seminar on Modern Trends in Techno-Pedagogy,
Dept. of Education, Madurai Kamaraj University, Madurai, TN. 28th & 29th March, 2014. pp.215-217.

Challenges in Integrating ICTs in Distance Education

B. Kannan

Assistant Professor, Centre for Educational Research,
Madurai Kamaraj University, Madurai, Tamil Nadu.

INTRODUCTION

...n Education Commission appointed by Government of ...dia in 1964, under the chairmanship of Dr. Kothari, ...commended that opportunities for part-time education ...rough programmes like evening colleges and own-time ...ducation through correspondence course should be ...xtended as widely as possible and should also include ...ourse in Science and Technology.

...dia is now passing through a historic moment on the ...conomic front. In the recent past, a series of policy ...easures to revitalize the economy have been initiated. ...mong them are the new Industrial and Trade Policies ...nd various other development measures. With the advent ...f new industrial Policy and Liberalization, the India ...ndustry is exposed to more domestic and global ...ompetition. The existing facilities for continuing ...ducation and retraining are inadequate. There is a need to ...rmalize the retraining programmes for engineering and ...chnology personnel engaged in all sectors and to make ...t mandatory. Increasing use of modern communication ...evices should be made. Programme-learning packages ...eed to be created and distance learning methodologies ...mployed to enable self-development and training of all ...cientific and technical personnel. This would from part ...f the strategy to achieve the objectives relating to ...ngineering and technical education during the English ...lan in the county. Hence the imperative need for ...ncouraging distance education mode in Engineering and ...Technology.

KEY CHALLENGES IN INTEGRATING ICTS IN EDUCATION

Although valuable lessons may be learned from best practices around the world, there is no one formula for determining the optimal level of ICT integration in the educational system. Significant challenges that policymakers and planners, educators, education administrators, and other stakeholders need to consider include educational policy and planning, infrastructure, language and content, capacity building, and financing.

INFRASTRUCTURE-RELATED CHALLENGES IN ICT-ENHANCED EDUCATION

A country's educational technology infrastructure sits on top of the national telecommunications and information infrastructure. Before any ICT-based programme is launched, policymakers and planners must carefully consider the following:

- In the first place, are appropriate rooms or buildings available to house the technology? In countries where there are many old school buildings, extensive retrofitting to ensure proper electrical wiring, heating/cooling and ventilation, and safety and security would be needed.
- Another basic requirement is the availability of electricity and telephony. In developing countries large areas are still without a reliable supply of electricity and the nearest telephones are miles away. Experience in some countries in Africa point to wireless technologies (such as VSAT or Very Small Aperture Terminal) as possible levers for leapfrogging. Although this is currently an extremely costly approach, other developing countries with very poor telecommunications infrastructure should study this option.
- Policymakers should also look at the ubiquity of different types of ICT in the country in general, and in the educational system (at all levels) in particular. For instance, a basic requirement for computer-based or online learning is access to computers in schools, communities, and households, as well as affordable Internet service.

The challenges with respect to capacity-building

Various competencies must be developed throughout the educational system for ICT integration to be successful.

Teachers— Teacher professional development should have five foci: 1) skills with particular applications; 2) integration into existing curricula; 3) curricular changes related to the use of IT (including changes in instructional design); 4) changes in teacher role 5) underpinning educational theories. Ideally, these should be addressed in pre-service teacher training and built on and enhanced in-service. In some countries, like Singapore, Malaysia, and the United Kingdom, teaching accreditation requirements include training in ICT use. ICTs are swiftly evolving technologies, however, and so even the most ICT fluent

ISBN: 978-93-82570-54-7

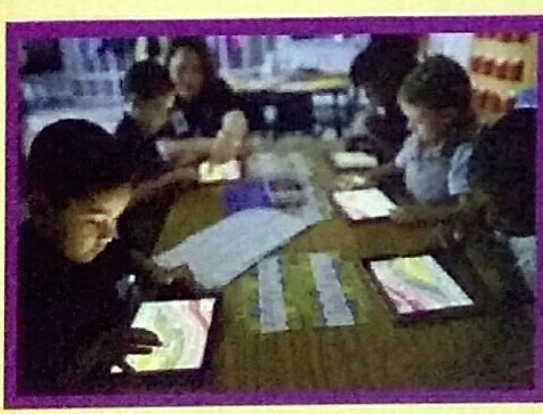
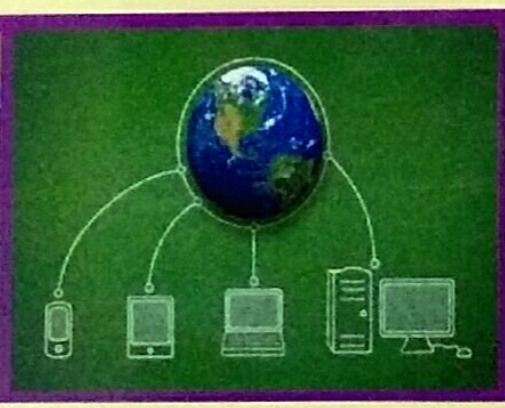
TERASA COLLEGE OF EDUCATION
VEERAPPATTI PANCHAYAT ILLUPPUR
LEARN TO LIVE

INTERNATIONAL CONFERENCE ON

"EFFECT OF DIGITAL TECHNOLOGY IN GLOBALIZATION OF EDUCATION"

(EDTGE-2015)

22 & 23rd January 2015


TERASA COLLEGE OF EDUCATION

(Approved by NCTE & Affiliated to Tamilnadu Teachers Education University)
Veerappatti Panchayat, Illuppur (Tk),
Pudukkottai Dt. - 622 102. Tamil Nadu State.
Phone : 04339 - 272151, 9443372151
E-mail : tce11621@gmail.com
Fax : 04339 - 272972 Website : www.terasacoedu.org

UTILITY OF WEB-BASED TECHNOLOGY AMONG M.Ed. STUDENTS IN MADURAI DISTRICT

Dr. B.Kannan, *Assistant Professor, Centre for Educational Research, Madurai Kamaraj University, Madurai-21, e-mail: kannaneducation@yahoo.co.in*

INTRODUCTION

Across the world, technology and the Internet are enabling great changes. Consequentially, people lacking Internet access are likely to miss out on knowledge, opportunities and advancement and face severe economic, social and political deprivation, with little prospects of catching up. On the other hand, research has reported that Internet users enjoy considerable academic, financial, social and economic benefits (Anderson, et al., 1995; University of Southern California's Annenberg School Center for the Digital Future, 2005).

The Internet is becoming increasingly influential for many people. It seems that there is no aspect of life that the Internet does not touch. It is probably the recognition of the predominance of the Internet that has led psychologists to focus on this phenomenon (Hamburger & Ben-Artzi, 2003). Observers have noted that heavy Internet users seem to be alienated from normal social contacts and may even cut these off as the Internet becomes the predominant social factor in their lives (Beard 2002; Weiser 2001; Widyanto & McMurran, 2004; Young, 1996).

Asynchronous Learning Resources (ALRs) developed as interactive courseware for the World Wide Web are receiving increasing attention because of the ease with which they can be accessed by students at the time, place and pace of their choosing. Knowledge-based ALRs are critical for developing the knowledge base essential for problem solving. Problem-based ALRs are especially attractive because of their emphasis on the higher-order cognitive skills of analysis, synthesis and evaluation.

Many instructional resources available on the World Wide Web are actually electronic texts; a web server is used to publish material that might otherwise be available in hard-copy form. Interactive courseware differs from electronic texts in several important ways. First, interactive courseware relies heavily on the use of graphics. While traditional texts attempt to use words to "paint a picture" of a concept, interactive courseware attempts to convey concepts primarily through the use of graphics, including illustrations, photographs, photomicrographs and video segments. Relatively few words are needed to reinforce what each graphic clearly illustrates. Secondly, interactive courseware concentrates primarily on concepts, as most of the detailed information may be contained in other instructional resources and references, including textbooks. Like the traditional classroom lecture, interactive courseware is intended to complement, not replace, textbooks. And thirdly, interactive courseware is more flexible than the strictly linear format of a textbook. For example, to establish the role soil drainage plays in disease incidence in the pest management chapter of a textbook Thus, an appropriate definition of interactive courseware might be "computer-accessible, graphic-intensive, and highly flexible instructional resources used to facilitate learning". In this context, the researcher thought that what are the ways web based technology will be helpful to the M.Ed. scholars for their research works. So the researcher wants to know the utility of web-based technology among the M.Ed.. Scholars in Madurai district. Hence need for the present study