St. Thomas college of Teacher Education

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2019-2020

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PEACE VALUE BASED CONFLICT RESOLUTION FOR ENSURING SOCIAL SENSITIVITY IN 21ST CENTURY NET-GEN LEARNERS

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ABSTRACT

The students of this generation, generally called as *NET GEN Learners*, are unbelievably multi-taskers. It is estimated that the *Net Gen* make 40 hours out of 24 hours. In another dimension, the social concerns, social sensitivity, social inclusion, social responsibility, etc of the new generation of students are widely questioned by the thinkers and activists. Education in the true sense should be to empower individuals to enable them to solve their conflicts rather than only consumers of values. Development of social values and sensitivity towards the members of the society and groups are based on education, family background, occupation, heredity and environment, etc. A model of peace education is not restricted to the development of a particular domain of the value system. The implementation of a model of peace value development in a real situation of the classroom is a challenging job and it requires a perfect understanding of the theoretical aspect as well as a competence in the practical aspects of the model.

Key Words: Peace Value, Conflict Resolution, Social Sensitivity, 21st Century Classrooms, NET-GEN Learners

INTRODUCTION

According to Dr. A.P.J. Abdul Kalam (2006), 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 inculcating in the students the spirit of *'we can do it'*. The present education system especially the teaching learning process is meant for implementing a *new* pedagogy for the *new* learner in a *new* learning environment. The three E's of Education in the 21st Century or the so-called Digital Age are "ENABLED, ENGAGED and EMPOWERED". In the year 2001, Marc Prensky coined the terms *'digital natives'* and *'digital immigrants'*. This created ripples across the academia for it divided the whole humanity into two viz., the 'digital natives', who were born after the year 1980 (in the context of developing nations like India, it can be taken as 1990) and those who were born before that.

'A society which is full of intellectuals but without trained and developed hearts will surely be full

A PARADIGM SHIFT FROM CONVENTIONAL PEDAGOGY TO ICT ENABLED LEARNING

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ABSTRACT

The greatest single contributor to student academic success is a highly qualified teacher using innovative methods of teaching. Teaching students in ways that keep them engaged and interested in the material can sometimes be a challenge. There are three major shift noticed in the present teaching learning process in the context of shift from conventional pedagogy. a) Shift in balance of power, b) Shift in locus of attention and c) Shift in instructional skills: from declarative explanations to questioning and listening. 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. 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. The major objective of this paper is to discuss the paradigm shift from conventional pedagogy to ICT enables learning, that link technology, pedagogy, evaluation and 21st century competencies.

Key words: Conventional Pedagogy, Information and Communication Technology, Learning, Visualisation, Inquiry-Based Learning

INTRODUCTION

We the teachers of this century must find ways of teaching students how to: analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments, and solve problems. There are three major shift noticed in the present teaching learning process in the context of shift from conventional pedagogy. a) Shift in balance of power: from autocratic to democratic; b) Shift in locus of attention: from content material to including process as well in the context of multimedia and c) Shift in instructional skills: from declarative explanations to questioning and listening.

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

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MATHEMATICAL CREATIVITY OF HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

Mathematics is a very important subject in our school curriculum. The basic characteristic of Mathematics is to analyse and interpret the world on the basis of numbers. Mathematics is a numeric cantered language that has a creative template other than the practical, discourse level. Mathematical Creativity is a very important area of Mathematics education that needs attention of Mathematics educators and researchers. It must be purposeful and goal directed, although it need not have immediate practical application or be a perfect or complete product. It may take the form of an artistic, literary, scientific or Mathematical production. Mathematical Creativity enables the individual to comfort the problematic situation in life and become a good problem solver by providing innovative and novel solution to each individual problem. In this study, the investigator has dealt with the Mathematical Creativity of Higher Secondary school students of Kottayam district. One of the major conclusions that can be drawn from the study is that there is a significant difference between the scores on Mathematical Creativity of students with regard to locale, type of management of institution and disciplines of study..

Key Words: Mathematical Creativity, Higher Secondary School Students, Creativity, etc.

INTRODUCTION

Any system of education in a society should encourage creativity. Thus, we find that creative thinking is entering into curriculum of a school as well as in its evaluation. A creative person is the product of a number of abilities and favorable personality traits. Each field of creative work requires certain basic abilities. Creative products are novel constructs. This study seeks a simpler means to obtain indicators of creative potentials in Mathematics. This analysis explores the Mathematical Creativity of Higher Secondary School students of Science, Humanities and Commerce streams and helps to find out their variations. Mathematics is one of the oldest organized disciplines of human knowledge with a continuous line of development, spanning five thousand years and every major culture. It is a great human endless enterprise. In the era of science and technology, mere acquisition of arithmetical skill is not sufficient. The advent of automation and cybernetics in this century has marked the beginning of new scientific, industrial revolution and make all the more imperative that special attention should be developed to the study of Mathematics.

Need and Significance of The Study

Mathematics is a very important subject in our school curriculum. The basic characteristic of Mathematics is to analyse and interpret the world on the basis of numbers. Mathematics is a numeric centered language that has a creative template other than the practical, discourse level. Mathematics has an independent logical trajectory other than the practical numerical calculations. In the 21ˢᵗ century, our society is moving into a technological era, where mere memorization of mathematical facts and principles

DEVELOPING PEACE VALUES THROUGH CONSTRUCTIVIST PARADIGM IN MATHEMATICS CLASSROOM

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ABSTRACT

Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviours to live in harmony with oneself, with others, and with the natural environment. Today we are compelled to give peace education and need to give priority for peace values in our classroom discussion. The wellbeing of the society depends on the young generation with a peaceful mind. Therefore not only depends on the special procedures of developing peace values each teacher should incorporate peace education in their instruction. This paper discuss about the role of mathematics instruction to develop peace values in a constructivist environment.

Key words: Peace Values, Constructivism, Paradigm, Mathematics, Learning Cycle, 7E Learning Cycle

INTRODUCTION

The highest form of objective for any education is inculcating peace and it is an essential value to be cherished by every individual. The father and mother is the first teacher to their children and peace is nurtured in the family. The peace nurtured at home again enhanced at school. Peace is a broad concept with practical and spiritual connotations. It can imply a state of inner calm or end of conflict. "Peace is what you think it is (or wants it to be). Peace has been understood to mean the absence of conflict or violence and conversely as the presence of states of mind and of society such as harmony, accord, security and understanding.

Peace education is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. It is based philosophy that teaches love, compassion, trust, fairness, co-operation and reverence for the human family and all life on our beautiful planet – Fran Schmidt and Alice Friedman (1988) In the classroom, peace education aims to develop skills, attitudes, and knowledge with cooperative and participatory learning methods and an environment of tolerance, care, and respect. Through dialogue and exploration, teachers and students engage in a journey of shared learning. Students are nurtured and empowered to take responsibility for their own growth and achievement while teachers care for the wellbeing of all students. The practice of peace education is an opportunity to promote the total welfare of students, advocate for their just and equitable treatment of youth, and promote individual and social responsibility for both educators and learners. The peace education is also possible by introducing different subjects/ disciplines in schools. Because each subject is ultimately focuses on imbibing values in students. Therefore effective teaching of a subject is a means of developing peace value.

Mahatma Gandhi once stated, "If we are to reach real peace in this world we shall have to begin

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