St. Thomas college of Teacher Education

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2022-2023

MULTI- DIMENTIONAL INFLUENCE OF CONTINUING EDUCATION PROGRAMMES IN DEVELOPMENT OF KERALA STATE

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Abstract

Education is the key to the new global economy, from primary school on up to lifelong learning and it is central to development, social progress and human freedom. According to the Millennium Report (2000), Education is a lifelong process and the ultimate aim of Education for All (EFA) is sustainable development. The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults. In the present study investigator used descriptive survey method to find out the influence of Continuing Education Programmes on Education for All (EFA) in Kerala State.Continuing Education Programme has become a popular alternative education programme developed in the non-formal stream of Education. This program is to provide an alternative education program equivalent to the existing system of formal education for neo-literates, semi- literates, school drop-outs who wish to continue their studies.

Keywords: Continuing Education Programme, *Education for All (EFA),*

Introduction

The investigator in the present study attempted to study the Influence of Continuing Education Programmes (CEP) on Education for All (EFA) of Kerala with respect to gender, locale, district, types of equivalency programmes, aims of attending, various Continuing Education Programmes and six goals of Education for All (EFA).For the purpose of study, investigator collected data from Preraks, beneficiaries and experts of Continuing Education Programmes of all districts of Kerala. Among the State of India, Kerala has literacy rate. It is the result of effective implementation of various national, State level literacy improvement campaign programmes. It reveals that there exists a significant influence of Continuing Education Programmes (Equivalency Programmes (EPs), Quality of Life Improvement Programmes (QLIPs), Income Generating Programmes (IGPs), Individual Interest Promotion Programmes (IIPPs) of Kerala State Literacy Mission Authority and Achievement in Education for All (EFA) in Kerala State.

1.1.0 Historical Development of Continuing Education in India

India, a country with vast socio-economic and ethno-cultural diversity has to address the illiteracy issue in all its multifaceted dimensions and as a foremost but formidable task. Since independence, different literacy programmes has been taken up by the government of India.. Table 1.1 shows that country has taken up a number of literacy programmes for raising the percentage of literacy.

Table 1.1

Historical Development of Continuing Education Programmes in India

Approaches	Cycles & Periods	Key Concepts	Main Programmes
Traditional & Religious	First Cycle (18821947)	Basic Literacy	Night Schools, Social Reform movements
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Work Oriented	Third Cycle (1967-1977)	Functional Literacy	Farmer's Education and Functional Literacy Programme, Shramik Vidyapeeths.
Social Change	Fourth Cycle (1978 – 1987)	Developmental Literacy	National Adult Education Programme,

ENHANCING ENGLISH LANGUAGE SKILLS THROUGH SELF-DESIGNED AUDIO PACKAGES

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Dr. Lavina Dominic (Asst. Prof. St. Thomas College of Teacher Education, Pala)

Abstract

Language is central to all learning. Hence, language competence is one of the goals of school education. Teaching of English as a second language is a challenging task in our country. The digital technology has a decisive role to play in enhancing English language skills. The incorporation of ICT will make our classrooms lively and learning of the second language a delightful and informative experience. The study experiments the preparation and use of audio package for developing English language skills of secondary school students. The findings of the study show that self-designed audio packages are effective in developing the language skills of secondary school students.

Key words: English as Second Language learning, Language laboratory, Audio Packages, Listening and Speaking Skills

Introduction

Language is recognized as one of the greatest human achievements-more important than all the physical tools invented by man. Effective communication requires learning of a language. Unlike other content subjects, Language is a skill subject. It involves four major skills. The entire edifice of communication or expression stands on these four pillars namely, Listening, Speaking, Reading, and Writing. Among these, the initial two skills Listening and Speaking (primary skills) have great importance. Listening is a pre-requisite to speak any language. Unless the students listen to spoken material having proper pronunciation, rhythm, and accent, they cannot acquire the correct way of speaking. In other words, without giving enough practice in Listening, we cannot make a child speak. Even an illiterate can learn a language by Listening and Speaking. Listening and Speaking are two sides of the same coin, and the development of these aural-oral skills is necessary in the teaching of any language. Aural-oral skills correct the pronunciation and use of vocabulary by the students.

Language Laboratory, an innovation in educational technology, plays an important role in improving the Listening and Speaking skills of pupils. There are ready-made Language Learning Programmes or teacher-made programmes that can be used in Language Laboratories. In the teaching of a second language, the learners should be deliberately exposed to the listening material. This helps them to pick up the language, comprehend it and finally produce the desirable responses. The relative importance of this skill is evident because in the teaching of any language, ear training precedes speech training.

Need and Significance of the Study

Language is essential for the progress of mankind. In this competitive world, the use of English has turned into an indispensable part of professional life. Since English language connects the people in and around the world, it is very necessary to have fluency in that language for effective communication. Language learning is a very complex process and requires the acquisition of various skills for the effective use of the language. The child should be allowed to participate freely in the learning process. It will make learning an easy and interesting task. A language can be learned only by using it. This means language learning requires good exposure to the target language and effective drills to internalise the newly learned concepts. In Kerala, English is a compulsory subject at the Secondary School level. The purpose of high school English is to provide experiences that foster fluent and thoughtful use of language that helps the pupils to express their views effectively. Or the main aim of teaching English is to enable the student's comprehension and expression of the language. The basic objectives of teaching English can be achieved by adopting suitable scientific measures of the teaching – learning process. State Council of Teacher Education has prepared the Course book and Practice book with the objectives of enabling the pupils to comprehend the language when spoken in a very

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CORRELATING PRO-ENVIRONMENTAL BEHAVIOUR AND PERSONAL VALUES OF ADOLESCENTS

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Abstract
Personal Values are essential for developing a positive attitude towards environment i.e.: Pro-environmental Behaviour. An individual without the proper knowledge and understanding of the environment does not develop a positive attitude towards the environment. Pro-environmental behavior, also known as green-, sustainable-, or environmentally-friendly (eco-friendly) behavior, is defined as behaviors in which individuals take protective actions toward the environment. It is the positive attitude towards environment. The present study is an attempt to assess the Pro-environmental Behaviour and Personal Values of Students of Standard Nine (400) of Ernakulam district. For the present study, the investigator used a Scale on Pro-environmental Behaviour and a Scale on Personal Values to collect information from the sample. The findings revealed that there is a significant positive relationship between Personal Values and Pro-environmental Behaviour among the Students of Standard Nine. The result indicates that students who possess high Personal Values have high Pro-environmental Behaviour.
Key words: Pro-environmental Behaviour, Personal Values,Adolescents

Introduction

Human values are defined in the social psychology literature as 'deeply rooted, abstract motivations that guide, justify or explain attitudes, norms, opinions and actions' (Schwartz 2003:). Values have several characteristics that make them especially interesting as precursors of environmental behaviour. Values are formed early in life through socialisation at home and through learning experiences, and therefore are relatively stable over one's lifetime (Schwartz 1992).No man is an island. He is a social being. So it is necessary for him to get hold of values that he may lead to a life of democratic virtues. Attention to our values helps us become more self-aware, make ethical decisions, prioritize our tasks and develop credibility. The role of personal values in influencing pro-environmental behavior is gaining increasing attention relative to other solutions, such as monetary incentives and punitive sanctions Pro-environmental behavior can be defined as behavior "that is undertaken with the intention to change (normally, to benefit) the environment" (Stern, 2000). Pro-environmental Behaviour is the eco-friendly attitude towards environment. "Behaviour that consciously seeks to minimize the negative impact of one's actions on the natural and built world" (Kollmuss and Aggeman, 2002). The human behaviour to the environment is influenced by external factors (that means the environment of an individual) and internal factors (physical and mental aspects of an individual). Some factors influence wide social group while the others can have an impact only on a couple of individuals. Efficient and environmentally responsible disposal of material goods requires a level of knowledge on the part of the consumer that is often lacking. The sense of environmental morality or reasoning may be perceived as an important drive for Pro-environmental Behaviour. Educational strategies can be used to enhance environmental knowledge. Increased knowledge combined with training incentives will lead to increased Pro-environmental Behaviour.

"Nature has everything to meet all men's need but not enough for one mans greed" (Mahatma Gandhi, 1938). The resources of nature are not unlimited. Unfortunately man's greed knows no neither limited nor satiations. For instance the vast non-renewable resources of fossil fuels which took millions of years to form have been consumed within centuries to the point of near exhaustion. Consumerism has given rise to the problem of energy crisis and pollution. It is high time that mankind changed its outlook towards nature so we have to utilize natural resources optimally and live harmoniously with nature.

Improving environmental awareness and sensitivity will help individuals live in a healthier and safer environment, and this is only possible by increasing the knowledge, awareness, attitudes, concern

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THE FACETS OF GROWTH: SIGNIFICANCE OF POSITIVE HOME ENVIRONMENT FOR THE LEARNING DISABLED

Dr. Bindu David, Assistant Professor, St. Thomas College of Teacher Education, Pala, Kerala

Abstract:
The study determined some home environment factors affecting the academic performance of Learning-Disabled students in Kottayam district of Kerala state. A survey research design was adopted for the present study. The data were generated using a tool named Home Environment Inventory. Reading Difficulties Diagnostic Test, Writing Disabilities Diagnostic Test, Spelling Difficulties Arithmetic Test, and Arithmetic Disabilities Diagnostic test are used to identify the Learning-Disabled children. A sample of 224 respondents from Upper Primary school students and their parents were drawn through the Stratified Random Sampling technique from secondary schools in the study area. Descriptive statistics example frequency, percentage, mean, and inferential statistics, were used to analyze the data collected. The study's finding revealed that home environment has a significant influence in the academic performance of Learning-Disabled Students. The study also revealed the need for giving proper orientation to the parents of Learning-Disabled children. A conducive environment should be provided by the parents for the success of the child in academics and in personal life. It was also found that the students who were better academically performed had better home environment than the less achiever students. As a parent our job is not to "cure" the learning disability, but to give your child the social and emotional support so that they can work through challenges. In the long run, facing and overcoming a challenge such as a learning disability can help your child grow more robust, and resilient.

Keywords: Home Environment, Factors, Academic Performance

Introduction

Learning disability is a neurological condition that affects the brain's ability to send, receive, and process information. A child with a learning disability may have difficulties in reading, writing, speaking, listening, understanding mathematical concepts, and with general comprehension. Learning disabilities include disorders such as dyslexia, dyspraxia, dyscalculia, and dysgraphia. Each type of disorder may coexist with another.

Learning disability is found across all ages and in all socioeconomic classes. In the early 1960s, the difficulty that many children were having with learning began to attract serious attention. An increasing number of children were found unable to cope with school work, especially with reading, writing, spelling, and arithmetic. These children were otherwise bright, fairly articulate in their verbal expression, and did not appear to have any form of mental retardation, sensory handicaps, or visual impairment.

On April 6, 1963, Samuel Krik addressed a gathering of anxious parents in Chicago in which he first used the phrase 'learning disability' to describe these children. The phrase 'learning disability' was formally accepted, and an organisation called the Association for Children with Learning Disabilities (ACLD) was started in America to provide service for individuals of all ages. Since then, the theories developed in the West are followed. The attempt to study children with learning disabilities is very sparse in the East.

The learning-disabled children exhibit a wide variety of characteristics. The main characteristic feature of all definitions of learning disabilities is that there is a severe discrepancy between achievement and intellectual ability in some areas such as oral expression, written expression, listening comprehension, reading comprehension, reading, or mathematics. Besides this basic characteristic element, there are other characteristics which are more common to children with learning disabilities. These characteristics are delayed spoken language development, poor spatial orientation, inadequate time concepts, difficulty in judging relationships, direction-related confusion, poor general motor coordination, poor manual dexterity, social imperceptions, inattention, hyperactivity, perceptual disorder, and memory disorders.

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EFFECT OF REFLECTIVE LANGUAGE ACQUISITION MODEL (RLAM) ON SPEAKING SKILLS AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

The influence in English language has been more prominent in all spheres of modern world, such as education, trade, administration, migration and others. The various boards of education instituted several measures for improving communication skills in English in India, it seems that the objectives of English education could not satisfy the basic interpersonal communication skills of the students in state schools. In this context, the researcher developed a new model based on reflective practices to meet the goals of English language acquisition titled as Reflective Language Acquisition Model (RLAM). The present study aimed at testing the effect of the RLAM for developing Speaking Skills among secondary school students. Results reveal that there is a significant progress after the treatment of RLAM, particularly speaking ability of secondary school students.

Key words: *Reflective Language Acquisition Model (RLAM)*, Speaking skills, Secondary school students

1. Introduction

Language education has been instrumental in the overall progress of any nation. During the unification of India, the diversity of languages was a great hindrance among the people of India. Being India a multilingual country, it executed the official languages act in 1963 and considered English as an associate official language of India. Later three language formula was implemented in Indian states. Over a period of 50 years, the importance of English education has been increasing day by day. It contributed a lot for the growth and development of the nation. English makes it easy to link the people within the states of the country and with the people of other nations as it is a global language. Now in India, English has been considered as a second language in educational purpose and it aims at developing the communication skills of a learner especially the fundamental skills namely, listening, speaking, reading and writing.

The influence in English language has been more prominent in all spheres of modern world, such as education, trade, administration, migration and others. The three-language formula for learning language was formulated in the year 1968 by the Government of India, has crossed 50 years. Yet several policies on education, curriculum frameworks have been implemented by Ministry of Human Resource Development (MHRD) and other bodies, the schools of country could not fulfil the goals of English language Education. Within the eight years of education constitutionally guaranteed to every child, it should be possible to achieve Basic English language proficiency in a span of about four years. (NCF 2005). Acquisition of Basic English language skills is still a distant dream of the vast majority of school going children in India. It also needs to be recognised that there is a growing demand for learning English language among all sections of people (National Policy on Education 2016).

Although the various commissions and boards of education instituted several measures for improving communication skills in English, it seems that the objectives of English education could not satisfy the basic interpersonal communication skills of the students in state schools. The existing practices in second language education do not bear the fruits of language education in most of the cases. The quality of second language in government and government aided institutions is not up to the expected standards, and the methodology of teaching is also traditional in nature. Even after ten or fifteen years of schooling or college education most of the students are not able to communicate in English confidently. It seems that the present practices are not practical and sufficient to make them better communicators. In this context, it is needed to find alternate ways for improving pedagogical practice which is very essential for overcoming the drawbacks of quality language education for the creation of sound learning practices in school system.

A Study on Self Confidence and Academic Achievement among High School Students

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Abstract

Education through schools aims to develop an array of skills and clarities where language acquisition is an important part. In the content of school education in India, especially Kerala, English language is an integral part of the curriculum. Speaking, reading and writing skills in English is very important. The role of moving towards globalization where mass communication and interment demand a good knowledge of English. Among the four language skills, self-confidence plays an important role in attaining mastery over the skills. The achievement of oral performance is thought to be highly correlated with confidence. When there is low level of self-esteem and self-confidence, the learning of a second language foreign language is greatly affected, due to relationship between the learner and the challenge that is learning another language that makes them feel unable to be themselves when speaking a new language. Many factors affect the learning of foreign language self-confidence is an important factor that affect foreign language acquisition. Self-confidence refers to an individual's perceived ability to produce desired results. Self-confidence is a variable that can be improved with the help of teachers and parents in students through different methods and actionists. Every learner requires be and foremost, to be motive, to be attended to, to be valued and to be affirmed out of that attention and affirmation grow the confidence and the courage to learn. A study on the importance of self-confidence and the relationship between self- confidence and achievement is very much relevant. Since self-confidence and related variables are connected with affective domain too, a study on self-confidence and its relation with achievement will help the teachers to prepare their reasons and include activities that will help to improve the level of self confidence in the learners in their class. This is beneficial both for the teachers and the learners especially in the modern class rooms where the individual differences among learners are high.

Conducting a study on the relationship between self-confidence and academic achievements proved that there is a relationship between these two factors as self-confidence increases, academic achievements also increase.

Keywords: Self- confidence, Achievement, Language, Learners
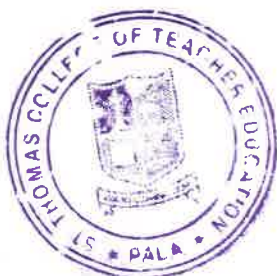
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Effect of Perceived Academic Stress on College Students

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Abstract

Academic Stress is a problem among large number of students. It is a serious issue affecting students across the world. It mostly caused by examination fear, fear of failure, discriminating nature of the teacher, poor relationship between classmates... It is a mental experience in which a student is burdened by the demands of time and effort to achieve certain academic goals. Not only the syllabus but school authority, teachers and parents also burden the students with a lot of pressure of getting good scores. This study has been conducted to analyze the effect of perceived academic stress on college students. For this a structured questionnaire has been framed and has been surveyed with the help of college students on the basis of convenience sampling. And the results showed there are various academic, psychologic, emotional factors results in academic stress.

Keywords: Academic stress, psychological symptoms, emotional symptoms

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