

**3-2-2 FIRST PAGE OF THE PUBLISHED BOOK/CHAPTER
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2019-2020

SL. NO.	AUTHOR	TITLE OF THE BOOK	TITLE OF THE CHAPTER/PAPER	PAGE NO.
1	Dr.Lavina Dominic	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	An Atrocious Reminder of The Catastrophe-An Ecocritical reading of Sachidanandan's Hiroshima Remembered and Golding's Lord of the Flies	51
2	Dr.Sr.Mary Thomas	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Disaster Management in schools- paradigm shift in the attitude of teachers	52
3	Dr.Alex George	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Disaster and Crisis: A Geo psychological Analysis	53
4	Dr.Alex George	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	A Study on Socio – Economic Analysis of Natural Disasters in Kerala	54
5	Dr.Gilu G.Ettaniyil	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Indigenous Practices for Disaster Mitigation	55
6	Dr.T.M.Moll kuttu	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Biological Disasters; Mass Destruction by Microbial Agents	56
7	Dr.T.M.Molly kuttu	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Crisis Management Skills among Student Teachers at Primary Level	57
8	Dr.T.M.Molly kuttu	Proceedings of the Two Day National Seminar on 'Disaster and Crisis:	Disruptive Technologies for	58

		Preparedness, Management and Resilience	Disaster Risk Reduction and Management	
9	Dr.T.C.Thankachan	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Ethics in Disaster Response	59
10	Dr. T.C.Thankachan	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	A Study on the Conservation of Resources in the Western Ghats	60
11	Dr. T.C.Thankachan	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	A Study on Opinion of People on Rebuild Kerala	61
12	Dr. T.C.Thankachan	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	A Study on Environmental Conservation in our Localities	62
13	AneetaGeorge	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Honing of Environmental Health in Disasters.	63
14	AneetaGeorge	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Disaster Management: Role of Technology	64
15	AneetaGeorge	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Human Activities Causing Natural Disasters	65
16	Dr. AnjuK. Paul	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Leadership in crisis Management	66

		Resilience		
17	Dr.AnjuK.Paul	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Human interferences and Natural Disasters	67
18	Dr.AnjuK.Paul	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Role of Communication and Information Technology in Natural Disaster Management	68
19	Dr.AnjuK.Paul	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Vital role of Teachers in Disaster Management	69
20	Dr.ManjuJoseph	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Disaster Management and Rehabilitation Measures in Indian Context	70
21	Dr.AnjuK.Paul	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Disaster Preparedness Among Higher Secondary School students	71
22	Dr.AnjuK.Paul	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Remote Sensing and its Applications in Disaster Management	72
23	Dr.ManjuJoseph	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Disaster Management: Role of Teachers and Students in reducing the Effect	73
24	Dr.AnjuK.Paul	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Smart Technologies for Disaster Management	74

25	Dr.Sr.CeleneJoseph	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Influence of Cognitive Styles of Secondary School Students on Attitude towards Learning	75
26	Dr.ManjuJoseph	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Ecosystem based Disaster Risk Reduction	76
27	AneetaGeorge	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Teacher: A Catalyst to Resilience.	77
28	Dr.AnjuK.Paul	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Indigenous Practices for Disaster Mitigation	78
29	Dr.SunilThomas	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Crisis management skills among digital natives	79
30	Dr.Sr.CeleneJoseph	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Predicerr Model for Conceptual Change- a new Strategy to confront Misconceptions	80
31	SujaS.	Proceedings of the Two Day National Seminar on 'Disaster and Crisis: Preparedness, Management and Resilience	Disaster Management in schools- paradigm shift in the attitude of teachers	81
32	Dr.SunilThomas	International multi-disciplinary conference on arts, social science, management and technology	Relationship between Electronic media use and BMI of school students	82
		International multi-disciplinary conference on Arts, Science, Education,		

33	Dr.T.C.Thankachan	Management, Technology and Social Sciences.	Valuing for Processing the Values and Skills	83
34	Dr.BinduDavid	International multi-disciplinary conference on Arts, Science, Education, Management, Technology and Social Sciences.	Global Warming: life on a warmer planet	84
35	Dr.AlexGeorge	International multi-disciplinary conference on Arts, Science, Education, Management, Technology and Social Sciences.	A study on influence of life skills in managing anxiety among adolescents	85
36	Dr.T.C.Thankachan	Proceedings of the International Seminar on 21 st Century Education: A Futuristic Vision'	Designing Self-Paced e- Learning Course	86
37	Dr.AlexGeorge	People and Environment concerns and challenges	Climate change: Effects and Prevention	87
38	Dr.BinduDavid	People and Environment concerns and Challenges	Natural resources : Protection and use	88
39	Dr.AnjuK. Paul	People and Environment concerns and challenges	Food resources and world food problems	89
40	Dr.SunilThomas	People and Environment concerns and challenges	Human Environmental Hazards	90
41	Dr.AlexGeorge	Yuvakshetra's Reflection on Vision 2020	Editor	91
42	Dr.AlexGeorge	Smile and Silence, (English)	Editor	92

2019-2020

AN ATROCIOUS REMINDER OF THE CATASTROPHE: AN ECO-
CRITICAL READING OF SACHIDANANDAN'S *HIROSHIMA*
REMEMBERED AND GOLDING'S *LORD OF THE FLIES*

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INTRODUCTION

Our mother earth faces a lot of environmental problems due to anthropocentric activities. Those human activities act as a major threat to biodiversity. The exploitation of natural resources by human beings create a kind of ecological imbalance i.e. disturbing the natural balance of the ecology. The deterioration of the environment through the exploitation of resources like air, water, soil became a serious environmental concern. These serious environmental issues are represented in different literary works. The different aspects of environmental issues are taken into consideration by the eminent authors in literary world. And the interdisciplinary study of literature and environment is known as Eco-criticism. It investigates the relationship between human beings and natural world in literature. It analyses how individuals in society behave and react in relation to nature. Eco-criticism gained much attention due to the environmental problems augmented during these years.

Here, the poem *Hiroshima Remembered* by K Sachidanandan is analysed under the shade of eco-criticism. The poem takes us to the painful history of Japan where nearly 80,000 people were killed on August 6, 1945. The master brain behind this disaster was US and the decision of President Truman to drop atomic bomb is horribly remembered. It was being justified as that such kind of atomic war can kill multiples so that they can bring a halt to the war. It wiped out ninety percent of the city and the pathetic condition of people of Japan is pictured in the poem. Large number of people continued to die even after the disaster being held as a result of the radiations from these nuclear weapon

Yet another terrific representation of disaster can be seen in the novel *Lord of Flies* penned by the British author William Golding. The background of the novel is in the midst of war time. The work depicts the dark side of human nature and consequence of nuclear war. It was followed by aeroplane crash when they were trying to evacuate from Britain. The conflict between civilization and savagery can also be witnessed in this work. Both these works are explored on the basis of the

537



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DISASTER MANAGEMENT EDUCATION IN SCHOOLS - PARADIGM SHIFT IN THE ATTITUDE OF TEACHERS

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Introduction

A disaster is a sudden, calamitous event that seriously disturbs the functioning of a community or society and causes human, material, and environmental losses that exceed the community's or society's ability to cope with using its own resources. A disaster is an extreme disruption in the functioning of a habitat that causes widespread human, material, or environmental losses that exceed the ability of the affected population to cope with its own resources. Landslides, earthquakes, tsunami, cyclones, droughts, floods etc are some of the examples of disasters. Disaster management is the discipline by which human beings continuously make effort to mitigate the harm caused by the disasters.

The slogan for the UN International Strategy for Disaster Reductions (2006-08) global campaign "Disaster Reduction Begins at School" is a very accurate and pertinent one. Basic education and disaster prevention go hand in hand. The methods for recognizing and assessing the future impact of hazards, vulnerabilities, risks and identifying strengths and capacities happen to contain the fundamentals of scientific thinking as well as the basics of good citizenship and participatory governance. The values, attitudes and technologies needed for physical protection; informed planning and construction, are the same as those fundamental to sustainable development and livelihood security. The skills and provisions for disaster response are empowering and confer safety in everyday life. Disaster resiliency is built upon a foundation of analytical and problem-solving skills and draws from the development of personal and inter-personal intelligences (Petal, 2008).

The number of natural disasters is constantly growing, and it produces more serious consequences for the humans and their material goods, it is essential all the preventive measures to be taken in order to reduce the risk of natural disasters to a minimum. In the 21st century, the role of education has become unequivocally clear and it is recognized that schools have to play a decisive role in reducing the severity of consequences caused by disasters, through the process of developing awareness and knowledge of disasters. Considering the importance of education in reducing the risks of disasters, this paper discusses the role of teachers in providing basic information about the disasters is explained.



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DISASTER AND CRISIS: A GEOPSYCHOLOGICAL ANALYSIS

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Background of the Study

In 2016, researchers Peter Rentfrow and Markus Jokela published an article that described a new subfield of psychological science called 'geographical psychology.' Geographical psychology examines 'the spatial distribution of psychological phenomena and their relations to features of the macro environment' (Rentfrow & Jokela, 2016, p. 393). The basic idea is that some psychological characteristics and outcomes are found more frequently in certain locales and less frequently in other locales. According to Rentfrow and Jokela, the uneven geographical distribution of personality traits, values, and attitudes can be explained, in part, by three mechanisms.

1. **Social Influence:** People who live in different countries, different regions, or even different neighborhoods usually follow different customs and norms. These customs and norms affect attitudes and behaviors.
2. **Ecological Factors:** Features like climate, the prevalence of disease, and urban crowding can affect the psychological processes of individuals. For example, studies have found that people in countries with a long history of pathogen prevalence tend to be more cautious and less willing to take risks than people in other countries.
3. **Selective Migration:** People who choose to migrate to a new region or country are often psychologically different from their counterparts who choose to stay behind. Studies have found, for example, that immigrants tend to be more intelligent, more open, and more extraverted, whereas people who don't emigrate tend to be slightly more agreeable.

There is no one single acceptable definition of disaster. However, there are some common characteristics across all definitions. They are:

- a. Sudden onset,
- b. Unpredictability,
- c. Uncontrollability,
- d. Huge magnitude of destruction,



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A STUDY ON SOCIO – ECONOMIC ANALYSIS OF NATURAL DISASTERS IN KERALA

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Introduction

World Health Organization (WHO) defines disasters as “any occurrence that causes damage, ecological disruption, loss of human life, deterioration of health and health services on a scale sufficient to warrant an extraordinary response from outside the affected community or area.” According to the Centre for Research on the Epidemiology of Disasters, generally, a disaster is defined as an unforeseen event that causes great damage, destruction and human suffering, which overwhelms local capacity, necessitating a national or international level assistance (CRED, 2010).

Disasters are sometimes classified according to whether they are “natural” disasters, or “man-made” disasters. For example, disasters caused by floods, droughts, tidal waves, earth tremors, land-slides are generally considered “natural disasters.” Disasters caused by chemical, transportation or industrial accidents, environmental pollution, political unrest, conflicts between nations, terrorist activities and fires are classified as “man-made” disasters since they are the direct results of human action or inaction and social and economic structures. Many a time natural disasters such as land- slides or urban flooding etc. are also caused due to people’s actions such as environment degradation, developing and over populating urban areas etc. The disasters like nuclear/biological/chemical warfare, terrorist attacks or riots lower the morale and create panic among the affected people. These man-made disasters as well as severe natural catastrophes like earthquake or tsunami disturb the social fabric. A disaster makes it very evident that the poor are vulnerable because they are poor and this can lead to profound political and social changes in the society. There is substantial evidence that disaster impacts can cause social activism resulting in political disruption, especially during the period of disaster recovery.

Difference between Natural Disaster and Man- Made Disaster

Disaster is a sudden calamitous event bringing great damage, loss, or destruction. Disasters can be classified into two basic categories based on their cause. Natural disasters and man-made disasters are these two basic



INDIGENOUS PRACTICES FOR DISASTER MITIGATION

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Introduction

Indigenous knowledge are methods and practices developed by a community based on their culture, traditions, beliefs, livelihood and geographical location they live. This knowledge is originated from the community, transmitted through generations by non-formal communication. The sustainability of the knowledge depends on the attitude and acceptance shown by the upcoming generation and initiative taken by the elders in disseminating the knowledge to next generation. Indigenous knowledge on disaster risk reduction is characterized as a cumulative knowledge and practices that aims to reduce disaster risks in the community. This knowledge originates from the cooperation between individuals from the community and the locale in which they live.

The relationship between indigenous knowledge and disaster risk reduction has developed more interest in recent years. Agencies working in the field of disaster management are proposing the integration of indigenous knowledge with disaster management to ease the process of managing community before, during and after the disaster events. Throughout disaster risk reduction literature, primary arguments have been made for the value of indigenous knowledge. First, indigenous practices can be transferred and adapted to other communities in similar situations. Second, an incorporation of indigenous knowledge in existing practices and policies encourages the participation of the affected community and empowers its members to take the leading role in all disaster risk reduction activities. Third, indigenous knowledge dissemination method adopted.

This knowledge management method involves the transformation of indigenous knowledge into applicable ways to increase community resilience, including making appropriate decisions and taking action in three disaster phases. First, in the pre-disaster stage, the community needs to be willing to mainstream and integrate indigenous knowledge of disaster risk reduction issues into related activities. Second, during disasters, the community should be able to think clearly and take decisions, and protect themselves and others by using their indigenous knowledge. Last, in the postdisaster phase, the community needs to be strong enough to face challenges and support each other and "building back better" efforts, using local resources. According to De Guchteneire et al. (2004-06).



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BIOLOGICAL DISASTERS: MASS DESTRUCTION BY MICROBIAL AGENTS

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Introduction

Biological disasters might be caused by epidemics, accidental release of virulent microorganism(s) or Bioterrorism (BT) with the use of biological agents such as anthrax, smallpox, etc. The existence of infectious diseases has been known among human communities and civilizations since the dawn of history. The classical literature of nearly all civilizations record the ability of major infections to decimate populations, thwart military campaigns and unsettle nations. Social upheavals caused by epidemics have contributed in shaping history over the ages. The mutual association of war, pestilence and famine was acknowledged and often attributed to divine influences, though a few keen observers realised that some infections were contagious. The development of bacteriology and epidemiology later, established the chain of infection. Along with nuclear and chemical agents, which are derived from technology, biological agents have been identified as agents of mass destruction capable of generating comparable disasters. (National Disaster Management Guidelines, 2008)

The biological and toxic weapons are a big threat for the global society. Currently, many incidences on biological and chemical man made weapons impacted several countries such as Syria, Sri Lanka, Libya, Afghanistan, Israel, Iraq, Brazil, Japan etc. In India, leakage of methyl isocyanate gas at Bhopal, Madhya Pradesh resulted in mass mortality. Numerous workers suffered with massive respiratory shock due to the tragedy and the disaster effects are being carried over to subsequent generations. Such man-made disasters have become a potential threat to the whole world, which necessitate us to develop novel rescue strategies from disasters of chemical, biological and radiation origin. A range of biological antidotes are currently in use to evacuate the bio terror agents such as Anthrax, Yersinia pestis, Francisella tularensis, Botulinum toxins, and viruses such as Ebola, etc. These pathogens can be decontaminated by CO₂, hydrogen peroxide, nitrogen and chlorine dioxide. (Bupesh, 2014)



B. 171
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B.171

CRISIS MANAGEMENT SKILLS AMONG STUDENT TEACHERS AT PRIMARY LEVEL

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Introduction

A crisis is any situation which is stressful or dangerous that may affect an individual, group or whole society. Crises are deemed to be negative changes in the security, economic, political societal or environmental affairs that especially occurs suddenly with little or no warning. It is an emotionally significant event or radical change of status in a person's life. It involves events and processes that carry severe threats, uncertainty, an unknown outcome and urgency. Therefore the term 'crisis' and 'disaster' can be used as synonymous.

Crisis management involves dealing with crisis in a manner that keeps down and allows the affected places to recover quickly. Crisis management helps to eliminate technological failures and calls for the development of formal communication system to avoid or to manage crisis situation such as a disaster. Disaster management has assumed critical importance for sustainable development as damage and losses due to disasters are spiralling despite the plethora of measures taken to reduce such losses. Different skills and techniques are required to understand, asses and cope with any serious situation. Crisis management is the art of avoiding trouble when you can and while reacting appropriately when you can't. It involves reducing the extent of disasters through measures like evacuation, search and rescue and humanitarian assistance like shelter and relief.

Need and significance

In this century, schools are dynamic systems that demand change where students are prepared for the life and their skills are developed. Nowadays we see that people face different types of crises especially, natural disasters. It includes floods, landslides, hurricanes, tornadoes, volcanic eruptions, earthquakes, tsunamis, and so on. All these affect our lives badly. Therefore, it is necessary to inculcate Crisis Management Skills among students in order to help them to overcome or manage these situations. Teacher has a prominent role in imparting and developing students the knowledge and skills of crisis management. As teacher is a significant figure in recognizing and demonstrating the potential to

241



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B.172

DISRUPTIVE TECHNOLOGIES FOR DISASTER RISK REDUCTION AND
MANAGEMENT

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Introduction

A disaster is an event or series of events that leads to sudden disruption of normal life, causing severe damage to life and property to an extent, that available social and economic protection mechanism are inadequate to cope. Disasters could be, natural (geological, hydro-meteorological and biological) or induced by human processes (environmental degradation and technological hazards). WHO defines Disaster as: "Any occurrence that causes damage, ecological disruption, loss of human life, deterioration of health and health services, on a scale sufficient to warrant an extraordinary response from outside the affected community or area."

The rapid spread of digital infrastructure and devices has created immense potential for the use of disruptive technologies for disaster management. Mobile broadband technologies are being rapidly extended, with an estimated 90 per cent of the world's population covered by at least a 3G signal by the end of 2018. Smart phones are proliferating; they can capture the geographic location of the user to help locate people affected by disasters. Cloud computing enables storage of data generated by different sources and sharing among different groups (e.g. users, governments and NGOs).

The monitoring sensors capture a variety of information, whether worn by users or embedded in the ground, providing real-time data streams and forming the basis of the Internet of Things (IoT). The spread and availability of these technologies vary among developed and developing nations and among high- and low-income regions, and this digital divide influences their suitability for different disaster management scenarios. Availability of the latest versions of technologies affects functionality and applicability. For example, 5G wireless networks are viewed as a key enabler of IoT but their deployment will initially occur in urban areas and predominantly in developed countries.

Classification of disruptive technologies varies. Some are universal and primarily concerned with the flow and analysis of communicating information generated by citizens, governments and sensors before, during and after a crisis (e.g. social media and Big Data). Others, such as drones and robots, are hardware



ETHICS IN DISASTER RESPONSE

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Introduction

Disaster management aims to reduce, or avoid, the potential losses from hazards, assure prompt and appropriate assistance to victims of disaster, and achieve rapid and effective recovery. The Disaster management cycle illustrates the ongoing process by which governments and civil society plan for and reduce the impact of disasters, react during and immediately following a disaster, and take steps to recover after a disaster has occurred. Appropriate actions at all points in the cycle lead to greater preparedness, better warnings, immediate response, reduced vulnerability or the prevention of disasters during the next iteration of the cycle. The complete disaster management cycle includes the shaping of public policies and plans that either modify the causes of disasters or mitigate their effects on people, property, environment and infrastructure.

The aim of emergency response is to provide immediate assistance to maintain life, improve health and support the morale of the affected population. Such assistance may range from providing specific but limited aid, such as assisting refugees with transport, temporary shelter, and food, to establishing semi-permanent settlement in camps and other locations. It also may involve initial repairs to damaged infrastructure. The focus in the response phase is on meeting the basic needs of the people until more permanent and sustainable solutions can be found. Humanitarian organizations are often strongly present in the disaster management process, especially disaster response.

Disaster response is the major phase of the disaster management cycle. It consists of a number of elements, for example; warning/evacuation, search and rescue, providing immediate assistance, assessing damage, continuing assistance and the immediate restoration or construction of infrastructure. The aim of emergency response is to provide immediate assistance to maintain life, improve health and support the morale of the affected population. Such assistance may range from providing specific but limited aid, such as assisting refugees with transport, temporary shelter, and food, to establishing semi-permanent settlement in camps and other locations. The focus in the response phase is on putting people safe, prevent need disasters and meeting the basic needs of the

29



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B.51

A STUDY ON THE CONSERVATION OF RESOURCES IN THE WESTERN GHATS

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Introduction

The Western Ghats also known as Sahyadri are a mountain range that is parallel to the western coast of the Indian peninsula traversing the state of Kerala, Tamil Nadu, Goa, Karnataka, Maharashtra and Gujarat. It is a UNESCO World heritage site and is one of the eight 'Hottest hot-spots' of biological diversity in the world. It contains a large portion of country's flora and fauna, many of which are only found in India and nowhere else in the world. According to UNESCO the Western Ghats are older than the Himalayas. They influence the Indian monsoon weather patterns by intercepting the rain laden monsoon winds that sweep in from the south-west during late summer. Because, the region has very immense role in regulating the monsoon, providing timber and non timber forest products, rejuvenating the ground water table and perennial source of the rivers, nourishing wide diversity of crop and medical plants and so on. Several union and state laws are already there to govern their conservation, enhancement and sustainable utilization.

Conceptual background of the study

Biodiversity in India's iconic Western Ghats is facing a threat from forest loss, encroachment and conservation. The Western Ghats ecology expert panel reporting to the ministry of environment and Forest has made several salutary recommendations for the long term conservation of this global biodiversity hotspot. The experts studied scientific reports and Supreme Court judgments consulted the state governments involved, and listened to the village panchayats. A central message that emerges is that the entire that regions meets the criteria for declaration as ecologically sensitive area. There are special protection acts to rule out incompatible activities such as mining, constructing large dams, and setting up polluting industries.

If there is one single reason to protect the whole of the Western Ghats, it is the phenomenon of endemism. The Kasthurirangan report on the Western Ghats presents a unique opportunity for the government to find and enforce an approach that strikes a balance between development and environment

327



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B.52

A STUDY ON THE OPINION OF PEOPLE ON REBUILD KERALA

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INTRODUCTION

"You are making history, you are showing the world what Malayalis can do, in my opinion, you are working like soldiers who fought for freedom" K Vasuki, the District collector of Thiruvananthapuram addressed a crowd who are at relief camp flood. In August of 2018 -2019, Kerala faced the worst floods ever in the state's history since 1924. With over one-sixth of the state's population affected drastically, the floods, along with landslides, were catastrophic and claimed immeasurable losses in terms of life, livelihood, property and infrastructure.

The Rebuild Kerala Development Programme is a unique approach taken by the Kerala Government to rebuild the State. This project talks about the opinion of the people of Idukki district regarding this task of the government to rebuild Kerala. "Rebuild Kerala Initiative is guided by the Kerala Government's vision for recovery and move towards Nava Kerala. RKI envisions a green and resilient Kerala where higher and ecologically safe standards of infrastructure, improved conditions of living and new major development projects ensure that people and assets can withstand the onslaught of future disasters."

BASE OF THE ISSUE

The unprecedented rainfall lead to massive flood causing death, displacement, and destruction that may take years to build. There has been extensive destruction of roads estimated at 83,000 kilometers blocking early efforts in movement of relief materials and supplies. It has been reported that 221 bridges were seriously damaged and some of them had been washed away. A series of landslides across the Western Ghats in Idukki, Wayanad, and Palakkad districts added to the impact. Several parts of these districts were left isolated by the landslides. Water pumping stopped in several drinking water projects that depended on rivers adding a drinking water crisis to the problem. Idukki - with the districts of Ernakulam to its northwest, Kottayam to its west and Pathanamthitta to its south, and Tamil Nadu on its northeastern side - was flooded when the shutters of the Idukki and Mullaperiyar dams were opened. The Mullaperiyar dam lies entirely in Kerala but is operated by the Tamil Nadu

457



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B-53

A STUDY ON ENVIRONMENTAL CONSERVATION IN OUR LOCALITIES

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INTRODUCTION

"Only when the last tree has died and the last river has been poisoned and the last fish been caught, will we realise, we cannot eat money"- Cree Indian proverb

Our orb stands as the most beautiful and enchanting planet in the universe. The presence of life supporting oxygen, large diversities of flora and fauna and the existence of other natural resources are the three major reasons which make our earth, stand out and unique in comparison with the other planets in the universe which do not support life. Life is only possible in an environment, where everything is balanced and in the sound availability of natural resources. Natural resources like air, water, trees, landmass are inevitable for the survival of all the living and non-living organisms in the world. For years, man and environment were in harmony with each other. But in the recent century, both the living and non-living organisms, has confronted with certain new kinds of devastating problems like scorching heat, incessant raining, speedily recurring floods and droughts, the frequent occurrence of El-nino and La-nino, grave pollution of air, water and land, ever shrinking natural landscapes, landslides, vanishing tribal lives and inadequacy of natural resources etc. and all these calamities has disastrously affected our very existence in this natural world. Numerous studies show, anthropocentric activities as the major causes behind the frequent occurrence of severe natural calamities in the world. In the name of technological innovations, man's contribution to the natural imbalance is drastically increasing day by day.

CONCEPTUAL BACKGROUND OF THE STUDY

Kerala provides a geographical and ecologically circumscribed, but complex mosaic of land where the development-environment link is getting neglected and disrupted. Due to the inherent nature of geography, climatic conditions and ecological characteristics, the environmental systems are very fragile here. The biophysical system of the State could be considered among the richest in the whole world. It has all the three maximally productive and biodiversity wise richest ecosystems in the world namely the tropical rainforest,

529



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B-54

HONING OF ENVIRONMENTAL HEALTH IN DISASTERS

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Introduction

Disasters involve widespread human, material, economic or environmental impacts, which exceed the ability of the affected community or society to cope using its own resources. After extreme events of disasters carrying out the traditional functions of environmental health, such as safeguarding drinking water supplies, controlling disease-causing vectors, conducting inspections, and ensuring safe and healthy housing environments, may be challenging and therefore understanding of how disasters impact the environmental health is essential to protect the environment in a disaster. It provides guidance, information, and resources that assist in preparing for, responding to, and recovering from the adverse environmental impacts of disasters. Environmental health is those aspects of the human health that are determined by factors in the environment. It also refers to the theory and practice of assessing and controlling factors in the environment that can potentially affect health.

Environmental health is defined as:

'Environmental health addresses all the physical, chemical, and biological factors external to a person, and all the related factors impacting behaviors. It encompasses the assessment and control of those environmental factors that can potentially affect health. It is targeted towards preventing disease and creating health-supportive environments.' (WHO, 2016).

Environmental health in disaster management has a significant role in addressing the impact of disasters on environmental health infrastructure and consequently the public. This includes protecting and mitigating risks to systems required for general health and wellbeing, such as water supply, food safety, sewage, waste management etc. The preparedness and response actions to the environmental health aspects of disasters are vital in influencing the amount of human suffering, loss of life and ill-health. As the world's population and density continues to increase, the risk disasters pose to environmental infrastructure and conditions will continue to rise. Taking appropriate measures to maintain environmental health contribute not only to the health of individuals in and near



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B-174

DISASTER MANAGEMENT: ROLE OF TECHNOLOGY

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Introduction

A disaster is a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental loss and impacts, which exceeds the ability of the affected community or society to cope using its own resources. Disaster management means managing resources and various responsibilities to deal with all humanitarian aspects of emergencies. It includes preparedness before disaster, response and recovery i.e. rebuilding and supporting society. The purpose of this is to lessen the impact of disasters. Disaster management is the creation of plans through which communities reduce vulnerability to hazards and cope with disasters. Disaster management does not avert or eliminate the threats; instead, it focuses on creating plans to decrease the effect of disasters. Disasters can be natural or human made (Roshan, 2019).

Information Technology is changing every aspect of human life. It enhances the quality and effectiveness of trade, manufacturing, services, other aspects of human life such as education, research, culture, entertainment, communication, national security, etc. Disaster management needs drastic improvements in its sources to decrease damage and save the life of people. To achieve this main object, disaster management has to face challenges for data collection, data management, translation integration and communication. IT plays crucial role in this respect. The advanced techniques of information technology such as remote sensing, satellite communication, GIS, etc. can help in planning and implementation of disaster management.

Need and Significance

Though it is not possible to completely avoid the natural disasters, but the sufferings can be minimized by creating proper awareness of the likely disasters and its impact by developing a suitable warning system, disaster preparedness and management of disasters through application of information technology tools (Vyas, 2007). Science and technology help us to understand the mechanism of natural hazards of atmospherical, geological, hydrological, and biological origins which are made up of an orderly system of facts that have been learned from study, experiments, and observations of floods, severe storms, earthquakes,



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HUMAN ACTIVITIES CAUSING NATURAL DISASTERS

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Introduction

A natural disaster is a major adverse event resulting from natural processes of the Earth. A natural disaster can cause loss of life or damage to property, and typically leaves some economic damage in its wake, the severity of which depends on the affected population's resilience (ability to recover) and also on the infrastructure available. (Baez, J., de la Fuente, A., & Santos, I, 2010). Not all natural catastrophes are the work of fate – some are man-made. However, the distinction is not always straightforward, particularly in the case of floods, landslides or wildfires. Natural catastrophes can cause immense economic and human losses. Floods, storms, earthquakes, droughts, forest fires and volcanic eruptions are among the most devastating types of natural catastrophe. But some disasters are man-made. These include explosions, major fires and aviation and railway accidents, and the release of toxic substances into the environment. However, the distinction between natural and man-made catastrophes is not always as clear (Lee Davis, 2008).

Need and Significance

Disaster is a sudden accident or a natural catastrophe that causes great damage or loss of life. It's what we call tsunamis, earthquakes, typhoons, eruptions and climate changes. However, those are nothing more than a reaction to our actions. We blame the Earth for the death millions. We also think of ourselves as the alpha beings on this land, as governors and protectors. And yet, every now and then, our own incompetence and stupidity surfaces and shows us we're nothing more than a danger.

Nowadays, the pressure on the environment due to man-made acts such as deforestation and pollution increase day by day, influencing the emission of greenhouse gases into the atmosphere and thereby contributing to global warming, which eventually impacts the whole ecosystem and the environment. So, it is needed to find out the role of Human activities causing Natural disasters. Men's irresponsible actions have affected the balance of the systems in the environment. As a result, environmental imbalances have caused many other major problems affecting human life, such as the occurrence of landslides, floods,



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B-176

LEADERSHIP IN CRISIS MANAGEMENT

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Introduction

Impressive improvements experienced in information, communication and transportation technologies today have almost eliminated distances. Goods and services generated at different locations of the World are immediately served to all consumers in the World. Organizations compete with each other to give more qualified, cheaper and faster service to their customers in order to sustain their existence. Business crises are, by definition, unexpected and they happen outside and beyond usual business routines. Despite the character of unexpectedness, the majority of crises do not happen suddenly but as a result of a series of warning events and incidents. Warning signs do not necessarily mean that every problem or incident will grow into a crisis, but in majority of cases, crisis has indeed been preceded by warning signs. Some of the warning signs that could develop into crisis are low employee satisfaction index, inadequate quality systems, consumer and customer complaints not handled to the satisfaction of the customers, exclusion of main stakeholders from discussions that involve their interests, inadequate procedures, activism, ignoring technical deficiencies for cost efficiency and so forth. Planning for crises and updating crisis plans and validating their efficiency in crisis situations involves various forms of impact, probability, risk, mitigation, vulnerability assessments that assumingly raise company's preparedness for incidents and crisis situations.

What is rarely, if ever, the issue planned for, debated or even considered a potential risk, is leader's behavior. Since they are, in this way or the other, monitors, inspirers or sponsors of the overall crisis readiness process. It is assumed that leaders would not be part of the problem, but only its solution. Yet, in real life, it is sometimes just the opposite and the crisis happen as a result of inadequate behavior of leaders before the crisis, or, even more frequently, the crisis are not resolved in the most efficient way because of inadequate leadership in the crisis.

Future behavior of business leaders in some unknown potential crisis situation is rarely foreseen as a problem and often assumed as adequate. The role of leadership in planning for crisis and managing crisis is to be particularly



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HUMAN INTERFERENCES AND NATURAL DISASTERS

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Introduction

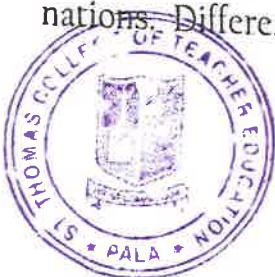
The disasters can be sudden such as earthquakes, floods or hurricanes or they can be slow such as drought or famines. India has been prone to natural disasters on account of geo-climatic conditions; disasters such as floods, earthquakes, droughts, cyclones and landslides have been major within the country. According to (World Health Organization, 1995). 'A disaster is any occurrence that causes damage, ecological disruption, loss of human life, or deterioration of health and health services on a scale sufficient to warrant an extraordinary response from outside the affected community or area'. The International Decade for Natural Disaster Reduction defined disaster as 'a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources' (DHA/IDNDR, 1992).

Natural disasters occur as the result of action of the natural forces and tend to be accepted as unfortunate, but inevitable. The 9 natural disasters result from forces of climate and geology. Natural disasters are perhaps the most "unexpected" and costly overall in terms of loss of human lives and resources. The natural disasters directly impact economies, agriculture, food security, water, sanitation, the environment and health each year. Therefore it is one of the single largest concerns for most of the developing nations. Different natural hazards cause varying levels of physical damage to infrastructure and agriculture with implications for their indirect and secondary impacts.

Need and significance

A disaster is a serious disruption occurring over a relatively short period of time that causes widespread human, material, economic or environmental loss which exceeds the ability of the affected community or society to cope on a timely basis using its own resources. The natural disasters directly impact economies, agriculture, food security, water, sanitation, the environment and health each year. Therefore it is one of the single largest concerns for most of the developing nations. Different natural hazards cause varying levels of physical damage to

88



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B.185

ROLE OF COMMUNICATION AND INFORMATION TECHNOLOGY IN NATURALDISASTER MANAGEMENT

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INTRODUCTION

It is a well known fact that natural disasters strikes countries, both developed and developing, causing huge destruction and creating human sufferings and producing negative impacts on natural economies. Due to various geo climatic conditions prevalent in different parts of the globe different types of natural disasters like Floods droughts, earth quakes, cyclones, landslides, volcanoes, etc. Stokes according to the vulnerability of the area.

India is considered prone country. It has witnessed devastating natural disasters in recent past like droughts, floods, cyclones, earth quakes, landslides etc. Geo-information Technologies (GIT) are playing a significant role for an efficient management of natural disasters all over the world. Among them space technologies are prominent for geo-information acquisition in an efficient and timely manner. This paper is focused on the potential uses of GIT for natural disaster management of various natural hazards and disasters. The GIT includes Remote Sensing (RS), Geographical Information Systems (GIS), GPS, Web technology etc.

The use of remote sensing and GIS has become an integrated, well developed and successful tool in disaster management. Spatial analysis of hazard is a complex task, as a number of factors play important role in the occurrence of the disastrous event. Therefore, analysis requires a large number of input parameters for pre-disaster, disaster and post-disaster phases.

The increased availability of Remote Sensing data and GIS functionalities in these times have created opportunities for a more detailed and rapid analysis of natural hazards. These enabling technologies are also the core of comprehensive natural disaster management system that covers disaster's monitoring, modeling, mitigation, rescues operation management, and rehabilitation strategies development etc. It is almost impossible to fully control the disasters, but a suitable strategy can be developed for disasters management using GIT in conjunction with conventional techniques.



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VITAL ROLE OF TEACHERS IN DISASTER MANAGEMENT

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Introduction

Disaster is a sudden, calamitous and unfortunate event that brings with it great damage, loss, destruction, and devastation to human life as well as property and also hampers the ongoing developmental projects in a particular area being affected by the disaster. A disaster can be defined in many ways. World Health Organization defines "A disaster can be defined as any occurrence that causes damage, ecological disruption, loss of human life, deterioration of health and health services on a scale, sufficient to warrant an extraordinary response from outside the affected community or area". It can be any occurrence either nature or manmade that causes human suffering and creates human needs that victims cannot alleviate without assistance.

Disaster Management is dealing with avoiding risks that involves preparing for disaster before it occurs, disaster response as well as supporting and rebuilding society after natural or human-made disasters have occurred. It is the continuous process by which all individuals, groups, and communities manage hazards in an effort to avoid or ameliorate the impact of disasters resulting from the hazard. Disaster management aims to reduce the impact of those that cannot be prevented. It forces to come in action as soon as disaster strikes and help out in the relief, rescue and rehabilitation process. These are trained individuals and are given extensive training to perform in the event of a disaster or a natural calamity and they work as a team to reduce the loss of life and helping the locals getting back to normal life.

The role of a teacher in society is both significant and valuable. It has far-reaching influence on the society he lives in and no other personality can have an influence more profound than that of a teacher. In addition to these attributes, the role of a teacher is to acquire professionalism and ethics and abide by their own moral code and that of their school, while maintaining a commitment to confidentiality between students, colleagues and the community. As we seen the disasters have hazardous impact on the routine of the community and disaster management has vital role in the survival, here we discuss about the role of a teacher in the process of disaster management.



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DISASTER MANAGEMENT AND REHABILITATION MEASURES IN INDIAN CONTEXT

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Introduction

God has created everything including land, water, air etc. Nature has several manifestations benign as well as hostile. Sometimes, it is soothing, sometimes it is ferocious. Whenever it turns to be in its bad temper, it can bring about devastation which is known as disaster. A disaster is an extreme disruption in the functioning of a habitat that causes widespread human, material, or environmental losses that exceed the ability of the affected population to cope with its own resources. Landslides, earthquakes, tsunami, cyclones, droughts, floods etc are some of the examples of disasters. Disaster management is the discipline by which human beings continuously make effort to mitigate the harm caused by the disasters.

Disaster management is a well-planned strategy for making efforts to reduce the hazards caused by the disasters. Disaster management though does not avert or eliminate the threats; it focuses on formulating plans to decrease the effect of disasters. In India, national disaster management authority (NDMA) has been set up to coordinate responses to natural or man-made disasters across the country. NDMA runs various programs for mitigation and responsiveness for specific situations.

These include the national cyclone risk management project, school safety project, decision support system etc. But going by the lack of preparedness exposed by the outbreak of recent disasters in the country, the NDMA needs to make more organized and effective efforts to mitigate the losses caused by disasters. In fact, the society as a whole must make efforts to co-operate with the central and state agencies in coming out with a collective response to deal with disasters (Roshan, 2019).

Need and Significance

Disasters are events that have a huge impact on humans and the environment. Disasters are inevitable, we cannot do anything to prevent these but disaster preparedness is only in our hand. Disaster is a serious disruption of the

269



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B.188.

DISASTER PREPAREDNESS AMONG HIGHER SECONDARY SCHOOL STUDENTS

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Introduction

Disasters are natural, human made, or result from some combination of natural and human factors. They can seriously disrupt the functioning of a community or society and can lead to human, material, and economic or environmental losses that exceed the community's ability to cope using its own resources. The loss of life and property as a result of disasters has increased exponentially in the past decades. Therefore the concern over disasters has increased across the globe. Disasters are often contingent and unpredictable. It is not always possible to prevent disasters, but it is important to be prepared for them. Preparedness is usually regarded as comprising measures that enable governments, organizations, communities, and individuals to respond rapidly and effectively to disaster situations. It requires continued vigilance to ensure that the best plans are laid out, equipment is maintained, and the plan is reviewed regularly to make sure it works.

Education becomes meaningful and effective when it helps in preparing an individual for life and society. The society in the past years has increasingly been affected by the misfortune of natural and human made perils owing to various reasons. Therefore, it becomes necessary that the preparedness of the people for disasters should be considerably high in order to help reduce the effects of a disaster to a great extent. Being tagged as the 'future' of any society, the preparedness of the students to face disasters can play a crucial role in mitigating the damaging effects of disasters in the society. The International Strategy for Disaster Reduction defines preparedness as "activities and measures taken in advance to ensure effective response to the impact of hazards, including the issuance of timely and effective early warnings and the temporary evacuation of people and property from threatened locations" (ISDR, 2007). Gaining strength from their acquired bookish and practical knowledge, students can play a vital role not only in devising well-informed plans to face the various hazards but also in handholding the victims of a disaster through their timely intervention. Therefore it is imperative to develop the knowledge attitude and skills of the



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REMOTE SENSING & ITS APPLICATIONS IN DISASTER MANAGEMENT

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Introduction

A disaster is a consequence of a sudden disastrous event which seriously disrupts the normal function of the society or the community to the extent that it cannot subsist without outside help. A disaster is not just the occurrence of an event such as an earthquake, flood, conflict, health epidemic or an industrial accident; a disaster occurs if that event/process negatively impacts human populations. Disaster management means managing resources and various responsibilities to deal with all humanitarian aspects of emergencies. This may include preparedness before disaster, response and recovery i.e. rebuilding and supporting society. The purpose of this is to lessen the impact of disasters. Disaster management includes sum total of all activities, programmes and measures which can be taken up before, during and after a disaster with the purpose of avoiding, reducing the impact or recovering from its losses (Kumar & Joshi, 2010).

Remote sensing can be defined as the collection of data about an object from a distance. Recent advancements in remote sensing and its application technologies made it possible to use remotely sensed imagery data for assessing vulnerability of an area and for capturing the damage distribution due to disasters. To obtain pre and post-event information on built and natural environment several methods exist, such as field survey, airborne remote sensing, and satellite remote sensing. Because of its capacity to cover a vast area in one acquisition time, satellite remote sensing has been a very powerful tool to monitor the condition of the earth surface. High resolution satellite imagery which has become available in the last few years, made satellite remote sensing more useful in disaster management since even damage status of individual buildings can be identified without visiting the sites of disasters (Islam & Khan, 2012).

Need and Significance

Remote sensing is the process of detecting and monitoring the physical characteristics of an object by measuring its reflected and emitted radiation at a

293



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B. 120

DISASTER MANAGEMENT: ROLE OF TEACHERS AND STUDENTS IN REDUCING THE EFFECT

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Introduction

Across the nation, weather-related natural disasters-tropical storms, floods, tornadoes, and earthquakes-struck even areas where weather concerns are not paramount on the minds of most people. These natural disasters heightened awareness that all geographic areas are susceptible to aberrant weather conditions. A disaster is a sudden, calamitous event that seriously disrupts the functioning of a community or society and causes human, material, and economic or environmental losses that exceed the community's or society's ability to cope with using its own resources. Though often caused naturally, disasters can have human origins. Disaster education' is a new area of enquiry in the field of education. At present there are few texts which deal directly with public education for emergencies. However, the pedagogical space for preparing the public for disasters is extensive and includes not only school based initiatives and public information campaigns but also family and community learning, adult education and popular culture. Moreover, with technological developments such as social media, citizen journalism and blogging there are increasingly sophisticated ways through which citizens might source information about disasters. Through this paper the investigator tries to study about the role of teachers and students in reducing the hazardous effect of a disaster.

Need and Significance

Disaster management is a continuous phenomenon of mitigating the impact of the disasters. Disaster management calls for collective and co-ordinate efforts. In order to act quickly and effectively an individual should be completely aware of the situation. Disaster education helps the students to act appropriately in a hazardous situation. This study focuses on the role of students and teachers in reducing the effect of a disaster.

Objectives

1. To analyze disaster management in India
2. To describe the role of students during the time of disaster



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SMART TECHNOLOGIES FOR DISASTER MANAGEMENT

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Introduction

A disaster is a sudden, calamitous event that seriously disrupts the functioning of a community or society and causes human, material, and economic or environmental losses that exceed the community's or society's ability to cope using its own resources. Though often caused by nature, disasters can have human origins. WHO defines Disaster: "any occurrence that causes damage ecological disruption loss of human 'life' deterioration of health and health services on a scale sufficient to warrant an extraordinary response from outside the affected community or area."

Disaster management activities depend on large volumes of accurate, relevant, on-time geoinformation that various organizations systematically create and maintain. The advancement in Information and Communication Technology in the form of Web technology, GIS, Remote Sensing, etc. can help a great deal in planning and implementation of hazards reduction schemes. For maximum benefit, new technologies for public communication should be made use and natural disaster mitigation messages should be conveyed through these measures. GIS can improve the quality and power of analysis of natural hazards assessments, guide development activities and assist planners in the selection of mitigation measures and in the implementation of emergency preparedness and response action.

Remote Sensing, on the other hand, as a tool can very effectively contribute towards identification of hazardous areas, monitor the planet for its changes on a real time basis and give early warning to many impending disasters. Communication satellites have become vital for providing emergency communication and timely relief measures. Integration of space technology inputs into natural disaster monitoring and mitigation mechanisms is critical for hazard reduction. Awareness and training in Information technology in a much greater measure is required to develop human resources.



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INFLUENCE OF COGNITIVE STYLES OF SECONDARY SCHOOL STUDENTS ON ATTITUDE TOWARDS LEARNING

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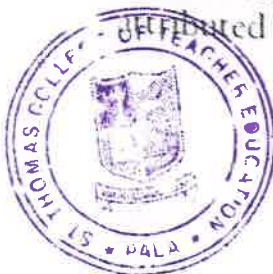
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Introduction

In the present era of education, one may feel that development in the cognitive domain of the children only is tested and valued in the examination system. Those who acquire the higher scores in paper pencil tests are considered as best students. The difference in the ways in which, individuals see things, handle factors, and process information are emerging in to the present educational system. As Howard Gardner in 1983 put forward the theory of Multiple intelligence, there was an awaken in the educational field regarding the object of excellence, but still the old notion of achievement focused on the cognitive domain is having emphasis. It is high time to modify the education system by refocusing its emphasis to individual differences and all other important aspects of human life. The present study is an attempt to explore the Cognitive Styles and Attitude towards Learning.

Cognitive style refers to a recurring pattern of perceptual and intellectual activity. There is a consistent individual difference in preferred ways of organizing and processing information and experience. Indeed it influences the personality dimension which has the impact on attitude, values and social interaction of the individual. Culture provides people with rang of cognitive styles that are appropriate for different cognitive tasks in different contexts. There may be a possible relation between cognitive styles and Social Intelligence.

Attitude is an idea associated with emotion, which predisposes a class of actions to a particular class of social actions (Triandis, 1971). Components of attitudes towards learning incorporated on the basis of different research studies includes, the perception of the teacher, anxiety towards learning, the value of learning, self-esteem in dealing with learning, motivation in learning, enjoyment of learning, attitudes of peers and friends towards learning, attitudes of parents towards learning, the nature of the classroom environment, achievement in learning, and fear of failure on course (Osborne, Simon & Collins 2003). It has been proven that attitudes towards school subjects influence academic achievement. Even at different ability levels, the increases in performance were attributed to increments in attitude scores (Marjoribanks, 1976).



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ECOSYSTEM-BASED DISASTER RISK REDUCTION

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Introduction

After decades of neglect, the importance of protecting and improving ecosystems for reducing disaster risk started receiving attention in the recent years. Until now the term 'ecosystem' and 'ecosystem services' were primarily been dealt by biologist only. Human activity poses significant impact on the biodiversity of world ecosystems, reducing both their resilience and capacity. Humanity is, therefore, all set to experience the impact of ecosystem devastations in the form of increasing climate vulnerability and risk of hydro-meteorological disasters.

Anthropogenic modification and simplification of the biosphere to increase the supply of services from the agro-ecosystems has seriously affected the productivity of other ecosystems. Increase in the provisioning services resulted in decline in biological diversity, example - introducing the high yield crop varieties affected the biodiversity. Decline in the ecosystem services influence the resources available to the people and hence lead to increasing vulnerability to hazards and also will affect the human well being. Regulating ecosystems services are crucial for enhancing resilience of the human ecosystems by moderating the extreme weather events like heat wave and cold wave, protecting the coastal areas from tsunami and storm surges, and so on. Decline of these services can lead to increased exposure to hazards and also decrease the disaster resilience. Decline in the regulating systems also reduce the ability of the human beings to adapt to climate change. Similarly decline in cultural and recreational services can affect the Small Island Groups and the countries where the economy is depended primarily on tourism.

Need and significance

Disaster is defined as the occurrence of sudden and major misfortunes which disrupts the basic fabric and normal functioning of a society. Disasters can have adverse consequences on the environment and on ecosystems in particular, which could have immediate to long-term effects on the populations whose life, health, livelihoods and well-being depend on a given environment or ecosystem. Environmental impacts may include:



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TEACHER: A CATALYST TO RESILIENCE

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Introduction

Human beings live in the realm of nature; they are constantly surrounded by it and interact with it. Man is not only a dweller in nature, he also transforms it. An enormous amount of human labour has been spent on transforming nature. Humanity converts nature's wealth into the means of the cultural, historical life of society.

Man and nature interact dialectically in such a way that, as society develops, man tends to become less dependent on nature directly, while indirectly his dependence grows. There is an inseparable bond between man and nature. For man, there cannot be an existence removed from nature. However, because of man's thoughtless actions, equilibrium in nature is getting disturbed and the pulse of human life is becoming erratic. Air and water are polluted. Rivers have dried up. Seasons arrive unseasonably. New diseases are spreading. If things continue in this way, the human race is in for a monumental catastrophe. When human beings systematically plunder natural wealth for selfish reasons, the natural order gets disturbed. Nature's face becomes disfigured. Along with other creatures, human beings, too, face the consequences.

Today, our growing population requires increased agricultural activity, which depends largely on deforestation to create suitable land. Our sprawling cities and consumption of fossil fuels also have a direct impact on the environment. These activities are also causing changes in global weather patterns, leading to an increase in natural disasters. The loss of life and property due to disasters has increased substantially during last two decades. People are now at risk from disasters.

Resilience is what gives people the psychological strength to cope with stress and hardship. It is the mental reservoir of strength that people are able to call on in times of need to carry them through without falling apart. Psychologists believe that resilient individuals are better able to handle such adversity and rebuild their lives after a catastrophe (American Psychological Association, 2019).

Young children, under the age of eight years, are at particular risk for mental health issues after a disaster. It is important to keep children mentally and physically safe both during and after a disaster (Sheikh, 2018). Teachers who are the most influential person in a child's life are the best

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349

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INDIGENOUS PRACTICES FOR DISASTER MITIGATION

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Introduction

Indigenous knowledge are methods and practices developed by a community based on their culture, traditions, beliefs, livelihood and geographical location they live. This knowledge is originated from the community, transmitted through generations by non-formal communication. The sustainability of the knowledge depends on the attitude and acceptance shown by the upcoming generation and initiative taken by the elders in disseminating the knowledge to next generation. Indigenous knowledge on disaster risk reduction is characterized as a cumulative knowledge and practices that aims to reduce disaster risks in the community. This knowledge originates from the cooperation between individuals from the community and the locale in which they live.

The relationship between indigenous knowledge and disaster risk reduction has developed more interest in recent years. Agencies working in the field of disaster management are proposing the integration of indigenous knowledge with disaster management to ease the process of managing community before, during and after the disaster events. Throughout disaster risk reduction literature, primary arguments have been made for the value of indigenous knowledge. First, indigenous practices can be transferred and adapted to other communities in similar situations. Second, an incorporation of indigenous knowledge in existing practices and policies encourages the participation of the affected community and empowers its members to take the leading role in all disaster risk reduction activities. Third, indigenous knowledge dissemination method adopted.

This knowledge management method involves the transformation of indigenous knowledge into applicable ways to increase community resilience, including making appropriate decisions and taking action in three disaster phases. First, in the pre-disaster stage, the community needs to be willing to mainstream and integrate indigenous knowledge of disaster risk reduction issues into related activities. Second, during disasters, the community should be able to think clearly and take decisions, and protect themselves and others by using their indigenous knowledge. Last, in the postdisaster phase, the community needs to be strong enough to face challenges and support each other and "building back better" efforts, using local resources. According to De Guchteneire *et al.* (2004-06).

416



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CRISIS MANAGEMENT SKILLS AMONG DIGITAL NATIVES

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Background of the Study

Land and, water, air etc are some of the beautiful creations of the almighty. Nature has several manifestations – smooth as well as hostile. Sometimes, it is soothing while sometimes it is ferocious. Whenever it turns to be in its bad temper, it can bring about devastation or destruction which is known as a “disaster”. Literally, disaster refers to the mishap, calamity or the grave occurrence from either the natural or man-made reasons which can't be stopped or tackled immediately by the affected community. India, being very much prone to disasters due to its geographical location, earthquakes, landslides, drought, cyclones, floods, forest fires, and fire accidents are some of the major calamities that keep occurring, inflicting colossal damage. Rapid growth in the population rate and urbanization has mostly triggered the level of the disasters. The disasters can be broadly classified into two major categories: Natural disasters, Manmade / human instigated disasters.

Natural disaster is a natural process that may cause loss of huge lives, injuries or other health impacts, property damages, loss of livelihoods and services, social and economic disruptions or massive environmental damage. Various disasters like earthquakes, landslides, volcanic eruptions, hurricanes, floods, blizzards, tsunamis, and cyclones are covered under the scope of the term natural disaster. Human instigated disaster is also known as the complex emergency and is the disaster caused due to major happenings such as fires, oil spill, breakdown of authority, looting, wars etc

Objectives of the Study

- To study the important characteristics of Digital Natives.
- To identify the Disaster Management Skills among Digital Natives.

Methodology

Content Analysis




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PREDIERR MODEL FOR CONCEPTUAL CHANGE: AN INQUIRY STRATEGY TO CONFRONT MISCONCEPTIONS

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Introduction

The minds of students who sit in our classrooms are not empty. It is filled with already formed ideas about their surroundings from their daily experiences. No doubt these ideas may be incomplete or incorrect interpretations of their observations. They construct their own ideas about how the world works. They explain scientific phenomena in terms of these ideas. These kinds of notions are referred to as naive beliefs, misconceptions and alternative conceptions. Such preconceptions seldom match the scientific explanations that are later taught in science courses. There will be discrepancies between misconceptions and accepted scientific views. These misconceptions reflect their own views and perceptions as children (Joseph, 2012).

Hancock (1940) defines a "misconception" as "...any unfounded belief that does not embody the element of fear, good luck, faith, or supernatural intervention". Hancock considers misconceptions to arise from faulty reasoning. Science educators, who are interested in conceptual development, have used an array of terms to explain the situation in which students' ideas differ from scientists' ideas about a concept. Some refer them as students' misconceptions, and others as preconceptions; still others as naive conceptions or naive theories, some as alternative conceptions; and some, as alternative frameworks. Ausubel (1966) talks of "preconceptions," which are ideas expressed that do not have the status of generalized understandings that are characteristic of conceptual knowledge. Some experts use the term "misconception" indicating an obvious connotation of a wrong idea or an incorrectly assimilated formal model or theory. Driver and Easley (1978) use the term "alternative frameworks" to indicate that pupils have developed autonomous frameworks for conceptualizing their experience of the physical world. These frame works act as alternatives to the scientific concepts taught in school. Osborne, Bell and Gilbert (1983) use the term




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DISASTER MANAGEMENT EDUCATION IN SCHOOLS
PARADIGM SHIFT IN THE ATTITUDE OF TEACHERS

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Introduction

A disaster is a sudden, calamitous event that seriously disturbs the functioning of a community or society and causes human, material, and environmental losses that exceed the community's or society's ability to cope with using its own resources. A disaster is an extreme disruption in the functioning of a habitat that causes widespread human, material, or environmental losses that exceed the ability of the affected population to cope with its own resources. Landslides, earthquakes, tsunami, cyclones, droughts, floods etc are some of the examples of disasters. Disaster management is the discipline by which human beings continuously make effort to mitigate the harm caused by the disasters.

The slogan for the UN International Strategy for Disaster Reductions (2006-08) global campaign "Disaster Reduction Begins at School" is a very accurate and pertinent one. Basic education and disaster prevention go hand in hand. The methods for recognizing and assessing the future impact of hazards, vulnerabilities, risks and identifying strengths and capacities happen to contain the fundamentals of scientific thinking as well as the basics of good citizenship and participatory governance. The values, attitudes and technologies needed for physical protection; informed planning and construction, are the same as those fundamental to sustainable development and livelihood security. The skills and provisions for disaster response are empowering and confer safety in everyday life. Disaster resiliency is built upon a foundation of analytical and problem solving skills and draws from the development of personal and inter-personal intelligences (Petal, 2008).

The number of natural disasters is constantly growing, and it produces more serious consequences for the humans and their material goods, it is essential all the preventive measures to be taken in order to reduce the risk of natural disasters to a minimum. In the 21st century, the role of education has become unequivocally clear and it is recognized that schools have to play a decisive role in reducing the severity of consequences caused by disasters, through the process of developing awareness and knowledge of disasters. Considering the importance of education in reducing the risks of disasters, this paper discusses the role of teachers in providing basic information about the disasters is explained.



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RELATIONSHIP BETWEEN ELECTRONIC MEDIA USE AND BMI OF SCHOOL STUDENTS

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Abstract

The electronic media has a disturbing potential to negatively affect many aspects of children's healthy development, including weight status, sexual initiation, aggressive feelings and beliefs, consumerism and social isolation. BMI being an indicator of general health status of an individual, the current study is an attempt to compare the electronic media use and BMI of school students in Kottayam district, Kerala. Here the investigator analyzed the time spend by school students for electronic media as well as their BMI. The investigator observed that there exist some relation between these factors. Most of the students spend more than 2 hours for electronic media. Majority of the students are underweight.

Key Words: Electronic media, BMI, health

INTRODUCTION

One of the notable changes in our social environment in the 21st century has been the saturation of our culture and daily lives by the electronic media. Unfortunately, the consequences of one particular common element of the electronic mass media have a particularly



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VALUING FOR PROCESSING THE VALUES AND SKILLS

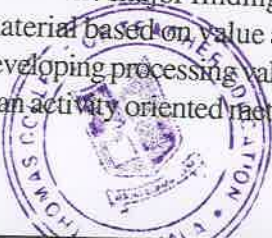
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Abstract

Value education is of having great significance as it helps in the full development of child's personality in its mental, emotional and spiritual aspects, and inculcate good manners and responsibility and co-operative citizenship and develop respect for the individual and society. Value education should help to eliminate obscurantism, religious fanaticism, violence, superstitions and fatalism. In every individual, there is not one value but many and often in contradiction. When different values make claim on man at the same time and in the same situation, then he makes use of processing of values. The value processing skills in this study are; choosing freely, choosing from alternatives, choosing after consideration of consequences, prizing and cherishing, publicly affirming when appropriate, acting when situation demands, and acting with consistency and repetition. The experimental method was carried out for a sample of 248 secondary school students. The tools used in this study are the comprehensive instructional material based on value analysis model of teaching, worksheet for this model, and value processing skills scale. The major findings of the study revealed the instructional material based on value analysis model of teaching is effective in developing processing values and skills of secondary school students than activity oriented method of teaching.



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GLOBAL WARMING: LIFE ON A WARMER PLANET

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Abstract

Climate change encompasses not only rising average temperatures but also extreme weather events, shifting wildlife populations and habitats, rising seas, and a range of other impacts. All of those changes are emerging as humans continue to add heat-trapping greenhouse gases to the atmosphere, changing the rhythms of climate that all living things have come to rely on. The hazard of global warming is continuously causing major damage to the Earth's environment. Most people are still unaware of global warming and do not consider it to be a big problem in years to come. What most people do not understand is that global warming is currently happening, and we are already experiencing some of its withering effects. It is and will severely affect ecosystems and disturb ecological balance. Because of the treacherous effects of global warming, some solutions must be devised. The paper introduces global warming, elaborates its causes and hazards and presents some solutions to solve this hot issue. Above all, alternative energy sources (solar, wind, hydro, geothermal, bio mass) need to be seriously pursued. Finding and using renewable sources of energy is one of the methods to combat the ever increasing global warming effectively.

Keywords: Deforestation, Global warming, Green house effect, etc



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A STUDY ON INFLUENCE OF LIFESKILLS IN MANAGING ANXIETY AMONG ADOLESCENCE

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Abstracts

Life skills education programme is a series of self building sessions that include basic skills for personal and social development, which will help young people in coping with the challenge they face. The greatest challenge in the present education system is to motivate the young learners who will become the useful citizens of the future India. Anxiety is a general term for several disorders that cause nervousness, fear, apprehension and worrying. These disorders affect how we feel and behave, and they can manifest real physical symptoms. The most common anxieties that arise in this age are related to examinations, managing their daily routines, finding an identity in the society, coping with the ideologies of parents and teachers, etc. Managing these issues means how they see their life and its significance. They may even accept or avoid such situations. In the present scenario, where many students are found with less adjustment mentality and more selfish attitude, this study has great importance. Now a days, the rate of adolescents and crimes have increased to a great extent. It is important to know how life skills are related to the anxiety level of the students and implement appropriate measures. Hence, the present study is relevant in the present education system. The present study aimed at finding out



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13. Designing Self Paced e-Learning Course

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Abstract

Synchronous e-learning involves online studies through chat and videoconferencing. This kind of learning tool is real-time. It is like a virtual classroom which allows students to ask, and teachers to answer questions instantly, through instant messaging, which is why it is called synchronous. Rather than taking lessons alone, students associating themselves with synchronous e-learning software or online. This paper explicates how to design a successful synchronous learning strategy and how to design a self paced e-learning course. Finally, the paper focuses on the advantages and the disadvantages of the e-learning.

Introduction

Synchronous e-learning refers to online studies through chat and videoconferencing. This kind of learning tool is real-time. It is like a virtual classroom which allows students to ask, and teachers to answer questions instantly, through instant messaging, that is why it is called synchronous.

Synchronous e-learning involves online studies through chat and videoconferencing. This kind of learning tool is real-time. It is like a virtual classroom which allows students to ask, and teachers to answer questions instantly, through instant messaging, which is why it is called synchronous. Rather than taking lessons alone, students associating themselves with synchronous e-learning software or online

Designing a Successful Synchronous Learning Strategy

Set the tone

The key to an effective synchronous learning course is creating the ideal learning environment. Since your learners are going to be participating in a real time discussion or online presentation, you need to have their full attention; this means removing all distractions from the room when they are accessing the e-learning course, and setting aside enough time in their schedule to sit in for the entire online discussion. Make them aware of the expectations well in advance so that they know how to prepare for the event.

Don't overload learners with text.

Only include text for the key takeaways of the online presentation. Don't overload their mental processes by writing out your e-learning script word for word on the screen, or giving them text passages for each story that you share. The only exception to this rule is, of course, when you have hearing impaired learners in your audience. If this is the case, then you may want to consider adding optional subtitles that can be turned on or off during the event.

Create a flexible schedule.

Unlike asynchronous learning, synchronous learning courses typically stick to a schedule. However, this doesn't mean that learners should have to put their lives on hold in order to participate in a virtual discussion. Try to make the schedule as flexible as possible, and record your online events so that absent learners can still get the information they need at a later time. Before you begin the e-



CLIMATE CHANGE: EFFECTS AND PREVENTION

Dr Alex George

Introduction

Human-induced climate change is now considered one of the most prominent challenges of our time, with a warming planet being a present-day reality, rather than a potential future threat. The problem has been thrust into public consciousness ever since scientific consensus emerged that 'warming of the climate system is unequivocal' and that 'most of the observed increase in global average temperature since the mid-20th century is very likely due to the observed increase in anthropogenic greenhouse gas concentrations.' Anyone who has experienced the increasing intensity of sizzling summer temperatures in India over the past two decades would find it hard to have any doubts as to whether our planet is warming. It has become routine to report about the scorching heat gripping many parts of India during summer months, with the mercury shooting up to as high as 48 degrees Celsius and causing thousands of deaths of vulnerable people. In the last four years, India has seen as many as over 4,620 deaths caused by heat waves, according to data published by the Ministry of Earth Sciences (Mazumdaru, 2017).

The increased frequency and severity of these heat waves are blamed on the altering global weather patterns as a result of climate change due to human emissions of greenhouse gases, including carbon dioxide, methane and nitrous oxide, among others India is very vulnerable to climate change - melting Himalayan glaciers will produce floods in north India; erratic monsoons will create droughts in peninsular India (The Hindu Business Line, 2019). The drinking water scarcity problem that we see in many parts of India today is a direct consequence of climate change. The effects of global warming on India include steady sea level rise, increased cyclonic activity, and changes in ambient temperature and precipitation patterns. Increased landslides and flooding are projected to have an impact upon states such as Assam. Ongoing sea level rises have already submerged several low-lying islands in the Sundarbans, displacing thousands of people.

Objectives of the Study

1. To examine the effects of climate change.
2. To identify ways to prevent climate change.

Methodology - The study is descriptive in nature.

Effects of Climate Change

Climate Change will have implications on food production, water supply, air quality, coastal settlements and human health. As two-third of the Indian



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NATURAL RESOURCE: PROTECTION AND USE:

Dr Bindu David

INTRODUCTION

A natural resource is what people can use which comes from the natural environment. Examples of natural resources are air, water, wood, oil, wind energy, natural gas, iron, and coal. Ever since the earth was inhabited, humans and other life forms have depended on things that exist freely in nature to survive. These things include water (seas and fresh water), land, soils, rocks, forests (vegetation), animals (including fish), fossil fuels and minerals. They are called Natural Resources and are the basis of life on earth.

The dividing line between natural resources and man-made resources is not clear-cut. Hydro-electric energy is not a natural resource because people use turbines to convert the energy from moving water. Petroleum and iron ores are natural, but need work to make them into usable refined oil and steel. Atomic energy comes from metallic nuclear fuels, like fissionable uranium and plutonium, but natural rocks need technical work to make them into these nuclear fuels.

Natural resources come in many forms. It may be a solid, liquid or gas. It may also be organic or inorganic. It may also be metallic or non-metallic. It may be renewable or non-renewable. Natural resources are those resources that occur within the environment in their original and natural form, undisturbed by humanity. They take years to form without the intervention of humans.

The Mother Earth is abundant with natural resources that develop on this planet using its surrounding environment. These natural resources are derived from the environment. While few of them are used for our survival like water, air, rest of them like coal, gas, oil are used for satisfying our daily needs. From forests to mountains to minerals to coastal shores and wetlands, each of these natural resource has its own importance.

Natural resources are resources that exist without actions of humankind. This includes all valued characteristics such as magnetic, gravitational, and electrical properties and forces. On earth it includes: sunlight, atmosphere, water, land along with all vegetation and animal life that naturally subsists upon or within the heretofore identified characteristics and substances. However, most natural resources are prone to depletion and degradation which has brought about worldwide concerns for their sustainable usage and management. Still, there are other very few resources that are regarded to be inexhaustible such as sunlight and geothermal energy. Air is also inexhaustible but it has to be free from pollution.



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FOOD RESOURCES AND WORLD FOOD PROBLEMS

Dr Anju K. Paul

Introduction

Man eats variety of foods, of plant and animal origin, as no single food provides us with all the nutrients that we need. Food is one of the basic requirements of human being it is the most important material that our body needs for its proper functioning and well being at all stages of our life human diet is not restricted to any special category of food. Man is able to obtain nourishment from foods derived from a wide variety of plants and animals. Food is essential for growth and development of living organisms. The food was obtained solely from wild plants and animals. 'A house is not a home unless it contains food and fire for the mind as well as the body'. (Franklin, 2013)

Food resources

Food consumed by humans are of different types and a balanced diet is needed for all practical purposes, vitamins, proteins carbohydrates and minerals are primarily obtained from cereals, fruits, vegetables, pulses and spices, milk, butter, meat and eggs all of which obtained from different types of plants and animals. These are our main food resource. These essential materials are called nutrients and these nutrients are available from variety of animals and plants. A large number of items are consumed by human either in their natural states or after proper processing and cooking. There are thousands of edible plants and animals over the world, out of which only about three dozen types constitute major food of humans.

The food consumed by human is influenced by wide range of cultural and individual differences, mainly due to ecological as well as personal reasons. The source of much of the food consumed by man is terrestrial agricultural, which represents the most manipulated of all the non-urban ecosystems. The 3 major sources of food for humans are: - the croplands, the rangelands and fisheries.

The croplands provide the bulk amount of food for human. Yet though there are 1000s of edible plants in the Earth, solely 4 essential crops (potatoes, rice, wheat and corn) account for many of the caloric consumption of human beings. Few animals are raised for milk, meat and eggs (for example. poultry, cattle and pigs) are as well the croplands are fed grain.

The rangelands provide a different source of milk and meat from animals grazing (for example: goats, cattle and sheep).

The fisheries provide fish which are a major source of animal protein in the Earth, particularly in coastal areas and Asia. As people become more affluent, they incline to consume more cheese, milk, meat and eggs.



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HUMAN ENVIRONMENTAL HAZARDS

Sunil Thomas

INTRODUCTION

Environmental health is an area of growing concern due to major global environmental changes and an increase in established links between a number of diseases and environmental exposures. Children and the developing foetus are known to be particularly vulnerable to the impact of environmental pollution and as such, the European Environment Agency (EEA) and the World Health Organisation (WHO) have highlighted this as a high priority which warrants further research. An environmental hazard is a substance, state or event which has the potential to threaten the surrounding natural environment and/or adversely affect human's health. This term incorporates topics like pollution, natural disasters and human made hazards. The environment in which we live can be considered as having three fundamental sets of components, physical, chemical, biological. Associations between an exposure and an adverse health effect do not, on their own, prove that the former is the cause of the latter. Many other non-causal associations could explain the findings. (Spengler et al., 2001).

The environment provides resources (water, air, fire, mineral and wood), i.e. opportunity, to human beings. However, when the disequilibrium of the nature exceeds the threshold of its natural fluctuation, it can trigger the occurrence of extreme environmental events, hazards, or disasters. Geographically, some hazards are locale bounded (e.g. volcanoes) and some are geographically free (e.g. avian flu). Some hazards are seasonally related. For instance, hurricanes can only occur in summer over the Western North Atlantic Ocean Basin. Some hazards can occur all year round. For instance, landslides can occur in any time of the year. Some hazards are unintentional (e.g. earthquakes) while some are intentional in nature (e.g. terrorist attack). The impact of hazards (e.g. volcanic eruption) can be direct (physical damage of buildings and contents) and indirect (losses of business, revenue or sales and employment, alteration to the normal operational state of the society), tangible (loss of lives) and intangible (stress and post dramatic disorder, damage to the integrity of the society) (Sundell, 2004).

Human-made hazards while not immediately health-threatening may turn out detrimental to man's well-being eventually, because deterioration in the environment can produce secondary, unwanted negative effects on the human ecosphere. The effects of water pollution may not be immediately visible because of a sewage system that helps drain off toxic substances. In that respect, a considerable number of environmental hazards listed below are man-made (anthropogenic) hazards. Unfavourable situations regarding access to drinkable water, sewage disposal and housing conditions contribute to



THE EDUCATIONAL REFLECTIONS OF DR. A. P. J. ABDUL KALAM AND ITS RELEVANCE IN THE 21ST CENTURY

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“Education is an endless journey through knowledge and enlightenment”. A real education is one that enhances the dignity of a human being and increases his self respect. The most important part of education is to inculcate in the students the spirit of “we can do it.”

Dr. A. P. J Abdul Kalam

Indian culture is rich and diverse and as a result unique in its very own way. It is a land of aspirations, achievements and self reliance. Indian culture has a very high level of tolerance and hence the advent of so many external cultures was not restricted. Dr. A. P. J. Abdul Kalam strongly suggests a vision for a competitive India for constituting the profile of a globally competitive nation. To maximize the synergy between the various components of education, healthcare, e-governance, rural development, we need to establish connectivity among them. Global competitiveness for any nation is indeed a big challenge. For achieving such a competitive edge for a nation it is essential to have a vision. He share his visualization of such a nation through the following points.



Keeping in mind the let us reflect on the educational thoughts of our great scientist, India's pride, Bharat Ratna Dr .A.P.J. Abdul Kalam. Avul Pakir Jainlabdeen Abdul Kalam usually referred as A.P.J. Abdul Kalam, is an aerospace engineer, professor and chancellor of Indian Institute of Space Science and Technology. During his time as President, he was popularly known as “the peoples President”. He was awarded the Bharat Ratna, India's highest civilian honour. Before his term as India's President, he worked as an aeronautical engineer with DRDO and ISRO. He is popularly known as the “Missile Man of India” – for his work on development of ballistic missile and space rocket technology. Kalam played a pivotal organizational, technical and political role in India's Pokhran II nuclear test in 1998, the first since the original nuclear test by India in 1974. A.P.J. Abdul Kalam became President of India in July 2002. He also made some important contributions to the field of education. Dr. Kalam has constantly contributes his thoughts on education. Out of great interest and relevance these thoughts find a place in learning strategies of the learners of India a great diversity of culture. He points out some good views on aims of education, scope of education, curriculum, role of teacher, role of students, relationship between teachers and students. The major quotes of Dr. Kalam on education are stated in the following sentences.

“Education is an endless journey through knowledge and enlightenment”. A real education is one that enhances the dignity of a human being and increases his self respect. The most important part of education is to inculcate in the students the spirit of “we can do it.”

“True education is a spiritual journey. It helps the learner to established connectivity with cosmos. Establishing multiple connectivity with cosmos is the mission of education. But, the prevailing education is creating disconnections between teacher, the subjects and the student and love can bridge the individual that is separated out from the web of life around. Generation of such knowledge should be the task of education.

Smile & Silence

REFLECTIONS ON PERSONALITIES AND
PERSONALITY DEVELOPMENT SKILLS

Jyothi Maria Johny
Jincy Johny
Dr Alex George



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