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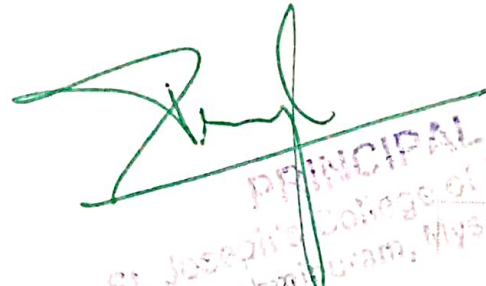
I, Chandrashekara H N was born at Hosapura Village, Hunsur Taluk, Mysore District in 1986. I am the fifth son of Nanjegowda and Late Nagamma. I am married to Rani and have two daughters, Khushi Gowda and Shanvi and we are currently residing in Mysore. I hail from an agricultural family. I completed my schooling from Govt. Primary School, Thippur, Govt. High School, Gagenahalli and Higher Secondary from Bilikere, Mysore. I did my graduation from Vishwakavi Kuvempu First Grade College, Mysuru, B P. Ed and M P. Ed from DOS in Physical Education and Sports Science, University of Mysore, Mysore.

In 2012, I stepped into the profession of Physical Education Teacher at Chaitra High School, Mysore. Since 2013, I have been working as Head of the Department of Physical Education at St. Joseph's First Grade College till date. I have cleared K-SET in 2018 and completed NS-NIS (Netaji Subhash National Institute of Sports) certificate course in Cricket from LNCPE in 2018, Trivandrum, Kerala.

I have published several research articles in international journals and presented papers in national and international conferences. I am presently pursuing Ph.D. in Physical Education under the guidance of Dr. C. Venkatesh, Chairman and Associate Professor, DOS in PE and SS, University of Mysore, Mysore. At the same time, I am pursuing P G Diploma in Yoga at Karnataka State Dr.Gangubhai Hanagal Music and Performing Arts University, Mysore.



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RESEARCH PERSPECTIVES IN PHYSICAL EDUCATION A GUIDE

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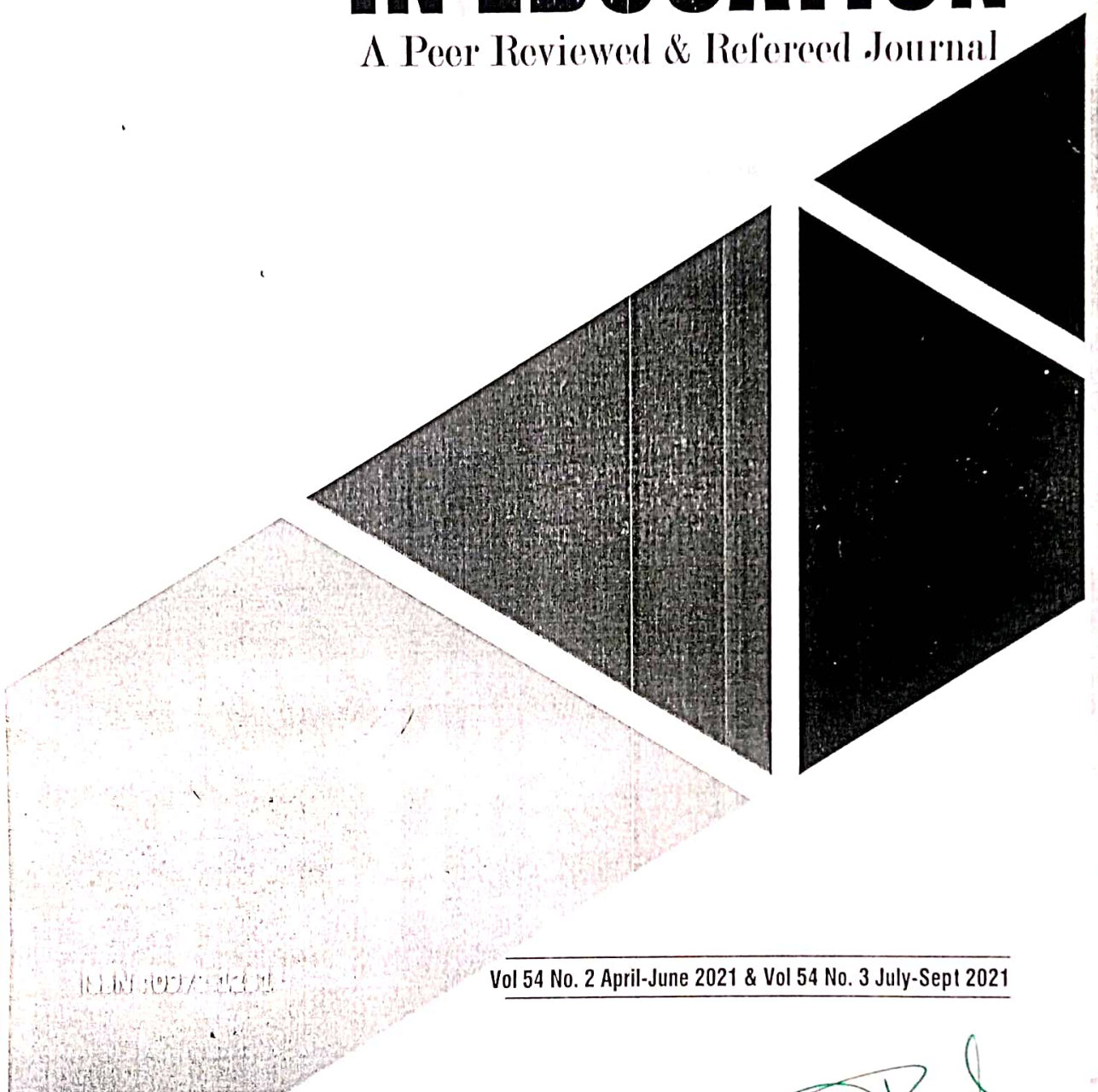
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EFFECT OF CHILD-CENTRIC PEDAGOGICAL APPROACHES IN SOLVING ALGEBRAIC EQUATIONS

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Abstract

The present study attempts to study the Effect of Child-Centric Pedagogical Approaches in Solving Algebraic Equations. Algebra is a branch of mathematics, which is intended to solve particular problems in a faster and a simpler manner. It is based on the concept of unknown values called variables, unlike arithmetic which is based entirely on known number values. Algebra is an incredible asset for critical thinking in manifold streams and specialized fields like science, architecture, financial matters, account, engineering, transport and ship building and numerous other everyday errands. The present study aims at finding the possibilities and difficulties while dealing with elementary algebraic concept of solving simple algebraic equations with special reference to grade-8 students. Also this study aims to find out the Effect of Child-Centric Pedagogical Approaches in solving algebraic equations.

Keywords: *Child-Centric, Pedagogical Approaches, Algebraic Equations, Solving Algebraic Equations*

Introduction

German mathematician Carl Friedrich Gauss called mathematics "the queen of the sciences" since it reveals such a lot of insight into the actual reality. Whether one is filling accounts, building a cabinet, or watching the stars, we are using Mathematical principles laid down through ages, and it is a discipline that underpins life as we know it.

Mathematics Education, is referred to as the practice of teaching and learning of Mathematics in a way of solving problems involving learning the algorithms and formulae necessary for computations. It creates a platform where one can learn and teach Mathematics in a better way.

In the current educational context, Mathematics Education refers to practice of teaching and learning Mathematics, comprising scholarly research related to it. Attitudes to and beliefs about Mathematics: NCF-2005- and research papers on international trend in Mathematics education- raises, on a number of occasions, issues surrounding the perceptions, attitudes and beliefs that exist in relation to Mathematics, such as the view that Mathematics is a difficult subject. Algebra has been recognized as a critical milestone in students' Mathematics learning. However, it has been noted that many students created a serious barrier in the Algebraic problem solving and formal Algebraic System (Kieran, 1992). Therefore, there has been a great attention paid to addressing students' difficulties in solving Algebraic problems.


Child-centric Pedagogical Approaches

Child-centric Approach is about placing the child at the notional centre of the learning process in which they are active participants. It involves giving children choices of learning activities, with the teacher acting as facilitator of learning. Child-centric education is a sort of revolt against subject-centred education. It tries to give regular progression of action and unconstrained development of the child. The role of a teacher is that of an intrigued eyewitness or the observer and, best case scenario, that of a guide who empowers, exhorts and invigorates the child, if and when required. The child is instigated to action by his own felt needs and internal drives. Learning takes place as the child strives to meet his/her needs and gives expression to his/her drives. The immediate purpose and interests are the motivating factors, which may go on changing with the situation. Modern education is child-centric. The incredible rationalists and educationalists like Rousseau, Tagore, Froebel, Pestalozzi and Montessori have given accentuation on the child-centric education at various occasions.

Pedagogy literally translated, is the art or science of teaching children. The word *pedagogy* is derived from the ancient Greek *paidagogos*, which can be broken into two words "paidos" (meaning child) and "agogos" (meaning leader) (*EDU 324 Week 1 Discussion 1 - Historical Events List Five Events and the Date Each Event/Leader Occurred The Role of the Minister Was Made Clearer and Course Hero*, n.d.). In advanced use, it is an equivalent term for "teaching" or "education", especially in insightful scholarly writings or compositions. Pedagogy is basically a study of theory and practice of education. The fundamental qualities, values, principles and rules that impact our ways to deal with learning, teaching and assessment are its main concerns (*Pedagogic Theory - Information Literacy Website*, n.d.). Pedagogy is also dealing with ideation and procedures of educating. Its primary concern lies in setting up of a school climate where the needs and desires of a student are being perceived by the teacher. The instructor is additionally prepared in such a way that he/she conveys the best disposition towards students. The more extensive sense is the exchange of information on a worldwide rate and the miniature subtleties cover the essential behaviours improvement.

Johann Herbart, a German founder of pedagogy was the first to build up the connection among instructional method i.e., pedagogy and its influence on society. Education was the basic step to for transformations and pedagogy was learning the techniques to imply it. The five key factors of this concept that he emphasised include readiness, introduction, affiliation, speculation, and application. He was of the belief that these factors can transform a normal person into the most gainful resource for economy and society. The primary focus was to keep an objective and by rehearsing it in the general public one can accomplish it as well.

Pedagogical Approaches refer to the approaches which give rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. This wide term incorporates how educators and students relate together just as the instructional methodologies executed in the classroom (Lane et al., 2012). It is a strategy including a series of learner-centric approaches designed to produce a quantum leap in the number of children accessing basic education, and to ensure that the pupils have feasible access to learning. The benefit of child-centric pedagogical approaches is that the learners could study with interest enabling the learners to have the high effectiveness. It broadly encompasses methods of teaching suitable to subsequent topics coming under specific chapters. The methods of teaching thus relocate the focus of instruction from the teacher to


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SUB THEM: 7. COLLABORATIVE AND CO-OPERATIVE LEARNING IN CHOICE BASED CREDIT SYSTEM

EFFECTIVENESS OF CO-OPERATIVE AND COLLABORATIVE TECHNIQUES IN LEARNING PHYSICS

Ms. Sangeetha S & Dr. Priya Mathew

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Abstract:

Physics is crucial in understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science. Not only in our country, but also, in many countries there has been a decline in the number of students wishing to continue with physics. A number of factors have been identified by previous researchers as contributing to this decline. They have noted that Physics has an image of both "difficult" and "boring". In order to improve the quality of interaction between teachers and learners, the students must be more engaged in learning and better able to achieve the desired outcomes of education. Students find Physics hard essentially because they have difficulties in understanding the logical reasoning. It is found that the students are reluctant towards the subject Physics. There are negative attitudes of students towards science especially; they do not like Physics courses and Physics teachers. In order to shift, learning Physics from teacher centric method to pupil centric method, cooperative and collaborative learning techniques have been found very effective. This paper focuses on how various cooperative and collaborative learning techniques can bring a paradigm shift in learning Physics.

Key words: Science education, learning Physics, cooperative and collaborative techniques

Introduction

Physics is a "search for" and the "application of rules" that can help us understand and predict the world around us. Central to physics are ideas such as energy, mass, particles and waves. Physics attempts to both answer the philosophical questions about the nature of the universe and provide solutions to technological problems. Physics is crucial in understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science. Physicists are problem solvers. Their analytical skills make physicists versatile and adaptable so they work in interesting places.

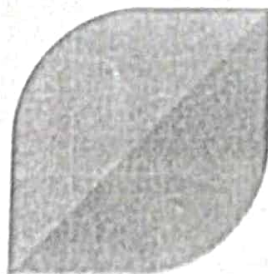
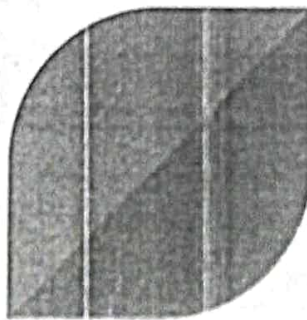
In many countries there has been a decline in the number of students wishing to continue with physics (Woolnough, 1994). A number of factors have been identified by previous researchers as contributing to this decline. Smithers (2006) noted that the study of physics in schools and universities is spiralling into decline as many teenagers believe it is too difficult. They have noted that Physics has an image of both "difficult" and "boring". It is observed that the major general reasons for students finding physics uninteresting are that it is seen as difficult and irrelevant; physics deals with abstract concepts and students find these concepts difficult to grasp.

In order to improve the quality of interaction between teachers and learners, the students must be more engaged in learning and better able to achieve the desired outcomes of education. It calls for all educators to reflect on why they teach, what they teach and how they teach.

AAAS (1990) noted that the collaborative nature of scientific and technological work should be strongly reinforced by frequent group activity in the classroom. Scientists and engineers work mostly in groups and less often as isolated investigators. Vygotsky (1978) emphasized that sociocultural theory posits the interwoven nature of learning and development within and among students as they engage in activities in a classroom community. Learning often takes place best when students have opportunities

EDUCATION IN NEW NORMAL: CHALLENGES AND POSSIBILITIES


..... AN EXPERIENTIAL JOURNEY THROUGH THE PRESENT DAY CONTEXT



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DIGITAL TRANSFORMATION: A NEW NORMAL

- Dr. PRIYA MATHEW

Change is the law of life. "When patterns are broken, new worlds emerge". The pandemic has proved this right in all areas of life. The moment we entered a new decade, a whole lot of things around us changed in all areas be it in matters of health, wealth, food, lifestyle, education and even the basic necessities. The world began to live virtually. The talks, the get togethers, the meetings, the celebrations and most importantly the classes shifted online. Yes, the young minds were fed with knowledge through virtual setup. Digital Transformation happened overnight. Digital Transformation is the adoption of digital technology to transform services by replacing manual processes with digital processes or replacing older digital technology with newer digital technology. One aspect of digital transformation is the concept of 'going paperless'.

The COVID-19 pandemic has beaten up the education industry in both developed and developing countries. The impact has been transformative as educators are looking forward to implementing technological solutions to enable teaching and learning. Most of the schools and universities have now realized the significance of digital transformation in education. However, digital transformation in the education industry is not restricted to online teaching and learning post-COVID-19.

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EDUCATION – THE LIBERATING FORCE FOR GIRLS AND WOMEN

*Ms. Sheetal¹, & Dr. Priya Mathew²*¹*M.Ed Student, Regional Institute of Education, Mysore, Karnataka*²*Principal, St. Joseph's College of Education, Mysore, Karnataka,***Abstract**

Education is equated to the vigorous force that redeems the oppressed from the enslavement and injustice. Bringing about a change in the status of women has always been on the radar screen. The education of girls and women is not noteworthy when it is considered by merely neglecting the root causes that have led to classifying women as the weaker section of the society. Education, with its multidimensional approaches and functions, is capable of uplifting the female human beings from the lower state but education becomes worthwhile only when it succeeds in setting free the girls and women folk from the oppressions. The liberation emphasised here is the development of the critical consciousness that allows the oppressor to question and oppose the ill-treatment. Education is the most effective in building such consciousness. The heart of the paper is the proclamation of education as the significant instrument for changing subjugated position through the intent of liberating girls and women.

Education

Education is a very familiar concept that is commonly used by many but understood by very few. It is age-old as human race despite its inevitable changing nature of meaning and objectives. The term "Education" has been phrased differently by different people. Some people refer it to as formal schooling or lifelong learning while others, interpret it as acquisition of knowledge, skills and attitudes. For some education is merely training of mind to bring about desirable changes in people. Likewise, there are multiple views about education by a learner, a teacher, a parent, a bureaucrat, a statesman, a psychologist, a sociologist, a philosopher, a layman. This implies that there is no precise definition of education and it has multiple meanings with different functions. Education could be understood in a real sense through the analysis and synthesis of the interpreted meanings of it.

Etymological Meaning of Education

Etymologically, the word education is derived from the Latin word 'Educare' meaning "to raise" and "to bring up". The term "Education" has originated from another Latin word "Educere" which means "to lead forth" or "to come out". These meanings of education are the indications that it develops, fosters and nourishes capabilities and draws the best out an individual.

Narrow and Broad Meanings of Education

Narrow Meaning of Education: Education is considered as a predetermined and deliberately planned activity that produces a literate man and prepares the man for certain professions.

Broad Meaning of Education: In a broader sense, education means a lifelong process that allows the child to learn, gain experiences in and outside the classroom that prepares to bring social development contributing towards national development. It equips the child to adapt to various physical, social and spiritual environments.

Education in a wider perspective is referred to as the act of initiating learners into learning in a way that is morally acceptable. Education is therefore a worthwhile activity. Education formally takes place in a man-made artificial environment where every process is planned and implemented for the benefit of those who acquire it. It is carried out systematically. Education does not refer to a single process but a family of processes namely, training, instruction and learning by experience, understanding of principles, logical and critical thinking. Education thus leads the holistic development of the learners.


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Tapering training packages on selected physical fitness variables among inter-collegiate Hockey players of university of Mysore

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The present study has been designed to find out the influence of tapering training packages on selected physical fitness variables among hockey players. This experiment studied the influence of tapering training packages on selected physical fitness variables namely Speed, Arm Explosive Strength, Agility, Cardiovascular Endurance of hockey Players. The experimental design used in this study was random group design involving players attended Mysore university inter-collegiate hockey tournament 2018. For the purpose of study forty-eight (48) men hockey players were selected irrespectively of positions from various colleges affiliated to University of Mysore, their age ranged from eighteen (18) to twenty-three (23) years. They were equally divided into three (3) groups, sixteen (16) in each group. The groups were named as Group – I (Linear tapering training group - LTTG), Group – II (Step-by-Step Tapering training Group - SSTTG), Group – III (Control Group - CG). The subjects underwent their respective training programmes. The data collected from the three groups before and after the experimental period were statistically examined to find out the significant differences. The results were statistically analyzed with analysis of covariance (ANCOVA). To determine which of the paired mean differences were significant at 5% level using Scheffe's Post hoc test. After the analysis the researcher found out that the step by step tapering concept is the better training protocol when compared with linear tapering group towards the development on selected physical fitness variables.

Key words: *Tapering, Linear, step by step, training.*


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SCIENCE FOR ALL GENERATIONS

SCIENCE FOR PEACE

SCIENCE FOR HEALTH

SCIENCE FOR EQUITY

SCIENCE FOR WELL BEING

SCIENCE FOR HUMANITY

SCIENCE FOR SUSTAINABILITY

SCIENCE FOR ENVIRONMENT



Editor

Dr PRASANTH MATHEW

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LEARNING SCIENCE FOR PEACE AND WELL-BEING

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ABSTRACT

Science is not merely a subject. Science is the way of life. Science is for all and it has its effects on every one of us. Science education should bring about scientific attitudes in the minds of children. The scientific temper can bring a greater transformation in an individual. The aim of science education should be to provide a realistic and broad-based understanding of human values through the concept taught. Every concept is developed and related to certain values. Not every value can be explained meticulously. The development in science should be towards well-being of every living being. This paper focuses on how teaching science through values can promote peace and well-being.

Key words: Science education, values, peace and well being

INTRODUCTION

Education is considered to be an important tool to succeed in life and achieve something better. It gives us the knowledge about the world around us and gives an insight about life. Though education is not the only means to gain knowledge, but formal education can transform a person to a better civilian in the society. Values are the kith and kin of one's life. Our formal education starts in school where children enter into a small society which has a tremendous influence on their moral development. Education not only means learning 'subject matter' but also inculcating values through them. When we consider science, many values like patience, honesty, peace, equity etc. can be taught through different scientific activities. Science is a continuous process. In science, if a theory is proved wrong, then it leads to greater scientific explorations. Hence there is a drastic change in the field of science from one generation to another. This paper addresses about promoting peace through science education.

VALUE SYSTEM IN INDIA

In countries like India, the tradition of imparting values is mainly in the families. Values are built on the basis of the family. Values are the qualities on which actions and beliefs are made. Values such as peace, justice, love, honesty, responsibility, sincerity, commitment, patience, kindness, forgiveness etc., are inculcated in the minds of the children through their actions and they act as ideals and govern their entire life. Once an individual is born, initially he is just a part of a small family. But as he becomes an inseparable part of a big fat family called "society". To extend his living in this society it is very important to socialize. In this regard, education plays a very prominent role. Irrespective of the subject studied, for an individual, inculcating values become more important. Thus, teachers play a key role in imparting values in the lives of the children.

VALUES THROUGH SCIENCE

The aim of science education should be to provide a realistic and broad-based understanding of human values through the concept taught. Often, moral education is taught as a separate subject. But it is very important for every teacher should be value oriented and all the school subjects and activities should lead the students towards the formation of values. It is said that Value Oriented Science Education (VOS) needs more efforts. There are different ways of teaching and learning. Everybody would normally use direct method of teaching i.e., curricular way of teaching. But studies have found that students learn science better through non-curricular approach i.e., by organising science quiz, science exhibitions, visit to science museums, group activities, performing experiments etc. Instructional materials along with science models (if required) can be prepared by students, which can make that particular concept to be clearer. Through this we are not only teaching science, but also values.

- For every mistake committed, they learn forgiveness.
- For every group task, they learn responsibility.
- For every failure, they learn patience.
- For every new challenging task, they learn acceptance.
- For every appreciation, they learn being respectful.
- For every experiment performed, they learn being honest.

Many such examples can be listed out. Every concept is developed and related to certain values. Not every value can be explained meticulously. But, by performing different activities, one can give an insight about how values are derived in different concepts.

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SCIENCE AND EQUITY: SCIENCE THROUGH EQUITY AND EQUITY THROUGH SCIENCE

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ABSTRACT

Equity is synonymous with "uprightness". "True equity" is a "sweet reasonableness" that knows when to "relax the strict legal requirements concerning others to carry out the real spirit of the law". In a wider canvas, Science and Equity could be contemplated as two faces of the same coin. The central focus of the paper is on two dimensions- strengthening and establishing science in the daily walks of everyone's life with equity as an instrument and enacting as well as implementing equity in the society and world at large plying science as an eminent weapon. Further, it offers suggestions to decimate dread of science amongst students administering equity in science education and on the other hand, it steals the limelight at achieving equity through different disciplines of science. The concepts of science and equity centre on the ideology of the ways of augmenting each other.

Key words: Equity, Science, Discipline

CONCEPT OF EQUITY

Equity is the spirit of the law behind the letter, justice is the application of the spirit of equity; honesty is the general everyday use of justice or fairness, equity being the interior or abstract ideal. The court of equity overrides the court of Common Law, deciding not upon terms, but the spirit of the deed. Equity is the absence of avoidable or remediable difference among groups of people whether those groups are defined socially, economically, demographically, or geographically.

Equity is about fairness. "Equity derives from a concept of social justice. It represents a belief that there are some things which people should have, that there are basic needs that should be fulfilled, that burdens and rewards should not be spread too divergently across the community, and that policy should be directed with impartiality, fairness and justice, towards these ends."

In the narrowest terms it means that there should be a minimum level of income and environmental quality below which nobody falls. Within a community it usually also means that everyone should have equal access to community resources and opportunities, and that no individual or group of people should be asked to carry a greater environmental burden than the rest of the community as a result of government actions. It is generally agreed that equity implies a need for fairness (not necessarily equality) in the distribution of gains and losses, and the entitlement of everyone to an acceptable quality and standard of living.

The concept of equity is well entrenched in international law. The Universal Declaration of Human Rights states that the 'recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in world'.

Equity as a concept is fundamental to sustainable development. The Brundtland Commission's definition of sustainable developments is based on intergenerational equity: 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'. Equity can also be applied across communities and nations and across generations. The Brundtland report not only insists on intergenerational equity but also equity within existing generations.

EQUITY AND SCIENCE

Equity should be prioritized as a central component in all educational improvement efforts. All students can and should learn complex science. However, achieving equity and social justice in science education through science is an ongoing challenge.

In the other face, sciences should be reinforced by adding the conceptual ideas of equity that makes science as an inevitable part of everyone's life.

SCIENCE THROUGH EQUITY

Science as a discipline is considered to be the one that can make people feel unintelligent challenged and frustrated. While it might be a more difficult subject for many students, they are also some of the most interesting and beneficial subject students will encounter.

Some students believe that that they are truly unable to comprehend Maths and Science. The inference of these findings tells that they are simply frightened of and intimidated by these subjects. Fear is

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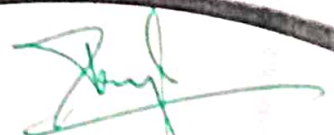
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UNIVERSITY OF BELGAUM

YOGA AND STRESS MANAGEMENT

CHANDRASHEKARA H.N

Physical Education Director, St. Joseph's FGC, MYSORE

Yoga

- **Yuj** - Union, Merging or Get-together.
- Merging of Individual Soul with Supremo.
- Harmony between Body – Mind - Spirit
- Yoga helps to attain a state of super consciousness (**Samādhi**).

YOGA IS A SYSTEMATIC CONSCIOUS PROCESS FOR DEVELOPING 'HEALTH'

What is Yoga

- Include ethical discipline, physical postures, breathing control and meditation.
- Yoga is not only stretching.
- There are 8 limbs of yoga.
- Physical postures called "Asana" is just one of the eight limbs of yoga
- Majority of types more concerned with mental and spiritual well being.

Definitions of yoga

Yoga is to gain the capacity to focus and concentrate and then to defocus or silence the mind.

- Controlling the whirlpool of Mind stuff is called Yoga – Maharshi Pathanjali
- Methodological trick to calm down the Mind is called Yoga – Yoga Vasista.
- Mastery over the Mind is called Yoga. – Swamy Vivekananda.
- Skill full action is called Yoga – Mahabharath

THE EIGHT LIMBS OF YOGA

1. Yama (social discipline)

Yama means restraint or abstention. It has five moral practices.

- Non – violence (ahimsa)** : means not to hurt any creature mentally or physically through mind, speech or action
- Truthfulness (satya)**: Is the presentation of a matter as perceived with the help of the sense organs.
- Non –stealing (Asteya)** : means not to covet and acquire physically, mentally or by speech others possessions.
- Celibacy-** moderation in sex (brahmacharya):
brahmacharya does not mean life long celibacy but moderation in sex between married couples.

e) **Aparigraha** : means abandoning wealth and means of sensual pleasures.

2. Niyama (Individual discipline) :

Physical and mental rules of conduct towards oneself

- Cleanliness** means internal and external purification of the body and the mind.
- Contentment (santosh)** : is a state of mind by which one lives happily and in a congenial or uncongenial atmosphere.
- Austerity or penance (tapas)**: is the conquest of all desires or sensual pleasures by practising purity thought, speech and action.
- Self- study (svadhyaya)** : means exchange of thoughts in –order to secure purity in thought and accomplish knowledge.
- Surrender to god (isghvara pramidhana)**: It is pure devotion to god and surrender of all action to him.

3. Asana (postures) : Asana means holding the body in a particular posture to bring stability to the body and poise to the mind. The practice of asana brings firmness to the body and vitality to the body and the mind.

4. Pranayama (breath control): practice of pranayama is to stimulate, regulate and harmonize vital energy of the body,
e.g. bath is required for purifying the body, pranayama is required for purifying the mind and internal organs.

5. Pratyahara (discipline of the senses) : the extroversion of the sense organs due to their hankering after worldly objects has to be restrained and directed inwards towards the source of all existence. This process is putting the sense under restraint.

USE OF WHATSAPP MOBILE LEARNING ACTIVITIES IN INTEREST TOWARDS SOLVING RECREATIONAL PROBLEMS AMONG PRE-SERVICE TEACHERS

Dr Priya Mathew

St. Joseph's College of Education, Mysore, Karnataka

Mathematics is the mother of all sciences. Mathematics is a compulsory subject in the school curriculum. It plays a vital role in the professional lives for individuals and members of society. They should be able to apply basic mathematics to their everyday life. This is termed as 'mathematics literacy'. In the educational context, teachers should provide the opportunity for students to experience mathematics in a way that they can understand well. Furthermore, they should provide real world situations that are relevant to their role as professionals.

Mathematics is widely perceived as a difficult subject, to be avoided. It is considered as a major hurdle in passing the examinations by the majority of the students, their parents as well as the society as a whole. It may be because they did not get proper guidance in studying Mathematics. Many teachers, educators and researchers have responded to the challenge of teaching mathematics by developing powerful pedagogical approaches or innovative materials and also introducing some innovations in their teaching activities are one of the factors which help in effective learning.

RECREATIONAL MATHEMATICS

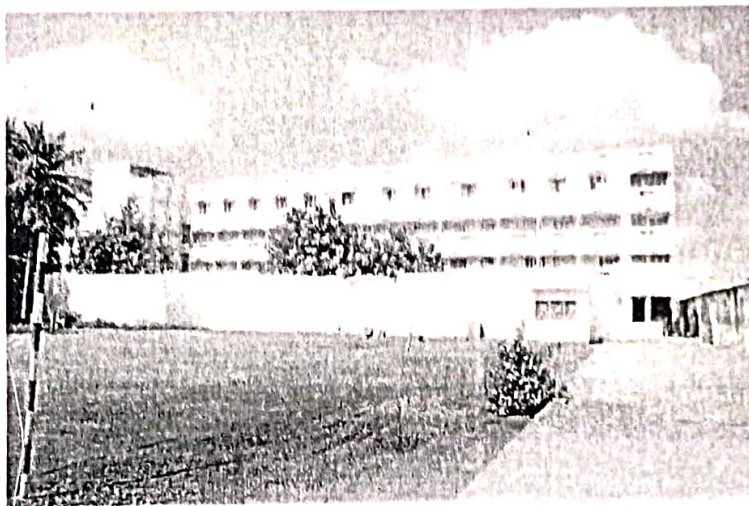
Recreational mathematics has a vital role in making mathematics an interesting subject. Recreational mathematics is mathematics carried out for fun (recreation) rather than as a strictly research and application-oriented activity. Although it is not necessarily limited to being an amusement, it often involves mathematical puzzles and games. The basic principles of learning mathematics can be made fun through recreational fun, activities and games. If mathematics can be made fun, it can become child's play. Class room experience indicates that puzzles, riddles etc encourage an open minded attitude towards mathematics and help them to develop their clear thinking.

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TOOLS FOR LEARNING - TECHNOLOGY AND TEACHING STRATEGIES

Mrs. Anne Jaya Sheela, M.Sc (Chemistry), M.Ed, M.Phil, KSET
Asst. Professor, St. Joseph's College of Education, Jayalakshmipuram, Mysore-570012

Abstract

This chapter aims to help pre-service teachers consider the possibilities for embedding technology into teaching. After reading this chapter you should be able to: 1. Understand the role of technology in education. 2. Identify technological applications and resources used in classrooms today. 3. Be aware of how you might embed technology through a range of teaching and learning strategies. 4. Evaluate technological tools to support teaching and learning. 5. Understand possible challenges and barriers you may face as a new teacher using technology

Introduction

Close your eyes and picture your classroom when you were a Year 4 student. Now, make a list of all the technology in that classroom that you can remember. • A chalkboard? • Textbooks? • An overhead projector? • A videocassette player? • A computer? Now, list the technology you would expect to see if you walked into that classroom today. What would still be there? What would be new? Technology, in one form or another, has always been part of the teaching and learning environment. It is part of the teacher's professional toolbox. In other words, it is among the resources that teachers use to help facilitate student learning. Technology has changed dramatically over recent decades. The increasing variety and accessibility of technology has expanded the toolbox and the opportunities teachers have to use technology. Computer devices are more powerful and come in different forms, from those that sit on our desks to those that sit in the palm of our hands. The internet connects those devices and connects students to each other in the classroom, through the school and around the world.

The Role of Technology in Education

Learning with technology has become essential in today's schools. Worldwide, governments, education systems, researchers, school leaders, teachers and parents consider technology to be a critical part of a child's education. In Australia, it is acknowledged that advances in technology have an influence on the way people create, share, use and develop information in society, and that young people need to be highly skilled in their use of information and communications technologies (ICT). This educational aspiration is a cornerstone of the Melbourne Declaration on Goals for Young Australians (MCEETYA, 2008) and ICT competence is realised as one of the general capabilities in the Australian Curriculum

Learning with Technological Tools

The contemporary curriculum guides teachers to facilitate the development of adaptable and flexible learners who know how to take on new tasks and situations, quickly and easily. Students will need to be good communicators who can competently discuss topics with others and effectively share their ideas in many forms and for different purposes. Students will need to possess excellent collaboration skills and be able to work together with many different types of people, each of whom has her or his own special disciplines and unique ways of learning and working together. Furthermore, students will need the ability to create in a variety of manners and bring their visions and ideas alive through different types of media. In this

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Effect of Graphic Organizers In Learning Mathematics Among Adolescent Students

Dr. Priya Matheu *

Abstract

Graphic organizers are visual and graphic displays that spatially depict the relationships between facts, terms, concepts and ideas within a learning task. It is an instructional tool students can use to organize and structure information and concepts and to promote thinking about relationships between concepts. It assists students in accessing prior knowledge and connecting it to new concepts learned and helps students to present knowledge in a visible format. In order to find out the effect of graphic organizers in mathematical problem solving, the researchers conducted an experimental research with pretest-posttest nonequivalent groups design. The sample comprised of 70 students of standard eight. The experimental group (N=35) was taught through graphic organizers and the control group (N=35) through the existing activity oriented method practiced in the schools. Problem solving ability test in Mathematics constructed by the researchers was administered before and after the experiment in order to measure problem solving ability in Mathematics. The findings of the study showed that graphic organizers is more effective than the existing activity oriented method in improving mathematical problem solving of adolescent students. The researchers found that the use of graphic organizers is very efficient and effective in students' problem solving ability, and students were more engaged in learning when they participated in the completion of graphic organizers.

Keywords: Adolescent students, Effect, Graphic Organizers, Problem Solving ability in Mathematics

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COGNITIVE APPRENTICESHIP MODEL: EFFECT ON METACOGNITIVE SKILLS

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ABSTRACT

Classrooms comprise of students with individual differences even in metacognitive abilities. The term metacognition refers to 'the individual's own awareness and consideration of his or her cognitive processes and strategies' (Flavell, 1979). It is also defined as 'thinking about thinking'. The teachers have to develop a keen sense of observation and make note of the metacognitive ability of the children in classrooms. The specially selected methods and models of instruction allow the teacher to focus on the most important behavioural characteristics and needs of the individual students. Promoting students' metacognitive ability is critical to improve their academic performance and success in life. The Cognitive Apprenticeship Model (Collins, Brown, & Newman, 1989) is a model of instruction that works to make thinking visible through the six phases of teaching: Modelling, Coaching, Scaffolding, Articulation, Reflection, and Exploration. In this study, the researchers adopted experimental method with pretest-posttest non-equivalent groups design. The sample comprised of 76 students of standard eight. The experimental group (N=38) was taught through the Cognitive Apprenticeship Model and the control group (N=38) through the existing activity oriented method practiced in the schools which follows the curriculum designed by the Board of Secondary Education in Kerala State. The scale of metacognitive skills was administered before and after the experiment in order to measure metacognitive skills in mathematical problem solving of the students in the experimental and control groups. The findings of the study showed that Cognitive Apprenticeship Model is more effective than the existing activity oriented method in developing metacognitive skills of secondary school students. The school curriculum is suggested to be modified to suit the Cognitive Apprenticeship Model and thus provide opportunities to the students to articulate reflect and explore themselves so that the students develop metacognitive skills.

KEYWORDS: Students with Individual Differences Even in Metacognitive Abilities

INTRODUCTION

The traditional method of teaching, practised in our schools was grounded on Behaviourist philosophy based on objectivist view of knowledge. In objectivist paradigm, the teacher transmits knowledge to the learners who are considered as passive receivers. It is believed that the teacher has all the knowledge and the teacher is the source of 'right' knowledge and 'correct' answers. In contrast, the constructivist paradigm is based on the assumption that knowledge is subjective and learners construct knowledge in the social and cultural environment in which they are embedded. The Constructivist paradigm calls for a change in the classroom culture, attitudes, beliefs and practices. Role of the teacher in this paradigm shifts from 'transmitter' of knowledge to 'researchers' and 'explorer' of knowledge. Role of student changes from 'knowledge acquisition' to 'knowledge construction'. In the constructivist classroom, the student designs experiments, tests hypothesis, draws conclusions, compares his findings and results with those of others. In the constructivist classroom,

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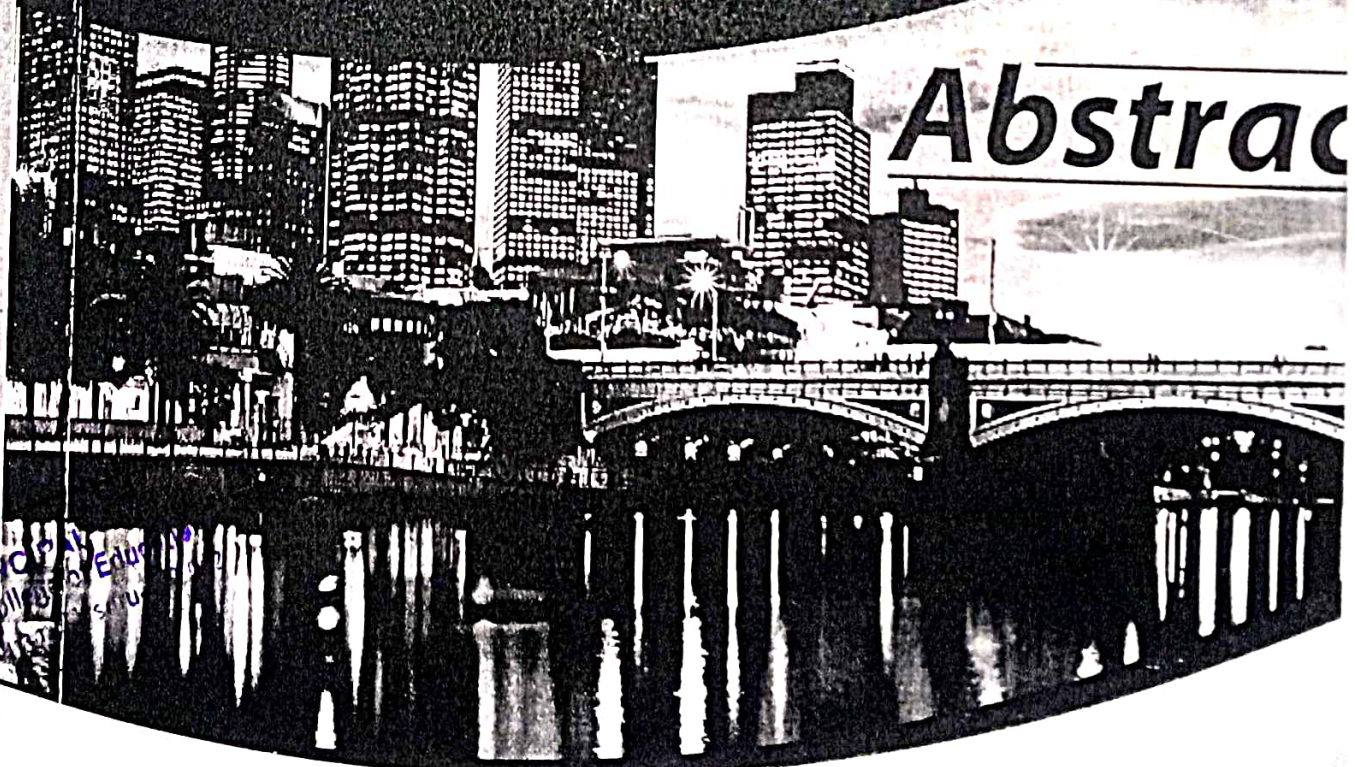
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Abstract



Principles of Education
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REFLECTIVE PRACTICES: A MEANS TO TEACHER DEVELOPMENT

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Abstract

Reflective practice is a process that can facilitate teaching, learning and understanding and it plays a central role in teachers' professional development. When student teachers carry out systematic enquiry into themselves, they will understand themselves, their practices and their learners. By constantly looking into their own actions and experiences, they can professionally grow in their own. In this study, researchers conducted a qualitative research to see the effectiveness of reflective practices in the development of student teachers. The study examined how the teacher as an educator created opportunities for student teachers to develop their reflective practices in their teaching practice sessions. This paper attempts to establish that reflective practice is key for student teachers to explore themselves and which leads to their professional development.

Keywords: Reflective practices, Reflective teaching, Student Teachers, Teacher Development


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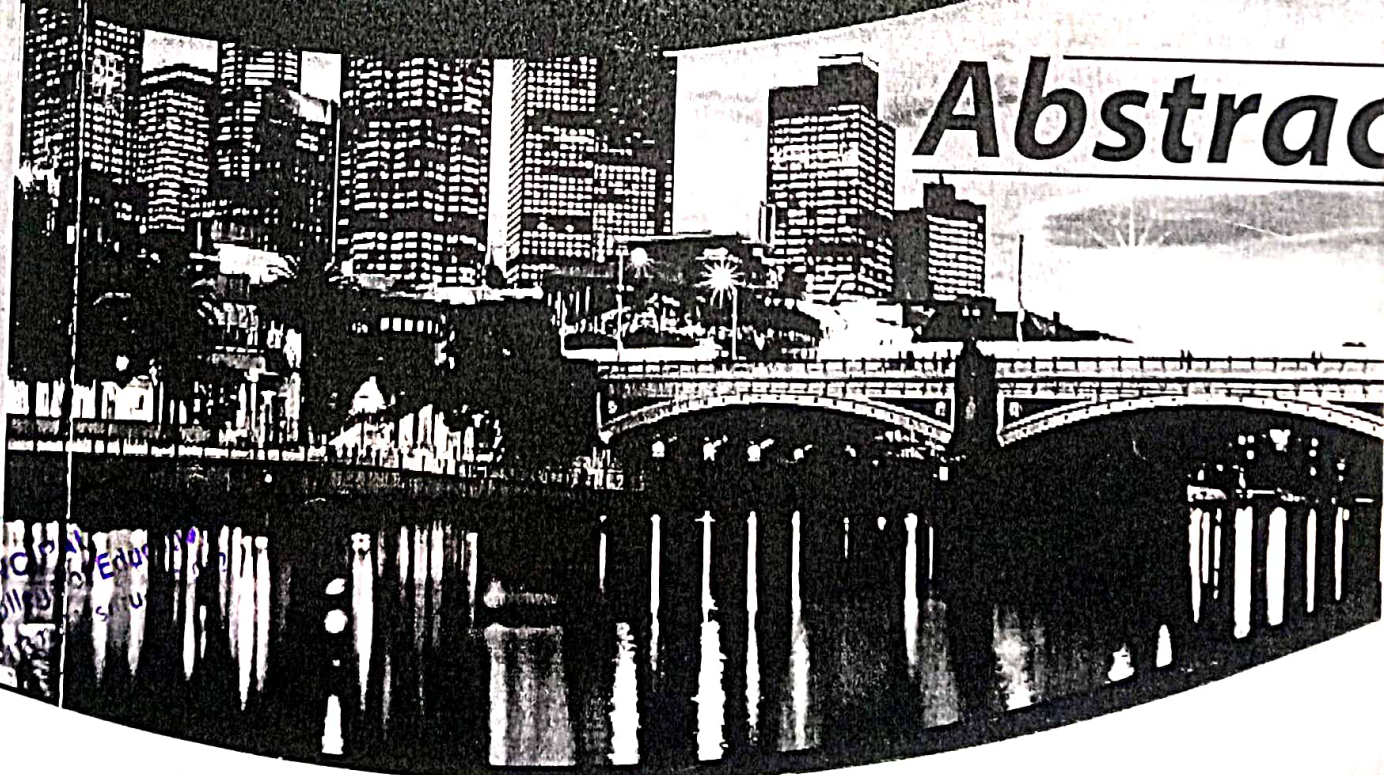
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Paul
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SENSITIVITY DOMAIN OF LEARNING FOR A SUSTAINABLE FUTURE

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Abstract

The complex and intimate relationships among the technological products we consume calls for a sensitive attitude towards the values that underpin them. A blind eye towards the inevitable balance of the biosphere that sustains us can prove disastrous in the future. Majority of the social, moral, environmental and health issues of human life arise out of our lack of a responsive, caring and compassionate disposition towards various interacting elements associated to these realms.

Scientific sensitivity characterised by a sense of responsibility, sense of caring, compassion, empathy, respect, sense of belongingness, sense of critical awareness and sense of problem solving must be inculcated in pupils for solving various scientific issues. This can be done by raising them from mere 'awareness level' to the 'sensitive level' whereby they become 'responsible citizens' of the world through an 'attitudinal shift' from egocentric ethic to planetary ethic.

In the paper, the authors suggest the possibility of a new domain of learning – the Sensitivity Domain which aims at a shift from mere 'level of awareness' to a 'level of sensitivity' through 'personal experience' which enables the exploration and realisation of the interrelationship, interdependence and interconnectedness of the various systems of the universe. The paper recommends important pedagogic strategies, both formal and informal, for developing scientific sensitivity in students. It also illustrates various models of science learning designed to...