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IFET TIMES



# IFET

## COLLEGE OF ENGINEERING



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IFET Nagar, Gangampalayam, Villupuram - 605 108

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COURSES





**FROM THE EDITOR'S DESK**

**November is the month for Anna University semester examinations. IFET TIMES wishes the students good scores in their examinations.**

**Discussion has been initiated to sign MOU with REDHAT Academy. This will facilitate setting up of a lab in our premises for training and appearing for online exams leading to certification. Both students and faculty members will be greatly benefited by this initiative. Our Mechanical Engineering Department has conducted a two week Faculty Development Program on Nanotechnology for Energy and Agriculture Sectors. It is a matter of pride that IFETCE is one of the very few colleges to get sponsorship from AICTE for such a big program on latest topic. Let us continue our journey for the knowledge dissemination.**

**K.R.SUKUMAR**

<b>Mr. D. Jayakumar</b> <b>SAP/CSE</b>	<b>-Coordinator</b>
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<b>Mr.B.Akoramurthy</b> <b>AP/CSE</b>	<b>-Member</b>
<b>Ms.K.Bhuvaneswari</b> <b>AP/ECE</b>	<b>-Member</b>
<b>Ms.S.Bavani</b> <b>AP/EEE</b>	<b>-Member</b>
<b>Ms.F.Anishya</b> <b>AP/IT</b>	<b>-Member</b>
<b>Mr.R.Ganesh kumar</b> <b>AP/MECH</b>	<b>-Member</b>
<b>Dr. B. Elango</b> <b>Librarian</b>	<b>-Member</b>

# PAPERS PRESENTED/PUBLISHED/WORKSHOPS/AWARDS RECEIVED

## FACULTY CONTRIBUTIONS

### Session handled by Faculty

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- Dr.K.Venkatesan AP/Phy, Dr.S. Balamurugan AP/Phy & Dr.K.Margandan AP/Chem handled sessions as an internal Resource person for AICTE sponsored Two weeks Faculty Development Program on “Nanotechnology for energy and Agricultural sectors” from 13<sup>th</sup> to 26<sup>th</sup> November 2017 at IFETCE.

### FDP attended by Faculty

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- Mr.G.Kannan Prof/MECH, Mr.A.Arun ASP/MECH, Mr.M.Sakthivel SAP/MECH and Mr.R.Amudhan AP/MECH participated in the Two Weeks Faculty Development Programme on “Metaheuristics and TRIZ- Emerging Paradigm in Engineering Optimazation” sponsored by All India Council for Technical Education (AICTE) from 20<sup>th</sup> November’17 to 3<sup>rd</sup> December’17 conducted at Park College of Engineering and Technology, Coimbatore.
- Mr.P.Thirugnanam SAP/CSE has participated in the Faculty Development Program on “Machine Learning using R-Programming” organized by Department of Computer Science and Engineering from 27<sup>th</sup> November to 1<sup>st</sup> December 2017 at SRM University.
- Ms.K.Sivasankari, SAP/Phy, Ms.A.Dhanalakshmi, ASP/Phy, Ms.R.Dhivya, AP/Phy, and Mr.B.Rajagopalan, SAP/Phy, attended an AICTE sponsored Two weeks Faculty Development Program on “Nanotechnology for energy and Agricultural sectors” from 13<sup>th</sup> to 26<sup>th</sup> November 2017 at IFETCE.
- Ms.K.Santhanalakshmi, ASP/Chem, Ms.P.Kalpana, ASP/Chem, Ms.P.JacquelineRosy, ASP/Chem, Ms.M.Jebastin Sonia Jas SAP/Chem, Mr.S.Muthukumar, ASP/Chem, Ms.K.Kayalvizhi ASP/Chem, Mr.P.Manivannan ASP/Chem, Ms.K.Lawrence Mary SAP/Chem, Mr.M.Murugan ASP/Chem & Dr.S.Prabu AP/Chem attended an AICTE sponsored Two weeks Faculty Development Program on "Nanotechnology for energy and Agricultural sectors" from 13<sup>th</sup>to 26<sup>th</sup> November 2017 at IFET.
- Mr.B.Akoramurthy AP/CSE has participated in the Faculty Development Program on “Artificial Intelligence with Machine Learning & Deep Learning” at CDAC, Mohali, held from 15th November to 21st November 2017.

- Ms.S.P.Priyadharshini AP/IT attended Faculty Development Training Programme on “Information Technology Essentials” from 21.11.17 to 27.11.17 at Anna University - CEG Campus, Chennai.

## NPTEL courses completed by Faculty

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- Mr.A.Jayakumar, Associate Professor/ ECE, Mr.Y.Jeyasingh, Associate Professor/ ECE, and Mrs.A.Devi, Assistant Professor/ ECE completed the NPTEL online course on “Introduction to Internet of Things” conducted by IIT Kharagpur, sponsored by Ministry of HRD, Government of India and awarded certificate on Elite Category.
- Mr.A.Jayakumar, Associate Professor/ ECE, and Mrs.T.Sivasakthi, Assistant Professor/ ECE completed the NPTEL online course on “Digital Image Processing for Remote Sensing Data” conducted by IIT Kharagpur, sponsored by Ministry of HRD, Government of India and awarded certificate on Elite Category.
- Mrs.K.Bhuvaneshwari, Senior Assistant Professor/ ECE, and Mr.M.Arul Pughazhendhi, Associate Professor/ ECE completed the NPTEL online course on “Soft Skills” conducted by IIT Kharagpur, sponsored by Ministry of HRD, Government of India and awarded certificate on Elite Category.
- Mr.A.Jayakumar, Associate Professor/ ECE completed the NPTEL online course on “Microwave Integrated circuits” conducted by IIT Kharagpur, sponsored by Ministry of HRD, Government of India.
- Mrs.R.Malar Associate Professor/ ECE, and Mrs.S.Jayalakshmy, Associate Professor/ ECE completed the NPTEL online course on “Introduction to machine learning” conducted by IIT Kharagpur, sponsored by Ministry of HRD, Government of India.
- Mrs.R.Gomathi, Associate Professor/ ECE completed the NPTEL online course on “Cloud computing” conducted by IIT Kharagpur, sponsored by Ministry of HRD, Government of India.
- Mrs.M.Margarat, Associate Professor/ ECE completed the NPTEL online course on “Discrete time speech processing” conducted by IIT Kharagpur, sponsored by Ministry of HRD, Government of India.
- Mrs.D.Vasanthi, Associate Professor/ ECE completed the NPTEL online course on “Constrained and unconstrained Optimization” conducted by IIT Kharagpur, sponsored by Ministry of HRD, Government of India.
- Dr.J.Vidhya, Associate Professor/ ECE completed the NPTEL online course on “Modern Digital Communication” conducted by IIT Kharagpur, sponsored by Ministry of HRD, Government of India.

- Dr.D.Devi ASP/English, Ms.A.Ashabanu ASP/English, and Ms.K.Sivaranjani SAP/English have completed the NPTEL online course on “History of English Language and Literature” conducted by IIT Kharagpur, sponsored by Ministry of HRD, Government of India and awarded certificate on Elite Category.
- Ms.B.Kanchana AP/English completed the NPTEL online course on “Soft Skills” conducted by IIT Kharagpur, sponsored by Ministry of HRD, Government of India and awarded certificate on Elite Category.
- Ms.P.Menakapriya SAP/English completed the NPTEL online course on “History of English Language and Literature” conducted by IIT Kharagpur, sponsored by Ministry of HRD, Government of India.

### Short term courses attended by Faculty

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- Mr.J.Gerard Rozario SAP/Mathematics attended a Short Term Training Program on ‘Graph Theory and Its application’ at SRM University, Chennai on November 3<sup>rd</sup> and 4<sup>th</sup> 2017.
- Mrs.P.Kanimozhi, ASP/CSE, Mrs.P.Manjubala ASP/CSE, Mrs.S.G.Sandhya ASP/CSE, and Mr.MO.Ramkumar ASP/CSE attended one week short-term course on “Security Issues and Testing Challenges in Hybrid IT Infrastructure with Cloud Computing and AI” organized by the Department of Computer Science and Engineering, Pondicherry Engineering College from 13<sup>th</sup> Nov 2017 to 17<sup>th</sup> Nov 2017 under the sponsorship of Quality Improvement Programme, AICTE, Govt.of India.
- Ms.G.Premalatha, Assistant Professor/ ECE, Mrs.K.Dhivya Assistant Professor/ ECE and Mr.Sunderasen Assistant Professor/ ECE attended a short term course on “5G mm wave Radio transmission for Ultra-High speed wireless technologies” at Pondicherry Engineering College, Pudhucherry from 13<sup>th</sup> to 17<sup>th</sup> November, 2017.
- Mrs.T.Sivasakthi, Assistant Professor/ ECE, Ms.B.Krithiga Assistant Professor/ ECE and Ms.S.Vithyalakshmi Assistant Professor/ ECE attended a short term course on “Internet of Everything (IOE): Gaining Greater Insights into an Emerging Digital Drive” at Pondicherry Engineering College, Pudhucherry from 06<sup>th</sup> to 10<sup>th</sup> November, 2017..

### Workshop attended by Faculty

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- Mrs.S.Rabia Jebin, Assistant Professor/ ECE and Mrs.A.Devi, Assistant Professor/ ECE attended a One Day Workshop on “An effective research document writing and authoring” at University College of Engineering, Kancheepuram on 08<sup>th</sup> November, 2017.

- Dr.J.Vidhya, Associate Professor/ ECE, Mrs.S.Jayalakshmy Associate Professor/ ECE and Mrs.M.Margarat Associate Professor/ ECE attended Two Day Workshop on “Design of UWB Antenna Design for IOT Enabled Smart Devices” at IIT, Kharagpur on 3<sup>rd</sup> and 4<sup>th</sup>November, 2017.

## STUDENT ACHIEVEMENTS

### Workshop attended by Students

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- Ms.R.Monisha, Mr.A.Hariharan, Ms.D.Aruna and Mr.C.Arun Kumar of II year EEE students have attended a workshop on 'ANDROID' organised by UNIQ Technologies, Chennai on 29<sup>th</sup> November 2017.

### Inplant Training attended by Students

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- Ms.R.Monisha, Mr.A.Hariharan, Ms.D.Aruna and Mr.C.Arun Kumar of II year EEE students have undergone Inplant Training at UNIQ Technologies, Chennai from 27<sup>th</sup> - 29<sup>th</sup> November 2017.

### Internship Program attended by Students

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- Ms.D.Akila, Ms.A.Arthi, Ms.G.Gurupriya, Ms.T.Lavanya, Ms.R.Maheshwari, Ms.M.Karkuzhali, of III/CIVIL, Ms.N.Abinandhini, Mr.D.Anandha Krishnan, Mr.R.Nishanth, and Mr.S.Syedtariq of II/Civil participated in the internship program at Here maps, Bangalore during 27.11.17 and 28.11.17.
- Mr.R.Saravanan, Mr.S.Srinivasan, Mr.V.Prakash and Mr.R.Venkatesh of II year EEE students have participated in the Internship Training Program organized by TESLAR Zone Automation Solutions, Puducherry.

### Events participated by Students

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- Mr.Y.Devanraj of III/Civil participated in All India Governance Quiz 2017 conducted at Chief Executive Office of MyGov, Government of India, on 30.09.17.
- Mr.Y.Devanraj of III/Civil participated in the International Essay contest for young people on "Nature is my role model" conducted by Goi Pace Foundation on 30.10.17.

## EVENTS

### Events

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*Department of Mechanical Engineering has organized Two week Faculty Development Program on “Nanotechnology for Energy and Agricultural Sectors” from 13.11.2017 to 26.11.2017 sponsored by All India Council for Technical Education (AICTE) conducted at IFET College of Engineering. Eminent personalities from various organizations shared their knowledge in this Program.*

### Upcoming Events

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- 8.12.17 and 9.12.17 – FDP on Faculty Development Program on ‘Innovation in Instructional Strategies for Enriched Learning’
- 15.12.17 and 16.12.17 – National Seminar on ‘Microsoft Azure – Research Perspective’

# AN EXPLORATORY STUDY ON IMPACTS OF TECHNOLOGY ENHANCED LEARNING PRACTICED IN WESTERN COUNTRIES AND TAMILNADU REGION

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**Department of Management Studies**

## **Abstract**

*Technology plays an important role in the economic growth and development of the nations. The term technology is “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources”. Technology-enhanced learning (TEL) is used to describe the application of information and communication technologies to teaching and learning. This article presents a critical review and assessment of how technology-enhanced learning (TEL) is interpreted in recent literature. It examines the purpose of technology interventions, the approaches adopted to demonstrate the role of technology in enhancing the learning experience, differing ways in which enhancement is conceived and the use of various forms evidence to substantiate claims about technology-enhanced learning (TEL), advancement of technology highly creates an impact on educational institution nowadays all over the world. Digital learning was first introduced as computer assisted learning centre in 1982 and online course was introduced in 1994. In the year 2009, educational institutions started to adopt web based curriculum that were increased to 5.5million. This statistic shows that online learning trend is increasing each and every day. This research analysis the advanced learning methodology which has been used by various educational institutions in south region of Tamil Nadu and compared that advancement with other foreign nations. This dissertation work influence the technological based learning are successfully accomplished to attain the objective of our nation’s educational needs or whether the government of Tamilnadu should take further steps to fill the lagging gap to meet the international standard for providing qualities education.*

**Keywords:** *web based, Behaviourism, Cognitivism, Screen casting, constructivism*

## **Introduction**

The era of 21st century is often regarded as an era of technology. Technology, today, plays a very important role in life. This is because technology makes our work much easier and less time consuming. The impact of technology can be felt in every possible field on such field is education. Technology has a very positive impact on education and at the same time may also pose negative effects. Teachers and students should take advantage of this in the good light and eliminate the drawbacks which are pulling back many of students as well as schools from achieving excellence.

Behaviourism, cognitivism, and constructivism are the three broad learning theories most often utilized in the creation of instructional environments. These theories, however, were developed in a time when learning was not impacted through technology. Over the last twenty years, technology has reorganized how we live, how we communicate, and how we learn. Learning needs and theories that describe learning principles and processes should be reflective of underlying social environments. Behaviourism is a learning theory that only focuses on objectively observable and discounts any independent activities of the mind. Behavior theorists define learning as nothing more than the acquisition of new behavior based on environmental conditions.

Cognitivism is "the psychology of learning which emphasizes human cognition or intelligence as a special endowment enabling man to form hypotheses and develop intellectually" (Cognitivism) and is also known as cognitive development. The underlying concepts of cognitivism involve how we think and gain knowledge. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences.

However, constructivism is often associated with pedagogic approaches that promote active learning, or learning by doing. All of these learning theories hold the notion that knowledge is an objective (or a state) that is attainable (if not already innate) through either reasoning or experiences. , cognitivism, and constructivism (built on the epistemological traditions) attempt to address how it is that a person learns. Including technology and connection making as learning activities begins to move learning theories into a digital age. We can no longer personally experience and acquire learning that we need to act. We derive our competence from forming connections. These connections are formed through the technological advancement in today's world.

This review summarizes evidence for the effectiveness of technology use in learning and teaching, with a focus on empirical studies that compare the use of newer technologies with more traditional methods or materials. The review of over 350 studies (including classroom-based technologies, individual study tools, network-based social computing, and mobile and portable devices) revealed that, in spite of an abundance of publications available on the topic of technology use in learning and teaching, evidence of efficacy is limited. However, strong support for the claim that technology made a measurable impact in learning came from studies on computer-assisted pronunciation training, in particular, automatic speech recognition (ASR) etc.

### **Technology in education**

Our world is becoming more and more technology oriented. Many classrooms are embracing new technology and using it in the context of the classroom. Therefore, Technology refers to a body of knowledge that is employed to generate tools, create skills, and choose materials for human use. Technology includes the use of materials, tools, techniques, and sources of power to make life easier or more pleasant and work more productive.

Technology used in education are the given below.

**Computer:** The first technological impact of learning comes from computer, invention of computer change the way of education.

**Smartboards:** It is an interactive white board it help the teacher to project an image from a laptop rather than textual.

**LVC:** Live virtual class's makes students more interactive and understand the concept easily through videos, picture and explain more than text.

**E-learning:** direct interaction can be present between the student and teacher who are far away, classes through webcams.

**Audio books:** Audio books are available for blind students.

**Screen Casting:** It allows users to share their screens directly from their browser and make the video available online so that other viewer can stream the video directly.

### **Literature Review**

“Experience has long been considered the best teacher of knowledge. Since we cannot experience everything, other people’s experiences, and hence other people, become the surrogate for knowledge. ‘I store my knowledge in my friends’ is an axiom for collecting knowledge through collecting people (undated).”

**Kinzer and Leu (1997)** demonstrated positive effects of technology on both learning in a content area and learning to use technology itself. They studied the potential of multimedia and hypermedia technologies. One study, The Reporter Project, used multimedia technology to enhance sixth-grade students’ information gathering and writing skills. The Reporter Project was developed and tested in sixth-grade classrooms for two years and showed that students made statistically significant improvement in their recognition and use of elements such as main ideas, supporting details, and cause and effect relationships. Their writing was also more cohesive than their control-group peers who were taught using similar materials and sequences but without the use of technology.

**Luis Mateus Rocha (1998)** defines self-organization as the “spontaneous formation of well organized structures, patterns, or , from random initial conditions.” (p.3). Learning, as a self-organizing process requires that the system (personal or organizational learning systems) “be informationally open, that is, for it to be able to classify its own interaction with an environment, it must be able to change its structure.” (p.4). Wiley and Edwards acknowledge the importance of self-organization as a learning process: “Jacobs argues that communities self-organize is a manner similar to social insects: instead of thousands of ants crossing each other’s pheromone trails and changing their behavior accordingly, thousands of humans pass each other on the sidewalk and change their behavior accordingly.”. Self-organization on a personal level is a micro-process of the larger self-organizing knowledge constructs created within corporate or institutional environments. The capacity to form connections between sources of information, and thereby create useful information patterns, is required to learn in our knowledge economy.

**Albert-László Barabási** states that “nodes always compete for connections because links represent survival in an interconnected world” (2002, p.106). This competition is largely dulled within a personal learning network, but the placing of value on certain nodes over others is a reality. Nodes that successfully acquire greater profile will be more successful at acquiring

additional connections. In a learning sense, the likelihood that a concept of learning will be linked depends on how well it is currently linked. Nodes (can be fields, ideas, communities) that specialize and gain recognition for their expertise have greater chances of recognition, thus resulting in cross-pollination of learning communities.

Technology also motivates and engages the learner. When students have a choice in their assignment, see the relevancy, or can self-assess with teacher feedback intertwined, student motivation increases (**Daniels, 2002; Ganske et al., 2003; Harvey, 2002**). Technology lends itself to all of the above.

In the article, “Nonfiction Inquiry: Using Real Reading and Writing to Explore the World” (2002), Harvey concluded that the vehicle for increasing relevancy and motivation was through surrounding kids with compelling nonfiction. Researching online or using a CD-ROM allows students to search for information they are passionate about learning. Students can make choices when navigating online, which is engaging for learners. When students are given more choice in their tasks, those tasks are more meaningful and increase the students’ intrinsic motivation (**Jordan & Hendricks, 2002**).

Chaos is a new reality for knowledge workers. Science Week (2004) quotes **Nigel Calder's** definition that chaos is “a cryptic form of order”. Chaos is the breakdown of predictability, evidenced in complicated arrangements that initially defy order. Unlike constructivism, which states that learners attempt to foster understanding by meaning making tasks, chaos states that the meaning exists – the learner's challenge is to recognize the patterns which appear to be hidden.

### **Objective:**

- ✓ To find the possible relationship between use of technology and their achievements in particular courses.
- ✓ This study analyse latest advancement used by educational institution in Tamil Nadu region and western countries.
- ✓ To analyze whether technology increases the academic excellence or not.
- ✓ To evaluate that technology helps the students to learn many new things.
- ✓ To identify the problems and difficulties in learning with technology, when compared to traditional class rooms.
- ✓ To analyse the time spent by students in learning using latest technology when compared to traditional methods.
- ✓ This study helps to evaluate that Technology-enhanced learning increased learner’s skills and knowledge.
- ✓ To find that digital literacy were spread in rural region of Tamilnadu.

### **Methodology:**

This section describes about the research type chosen for this study. There are many ways to classify research design, which is based on the nature of the research. The objective of this study is to evaluate the impacts of technology on learning in various educational institutions. The study

is closely associated with exploratory research, which focuses the targeted population. The research data was collected through a structured questionnaire.

**Null Hypothesis:**

There is a difference between traditional and modern method of learning.

There is a difference between learning technology adopted by regions in western countries and Tamilnadu region.

**Alternative Hypothesis:**

There is no difference between traditional and modern method of learning.

There is no difference between learning technology adopted by regions in western countries and Tamilnadu region.

**Profile of the sample**

**Sampling:**

A sampling is a process of selecting of subset of randomized number of members of the population of a study and collecting data their attributes. For this research, researcher used convenience sampling. Convenience sampling is one of the types of non-probability sampling. The population size is large. So this sampling method is used, which is easy to collect the data. The researcher took the selected region in Tamilnadu.

**Sample size:**

It refers to the number of data to be gathered for research study, from the given population. The data collected are which consolidated by eliminated the half-filled questionnaire and multiple answers for the same questions. The total sample size is 1350 based on school and college students in Tamilnadu region.

**Statistical tools and techniques:**

The following are the statistical tools used for destined topic.

- Percentage method
- Chi –square
- Correlation analysis

Questionnaire was used to collect the data. Questionnaire includes questions concerning difficult aspects of the study. It is used in such cases where the subject of study is very wide and direct observation is not possible.

**Major Findings:**

There are 5 attributes considered for the study on *Technology-enhanced learning* used by western countries and Tamilnadu region.

- ✓ Majority (72%) of respondents agreed that Tamilnadu region cannot compete with western countries in adopting technological enhanced learning methodology.
- ✓ (42%) of the respondents are not aware of the technology enhanced learning in rural region of Tamilnadu.

- ✓ Majority of the respondents agree that technology enhanced learning can solve the problem of learning methodology in future.
- ✓ Only 12% of respondents using technology only for doing the assignment rather than learning.
- ✓ In Tamilnadu region only 32% of the respondents focusing on technology enhanced learning, therefore creativity is lagging behind.
- ✓ 43% of the respondents reveals that time Spend on learning new things are very much limited due to lack of facilities provided in Tamilnadu region.
- ✓ Majority of the respondents agree that north region of the India students are better when compare to southern part of India.
- ✓ Most of the respondents feel that Digital India and Make in India scheme can support educational institute in India to perform better in term of learning.
- ✓ Likewise most of the respondents feel that schemes of Make in India and Digital in India are better option but it has not been successfully launched effectively.
- ✓ Through this study, it was found that 42% of the respondents using the technology enhanced learning not in right manner when compared to western countries.
- ✓ Through this research, it was found that 52% of the respondents (students) agree that implementation of technology enhanced learning in all school and college will improve the student calibre to compete with global standard.

<b>The 4 C's in technology learning methods</b>	<b>Digital literacy</b>	<b>Essential in learning</b>
Critical thinking	Information literacy	Cultural
Creativity	Media literacy	Cognitive
Communication	ICT literacy	Constructive
Collaboration	Visual literacy	Confiding

**Suggestion:**

The research brings out various findings in terms of comparing several dimensions of technology enhanced learning as followed in certain region in western countries and Tamilnadu region. Through this study it was suggested that Tamilnadu region needs the technological enhanced learning methodology, in order to compete with educational institutions in western countries. This study also bring out that there is very less awareness regarding digital based leaning in rural area of Tamilnadu region. Its was suggested that to develop digital literacy among the teachers

in rural region, although the government want to motivate the concept of digital literacy among the various educational institution in rural area but still proper facilities and infrastructure were not been implemented respectively. It was suggested to develop social awareness camp in order to make young generation to be aware of usefulness of technology enhanced learning and not to misuse and fall on negative part of digital literacy.

### **Conclusion**

Most of the respondents as per the findings its is concluded that Tamilnadu educational institutions needs to develop technological enhanced learning method as practiced in western countries which is very much lagging behind in rural region. This research states that government of Tamilnadu need to motivate in adopting digital literacy awareness camp in order to make facilitator (teacher) well versed in it. Young generation needs to be given awareness regarding the usage of technology enhanced learning and not to misuse and fall on negative part of technology advancement. As per finding most of the respondents feel that schemes of Make in India and Digital in India are better option but it has not been successfully launched effectively which remains barrier till now.

### **References:**

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2. Connolly, M., Jones, C., & Jones, N. (2007). 'Managing collaboration across further and higher education: a cause in practice'. *Journal of Further and Higher Education*, 31(2), 159-169.
3. Rnedillo-Sánchez, I., & Byrne, P. (2007, March). A software tool to support digital video production. *Paper presented at the CAL '07 Development, Disruption & Debate*, Dublin, Ireland.
4. Rnedillo-Sánchez, I., & Tangney, B. (2006). Mobile technology towards overcoming technology & time constrains in digital video production. In P. Isaias, P. Kommers
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7. Alexander, B. (2006, March/April). Web 2.0: A new wave of innovation for teaching and learning? *EDUCAUSE Review*, 41(2), 32–44.
8. Geng, F. (2014). Confusing terminologies: #e-learning, learning technologist, educational technologist, discussed by @A\_L\_T members. Oxford, UK
9. Selwyn, N. (2011) *Education and Technology: Key Issues and Debates*. London: Continuum International Publishing Group.

### **Session on nano technology**

A two-week Faculty Development Program (FDP) sponsored by AICTE on the topic “nano technology for energy and agricultural sectors” was inaugurated at IFET college of Engineering on Monday. C. Pugazhandi Sugumaran from Anna University, Chennai, inaugurated the programme. Professors and scientists from

reputed universities will take part in the technical sessions.

K.V. Raja, Chairman of IFET College of Engineering welcomed the gathering.



### **College sponsors safety barriers on NH**

IFET College of Engineering Villupuram organised a Road Safety programme. As per the suggestions of the

Valavanur police, the management sponsored the “Road Barrier Gates” placed on Villupuram - Puducherry National Highway Road at Gangarampalayam, in the presence of the officers, Highway Patrol Department.

K. Kayalvizhi and P. Danesh NSS program officers, IFET College of Engineering, Villupuram led the programme.

**ஐஎப்திடி பொறியியல் கல்லூரியில்  
திறன் மேம்பாட்டு  
பயிற்சி வகுப்பு**

**COLLEGE OF ENGINEERING**



▶ ஐஎப்திடி பொறியியல் கல்லூரியில் திறன் மேம்பாட்டு பயிற்சி வகுப்பு நடந்தது.

விழுப்புரம், நவ. 28: விழுப்புரம் கெங்கராம்பாளையம் ஐஎப்திடி பொறியியல் கல்லூரியின் இயந்திரவியல் துறை சார்பில் பொறியியல் கல்லூரிகளின் ஆசிரியர்களுக்கான திறன் மேம்பாட்டு பயிற்சி வகுப்புகள் நடந்தது. புகழ் பெற்ற பல்கலைக்கழகங்களின் அறிவியல் அறிஞர்கள், பேராசிரியர்களை கொண்டு நடத்தப்பட்ட இப்பயிற்சி வகுப்புகள் மூலம் தமிழகபொறியியல் கல்லூரிகளில் பணிபுரியும் 100க்கும் மேற்பட்ட ஆசிரியர்கள் பயனடைந்தனர். இப்பயிற்சியின் நிறைவு விழா டாக்டர் தனசேகரன் (அண்ணா பல்கலைக்கழகம்) தலைமையில் நடந்தது. இவ்விழாவில் கல்லூரியின் தலைவர் ராஜா, துணைத்தலைவர் முகமது இலியாஸ், செயலாளர் சிவ்ராம் ஆல்வா, முதல்வர் மகேந்திரன், துணை முதல்வர் மெடிஸ்டா, வேலைவாய்ப்பு துறை பேராசிரியர் ஆஷா, இயந்திரவியல் துறை தலைவர் வேல்முருகன் கலந்துகொண்டு சிறப்பித்தனர். இப்பயிற்சி வகுப்புகளை இயந்திரவியல் துறையை சேர்ந்த டாக்டர் கண்ணன், பேராசிரியர் இளம்வழுதி ஆகியோர் ஒருங்கிணைத்து நடத்தினர்.