

St. Thomas college of Teacher Education

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2021-2022

EDUCATION FOR ALL (EFA): A PRE REQUISITE FOR SUSTAINABLE DEVELOPMENT

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Education is the single most important instrument for social and economic transformation. A well educated population, adequately equipped with knowledge and skills is not only essential for support the economic growth, but it is also a precondition for growth to be inclusive since it is the educated and skilled person who can stand to benefit most from the employment opportunities which growth will provide. In this connection, Prime Ministry States that today, the world and India need a skilled workforce. If we have to promote the development of our country then our mission has to be "Skill Development and Skilled India." Millions and Millions of Indian youth should acquire the skills which could contribute towards making India a modern country. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes is one of the six Education for All (EFA) goals established at the World Education Forum in Dakar, 2000. Education is the key to the new global economy, from primary school on up to life-long learning and it is central to development, social progress and human freedom. The policy direction for promoting inclusive growth also aims at making focused efforts to create adequate livelihood and attractive employment opportunities that are needed for improving living standards for the bulk of the population. The Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. In fact, education makes people educated, acquaints them with some need based skills. According to the Millennium Report, Education is a lifelong process and the ultimate aim of Education for All (EFA) is sustainable development. India is one of the youngest nation in the world with more than 62% of the population of the people is in the working age group (15-59 years) and more than 54% of the total population is below 25 years of age. This poses the challenges and opportunity. To reap the demographic dividend which is expected to last next 25 years. For this, India needs to equip its workforce with employable skills and knowledge. So that youth can participate productively to make India a developed country. Graduates now require the skills beyond the basics of reading, writing and arithmetic. Such as critical thinking, communication, collaboration and creativity are now important for getting more and more jobs. The biggest challenges confronting us is low employability of our graduate passing out higher education state institutions. This paper provides an assessment of the current situation and recent progress of school education with respect to the people of socially, economically and culturally deprived in the context of education and importance of education for achieving economic and skill development among the younger population of India.

Key words: Sustainable growth, Skill development, Education for All (EFA), elementary education.

Introduction

A good educational model is the need of the hour to ensure that the students developed as enlightened citizens and also participate in national development missions. According to Dr. A. P. J. Abdul Kalam, Former President of India, *...when the students come out of the educational institutions certain capacities are required to be built in them to deal with the real world, particularly to grow in their professional career and participate in the national development. Fundamental to all these things is imparting quality and value based education in the school. Particularly primary education and secondary education are very important component in the pursuit of higher education and capacity building. The purpose of education is to teach a student how to live his life by developing his mind equipping him to deal with reality, in which he has to be taught to think, to understand, to integrate, to prove, to be taught the essentials of the knowledge discovered in the past and he has to be equipped to acquire further knowledge by his own effort. The*



ADOLESCENCE DURING THE PANDEMIC: AN EXAMINATION OF PEER RELATIONSHIPS AMONG STUDENTS DURING COVID 19

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Abstract:

The study aims at finding the peer relationship among adolescents during Covid 19. The results of the study show that most students creatively adapted to the online mode for maintaining their friendship. They tried to overcome the feeling of isolation by keeping connected with their classmates and friends through the phone and other social media.

Index Terms - Adolescence, Peer -relationship, Covid 19 Pandemic

COVID PANDEMIC AND PSYCHOLOGICAL WELL-BEING

The year 2019 saw the outbreak of the novel coronavirus disease (COVID-19). It has had a significant impact on people's lives, affecting their work, study, and travel [1] It has posed unprecedented and unique challenges for people from all walks of life [2]. The most significant thing is that the pandemic hit the basic nature of human life. Man is a social being. His very existence is dependent on his relationship with his fellow beings. The pandemic changed the very way of human interaction. In the wake of the spread of the virus, most governments have implemented strict public health regulations, including social distancing. This change has been abrupt and has also been of uncertain lengths. The social isolation has extended into several months, and the rules for social distancing seem to be ever evolving [3]. The subsequent home quarantine and social distance requirements have had its dire effects. History has shown that similar disease containment measures, including quarantine and isolation, have had a negative impact on psychological well-being. Physical isolation checks the disease but has dire effects on peoples' social interaction. However, restricted physical-social interactions imposed by the pandemic resulted in overuse of digital devices for socializing. In times of social distancing the overuse may not have negatively affected the wellbeing as the digital media was the only way to stay connected [4]. Reduction in social connections because of physical distancing is a matter of concern, as research has proven the vital role of social connection for keeping social and emotional well-being. The COVID-19 has imposed a host of consequences on health and well-being worldwide [5]. Adolescents form an important victimised group in the epidemic [6].



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Peace Values and Reflective Teaching Method – An Experiment

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Abstract

Education for peace in the present context covers developing peace values and peace skills among the younger generation. Values are preferences, so it is an urgent need to develop the peace values for sustaining peace at the individual, interpersonal, national and global levels. This study aims at developing peace values through reflective teaching method among upper primary school students. 64 students were selected for the study using pre-test post-test experimental control group design. The study found that the method is effective.

Key words: Reflective Teaching Method, Peace Values, Culture of Peace, Upper Primary School Students, etc

Introduction

Peace is a mental attitude, state of equilibrium and a style of life. To have an everlasting peace it is essential that a person develops the ability to look inward, harmonising thoughts, motives, words and actions. Peace is a goal that can only be attained through common accord and the means to achieve this unity for peace are twofold; first an immediate effort to resolve conflicts without recourse to violence- in others to prevent war- and second, a long-term effort to establish a lasting peace among men (Montessori, 1949 as cited in Duckworth, 2006) [1]. Peace is the absence of violence in all forms – physical, social, psychological and structural (Reardon, 1998 as cited in Fountain, 1998) [2]. Peace, like a seed sprout, becomes a sapling, and grows into a tree and spreads its branches all round, offering shelter and shade. It is the basic prerequisite that encompasses every aspect of human existence. Peace and harmony of all human beings means peace and harmony among all the nations, ethnic groups and religions. Such learning can only be achieved with systematic education for peace (Hague Appeal for Peace Global Campaign for Peace Education, 1999) [3].

The position paper on Education for Peace prepared by the National Focus Group (NFGEP) as part of National Curriculum Framework (NCF, 2005) states that Peace is contextually appropriate and pedagogically gainful point of coherence of value. Peace concretises the purpose of values and motivates their internalization. Peace consists of pure feelings, good wishes and positive thoughts about others. Peace is a philosophy. It is the total understanding, total tolerance, and total love of everything. World peace grows through non-



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Alternative Pedagogy for the Academically Challenged – An Experience

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Abstract

Every child is unique. The traditional school system often fails to cater to the needs of a good number of students in our society. Such students are often branded as misfits in our society. But it is the responsibility of the society to ensure the right of quality education to all. The study, a case study, explores the scope of alternative schooling in satisfying the needs of the academically challenged in the society. The qualitative study describes the unique learning environment at 'Sarang', an alternative school. 'Sarang' is an answer to the drawbacks of the present system of education.

Key words: Alternative education, alternative schooling, Sustainable Development, Life based education

1.Introduction

Schools and Colleges are the foundations of our society. We have many educational expectations that the schools of today try to fulfil. However, we often are faced with problems such dropouts, failure, behavioural problems, maladjustment, delinquency, etc. The school does not seem to be the right place for all. There are several reasons for this. The foremost among these is that everyone is unique. Every child learns differently and is motivated differently. It is imperative that alternative forms of education exist to meet the needs of all children, for not all children fit easily into the box called school. Children need quality education to develop their skills and realize their full potential [1].

A study undertaken by UNICEF in five States of India as recently as 1995 indicates that most students attending formal government schools, their parents, as well as students who have dropped out and their parents, seem to hold unfavourable impressions of school. The same study records that most scheduled caste/scheduled tribe students and parents feel that only rich or high-caste families benefit from education. The perceived value of education among children who have never enrolled, and their parents is also very low. Prof. Yash pal in the National Advisory Committee Report 1992 (Learning Without Burden) has commented upon those who refused to compromise with non-comprehensibility and preferred to drop out rather than submit to years of rote learning without understanding.

The concept of 'Alternative education' developed in part as a reaction to perceived limitations and failing of traditional education. It has resulted in the emergence of a broad range of educational approaches including alternative schools, self- learning, home schooling, and unschooling.



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