St. Thomas college of Teacher Education

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2018-2019

AWARENESS ON LEGAL PROVISIONS FOR SAFETY OF WOMEN AND DECISION-MAKING CAPACITY OF ADOLESCENT GIRLS

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Abstract

Education helps every person to acquire knowledge, skills and attitudes required to lead an efficient life. Education and employment helps a lot to improve the status of women. Education helps men and women claim their rights and realize their potential in economic, political and social arenas and develops the decision making capacity. Awareness on Legal Provisions for Safety of Women provides with the ability to make social and family changes and to increase their control of their own lives and decision that affect them. This makes girls to understand the significance of equality, liberty, fraternity and also exploitation if any. This study was conducted on a representative sample of 360 Adolescent Girls from aided, unaided and Government Schools belong to both Urban and Rural area in Kottayam district. The Inventory on the Awareness on Legal Provisions for Safety of Women and Decision Making Capacity Scale prepared by the investigator was used for data collection. The results shows that there is a positive relationship between awareness on Legal Provisions for Safety of Women and the decision making capacity of adolescent girls.

Key words: Legal Provisions, Decision Making Capacity, Safety of women, Women empowerment, Education, Adolescent girls, etc.

Introduction

In every society, women profoundly influence the lives and well being of their families and their surrounding communities. In most cultures, women are the primary managers of natural resources-including food, shelter and consumption of goods-within the family unit. Women around the world, in the context of cultural traditions, are victims of violence, such as bride burning, dowry, suicide, female infanticide, female infeoticide, etc. in some countries like India.

Women's education was badly neglected in the past. Her position in the Vedic period was good but after that, it was a dark age for her. Her social position deteriorated during medieval period. During the British rule men's education was modernized and promoted, but nothing was done to promote women's education. It was in 1870 that some efforts were made to initiate girls' education in India. In 1901, the literacy among women was only 0.8. It was after the political awakening of the country and by the acts of Gandhiji the girls' education was given due importance. But, we have made considerable progress in providing for girls and women's education since independence. We can't ignore the role of women in maintaining the peace and co-operation among people. Knowledge in child development, nutrition, health, and cleanliness is a must for each and every woman for her bright future.

Prof. Amartya Sen, the Nobel Prize winner, emphasized that unless women are empowered, issues like health, literacy, and population will remain unsolved problems of the developing countries and especially the Indian subcontinent. Empowerment refers to enabling people to take charge of their own lives. For women, empowerment emphasizes the importance of increasing their power and taking control over decisions and issues that shape their lives. Empowerment is the expansion of assets and capabilities of

A STUDY ON COST OF EDUCATION IN THE 25 CONTEXT OF COMMERCIALIZATION

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Abstract

Education today is a paid service which has serious and negative effect on our society. The unit cost aspect of school education and higher education in Kerala has so far remained a neglected area. The study aims to review the recent changes in the cost of education, to analyze the general awareness about free and compulsory primary education and to suggest measures to reduce the trend of commercialization in education. The respondents also highlighted some of the issues and drawbacks of public and private education systems. There are remarkable differences in the cost of education between the public and private education sectors. Issues like fee control should be attended very carefully both in public and private educational institutions under the strict supervision of the government.

Key words: *Cost of education, commercialization, paid service, market forces, etc*

INTRODUCTION

The remarkable success that the state of Kerala has achieved in social development is reflecting in the high physical quality index, high literacy rate and high life expectance. Kerala has achieved a literacy rate of 90.92 percent as against the all - India average of 65.38 percent by 2001.

Though Kerala ranks only ninth in the matter of per capita income, people in Kerala strive more than their counterparts anywhere else in India, to impart education to their children. Besides the educational institutions run by the Government, Kerala has educational agencies under private, aided and unaided managements. Since education is consider a catalyzing agent of growth and development of a society, the aspects of its costs, efficiency and management assume vital importance.

The influence of the unaided sector has been increasing steadily since the early 1980s though the number of annual entrants to standard I have been steadily on the decrees during the past three decades. For instance, while enrolments in schools (lower primary, primary and high school) declined in government schools from 22.83 lakh to 17.71 lands and in private aided schools from 34.68 lands to 30.68 lakh, during 1992 to 2002, in private unaided schools, enrolment increase form 1.55 lakh to 2.63 lakh during the same period.

Schooling in the unaided sector is known to be much costlier than in the government and the aided sectors. Despite this fact, enrolment in the unaided sector is fast increasing, obviously by diversity enrolment away from the other two sectors. It is against this background that a study on the cost of differences among them is taken up. These questions are examined on the basis of information collected from the Kadanad Grama Panchayat of Kottayam educational district.

BACKGROUND AND CONTEXT OF THE STUDY

Education today is an object of business which has serious and negative effect on our society. They more one can pay, higher the education one can get. Every year, the number of students choosing higher professional education is increasing in India and therefore, good opportunity exists for all these colleges to make money offering such courses. In many cases, the quality of education is poor and the infra structural facilities are insufficient and the students feel cheated at the end.

A STUDY ON THE USE OF DIGITAL TECHNOLOGY AND DIGITAL DIVIDE IN RURAL AREAS

26

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Abstract

The 21st century people are good in using technology for all interactions and communication. Even people in rural areas also use the digital technology. But people suffer the digital divide also. This study aims to identify the use of digital technology and digital divide among people in rural areas. The study found that almost all the people in the study area are well aware of the devices which belong to the modern technology. The said Digital Divide is much less in the concerned study area as a result of the high educational attainment of the people residing there. But, it may not be the same in the case of a place with low literacy rates. So, the best way to remove Digital Divide is to educate and conscientize the people.

Key words: *Technology, Digital divide, Paradigm Shift, etc*

INTRODUCTION

The access to modern information and communication technology and those that don't or have restricted access, this technology can include the telephone, television personal computers and the Digital divide, the term that refers to the gap between demographics and regions that have inter net. Well before the late 20th century digital divide referred chiefly to the division between those with and without telephone access after the late 1990s the term to the used mainly to describe the split between those with and without internet access particularly broad brand.

The digital divide typically exists between those who in cities and those in rural areas; between educated and the un educated; between socio economic groups globally, between the more and less industrially developed nations. Even among populations with some access to technology, the digital divide can be evident in the form of lower performance computers, lower speed wireless connections such as dial-up and limited access to subscription-based content.

BACKGROUND OF THE STUDY

Digital divide is the gap between those who have already access to information and communication technology and skills to make use of these technology and those who do not have the access or skills those same technologies.

In our society illiterate especially technologically illiterate people face many problems due to the lack of knowledge about illiterate and literate people. The new generation is technologically advanced. They can use these technologies very easily and it is a part of their life. The illiterate are not aware of the importance and usages of the technological devices, because of this reason they are alienated from the main stream of the society. This is called digital divide.

Many factors affected to digital divide. Some of them are gender —boys use technologies more than girls. Family structure- families with children have more computers and inter net access than families without children. Education- people must know how to use it. Many adult do not have the opportunity to learn how to use computers when they were in school. Literacy- this skills are important for people to read web pages.

REFLECTIONS ON SOCIAL SENSITIVITY: A CONCERN OF MORALITY

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Social sensitivity is an important social skill and having high levels of social sensitivity can make people more well-liked and successful in social relationships. It is described the proficiency at which an individual can identify, perceive, and understand cues and contexts in social interactions along with being socially respectful to others. The reflections on morality including the moral teachers and moral students are one of the prerequisites for ensuring social sensitivity in educational scenario. For this reflection in action and reflection on practice is needed. Education should develop moral behaviour, moral values, moral character, moral emotion, and moral reason among the students. The moral reflection is not setting up a right value over a wrong value; it is a question of finding the possibility of action so as to take into account as far as possible, converging all the values involved in personal and social life.

Key words: *social sensitivity, morality, reflective morality, moral teachers, etc*

Introduction

Social sensitivity describes the proficiency at which an individual can identify, perceive, and understand cues and contexts in social interactions along with being socially respectful to others. This is an important social skill and having high levels of social sensitivity can make you more well-liked and successful in social and business relationships. An example of someone with low social sensitivity would be an individual who only talks about themselves, interrupts and talks over others, and who ignores social cues to stop talking. An example of someone with high social sensitivity would be a person who understands conversational cues and stops talking in order to listen at the appropriate time. Another example is, the co-operation of people of Kerala during and after the flood affected in different parts of the state.

During flood in Kerala, the biggest rescue work was done by Kerala's fisher folk, who arrived with their boats, strong bodies and generosity of spirit and spent tireless hours moving people to safety. A million or so people made it to schools, churches, community halls and other large buildings that turned into functional relief camps. Ordinary people ran the camps. Volunteers turned up in droves. Food and other essentials materialised. It shows, we are educated and we proclaimed the vision of education received by the people of Kerala. Why is Kerala's proactive response to the floods so sharply different from the passive victimhood that mostly characterises the flood-affected in the rest of India? The answer lies not only in the state's superior level of literacy, but also in the political empowerment and social sensitivity of the people over generations.

The man who stood on all fours, his face barely above the water, so that old women could step on his body to climb into the rescue boat, did so out of empowered generosity, not because it was his station in life to serve as a footrest. Such empowerment has created individuals out of the social layers, stacked one on top of the other according to their ritual status, that formed traditional society. The actions of people during flood are apt examples of social sensitivity in our state.

At the same time, there are some citizens including government employees, who showed negative mentality and critical attitude towards flood related issues and not co-operated with the society and government are the question mark in front of the elite society. Let the God Almighty and the history pardon them.

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INFLUENCE OF SOCIAL NETWORKING SITES IN COLLABORATIVE LEARNING

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Abstract

Social Networking has become one of the most important parts of our daily life as it enables us to communicate with a lot of people. Social Networking sites are created to assist in online networking. By using the internet and social media for academic purposes, students learn much more than they can in a classroom and their ability to access, analyze, retain and share information improve dramatically. The use and overuse or misuse of the social networking sites undergoes serious discussions at different levels. For this 50 teacher educators were selected for the opinion survey. The findings showed that most of the teacher educators believe that Social Networking Sites improve the quality of education; Majority of the teacher educators enquire to the students about the sites used by them; Large number of teacher educators does not use Social Networking Sites to connect with people of same areas of research; No teacher educator has communication with teachers working in foreign universities; Most of the teacher educators do not encourage students to participate in online peer group discussions; Majority of the teacher educators believe Social media helps in sharing, discussion and modifying ideas for research work and the opinion of teacher educators on the influence of Social Networking Sites on Collaborative Learning used in Computer Networks of Male teacher educator is significantly higher than that of Female teacher educator. From this study, it is urgent that Awareness programs in computer network based education should be conducted in Training colleges and teacher educators should create blog, websites and encourage collaborative learning through social media. Teacher trainees should be given opportunities for collecting study materials from the blog, websites and sharing through social networking sites.

Key words: Social Networking Sites, Collaborative Learning, Ask an Expert Mentorship, Tutor Support, Peer Interaction, Structured Group Activity, Access to Network Resources, etc.

Introduction

The use of computer net works for educational activity at all levels-primary, secondary, tertiary, adult, and distance education-has introduced new options to enhance and transform teaching and learning opportunities and outcomes. Since the late 1960s computer networks(electronic mail, bulletin board services and computer conferencing) have been adopted and adapted by educators to enhance the curriculum by expanding access to expertise and educational resources, to increase student interaction and peer collaboration both within and between classrooms, and for the delivery of credit and non- credit courses and programs. Computer networks enhance traditional forms of face-to-face and distance education and enable new and unprecedented educational interactions, creating the basis for a new paradigm; network learning.

Social media offer new ways for academics to use the internet to communicate and share information. It provides an effective platform for developing the power of reasoning and expression. Learners can share what they have designed and also interact with other learners who may further build on their creation, duly acknowledging the source. Social media also offers the possibility of better forms of assessment of deep understanding. The key point here is that social media offers all the three pillars of self motivation-autonomy (learners can independently take initiative), mastery (through multiple representations and multiple performances of understanding) and purpose (learners can apply their knowledge and skills to a cause that appeals to them) and can take learner from being extrinsically motivated to being intrinsically motivated to learn and perform. Social media includes the ability and the facility to discuss, create, co-operate on, share and modify information in text , image, audio and video forms among users of social networking websites such as Face book, Twitter, Flickr, You Tube,

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CONSCIENTISING THE ADOLESCENTS AND YOUTH ON AGRICULTURAL FINANCING AND EDUCATION

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Abstract

Indian economy is an agrarian economy, two third of the population here is dependent on agriculture. Youth are the backbone of the country; youth have ability to understand the new innovation and new practices related to the agriculture. The study was done to understand Government programmes and loan schemes for unemployed youth in India and the level of awareness among adolescents and youth about different Government programmes and loan schemes for youth in India. The study found that most of adolescents and youth were not aware about the different Government programmes and loan schemes for unemployed youth in India. So, there is a need to make them aware about the different Government programmes and loan schemes.

Key words: *Adolescents, Youth, Agricultural financing, Awareness, etc.*

Introduction

Global population is projected to reach 9 billion by 2050 and the number of young people (aged 15 to 24) is also expected to increase to 1.3 billion, accounting for almost 14 percent of the projected global population. It is widely documented that education is key to overcoming development challenges in rural areas. Not only is there a direct link between food security and education of rural children, but it has also been shown that basic numeracy and literacy skills help to improve farmers' livelihoods (Food and Agriculture Organization of the United Nations, 2014).Youth's access to knowledge and information is crucial for addressing the main challenges they face in agriculture. In order for rural youth to shape agricultural policies affecting them directly, in terms of access to markets and finance as well as green jobs and land, they need to receive appropriate information and education. While this is true in developed and developing countries alike, it is of particular concern in the latter, where young rural inhabitants may lack access to even the most rudimentary formal education, and where educational institutions are often less developed. Formal primary and secondary education can provide young people with basic numeracy and literacy, managerial and business skills, and introduce youth to agriculture. Meanwhile, non-formal education (including vocational training and extension services) and tertiary agricultural education can offer youth more specific knowledge related to agriculture (Mr. Mohit Kumar, 2019).

Operational definitions

Adolescents

Individuals in the 10-19 years age group.

Youth

Individuals in the 15-24 year age group.

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CHILDREN PLAYING VIDEO GAMES: AN INQUIRY ON THEIR SELF-ESTEEM AND SELF CONFIDENCE

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Abstract

Interactive electronic media entertains children, enriches their imagination, ignites their creativity, encourage them to think divergently, and motivates them to learn more. Video games introduce young students to the computer technology and the online world. Various research studies indicate that appropriately designed multimedia instruction enhances students learning process. The use of IT makes learning more effective and meaningful. Video games can promote skill development in the following areas: critical thinking, control engagement and feedback. In addition gaming can help students see relevance of situations to their own environment and learn strategies to work in a self – paced environment. The present study intends to find out the self esteem and self confidence of children playing video games. The sample was 400 students. The study found that Self- confidence among the students playing and not playing video games was slightly differ and Self esteem is relatively same.

Key words: *Self Esteem, Self Confidence, Video games, Students, etc.*

Introduction

Interactive electronic media entertains children, enriches their imagination, ignites their creativity, encourage them to think divergently, and motivates them to learn more. Video games are natural teachers. Children find them highly motivating; by virtue of their interactive nature, children are actively engage with them; they provide repeated practice; and they include reward for skillful play. Media play an important role in the development of cognitive skills. These facts make it likely that video games could have large effects some of which are intended by game designers, and some of which not be intended. According to Malone (1981), the intrinsic appeal of computer game play is derived from its ability to foster curiosity, challenge and fantasy; all aspects of play that should appeal to children.

According to Piaget cognitive development of a person takes place by constant interaction with physical and social environment. Several researchers have found a positive relationship between game-playing and cognitive skills in adults, including attention (Green & Baviler, 2006) and reasoning (Greenfield et.al., 1994). Mental Capacities refers to a person's ability to make their own decision (MCA 2005). Mental Capacity is an important aspect of an individual's total development. Mental capacity is always used to represent a person's brain power in different areas of competency. It is a person's ability to learn and remember information, to recognize, concept and their reaction. Mental Capacities are intellectual functions.

In the past few decades the interactive electronic media has grown from virtual non-existence to one of the primary means of entertainment for young students. The increased student usage of video games negatively affects the school performance. Too much use of video games isolated our children and they spend less time in other activities such as doing homework, reading, sports and interacting with the family and friends. A leading Malayalam daily reported that video games addicted our school students. This will adversely affect their academic performance, mental health, and social behavior. Teacher's parents and other

DEVELOPING SOCIAL SKILLS AMONG ADOLESCENTS THROUGH EXPERIENTIAL LEARNING MODEL

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Abstract

Experiential learning is the process of making meaning from direct experience and requires less teacher influence and relates solely to the meaning making process of the individual from direct experiences. Social skills are learned behaviour that allows people to achieve social reinforcement and to avoid social punishment. It's a matter of dealing with the people around. Adolescents need these skills more, compared to other categories, because they need to interact more with the society. A study was conducted to identify the social skills and the effectiveness of Experiential model in developing these skills. A sample of 244 adolescents students were taken for this study and found that the said model is effective in developing the social skills.

Keywords: Experiential Learning Model, Social Skills, Adolescents, etc

Introduction

Experiential learning is the process of making meaning from direct experience. It requires less teacher influence and relates solely to the meaning making process of the individual from direct experiences. Experiential learning has been shown to have a favourable impact on pupils' social development in the areas of inter-personal skills, co-operation, empathy, acceptance and awareness of diverse cultures and peer-group affiliation. This type of interaction is rare in our class-room setting. Education should aim at making each individual socially efficient (Dewey, 1950). A socially efficient person can contribute a lot to the progress of the society. Experiential Learning has the capacity to help pupils' to be more closer and feel more positive about their school experience.

A social skill is any skill facilitating interaction and communication with others (Goleman, 2006). To the behaviourists, social skills are learned behaviour that allows people to achieve social reinforcement and to avoid social punishment. It's a matter of dealing with the people around. Assertiveness is the form of acting that allows a person to act on their most important interests, defended without anxiety to express honest feelings comfortably, or to exercise personal rights without denying others. All have the same rights assertive, which ended when they begin to value others (Jain, 2002). And the person getting more internalized, will be a psychologically healthy person. These rights include: Right to judge our own abilities, To say no without feeling guilty, To have political beliefs, Not to justify ourselves before others decide what to do with our time and property, To be independent, and to expect others to be treated with dignity and say "do not understand".

THE BALANCE OF TEACHERS' KNOWLEDGE, TECHNOLOGY, VALUES AND SOCIAL COMMITMENT IN THE CONTEXT OF 21ST CENTURY PARADIGM SHIFT IN EDUCATION

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Abstract

The 21st century teachers are good in technology, using facilities, professional, etc. But the situation demands the teachers at all levels should keep a balance between all these along with their values social commitments and positive attitude also. This paper analyses the Value of 21st Century Education and Teachers, multiples intelligence, the learning styles, the four dimensions of education such as; knowledge, skills including technical skills, character and metacognition, etc. The Learner-Centered Classroom and Personalized Instructions, the concept of Students as Producers, Learn New Technologies, an attitude of Go Global and Be Smart and Use Smart Technologies, Connect, Create and Collaborate and build a Positive Digital Footprint, etc are the need of the hour in this era.

Key words: *Knowledge, Technology, Values, Social Commitment, Paradigm Shift, etc*

Introduction

Education is a process which draws out the best in man with the aim of producing a well-balanced personality - culturally refined, emotionally stable, ethically sound, logically correct, mentally alert, intellectually competent, technically advanced, morally upright, physically strong, socially efficient, spiritually mature, vocationally self-sufficient and internationally liberal. Education without formation will finally ends in deformation.

Without the development of character, no man can become an educated one. Gandhiji tried to develop courage, strength, virtue, the ability to forget etc, as good elements of character. Good acts and habits are the basis of good character and therefore character formation is a continuous process from birth to death. So far we have insisted on information or knowledge and not on the formation of mind and character. According to Dr. S. Radhakrishnan, the troubles of the whole world including India are because of the fact that education has been becoming a mere intellectual exercise and not the acquisition of moral and spiritual values. The significance of morality is a code of ethical principle, which is essential for leading a noble life. Moral values form an important part of the life of an individual. Morality is the base on which character is formed.

The Value of 21st Century Education and Teachers

Success looks different now than it did in the past. High-achieving people are frequently choosing to opt out of the traditional job market and create their own jobs. Recent technological advances have affected many areas of our lives: the way we communicate, collaborate, learn, and, of course, teach. Along with that, those advances necessitated an expansion of our vocabulary, producing definitions such as digital natives, digital immigrants, and 21st-century teacher. What does it mean to be a 21st Century Teacher? The characteristics are presented below:

- Facilitate and inspire student learning and creativity so that all students achieve in the global society.
- Enable students to maximize the potential of their formal and informal learning experiences.
- Facilitate learning in multiple modalities.
- Work as effective members of learning teams.

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RELATIONSHIP BETWEEN CONTINUING EDUCATION PROGRAMMES AND ACHIEVEMENT OF EDUCATION FOR ALL (EFA) IN KERALA STATE

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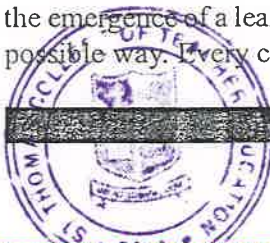Mob. 9447037105

ABSTRACT

Human life can only be glorified through education. Ideally, education is the basic principle of human growth, essential for transforming the unlettered child into a mature and responsible adult. According to the Millennium Report, Education is a lifelong process and the ultimate aim of Education for All (EFA) is sustainable development. This paper provides an assessment relationship between Continuing Education Programmes and achievement of Education For All (EFA) in Kerala State. The programme of continuing education has been launched with the specific objective of providing opportunities for the people at large to participate in the process of lifelong learning. There were five types of Continuing Education Programmes visualized in the state of Kerala: (a) Post Literacy Programmes (PLPs); (b) Equivalency Programmes (EPs); (c) Quality of Life Improvement Programmes (QLIPs) (d) Income Generating Programmes (IGPs); (e) Individual Interest Promotion Programmes (IIPPs). The investigator used descriptive survey method to find out the relationship and association between Continuing Education Programmes and achieving Education For All (EFA) in Kerala state. The study reveals that there exists a significant association and positive correlation between Continuing Education Programmes and Achievement of EFA in Kerala State.

Key words: Continuing Education Programmes, Education For All (EFA), preraks, beneficiaries

INTRODUCTION

Literacy and education affects the social development of a community. Kerala attained the status of being the first totally literate state in India and a role model for other states. The continuing education scheme is visualized as a mechanism for integrated human resource development. Well-organized and coordinated infrastructure for continuing education can advance the course of literacy in India leading to the emergence of a learning society. Today, every country of the world is trying to be developed in every possible way. Every country whether it is a developed or developing, they both want to progress in a

EFFECTIVENESS OF 7E MODEL ON SCIENCE PROCESS SKILLS AMONG SECONDARY STUDENTS

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ABSTRACT

Present Study aimed to investigate the effectiveness of 7E Model on Science Process Skills and its components-Classifying, Observing, Inferring, Controlling Variable, and Hypothesizing. The design selected for the study was true experimental, pretest posttest nonequivalent group design. The sample selected included 80 students of standard nine. The tools used in the study were Science Process Skill Assessment Test and lesson transcripts based on 7E Model and Existing Activity Oriented Method, prepared by the Investigator. The study revealed that 7E Model is effective to develop Science Process Skills among secondary students when compared to Existing Activity Oriented Method of instruction.

Key words: 7E Model, Science Process Skills, Classifying, Observing, Inferring, Controlling Variables, Hypothesizing

INTRODUCTION

The embodiment of knowledge in all its form and discipline is the result of knowledge construction. It starts in human mind and expands as a societal issue, become part of the inherited knowledge of the mankind which can freely use by its members. In every individual there is an inherent impulse to grow. Human growth has additional dimension that is to develop a more adequate structure and the ability to function better. Piaget (1973) argued that children do not receive knowledge passively, but discover and constructs knowledge through activities.

The traditional classrooms sometimes resemble a one-person show with a captive but often uninvolved audience. Classes are usually dominated by teacher centered direct instruction and often rely heavily on textbooks for the content of the course. Information and instruction are separated in to parts and makes up a whole concept. The goal of the learner is to regurgitate the accepted explanation or methodology expostulated by the teacher. To improvise the instruction various strategies were introduced. The situation demands a shift from teacher-centered education to learner-centered education. Glaserfeild (1989) stated that, "learners construct their understanding". They do not simply mirror and PRINCIPAL

PROBLEM SOLVING SKILLS OF STUDENT TEACHERS AT SECONDARY LEVEL

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ABSTRACT

Active problem-solving skill is one of the fundamental competencies that teachers need to possess. As *the producer of current and future teachers, teacher education programme should highlight problem solving Skills in teaching.* The present study aims to assess the problem-solving skill of Student teachers at Secondary level. This study has several practical implications for teacher education programme for producing future teachers with the ability of *problem solving Skills.* Survey method was used for the study. Test on Problem Solving Skills was used for the study. The study was conducted on a random sample of 1022 Secondary Teacher Trainees. The major findings of the study is that 18.77% of sample possessed a high level Problem Solving Skills; 52.64% of the sample possess moderate level of Problem Solving Skills and 28.57% of the sample possess low level of Problem Solving Skills. The study further reveals that there is significant difference in Problem Solving Skills among Student teachers at secondary level, Discipline, Qualification, and Type of Management.

Key words: Problem Solving Skills, Student teachers, Secondary level

INTRODUCTION

Education is a socially oriented activity and it develop all kinds of skills among person. Society today, is in a process of rapid change, due to various reasons such as technological development, explosion of knowledge, expansion of communication process and changing philosophy of the individuals. This escalation of change threatens mankind with new problems, demanding immediate recognition and innovative solutions. Hence, at present, development of cognitive skills like problem solving, creativity etc is an important aspect of human resource development. Development of problem solving skills in students, who are the future citizens, demands teachers who are well acquainted with the process and techniques of problem solving. Such an understanding of the problem solving process needs special training of the teachers. The beginning should be done through deliberate efforts, in teacher education institutions. Development of problem solving skills is one of the important aspects of human resource development, especially so, in case of students who are future citizens. The problem solving skills are

PEACE VALUE PREFERENCES OF TEACHER EDUCATORS

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Abstract

Peace education aims at eliminating the possibility of global extinction through nuclear war. Peace Education currently addresses the broader objective of building a culture of peace. Peace skills are the skills (as well as attitudes) developed by the individuals necessary to be proactive and effective makers. Peace values and skills can be shaped, nurtured and developed at home and educational institutions. The inculcation of value of peace in the minds of the growing generation assumes great significance. The major objective of the study was to find out the peace values of teacher educators and to identify the peace value preferences of teacher educators. The study is conducted among teacher educators of Kottayam district. The study found that the order of peace value preferences of teacher educators are; Truth, Co-operation, Sincerity, Love, Non-violence, Forgiveness, Honesty, Spirituality, Justice, Kindness, Moral stability, Truthfulness, Tolerance, Adjustment, Sympathy, Interdependence, Discipline, Dharma, Democracy, Social Service, Patriotism, Social Conformity and Simplicity.

Key words: *Peace values, Peace skills, Value Preferences, Teacher Educators, etc*

INTRODUCTION

Education is essentially a human affair. It is a deliberate and systematic influence external by the mature person on the immature through instruction and discipline. Mahatma Gandhi says "By education I mean an all-round drawing out of the best in child and man-body mind and spirit". According to Swami Vivekananda, "Education is not the amount of information that is put into your brain and runs not there, undigested all your life. We must have life building, man making, character making and assimilation of ideas." These words show the relation of education with life, character, ideas and ideals.

The first and foremost aim of education is the liberation of an individual from the bondage of evil, which arise out of ignorance. Education enables one to adjust with the society. It also helps the socialization of the individual. So education must aim at the inculcation of essential values.

CONCEPT OF PEACE

The concept of peace, by and large, has remained has an elusive concept which has many interpretations ranging from as simple as absence of conflict or war. Peace has also been associated with peace of mind or inner peace through out the ages. Mahatma Gandhi has given much broader explanation of the concept of peace. He described violence to clarify the concept of peace. In Gandian concept of peace, truth, non-violence, self suffering, means as well as ends of a relationship are important.

Peace is an idealistic term and rarely there will be stable peace which means that peace can be achieved but maintaining it is difficult. It means the absence of violence in any form and resolving the conflict in a constructive way. Peace exists where people are interacting non-violently and are managing their conflict in a positive way keeping in mind the concerns and interests of others.

Peace may be described as style of life, a mental attitude, a state of equilibrium. It is a feeling of internal well being and good will towards others. To have an everlasting peace, it is essential that a person develops the

AWARENESS ON LEGAL PROVISIONS FOR SAFETY OF WOMEN AND DECISION-MAKING CAPACITY OF ADOLESCENT GIRLS

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Abstract

Education helps every person to acquire knowledge, skills and attitudes required to lead an efficient life. Education and employment helps a lot to improve the status of women. Education helps men and women claim their rights and realize their potential in economic, political and social arenas and develops the decision making capacity. Awareness on Legal Provisions for Safety of Women provides with the ability to make social and family changes and to increase their control of their own lives and decision that affect them. This makes girls to understand the significance of equality, liberty, fraternity and also exploitation if any. This study was conducted on a representative sample of 360 Adolescent Girls from aided, unaided and Government Schools belong to both Urban and Rural area in Kottayam district. The Inventory on the Awareness on Legal Provisions for Safety of Women and Decision Making Capacity Scale prepared by the investigator was used for data collection. The results shows that there is a positive relationship between awareness on Legal Provisions for Safety of Women and the decision making capacity of adolescent girls.
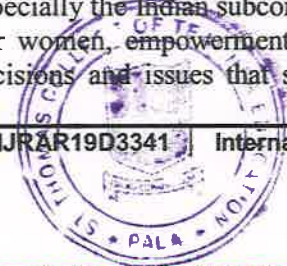
Key words: Legal Provisions, Decision Making Capacity, Safety of women, Women empowerment, Education, Adolescent girls, etc.

Introduction

In every society, women profoundly influence the lives and well being of their families and their surrounding communities. In most cultures, women are the primary managers of natural resources-including food, shelter and consumption of goods-within the family unit. Women around the world, in the context of cultural traditions, are victims of violence, such as bride burning, dowry, suicide, female infanticide, female infeoticide, etc. in some countries like India.

Women's education was badly neglected in the past. Her position in the Vedic period was good but after that, it was a dark age for her. Her social position deteriorated during medieval period. During the British rule men's education was modernized and promoted, but nothing was done to promote women's education. It was in 1870 that some efforts were made to initiate girls' education in India. In 1901, the literacy among women was only 0.8. It was after the political awakening of the country and by the acts of Gandhiji the girls' education was given due importance. But, we have made considerable progress in providing for girls and women's education since independence. We can't ignore the role of women in maintaining the peace and co-operation among people. Knowledge in child development, nutrition, health, and cleanliness is a must for each and every woman for her bright future.

Prof. Amartya Sen, the Nobel Prize winner, emphasized that unless women are empowered, issues like health, literacy, and population will remain unsolved problems of the developing countries and especially the Indian subcontinent. Empowerment refers to enabling people to take charge of their own lives. For women, empowerment emphasizes the importance of increasing their power and taking control over decisions and issues that shape their lives. Empowerment is the expansion of assets and capabilities of

Dr. A. P. J. ABDUL KALAM'S VIEWS ON EDUCATION AND DEVELOPED INDIA

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Abstract

The present study highlights Dr. A. P. J Abdul Kalam's views on education for developed and emotionally integrated India. This study is a combination of the historical and survey method using content analysis as the core method. The study is qualitative in nature. Methods and Tools used are documentation, content analysis, descriptive survey and web analysis and the opinionnare on the educational view of Dr. Kalam. The major findings of the study reveal that Dr. Kalam is a great teacher with own educational thoughts and philosophy, motivated the students community towards creativity, vision and dreams for an emotionally integrated India.

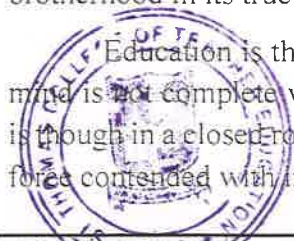*Key words: Educational thoughts, Teacher educators, Teachers, Emotional integration, etc*

Introduction

'Education is an endless journey through knowledge and enlightment. It transform a child into a leader – the transformation from 'what can you do for me' to 'what can I do for you'. Dr. A. P. J. Abdul Kalam.

Dr. A.P.J. Abdul Kalam is the first scientist who has been elected as the President of India. This has sent a wave of joy and happiness around the country, not only among the scientists but also among the common people. After Dr. Kalam's nomination to the presidency, there have been several articles written about him. They have dealt with his career, technological achievements, his vision for India, his philosophy, educational thoughts, etc. Dr. Kalam has many facets to his life. He is the 'missile man' for some. He has earned the sobriquet 200% Indian. He is 'dreamer' for others. For children he is the wings of inspiration to spread the glow of goodness. Keeping in mind the let us conclude the educational thoughts of our Great scientist, India's pride, Bharat Ratna, Dr. A. P. J. Abdul Kalam.

Since time immemorial, the concept of education has captivated the minds of philosophers and thinkers. According to Dr. Kalam, the education system has a tremendous responsibility to transform a child into a leader- the transformation from 'what can you do for me' to what can I do for you?. The most important part of education is inculcate in the students the spirit of we can do it'. Today's young students want the education system to feed and challenge their innovative and creative minds. Education is an endless journey through knowledge and enlightenment. Such a journey opens up new vistas of development of humanism where there is neither scope nor room for pettiness, disharmony, jealousy, hatred or enmity. It transforms a human being into a wholesome whole, a noble soul and an asset to the universe. Real education enhances the dignity of a human being and increases his or her self- respect and universal brotherhood in its true sense becomes the sheet anchor for such education.

'Education is the knowledge of putting one's potentials to maximum use. The training of a human mind is not complete without education. Education makes a man a right thinker. Without education, man is though in a closed room and with all its windows open towards the outside world. India was knowledge force contended within the ancient days. This status of the country has to be restored. To quote Dr. Abdul

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THE BALANCE OF TEACHERS' KNOWLEDGE, TECHNOLOGY, VALUES AND SOCIAL COMMITMENT IN THE CONTEXT OF 21ST CENTURY PARADIGM SHIFT IN EDUCATION

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Abstract

The 21st century teachers are good in technology, using facilities, professional, etc. But the situation demands the teachers at all levels should keep a balance between all these along with their values social commitments and positive attitude also. This paper analyses the Value of 21st Century Education and Teachers, multiples intelligence, the learning styles, the four dimensions of education such as; knowledge, skills including technical skills, character and metacognition, etc. The Learner-Centered Classroom and Personalized Instructions, the concept of Students as Producers, Learn New Technologies, an attitude of Go Global and Be Smart and Use Smart Technologies, Connect, Create and Collaborate and build a Positive Digital Footprint, etc are the need of the hour in this era.

Key words: *Knowledge, Technology, Values, Social Commitment, Paradigm Shift, etc*

Introduction

Education is a process which draws out the best in man with the aim of producing a well-balanced personality - culturally refined, emotionally stable, ethically sound, logically correct, mentally alert, intellectually competent, technically advanced, morally upright, physically strong, socially efficient, spiritually mature, vocationally self-sufficient and internationally liberal. Education without formation will finally ends in deformation.

Without the development of character, no man can become an educated one. Gandhiji tried to develop courage, strength, virtue, the ability to forget etc, as good elements of character. Good acts and habits are the basis of good character and therefore character formation is a continuous process from birth to death. So far we have insisted on information or knowledge and not on the formation of mind and character. According to Dr. S. Radhakrishnan, the troubles of the whole world including India are because of the fact that education has been becoming a mere intellectual exercise and not the acquisition of moral and spiritual values. The significance of morality is a code of ethical principle, which is essential for leading a noble life. Moral values form an important part of the life of an individual. Morality is the base on which character is formed.

The Value of 21st Century Education and Teachers

Success looks different now than it did in the past. High-achieving people are frequently choosing to opt out of the traditional job market and create their own jobs. Recent technological advances have affected many areas of our lives: the way we communicate, collaborate, learn, and, of course, teach. Along with that, those advances necessitated an expansion of our vocabulary, producing definitions such as digital natives, digital immigrants, and 21st-century teacher. What does it mean to be a 21st Century Teacher? The characteristics are presented below:

- Facilitate and inspire student learning and creativity so that all students achieve in the global society.
- Enable students to maximize the potential of their formal and informal learning experiences.
- Facilitate learning in multiple modalities.
- Work as effective members of learning teams.

CHILDREN PLAYING VIDEO GAMES: AN INQUIRY ON THEIR SELF-ESTEEM AND SELF CONFIDENCE

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Abstract

Interactive electronic media entertains children, enriches their imagination, ignites their creativity, encourage them to think divergently, and motivates them to learn more. Video games introduce young students to the computer technology and the online world. Various research studies indicate that appropriately designed multimedia instruction enhances students learning process. The use of IT makes learning more effective and meaningful. Video games can promote skill development in the following areas: critical thinking, control engagement and feedback. In addition gaming can help students see relevance of situations to their own environment and learn strategies to work in a self – paced environment. The present study intends to find out the self esteem and self confidence of children playing video games. The sample was 400 students. The study found that Self- confidence among the students playing and not playing video games was slightly differ and Self esteem is relatively same.

Key words: *Self Esteem, Self Confidence, Video games, Students, etc.*

Introduction

Interactive electronic media entertains children, enriches their imagination, ignites their creativity, encourage them to think divergently, and motivates them to learn more. Video games are natural teachers. Children find them highly motivating; by virtue of their interactive nature, children are actively engage with them; they provide repeated practice; and they include reward for skillful play. Media play an important role in the development of cognitive skills. These facts make it likely that video games could have large effects some of which are intended by game designers, and some of which not be intended. According to Malone (1981), the intrinsic appeal of computer game play is derived from its ability to foster curiosity, challenge and fantasy; all aspects of play that should appeal to children.

According to Piaget cognitive development of a person takes place by constant interaction with physical and social environment. Several researchers have found a positive relationship between game-playing and cognitive skills in adults, including attention (Green & Baviler, 2006) and reasoning (Greenfield et.al., 1994). Mental Capacities refers to a person's ability to make their own decision (MCA 2005). Mental Capacity is an important aspect of an individual's total development. Mental capacity is always used to represent a person's brain power in different areas of competency. It is a person's ability to learn and remember information, to recognize, concept and their reaction. Mental Capacities are intellectual functions.

In the past few decades the interactive electronic media has grown from virtual non-existence to one of the primary means of entertainment for young students. The increased student usage of video games negatively affects the school performance. Too much use of video games isolated our children and they spend less time in other activities such as doing homework, reading, sports and interacting with the family and friends. A leading Malayalam daily reported that video games addicted our school students. This will adversely affect their academic performance, mental health, and social behavior. Teacher's parents and other

A STUDY ON COST OF EDUCATION IN THE CONTEXT OF COMMERCIALIZATION

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Abstract

Education today is a paid service which has serious and negative effect on our society. The unit cost aspect of school education and higher education in Kerala has so far remained a neglected area. The study aims to review the recent changes in the cost of education, to analyze the general awareness about free and compulsory primary education and to suggest measures to reduce the trend of commercialization in education. The respondents also highlighted some of the issues and drawbacks of public and private education systems. There are remarkable differences in the cost of education between the public and private education sectors. Issues like fee control should be attended very carefully both in public and private educational institutions under the strict supervision of the government.

Key words: *Cost of education, commercialization, paid service, market forces, etc*

INTRODUCTION

The remarkable success that the state of Kerala has achieved in social development is reflecting in the high physical quality index, high literacy rate and high life expectance. Kerala has achieved a literacy rate of 90.92 percent as against the all - India average of 65.38 percent by 2001.
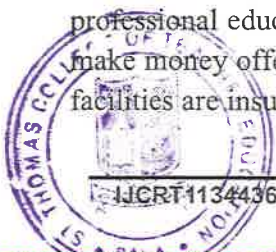
Though Kerala ranks only ninth in the matter of per capita income, people in Kerala strive more than their counterparts anywhere else in India, to impart education to their children. Besides the educational institutions run by the Government, Kerala has educational agencies under private, aided and unaided managements. Since education is consider a catalyzing agent of growth and development of a society, the aspects of its costs, efficiency and management assume vital importance.

The influence of the unaided sector has been increasing steadily since the early 1980s though the number of annual entrants to standard I have been steadily on the decrees during the past three decades. For instance, while enrolments in schools (lower primary, primary and high school) declined in government schools from 22.83 lakh to 17.71 lands and in private aided schools from 34.68 lands to 30.68 lakh, during 1992 to 2002, in private unaided schools, enrolment increase form 1.55 lakh to 2.63 lakh during the same period.

Schooling in the unaided sector is known to be much costlier than in the government and the aided sectors. Despite this fact, enrolment in the unaided sector is fast increasing, obviously by diversity enrolment away from the other two sectors. It is against this background that a study on the cost of differences among them is taken up. These questions are examined on the basis of information collected from the Kadanad Grama Panchayat of Kottayam educational district.

BACKGROUND AND CONTEXT OF THE STUDY

Education today is an object of business which has serious and negative effect on our society. They more one can pay, higher the education one can get. Every year, the number of students choosing higher professional education is increasing in India and therefore, good opportunity exists for all these colleges to make money offering such courses. In many cases, the quality of education is poor and the infra structural facilities are insufficient and the students feel cheated at the end.

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PROGRAMMES IN CONTINUING EDUCATION CENTRES AND THEIR IMPACT ON THE EMPOWERMENT OF WOMEN AND GIRL CHILDREN

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Abstract

Education plays a pivotal role in empowering women in the rural areas of India. 'Women Empowerment' expounds gender equality and a prosperous and peaceful global society in the near future. The different programs for women are extension of education, beyond the school going age, to improve the quality of life through equivalency education, income generation, individual interest promotion, life quality improvement, NIRBHAYA and SUCCESS programs. These programs for rural women, adolescent girls and underachievers posits that all the programs helped them comprehensively in multi-dimensional empowerment.

Key Words: *Women empowerment, Continuing education centre, NIRBHAYA, SUCCESS program, etc.*

Introduction

Life is a continuous process of adjustment by which man makes harmonious existence with ever changing socio-cultural environment. The task of education is to equip individuals with skills and competencies necessary for their empowerment (Aggarwal, 2002). Continuing education helps an individual to keep up-to-date with new knowledge. In order to improve their quality of life and raise their income, the villagers and neo-literates need to continue to develop their knowledge and skills through continuous education. It enables the learner to make continuous adjustment with ever changing and ever-growing knowledge-driven digital world. It keeps people professionally alive, growing and productive (Abdul Kalam, 2006).

In India, the new scheme of continuing education is taking shape in the background of extensive literacy campaigns launched in various parts of the country after the establishment of National Literacy Mission in May 1988, although the idea of post literacy and continuing education evolved much earlier (Sivadasan, 1987). Realizing the absence of a learning environment, adult education program was envisioned as one year of basic literacy followed by four months of post literacy program.

Women Empowerment – Need and Status

Unless women are empowered, the issues related to health, literacy, and population will remain unsolved problems of the developing countries and especially in Indian. Empowerment refers to enabling people to take charge of their own lives. For women, it emphasizes the importance of increasing their power and taking control over decisions and issues. Empowerment is the expansion of assets and capabilities of women to participate in, negotiate with, influence, control and hold accountable institutions that affect their lives. Jawaharlal Nehru, the first Prime Minister of India admitted that '*education of a boy is the education of one person, but the education of a girl is the education of the entire family*'. The major objectives of Women Empowerment programs are; to develop sense of internal strength and self-confidence to face the realities of life, to improve the performances by delegating responsibility, to give

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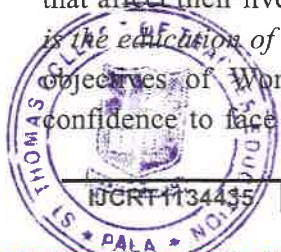
A STUDY ON THE USE OF DIGITAL TECHNOLOGY AND DIGITAL DIVIDE IN RURAL AREAS

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Abstract

The 21ˢᵗ century people are good in using technology for all interactions and communication. Even people in rural areas also use the digital technology. But people suffer the digital divide also. This study aims to identify the use of digital technology and digital divide among people in rural areas. The study found that almost all the people in the study area are well aware of the devices which belong to the modern technology. The said Digital Divide is much less in the concerned study area as a result of the high educational attainment of the people residing there. But, it may not be the same in the case of a place with low literacy rates. So, the best way to remove Digital Divide is to educate and conscientize the people.

Key words: *Technology, Digital divide, Paradigm Shift, etc*

INTRODUCTION

The access to modern information and communication technology and those that don't or have restricted access, this technology can include the telephone, television personal computers and the Digital divide, the term that refers to the gap between demographics and regions that have inter net. Well before the late 20th century digital divide referred chiefly to the division between those with and without telephone access after the late 1990s the term to the used mainly to describe the split between those with and without internet access particularly broad brand.

The digital divide typically exists between those who in cities and those in rural areas; between educated and the un educated; between socio economic groups globally, between the more and less industrially developed nations. Even among populations with some access to technology, the digital divide can be evident in the form of lower performance computers, lower speed wireless connections such as dial-up and limited access to subscription-based content.

BACKGROUND OF THE STUDY

Digital divide is the gap between those who have already access to information and communication technology and skills to make use of these technology and those who do not have the access or skills those same technologies.

In our society illiterate especially technologically illiterate people face many problems due to the lack of knowledge about illiterate and literate people. The new generation is technologically advanced. They can use these technologies very easily and it is a part of their life. The illiterate are not aware of the importance and usages of the technological devices, because of this reason they are alienated from the main stream of the society. This is called digital divide.

Many factors affected to digital divide. Some of them are gender —boys use technologies more than girls. Family structure- families with children have more computers and inter net access than families without children. Education- people must know how to use it. Many adult do not have the opportunity to learn how to use computers when they were in school. Literacy- this skills are important for people to read web pages.

CLASSROOM MANAGEMENT IN THE DIGITAL CONTEXT: A VISION FOR GEN NEXT

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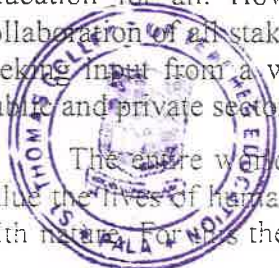*Assistant Professor, St. Thomas College of Teacher Education, Pala, Kerala*

Abstract

The greatest single contributor to student academic success is a highly qualified teacher. Therefore, the overarching goal for this component is that technology be a central part in providing teachers with high-quality professional development and support so that students receive a high quality education. The new millennium was ushered in by a dramatic technological revolution. Today's students are digital learners – they literally take in the world via the filter of computing devices: the cellular phones, handheld gaming devices, and laptops and game consoles at home. The new generation and the context saw changes in online, or e-learning and distance education, with increasing online presence, open learning opportunities, and the development of MOOCs and MOODLE. Now the technologies mediate the learning and they contribute significantly for the evolution of traditional based instruction to e-education where the students can learn anywhere and anytime. The situation demands the teachers to become e-excellent teachers and e-mediated learners. For implementing a new pedagogy for the new learner in a new learning environment, the present digital era with its unprecedented advances in ICTs throws open a plethora of opportunities and technologies. In this context, 'teaching with technology' is the need of the hour. The educational technology unit would have the responsibility of implementing the goals and objectives of this national educational strategic plan. Teachers and students will need access to academically appropriate, high quality educational digital content aligned to the new curriculum standards.

Introduction

In a digital age, schools, colleges and universities need teachers and learners ready to meet the challenges of teaching, learning, and working in a hyper-connected, collaborative, creative, and information-rich world. Teachers and students need just-in-time and just-as-needed access to computers in their classrooms to support content-based instruction. They need access to experts and resources and the ability to use powerful and high-speed Internet tools such as video and multimedia. However, technical infrastructure, as important as it may be, is not enough. For the promise of educational technology to be fulfilled, technology needs to be matched with digital-age curriculum, instruction, and assessment.

Globalization is amplifying the importance of knowledge and information across all societies. Lebanon fully understands the role of information and communications technology (ICT) in addressing the implementation of educational reform for improved and equitable access to quality education for all learners. It is clearly our national responsibility to enable our students to benefit from and contribute to the Teaching and Learning in the Digital Age to guide the integration of ICT into the general education system. This strategic plan includes a set of principles, goals, and objectives, serving as a series of decision points over a five-year period. If integrated into the curriculum, instruction, and assessment by skilled teachers supported by strong leaders, ICT can create new potential opportunities for students and teachers to acquire lifelong learning, information management, and analytical skills, while ensuring equitable access to education for all. However, the benefits of ICT can be reaped only through the commitment and collaboration of all stakeholders. Our approach throughout the development of this strategic plan involved seeking input from a wide spectrum of stakeholders in academic and technology fields, from both the public and private sectors.

The entire world realizes that education is a major vehicle to create a human society which will value the lives of human beings and provide opportunities to live in harmony with fellow beings and also with nature. For this they need to know others: the diversities, the pluralities and also the

DEVELOPING SOCIAL SKILLS AMONG ADOLESCENTS THROUGH EXPERIENTIAL LEARNING MODEL

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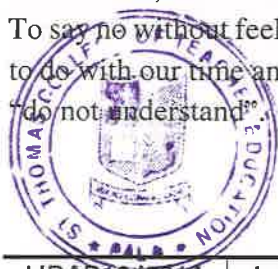## Abstract

Experiential learning is the process of making meaning from direct experience and requires less teacher influence and relates solely to the meaning making process of the individual from direct experiences. Social skills are learned behaviour that allows people to achieve social reinforcement and to avoid social punishment. It's a matter of dealing with the people around. Adolescents need these skills more, compared to other categories, because they need to interact more with the society. A study was conducted to identify the social skills and the effectiveness of Experiential model in developing these skills. A sample of 244 adolescents students were taken for this study and found that the said model is effective in developing the social skills.

Keywords: *Experiential Learning Model, Social Skills, Adolescents, etc*

Introduction

Experiential learning is the process of making meaning from direct experience. It requires less teacher influence and relates solely to the meaning making process of the individual from direct experiences. Experiential learning has been shown to have a favourable impact on pupils' social development in the areas of inter-personal skills, co-operation, empathy, acceptance and awareness of diverse cultures and peer-group affiliation. This type of interaction is rare in our class-room setting. Education should aim at making each individual socially efficient (Dewey, 1950). A socially efficient person can contribute a lot to the progress of the society. Experiential Learning has the capacity to help pupils' to be more closer and feel more positive about their school experience.

A social skill is any skill facilitating interaction and communication with others (Goleman, 2006). To the behaviourists, social skills are learned behaviour that allows people to achieve social reinforcement and to avoid social punishment. It's a matter of dealing with the people around. Assertiveness is the form of acting that allows a person to act on their most important interests, defended without anxiety to express honest feelings comfortably, or to exercise personal rights without denying others. All have the same rights assertive, which ended when they begin to value others (Jain, 2002). And the person getting more internalized, will be a psychologically healthy person. These rights include: Right to judge our own abilities, To say no without feeling guilty, To have political beliefs, Not to justify ourselves before others decide what to do with our time and property, To be independent, and to expect others to be treated with dignity and say "do not understand".

REFLECTIONS ON SOCIAL SENSITIVITY: A CONCERN OF MORALITY

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Abstract

Social sensitivity is an important social skill and having high levels of social sensitivity can make people more well-liked and successful in social relationships. It is described the proficiency at which an individual can identify, perceive, and understand cues and contexts in social interactions along with being socially respectful to others. The reflections on morality including the moral teachers and moral students are one of the prerequisites for ensuring social sensitivity in educational scenario. For this reflection in action and reflection on practice is needed. Education should develop moral behaviour, moral values, moral character, moral emotion, and moral reason among the students. The moral reflection is not setting up a right value over a wrong value; it is a question of finding the possibility of action so as to take into account as far as possible, converging all the values involved in personal and social life.

Key words: *social sensitivity, morality, reflective morality, moral teachers, etc*

Introduction

Social sensitivity describes the proficiency at which an individual can identify, perceive, and understand cues and contexts in social interactions along with being socially respectful to others. This is an important social skill and having high levels of social sensitivity can make you more well-liked and successful in social and business relationships. An example of someone with low social sensitivity would be an individual who only talks about themselves, interrupts and talks over others, and who ignores social cues to stop talking. An example of someone with high social sensitivity would be a person who understands conversational cues and stops talking in order to listen at the appropriate time. Another example is, the co-operation of people of Kerala during and after the flood affected in different parts of the state.

During flood in Kerala, the biggest rescue work was done by Kerala's fisher folk, who arrived with their boats, strong bodies and generosity of spirit and spent tireless hours moving people to safety. A million or so people made it to schools, churches, community halls and other large buildings that turned into functional relief camps. Ordinary people ran the camps. Volunteers turned up in droves. Food and other essentials materialised. It shows, we are educated and we proclaimed the vision of education received by the people of Kerala. Why is Kerala's proactive response to the floods so sharply different from the passive victimhood that mostly characterises the flood-affected in the rest of India? The answer lies not only in the state's superior level of literacy, but also in the political empowerment and social sensitivity of the people over generations.

The man who stood on all fours, his face barely above the water, so that old women could step on his body to climb into the rescue boat, did so out of empowered generosity, not because it was his station in life to serve as a footrest. Such empowerment has created individuals out of the social layers, stacked one on top of the other according to their ritual status, that formed traditional society. The actions of people during flood are apt examples of social sensitivity in our state.

At the same time, there are some citizens including government employees, who showed negative mentality and critical attitude towards flood related issues and not co-operated with the society and government are the question mark in front of the elite society. Let the God Almighty and the history pardon them.

A-7

INFLUENCE OF SOCIAL NETWORKING SITES IN COLLABORATIVE LEARNING

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Abstract

Social Networking has become one of the most important parts of our daily life as it enables us to communicate with a lot of people. Social Networking sites are created to assist in online networking. By using the internet and social media for academic purposes, students learn much more than they can in a classroom and their ability to access, analyze, retain and share information improve dramatically. The use and overuse or misuse of the social networking sites undergoes serious discussions at different levels. For this 50 teacher educators were selected for the opinion survey. The findings showed that most of the teacher educators believe that Social Networking Sites improve the quality of education; Majority of the teacher educators enquire to the students about the sites used by them; Large number of teacher educators does not use Social Networking Sites to connect with people of same areas of research; No teacher educator has communication with teachers working in foreign universities; Most of the teacher educators do not encourage students to participate in online peer group discussions; Majority of the teacher educators believe Social media helps in sharing, discussion and modifying ideas for research work and the opinion of teacher educators on the influence of Social Networking Sites on Collaborative Learning used in Computer Networks of Male teacher educator is significantly higher than that of Female teacher educator. From this study, it is urgent that Awareness programs in computer network based education should be conducted in Training colleges and teacher educators should create blog, websites and encourage collaborative learning through social media. Teacher trainees should be given opportunities for collecting study materials from the blog, websites and sharing through social networking sites.

Key words: Social Networking Sites, Collaborative Learning, Ask an Expert Mentorship, Tutor Support, Peer Interaction, Structured Group Activity, Access to Network Resources, etc.

Introduction

The use of computer net works for educational activity at all levels-primary, secondary, tertiary, adult, and distance education-has introduced new options to enhance and transform teaching and learning opportunities and outcomes. Since the late 1960s computer networks(electronic mail, bulletin board services and computer conferencing) have been adopted and adapted by educators to enhance the curriculum by expanding access to expertise and educational resources, to increase student interaction and peer collaboration both within and between classrooms, and for the delivery of credit and non- credit courses and programs. Computer networks enhance traditional forms of face-to-face and distance education and enable new and unprecedented educational interactions, creating the basis for a new paradigm; network learning.

Social media offer new ways for academics to use the internet to communicate and share information. It provides an effective platform for developing the power of reasoning and expression. Learners can share what they have designed and also interact with other learners who may further build on their creation, duly acknowledging the source. Social media also offers the possibility of better forms of assessment of deep understanding. The key point here is that social media offers all the three pillars of self motivation-autonomy (learners can independently take initiative), mastery (through multiple representations and multiple performances of understanding) and purpose (learners can apply their knowledge and skills to a cause that appeals to them) and can take learner from being extrinsically motivated to being intrinsically motivated to learn and perform. Social media includes the ability and the facility to discuss, create, co-operate on, share and modify information in text , image, audio and video forms among users of social networking websites such as Face book, Twitter, Flickr, You Tube,

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A STUDY ON THE INFLUENCE OF EDUCATION ON THE EARNINGS OF URBAN AND RURAL PEOPLE

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ABSTRACT

Education is widely considered as an important means for the development of an individual and society. It is a pre-requisite for the progress and development of countries. There exists difference of opinion among educationists and economists regarding the role of education in determining the economic value of education. A good number of research studies have been carried out to analyze the economic value of education. The present investigation is to assess the contribution of education to the earnings of people in urban and rural areas. The sample for the study consisted of 2254 earning members from 1500 households selected from an educationally backward, but economically advanced district of Idukki, in the state of Kerala. The data are collected using a Questionnaire. The study revealed that education has a significant role to play in determining the earnings of people, irrespective of locality. The study high lights that the more educated will have more earnings and vice versa.

Key Words: Education, Earnings, Level of Education, Educational Category, Urban, Rural.

INTRODUCTION

Education is the supreme form of wealth and is the fulcrum of every kind of development. It is the process of human enrichment for the achievement of higher and better quality of life. It transforms the raw human beings into human resources, other-wise known as human capital and prepares them to be capable of utilizing the resources economically. It is a means of social improvement and material well-being, especially for the economically and socially backward people. It provides them the capacity of acquiring new skills and develops in them the right attitude to wealth, savings and work.

NEED FOR THE STUDY

In India considerable progress has been achieved in terms of literacy, school enrolment, network of schools and spread of higher education institutions including technical and professional education. Expenditure on education, both governmental and parental is on the increase. But this rise in expenditures is justifiable, if it provides higher productivity in terms of higher earnings and security to households.

Many economists believe that there exists a positive relationship between education and earnings of individuals irrespective of the sector of employment. But there exists alternate views among economists and educationists regarding the contribution of education to earnings. This broken relationship demands further investigation. Also the influence of the factors like locality also require special attention.

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A STUDY ON THE RELATIONSHIP BETWEEN EDUCATION AND EARNINGS OF PEOPLE BASED ON LOCALITY GENDER AND COMMUNITY

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ABSTRACT

Economics of Education' is one of the developing branches of Economics. A good number of research studies have been carried out to establish the relationship between Education and Earnings. The present study is to determine the relationship between Education and Earnings of people in an educationally backward, but economically advanced district of Idukki in the state of Kerala. The study is based on 2254 earning members selected from 1500 households from Idukki District of the State of Kerala. Hence Survey Method is adopted. The relationship between Education and Earnings; and the difference in the relationship with respect various categories of people were analyzed using appropriate statistical techniques. The study revealed that there exists significant correlation between Education and Earnings of people classified on the basis of Locality, Gender and Community. And also, the extent of relationship is not significantly different in the case of Locality and Gender groups but different in the case of Community groups.

Key Words; Education, Earnings, Locality Groups, Gender Groups, Community Groups, Rural, Urban, Male, Female, Scheduled Castes, Scheduled Tribes, Other Backward Community, Forward Community.

INTRODUCTION

Education is the supreme form of wealth and is the fulcrum of every kind of development. It is the process of human enrichment for the achievement of higher and better quality of life. It transforms the raw human beings into human resources, otherwise known as human capital. Education is an asset having high economic and non-economic returns. It is a means of social improvement and material well-being, especially for the economically and socially backward people. It provides them the capacity of acquiring new skills and develops in them the right attitude to wealth, savings and work. The present study is to study the relationship between Education and Earnings of various sections at people in an educationally backward but economically advanced district of Idukki.
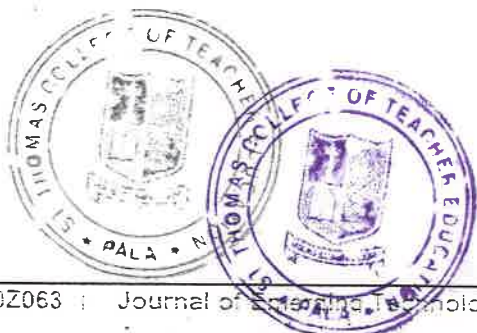
The Concept of "Marginalized" In the National Policy on Education (NPE)-1986

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Dr. P. P. Shajimon, Assistant Professor, St. Thomas College Of Teacher Education, Pala
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Abstract: Education has become a fundamental right. It gives us comfortable and dignified life. It is responsible for holistic development of individual and society .Education is a process ofhuman enlightenment and development for the achievement of a better and higher quality of life.Every country develops its system of education to express and promote its unique socio –culturalidentity and also to meet the challenges of the time .The National Policy on Education gives emphasis on giving education to the weaker sections of the community especially the Tribals, Dalits and OBCs. NPE gives prime importance for the educationand development of marginalized sections of Indian population

Keywords: National Policy on Education (NPE),Education ,Marginalized ,Tribal people,Religions minority,Historical background, Theoreticalbackground,Social background ,Literate,Illiterate, Governmental policies ,Economicbackground.

I. INTRODUCTION

Education is essential for the development of an egalitarian society. Education is a powerful instrument in the process of overcoming inequalities accelerating social transformation and achieving economic progress. It leads us to darkness to light. Education has become a fundamental right. This means that no person should be denied education at any cost.

The educational thoughts of Dr.Manmohan Singh, the previous prime minister of India, had given special stress for the education of the weaker sections of the society. He advocates providing full equality of opportunity particularly in the education and employment of Dalits, Tribals, OBCs and Religious Minorities. He emphasized on setting free the incentive energies of our entrepreneurs, businessmen, scientists, engineers and all other professionals and productive forces of society. He states that education of the deprived sections should be paid special attention to make them economically, socially, politically and educationally powerful. He also pays special attention to women's education and development. It is imperative for India's development. He wishes to empower women politically, educationally, economically and legally.

Education in India stands at the cross roads today. India's political and social life is passing through a phase which possess the change of erosion to long accepted values. The goals of secularism, socialism, democracy and professional ethics are coming under increasing strain.

Education is a unique investment in the present and future. This cardinal principle is the key to the NationalPolicy on Education. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the time. The country has reached a stage in its economic and technical development, and now it is the duty of the government, to ensure the fruits of change to reach all sections. With this aim, the then Prime Minister of India, Mr.Rajiv Gandhi has announced in January, 1985 the plan for New Educational Policy.

National Policy on Education was evolved in 1986 after a nationwide debate on the document 'Challenges of Education- aPolicy Perspective'. The National Policy on Education was modified in May 1992 as per the recommendations of CABE committee on policy and revised programme of action was also developed in August 1992. Every individual in the society, by participating in the programmes of National Policy on Education can help in building an enlightened and human society.

II. IMPORTANCE OF EDUCATING THE MARGNILIZED IN NPE

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the time. We read in the National Policy on Education that"there are moments in history when a new direction has to give way to an age-old process. That moment is today" .With

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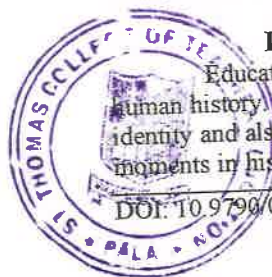
Social Equity and Justice through the Education of Tribal People

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Abstract: National development is the all inclusive development of a nation. It will be possible only through the promotion of social equity and social justice by imparting proper education to all, especially the marginalized sections in the society including scheduled tribes. The socio-economic and educational conditions of scheduled tribes in India are very low compare to the national average. The major reason behind this backwardness is the lack of proper education. Many of the superstitions, cast problems and other social issues were caused by the absence of education. Thus comes the need of giving proper education to the Tribals. For this purpose it is important to make more effective policies from the part of government and ensure its implementation.

Key Words: Tribal people, National Policy on Education,Education,Marginalization, Social Transformation, Social Equity, Social Justice, Social Status, Economic Status, Governmental Policies,Literate, Illiterate, Drop-out.

I. INTRODUCTION

Social equity is essential for the development of an egalitarian society. Education is the powerful instrument in the process of overcoming inequalities accelerating social transformationand achieving economic progress. It leads us to darkness to light. Education has become a fundamental right. This means that no person should be denied education at any cost. The National Policy on Education implies that up to a given level, all students irrespective of caste creed, location or sex have access to education of a comparable quality. To promote equality, it will be necessary to provide for equal opportunity to all especially for the marginalized in the society. In our national perception, education is essential for all. This is fundamental to an all-round development, material and spiritual. The states commitment towards the well being of the disadvantaged and marginalized sections of the society is evident from the special constitutional provisions made in favor of these groups. Article 14 of the Constitution of India guarantees that no persons will be denied equality before law .In spite of provision of free and compulsory education to all children up to the age of 14, a large chunk of children with special needs does not get meaningful qualitative education.

Education is a unique investment in the present and future. Every Country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the time.Education in India stands at the cross roads today. India's political and social life is passing through a phase which possesses the change of erosion to long accepted values. The goals of secularism, socialism, democracy and professional ethics are coming under increasing strain. The National Policy on Education gives special stress on education for social transformation. Social transformation means standing for human rights, communal harmony, protection of the environment, structural changes and liberation of women, Delits, Tribals and other oppressed groups.

II. IMPORTANCE OF SOCIAL EUITY & JUSTICE

Social equity implies fair access to livelihood, education and resources; full participation in the political and cultural life of the community;and self determination in meeting fundamental needs. As Martin Luther King observed, where there is injustice for one,there is injustice for all.Social justice on the other hand is the justice in terms of the distribution of wealth, opportunities and privileges within the society.The Vienna Declaration and Programme of Action consider social justice as a purpose of human rights education. The term 'equity' signifies development aimed at reaching the most marginalized and deprived population first. The genesis of equality and equity as concept of social Justice arose from a history of evolving philosophies of social organization and distribution of wealth and services. From the natural law to the modern concept of rights, this socially just distribution continues. Poverty exists at record-high levels in absolute terms,

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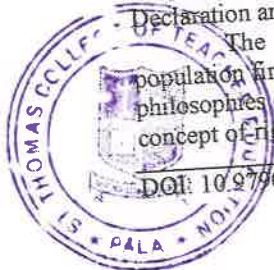
EFFECTIVENESS OF DRAMA THERAPY ON DEVELOPING LIFE SKILLS AMONG LATE BLOOMERS

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ABSTRACT

The present study is to test the effectiveness of the drama therapy on developing life skills amongLate Bloomers . For this investigator conducted an experimental study based on drama therapy. The independent variable of this study is drama therapy and dependent variable is life skills. Non-equivalent control and experimental group design is used as the method of this study. The study reveals that the drama therapy is effective for developing life skills among later bloomer. The total sample of this study is 60; 30 are in the experimental and 30 in control group. Life skills assessment test and drama therapy are the tools and techniques used.

KEYWORDS: Drama therapy Life Skills, Late Bloomers.

INTRODUCTION

Education is preparing child to live effectively in the contemporary society. Societies change over time and are not same at any point of time. The traditional system of education can no more provide inputs to lead life for the kinds of complexities that have developed as a result of increasing complexities in contemporary society. Social Learning Theory by Bandura (1997) had two profound influences on the development of life skills and social skills programs. One was the necessity of providing children with methods or skills for coping with internal aspects of their social lives, including stress reduction, self-control, and decision-making. Most life and social skills programs address these skills. The second was that, to be effective, life and social skills programs need to replicate the natural processes by which children learn behaviour. Thus, most life and social skills programs include observation, role-play, and peer education components in addition to plain instruction.

Drama therapy is a type of therapy that allows exploring emotional difficulties through the medium of drama. This could involve a variety of activities including writing and learning script, improvisation exercises or activities using puppets and masks. Drama therapy is often used within a group environment. However, it can be used in one to one sessions too. A drama therapist will use different techniques and may help you create a fictional story to portray. Usually the fictitious story will be your own story re-told through different characters. Creating this space between yourself and the emotional concerns being explored can offer clarity and a sense of relief or catharsis. The aim of drama therapy includes.

- To solve problem.
- To understand yourself better.
- To explore and overcome unhealthy behaviour.
- To improve Life skills

The nature of drama therapy makes it ideal for people who struggle to free themselves from the problems that they are facing, as it addresses them in a more indirect way. Education modifies our behavior and personality. It is education which helps us to trace our physical and mental problems and acts as medicine to overcome all our personal barriers. So we can say that exceptional children require exceptional treatment. Among them slow learners and gifted children require exceptional treatment. Children with special need, Children and divers

Leo the Late Bloomer

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RELATIONSHIP BETWEEN CIVIC SENSE AND SPIRIT OF NATIONALISM AMONG SECONDARY SCHOOL STUDENTS IN KOTTAYAM DISTRICT

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ABSTRACT

Civics is one of the branches of Social Science. Learning Social science has a major role in the formulation of civic sense. For the growth, development and sustainable existence of a society Civic Consciousness is essential. But it is difficult to develop civic consciousness in all individuals. The easiest way to accomplish this great mission is by ourselves becoming civic conscious. The aim of the present study is to find out the relationship between Civic Sense and Spirit of Nationalism among Secondary School Students in Kottayam District Performance. Descriptive survey method was used for this study. The data were gathered through Civic Sense Test and Spirit of Nationalism Scale from 400 Secondary School Students. The findings of the study were: Most of the students have average Civic Sense and Spirit of Nationalism. The result shows that there is a substantial relationship between Civic Sense and Spirit of Nationalism of Secondary School Students.

KEYWORDS: Civic Sense, Spirit of Nationalism, Situational Test.

INTRODUCTION :

Every individual in the modern society is known as citizen. Civic consciousness is the recognition that each citizen is for the society and genuine interests of the society are the interests of the citizen. Civic sense of an individual decides the ability to take decision which is good for his family and society. Civic sense refers to the ability of oneself abiding social rules, respecting fellow beings and maintaining public decorum in the public gathering. Civic Sense or civic virtue can be defined as an attitude that values equity and liberty in public life. No society can claim to be democratic if there is a habitual disregard for equity and liberty in public life. Unfortunately, this disregard for civic virtues has apparently become the hallmark of our society today.

Nationalism is commonly defines as a love one's country. Historically, however, nationalism takes on a greater meaning. Throughout history, large groups of people who share a cultural identity, language, customs and history have felt the pulling power of nationalistic feeling. The spirit of nationalism also include the believe that one's nation is better off as an autonomous state. Autonomy is defined as a nation governing itself indirectly from a centralized point. Still another aspect of nationalism is the willing to go to extreme measures in achieving autonomous self- rule (Metcalf 2003).The present paper is an attempt to find out the relationship between Civic Sense and Spirit of Nationalism among Secondary School Students in Kottayam District

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A STUDY OF SELF CONCEPT AND ANXIETY AMONG NSS AND NON NSS HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

The study of human behaviour is incomplete without its affective aspects,feelings and emotions. Self Concept and anxiety are the psycho dynamic factors of human behaviour. The objective of the present study is to find out the relation between Self Concept and Anxiety of NSS and Non NSS higher Secondary Students. The sample comprised of 200 Higher Secondary Students which 100 NSS and 100 Non NSS students. Standardised tools,namely Muktha Rasthogi's Self Concept Inventory and Tailor's Manifest Anxiety Inventory are used. The study reveals a high relationship between NSS and Non NSS Students. And it is found that NSS students have high Self Concept And low Anxiety as compared to Non NSS students. The study highlights the effectiveness of NSS programmes in developing Self Concept and reducing Anxiety among Higher Secondary Students.

KEYWORDS: National Service Scheme,Self Concept,Anxiety,Higher Secondary Students etc.

INTRODUCTION

National Service Scheme (NSS) is an Indian government-sponsored public service program conducted by the Ministry of Youth Affairs and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's birth centenary year, 1969. The Education Commission headed by Dr. D.S. Kothari (1964-66) recommended that students at all stages of education should be associated with some form of social service. This was taken into account by the State Education Ministers during their conference in April 1967 and they recommended that at the university stage, students could be permitted to join the National Cadet Corps (NCC) which was already in existence on a voluntary basis and an alternative to this could be offered to them in the form of a new programme called the National Service Scheme (NSS). Promising sportsmen, however, should be exempted from both and allowed to join another scheme called the National Sports Organization (NSO), in view of the need to give priority to the development of sports and athletics.

The main objectives of NSS are to understand the community , identify the needs and problems of the community, develop among themselves a sense of social and civic responsibility, develop competence required for group-living and sharing of responsibilities, acquire leadership qualities and democratic attitudes etc. In this context most of the NSS students in Kerala take up so many community services. This will help the students to improve their psychological variable such as anxiety self-concept and emotional maturity etc.

The three aspects of self are perceived self, ideal self and real self. The perceived self is "what we think we are", the ideal self is "what we would like to be", and the real self is "what actually we are". It is the subjective feeling of the self that stands at the centre of the personality. The building of the Self Concept is a slow process, growing out of reaction of parents and others to the child's early behaviour. NSS programs help them to develop self-concept. The study of human behaviour is incomplete without its affective aspects.

COMPARISON OF SOCIAL RESPONSIBILITY AMONG STUDENT POLICE CADETS AND NON-STUDENT POLICE CADETS

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Dr. P.P. Shajimon
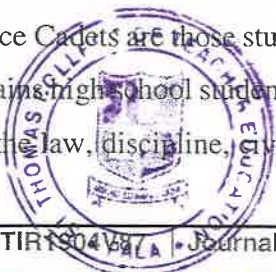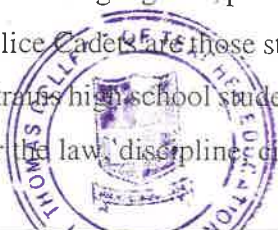Associate Professor
St. Thomas College of Teacher Education, Pala

Abstract: The present investigation is an attempt to study the Social Responsibility among Student Police Cades and Non-Student Police Cadets with special reference to gender. For this the investigator used Normative Survey Method. Sample for the present study include 300 Ninth standard students from Aided schools of Kottayam District of Kerala State.The data pertaining to the objectives are collected by administering the tool titled Social Responsibility Scale constructed by the investigator. The investigator administered the tool on 150 Student Police Cadets and 150 Non-Student Police Cadets of Standard Nine, each category consists of 75 boys and 75 girls. For the analysis of data, the investigator used statistical technique, Test of Significance of the difference between Means The findings of the present study revealed that Social Responsibility among Student Police Cadets is higher than that of Non Student Police Cadets irrespective of gender. Hence the Student Police Cadet Programme can be widely implemented in schools to promote Social Responsibility.

(Key Words; Social Responsibility, Student Police Cadets, Non-Student Police Cadets, Student Police Cadet Boys, Student Police Cadet Girls, Non-Student Police Cadet Boys, Non-Student Police Cadet Girls)

Introduction

Education is one of the most powerful systems in a nation contributing for its growth and development. The education system of the society reflects its culture and development, and for the development of the nation, there has to be an increase in its democratic participation. This participation will in turn enhance nation building initiative as citizen participation counts a lot in nation building. Citizen participation can be ensured if it starts with students. It is important for students to understand their inevitable role in the community In schools many programmes like NSS, NCC, Scout and Guide, Red Cross and Student Police Cadet Programme are started for developing social qualities and make them efficient human beings

Student Police Cadet Programme of the Government of Kerala which seeks to mould responsible youth for creating vigilant, peaceful, value-based society, for whom disciplined adherence to law is a way of life. Student Police Cadets are those students who are active members of Student Police Cadet Project in the secondary school. It trains high school students to evolve as future leaders of a democratic society by inculcating within them respect for the law, discipline, civic sense, empathy for vulnerable sections of society and resistance to social evils. The

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COMPARISON OF SOCIAL RESPONSIBILITY AMONG STUDENT POLICE CADETS AND NON-STUDENT POLICE CADETS

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RELATIONSHIP BETWEEN CONTINUING EDUCATION PROGRAMMES AND ACHIEVEMENT OF EDUCATION FOR ALL (EFA) IN KERALA STATE

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ABSTRACT

Human life can only be glorified through education. Ideally, education is the basic principle of human growth, essential for transforming the unlettered child into a mature and responsible adult. According to the Millennium Report, Education is a lifelong process and the ultimate aim of Education for All (EFA) is sustainable development. This paper provides an assessment relationship between Continuing Education Programmes and achievement of Education For All (EFA) in Kerala State. The programme of continuing education has been launched with the specific objective of providing opportunities for the people at large to participate in the process of lifelong learning. There were five types of Continuing Education Programmes visualized in the state of Kerala: (a) Post Literacy Programmes (PLPs); (b) Equivalency Programmes (EPs); (c) Quality of Life Improvement Programmes (QLIPs) (d) Income Generating Programmes (IGPs); (e) Individual Interest Promotion Programmes (IIPPs). The investigator used descriptive survey method to find out the relationship and association between Continuing Education Programmes and achieving Education For All (EFA) in Kerala state. The study reveals that there exists a significant association and positive correlation between Continuing Education Programmes and Achievement of EFA in Kerala State.

Key words: Continuing Education Programmes, Education For All (EFA), preraks, beneficiaries

INTRODUCTION

Literacy and education affects the social development of a community. Kerala attained the status of being the first totally literate state in India and a role model for other states. The continuing education scheme is visualized as a mechanism for integrated human resource development. Well-organized and coordinated infrastructure for continuing education can advance the course of literacy in India leading to the emergence of a learning society. Today, every country of the world is trying to be developed in every possible way. Every country whether it is a developed or developing, they both want to progress in a

CLASSROOM MANAGEMENT IN THE DIGITAL CONTEXT: A VISION FOR GEN NEXT

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Abstract

The greatest single contributor to student academic success is a highly qualified teacher. Therefore, the overarching goal for this component is that technology be a central part in providing teachers with high-quality professional development and support so that students receive a high quality education. The new millennium was ushered in by a dramatic technological revolution. Today's students are digital learners – they literally take in the world via the filter of computing devices: the cellular phones, handheld gaming devices, and laptops and game consoles at home. The new generation and the context saw changes in online, or e-learning and distance education, with increasing online presence, open learning opportunities, and the development of MOOCs and MOODLE. Now the technologies mediate the learning and they contribute significantly for the evolution of traditional based instruction to e-education where the students can learn anywhere and anytime. The situation demands the teachers to become e-excellent teachers and e-mediated learners. For implementing a new pedagogy for the new learner in a new learning environment, the present digital era with its unprecedented advances in ICTs throws open a plethora of opportunities and technologies. In this context, 'teaching with technology' is the need of the hour. The educational technology unit would have the responsibility of implementing the goals and objectives of this national educational strategic plan. Teachers and students will need access to academically appropriate, high quality educational digital content aligned to the new curriculum standards.

Introduction

In a digital age, schools, colleges and universities need teachers and learners ready to meet the challenges of teaching, learning, and working in a hyper-connected, collaborative, creative, and information-rich world. Teachers and students need just-in-time and just-as-needed access to computers in their classrooms to support content-based instruction. They need access to experts and resources and the ability to use powerful and high-speed Internet tools such as video and multimedia. However, technical infrastructure, as important as it may be, is not enough. For the promise of educational technology to be fulfilled, technology needs to be matched with digital-age curriculum, instruction, and assessment.

Globalization is amplifying the importance of knowledge and information across all societies. Lebanon fully understands the role of information and communications technology (ICT) in addressing the implementation of educational reform for improved and equitable access to quality education for all learners. It is clearly our national responsibility to enable our students to benefit from and contribute to the Teaching and Learning in the Digital Age to guide the integration of ICT into the general education system. This strategic plan includes a set of principles, goals, and objectives, serving as a series of decision points over a five-year period. If integrated into the curriculum, instruction, and assessment by skilled teachers supported by strong leaders, ICT can create new potential opportunities for students and teachers to acquire lifelong learning, information management, and analytical skills, while ensuring equitable access to education for all. However, the benefits of ICT can be reaped only through the commitment and collaboration of all stakeholders. Our approach throughout the development of this strategic plan involved seeking input from a wide spectrum of stakeholders in academic and technology fields, from both the public and private sectors.

The entire world realizes that education is a major vehicle to create a human society which will value the lives of human beings and provide opportunities to live in harmony with fellow beings and also with nature. For this they need to know others: the diversities, the pluralities and also the need to respect

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PEACE VALUE PREFERENCES OF TEACHER EDUCATORS

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Abstract

Peace education aims at eliminating the possibility of global extinction through nuclear war. Peace Education currently addresses the broader objective of building a culture of peace. Peace skills are the skills (as well as attitudes) developed by the individuals necessary to be proactive and effective makers. Peace values and skills can be shaped, nurtured and developed at home and educational institutions. The inculcation of value of peace in the minds of the growing generation assumes great significance. The major objective of the study was to find out the peace values of teacher educators and to identify the peace value preferences of teacher educators. The study is conducted among teacher educators of Kottayam district. The study found that the order of peace value preferences of teacher educators are; Truth, Co-operation, Sincerity, Love, Non-violence, Forgiveness, Honesty, Spirituality, Justice, Kindness, Moral stability, Truthfulness, Tolerance, Adjustment, Sympathy, Interdependence, Discipline, Dharma, Democracy, Social Service, Patriotism, Social Conformity and Simplicity.

Key words: *Peace values, Peace skills, Value Preferences, Teacher Educators, etc*

INTRODUCTION

Education is essentially a human affair. It is a deliberate and systematic influence external by the mature person on the immature through instruction and discipline. Mahatma Gandhi says "By education I mean an all-round drawing out of the best in child and man-body mind and spirit". According to Swami Vivekananda, "Education is not the amount of information that is put into your brain and runs not there, undigested all your life. We must have life building, man making, character making and assimilation of ideas." These words show the relation of education with life, character, ideas and ideals.

The first and foremost aim of education is the liberation of an individual from the bondage of evil, which arise out of ignorance. Education enables one to adjust with the society. It also helps the socialization of the individual. So education must aim at the inculcation of essential values.

CONCEPT OF PEACE

The concept of peace, by and large, has remained has an elusive concept which has many interpretations ranging from as simple as absence of conflict or war. Peace has also been associated with peace of mind or inner peace through out the ages. Mahatma Gandhi has given much broader explanation of the concept of peace. He described violence to clarify the concept of peace. In Gandian concept of peace, truth, non-violence, self suffering, means as well as ends of a relationship are important.

Peace is an idealistic term and rarely there will be stable peace which means that peace can be achieved but maintaining it is difficult. It means the absence of violence in any form and resolving the conflict in a constructive way. Peace exists where people are interacting non-violently and are managing their conflict in a positive way keeping in mind the concerns and interests of others.

Peace may be described as style of life, a mental attitude, a state of equilibrium. It is a feeling of internal well being and good will towards others. To have an everlasting peace, it is essential that a person develops the

Dr. A. P. J. ABDUL KALAM'S VIEWS ON EDUCATION AND DEVELOPED INDIA

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Abstract

The present study highlights Dr. A. P. J Abdul Kalam's views on education for developed and emotionally integrated India. This study is a combination of the historical and survey method using content analysis as the core method. The study is qualitative in nature. Methods and Tools used are documentation, content analysis, descriptive survey and web analysis and the opinionnare on the educational view of Dr. Kalam. The major findings of the study reveal that Dr. Kalam is a great teacher with own educational thoughts and philosophy, motivated the students community towards creativity, vision and dreams for an emotionally integrated India.

Key words: *Educational thoughts, Teacher educators, Teachers, Emotional integration, etc*

Introduction

'Education is an endless journey through knowledge and enlightment. It transform a child into a leader – the transformation from 'what can you do for me' to 'what can I do for you'. Dr. A. P. J. Abdul Kalam.

Dr. A.P.J. Abdul Kalam is the first scientist who has been elected as the President of India. This has sent a wave of joy and happiness around the country, not only among the scientists but also among the common people. After Dr. Kalam's nomination to the presidency, there have been several articles written about him. They have dealt with his career, technological achievements, his vision for India, his philosophy, educational thoughts, etc. Dr. Kalam has many facets to his life. He is the 'missile man' for some. He has earned the sobriquet 200% Indian. He is 'dreamer' for others. For children he is the wings of inspiration to spread the glow of goodness. Keeping in mind the let us conclude the educational thoughts of our Great scientist, India's pride, Bharat Ratna, Dr. A. P. J. Abdul Kalam.

Since time immemorial, the concept of education has captivated the minds of philosophers and thinkers. According to Dr. Kalam, the education system has a tremendous responsibility to transform a child into a leader- the transformation from 'what can you do for me' to what can I do for you?. The most important part of education is inculcate in the students the spirit of we can do it'. Today's young students want the education system to feed and challenge their innovative and creative minds. Education is an endless journey through knowledge and enlightenment. Such a journey opens up new vistas of development of humanism where there is neither scope nor room for pettiness, disharmony, jealousy, hatred or enmity. It transforms a human being into a wholesome whole, a noble soul and an asset to the universe. Real education enhances the dignity of a human being and increases his or her self- respect and universal brotherhood in its true sense becomes the sheet anchor for such education.

Education is the knowledge of putting one's potentials to maximum use. The training of a human mind is not complete without education. Education makes a man a right thinker. Without education, man is though in a closed room and with all its windows open towards the outside world. India was a knowledge force contended with in the ancient days. This status of the country has to be restored. To quote Dr. Abdul
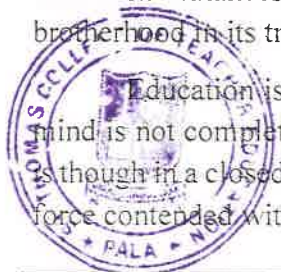
ASSOCIATION BETWEEN ELECTRONIC MEDIA USE AND SLEEPING HOURS AMONG SCHOOL CHILDREN

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ABSTRACT

In today's digital world, media is omnipresent, and it is not possible to live without media. Digital technologies are not only the daily tools of communication, information and entertainment but they have become an integral part of peoples' lives. Many factors contribute to sleep disturbance among young adults. Social media (SM) use is increasing rapidly, and little is known regarding its association with sleep disturbance. Here the investigator analyzed the time spend by school students for electronic media as well as their sleeping hour. The investigator observed that there exists some relation between these factors. Most of the students spend more than 3 hours for electronic media. Only 36% of the students use electronic media for less than two hours.
Keywords: Electronic media, Sleep disturbance, Sleep quality, Technology and Health

INTRODUCTION

Media is said to be the fourth pillar of democracy. One of its important roles is to inform people about the things that are happening. It is also important to give valid and real news and helps to progress the society. It has also helped to get justice for a lot of cases. Media plays an important role in our day – to – day life. We stay up to date with the news and the things that happen in the world with the help of it. The media typically plays three roles. In no particular order, the media plays the role of a gatekeeper, scorekeeper, and a watchdog. The media as a gatekeeper simply means that the elites who control a particular news entity decide what gets on the air or in a newspaper. They are the communication outlets or tools used to store and deliver information or data. The term refers to components of the mass media communications industry, such as print media, publishing, the news media, photography, cinema, broadcasting (radio and television), and advertising . Health is the level of functional and metabolic efficiency of a living organism. In humans it is the ability of individuals or communities to adapt and self-manage when facing physical, mental, psychological and social changes with environment. The World Health Organization (WHO) defined health in its broader sense in its 1948 constitution as "a state of complete physical, mental, and social well-being and not merely the absence of disease. The key factors that have been found to influence whether people are healthy or unhealthy includes social environment, physical environment, working condition, income, social status, education and health care services. In the modern world, in addition to these factors, media especially social media influences the health of the people. In the era of globalization, changing media technologies have dramatically transformed the media and health culture of people. The word media is a plural of the word medium which disseminates the messages. Media can be defined in a combined manner which links Information Communication Technologies (ICT) with their associated social contexts. This has brought three elements i.e. technological artefacts and devices; activities, practices and uses; and social arrangements and organizations in a combined form. A similar definition can be applied to old media, although the artefacts, uses and arrangements may vary. According to Lorimer and Scannell (2009) media is a wide term which comprises print, electronic and new media. Digital technologies are not only the daily tools of communication, information and entertainment but they have become an integral part of peoples' lives. Media is one of the methods of controlling people and leisure. An individual in a day on an average spend more than seven hours using media. Large number of people has access to different media technologies to a bedroom like television, computer, internet, and a cell phone. No doubt, that change in communication technologies has brought many benefits to human beings, but it has also resulted in many unhealthy habits. Unprecedented use of media has created psychosocial and emotional problems. This has caused an unending cycle of malnutrition which is carried from one generation to another. It has become essential to examine whether the time spent using media is associated with poorer or better health. Sleep plays a vital role in good health and well-being throughout our life. Getting enough quality sleep at the right times can help protect our mental health, physical
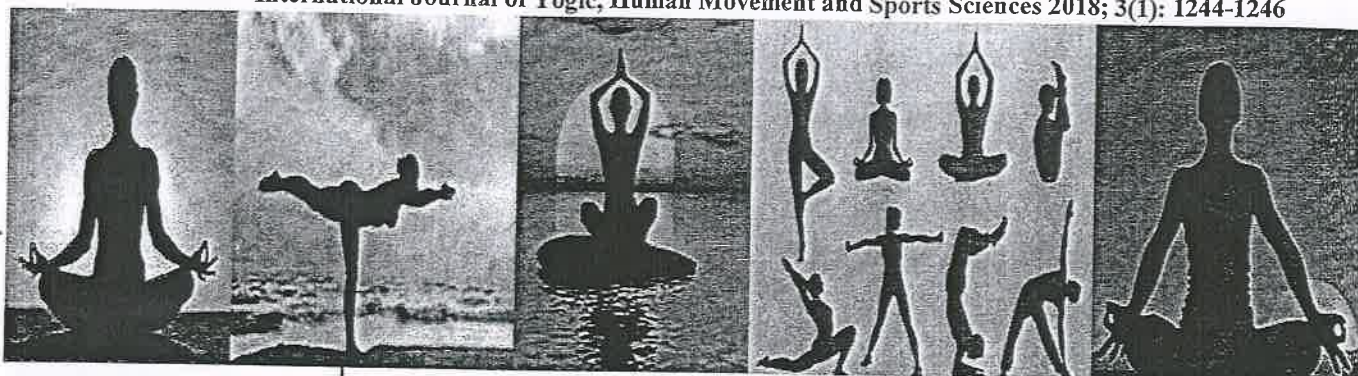
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A study on impact of electronic media on health and lifestyle diseases

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Abstract
Media are the vehicles or channels which are used to convey information, entertainment, news, education, or promotional messages are disseminated. Media includes every broadcasting and narrowcasting medium such as television, radio, newspapers, billboards, mails, telephone, fax, internet etc. (the main means of mass communication). A computer-generated bad street is easily available to most youth now in their every home. Electronic Media have a powerful effect on health and behavior. Media strength exposure inform of murder mystery movies, stories filled with strength and torture has a larger effect on later violent behavior. Youth watching violence on TV or playing violent video games tend to be more violent are more prone to confrontation with their teachers, may be involve in fights with their peers & see a decline in school successes. Girls experience more fear from media as compared to boys. Another study from India showed that bright display of strength through media stress and depression in adolescents. To optimize children's social development and long term health, parents, teachers and pediatricians should discourage the viewing of violent television programs.

Keywords: Electronic media, health, physical activity, food habit

Introduction
Electronic media is one of the pillars of country transformation and development of our lives is becoming more aware and updated. Moreover, time spent with media decreases the amount of time available for pursuing other more healthy activities such as family time physical activity, sports, community service, and cultural pursuits. Human beings express their nature by creating and recreating an organization which guides and controls their behavior in many ways. This organization liberates and limits the activities of men, sets up standards for them to follow and maintain. Whatever the imperfections and tyrannies it has exhibited in human history, it is necessary condition of fulfillment of life. This organization which is responsible for fulfillment of life of every individual is called society. Man in every society has suffered from one or the other problems. Men in modern societies are also experiencing various problems and his behavior gets affected by many things, media is one of them.

The mass media occupy a high proportion of our leisure time: people spend, on average, 25 hours per week watching television, and they also find time for radio, cinema, magazines and newspapers. For children, watching television takes up a similar amount of time to that spent at school or with family and friends. The electronic media mainly consist of radio; television, Film, Internet and social networking sights (New media) are actually classrooms without four walls. Technology of media is an important part of youngster's lives and play very important role in creating awareness related various aspects of life. Electronic media are media that use for the audience to approach the content. Broadcast media that take advantage of electronic media technology. New Media are that type of social networking site by which peoples expresses their views by liking, sharing, and commenting on information in the form of symbol, text, audio or video.

Background of the study
A report, jointly prepared by the World Health Organization and the World Economic Forum, says India will incur an accumulated loss of $236.6 billion by 2015 on account of unhealthy lifestyles and faulty diet. The resultant chronic diseases - heart disease, stroke, cancer, diabetes

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