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Sustainable Development Goals: Targets and Achievements
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SUSTAINABLE DEVELOPMENT GOALS: CONCERNS AND TARGETS FOR 2030

Dr. T. C. Thankachan

Associate, St. Thomas College of Teacher Education, Pala, Kerala

Introduction

The Millennium Development Goals (MDGs) were the eight international development goals for the year 2015 that had been established following the Millennium Summit of the United Nations in 2000, following the adoption of the United Nations Millennium Declaration. All 191 United Nations member states at that time, and at least 22 international organizations, committed to help achieve the Millennium Development Goals by 2015. In 2012 the UN Secretary-General established the 'UN System Task Team on the Post-2015 UN Development Agenda', bringing together more than 60 UN agencies and international organizations to focus and work on sustainable development. The UN Member States and the Civil Society Organisations discussed the Post-2015 Development Agenda and initiated a process of consultations along with academia and other research institutions, including think tanks. The Sustainable Development Goals (SDGs) have been proposed as targets relating to future international development once they expire at the end of 2015.

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. The Division for Sustainable Development Goals (DSDG) in the United Nations Department of Economic and Social Affairs (UN-DESA) plays a key role in the evaluation of UN system wide implementation of the 2030 Agenda and on advocacy and outreach activities relating to the SDGs. In order to make the 2030 Agenda a reality, broad ownership of the SDGs must translate into a strong commitment by all stakeholders to implement the global goals. DSDG aims to help facilitate this engagement.

SDG: Concerns & Targets for 2030

Goal 1: No Poverty

- By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day.

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ECONOMIC PRODUCTIVITY AND PRODUCTIVE EMPLOYMENT FOR ALL

Dr Alex George

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Introduction

Economic development should represent a positive force for the entire planet. That is why we need to ensure that financial progress creates decent jobs and fulfills them while not harming the environment. We need to protect labor rights and end modern slavery and child labour once and for all. By encouraging job creation with increased access to banking and financial services, we can ensure that everyone benefits from entrepreneurship and innovation. Productivity is an indicator of the efficiency with which a country integrates capital and labour in order to produce more with the same factor input level. Economic productivity is the result value obtained with one input unit.

Economic productivity is the result value obtained with one input unit. Economic growth contributes the most to reducing poverty by expanding the employment, productivity, and wages of poor people, and by channeling public resources to promote human development. Agriculture, animal husbandry, forestry, fisheries and so on are known collectively as 'primary' activities or industries. They are primary because their products are vital to human existence, or essential. With Nature's help they are carried on. The small- and large-scale manufacturing industries are known as 'secondary' activities. Mining is sometimes included under secondary activities, but properly speaking, it is a primary activity. Transport, communication, banking and finance and services are "tertiary" activities which help the primary and secondary activities in the country.

A country's occupational structure refers to the distribution or division of its population by different occupations. Unemployment affects population groups differently, with women and youth (defined as persons aged 15 to 24) having a higher risk of being unemployed globally than men and adults (defined as persons aged 25 and over), respectively. The ILO estimates that the global youth unemployment rate is expected to reach 13.1% in 2016, and will remain at that level until 2017 (up from 12.9% in 2015). This is very close to its 2013 historic peak (13.2 per cent). As a result, the number of unemployed youth globally will rise by half a million in 2016 to 71 million after falling by some 3 million between 2012 and 2015, and will remain at this level in 2019.

Decent Work and Economic Growth

Despite the long-lasting impact of the 2008/2009 economic crisis, the number of workers living in extreme poverty has declined dramatically in the last

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VALUE ANALYSIS MODEL AND VALUE PROCESSING SKILLS

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Introduction

The essence of education is to develop the human personality in all dimensions, intellectual, physical, social, moral and spiritual. A lackadaisical attitude towards moral and social dimensions, especially the values and its institutions is pervasive in the world today. The re-appearance of barbaric qualities of selfishness, clashes and configuration and other destructive forces gives clear indication of the process of degeneration of human society. Education based on morality and universal values is an effective way of counteracting the negative effects of globalization, modernity and materialism, while respecting and strengthening the very diverse individual. Only value-oriented education is able to promote individual and social welfare, love, peace, goodwill and understanding. The task of education is to develop, preach and practice social, moral and spiritual values, as these values are the greatest unifying force in life. Teaching of values through moralizing, advising and direct teaching seems to be ineffective today especially in the case of adolescents. So, there is an urgent need to practice and follow a scientific procedure for valuing.

Need and Importance of the Study

The Constitution of India, which embodies the ideas, hopes, values and aspirations of the people of India through its preamble, indicates the values to be adopted in our national life to be followed by every citizen of the country and to be inculcated among the young generation through educational programmes and practices. India has been debating issues of value education in schools ever since independence. The various commissions and documents (Wardha Shikshan Parishad, 1937; the Sargent Committee, 1944; Religious Education Committee of the Central Advisory Board of Education, 1945; Secondary Education Commission, 1952-53; The Committee on Religious and Moral Education, 1959; Emotional Integration Samiti, 196;, Kothari Commission, 1964-1966; Faure Commission of UNESCO, 1972; The report entitled: *Learning to be: The World of Education: Today and Tomorrow*, 1972; *Documents on Social Moral and Spiritual Values in Education*, 1979; The National Policy on Education, 1986; The UNESCO Report of the International Commission on Education for the 21st Century, 1996; National Curriculum Framework for School Education, 2000 &2005;) observed the need for an ethical basis in all levels of education.

In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integrity of the nation and our

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CONTINUING EDUCATION PROGRAMMES AND EDUCATION FOR ALL IN KERALA STATE

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Dr T.C. Thankachan
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Introduction

Education is an effective weapon to fight against poverty, fosters tolerance and understanding, and promotes democratization and gives people the chance to improve their lives. But the fruits of formal education are not benefited to all people. Continuing Education Programme has become a popular alternative education programme in the non-formal stream of Education. This programme is an alternative education program to the existing system of formal education for neo-literates, semi- literates, school drop-outs who wish to continue their studies. It is an attempt to attain the goal of education for all. It is the right time to evaluate the activities of Continuing Education Programmes in achieving the goal of Education for All (EFA). The present study is to understand the influence of Continuing Education Programmes on Education for All Programme (EFA) in Kerala State.

Significance of the Study

Today, every country of the world is trying to develop in every possible way. Every country whether it is developed or developing, want to progress in a scientific way. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people (Kothari Commission Report, 1964-66). Education transforms a human being into a wholesome whole, a noble soul and an asset to the universe. Real education enhances the dignity of a human being and increases his or her self- respect and universal brotherhood in its true sense becomes the sheet anchor for such education (Kalam, 2006). Thus education is essential for leading a smooth and successful life.

Nobel Laureate Amartya Kumar Sen, has repeatedly criticized the neglect of basic education in India and other developing countries despite its widely recognized importance for a nation's economic development and the lives of its citizens. The poor people from disadvantaged groups have realized that education is the key to upward mobility. A population that cannot read and write, and critically participate in what is going on in its surroundings remains impoverished and vulnerable to exploitation. The process of our education has to be examined to find out how far these liberating and empowering forces have

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TECHNO-PEDAGOGICAL SKILLS AND COGNITIVE CORRELATES OF STUDENT TEACHERS AT SECONDARY LEVEL

Dr Anju K Paul,

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Introduction

Transition, transformation and revolution is the scenario of today's educational system. Educational systems around the world are under increasing pressure to use the new information and communication technologies to teach students the knowledge and skills they need in the 21st century. The UNESCO World Education Report (1998), Teachers are Teaching in a Changing World, describes the radical implications the new information and communication technologies have for conventional teaching and learning. It predicts the transformation of the teachinglearning process and the way teachers and learners gain access to knowledge and information.

The emergence of new technology has influenced every aspects of human life. In order to prepare the students to navigate the 21st century world they must be exposed to technology based instruction in the class room. Teachers are needed to acquire knowledge and skills in technology. Student teachers are the teachers of the future generation. To be able to respond to the challenges, student teachers are required to have competencies such as efficient problem-solving skills, thinking skills and creativity. These are the key features in the teaching profession.

Need and Significance of the Study

Today Techno-Pedagogical Skills are very much needed for teachers in teaching and learning process, as it would facilitates the effective teaching and learning. Every teacher trainee should know how to use technology, pedagogy and content effectively in their daily classroom teaching. Teacher trainees have to make continual decisions about how to best utilise these tools in teaching, learning and assessment. Teaching children to become effective thinkers, creative persons and problem solvers is increasingly recognized as an immediate goal of education. It is realised that many teachers are not fully capable of incorporating these skills in their teaching strategies. So there is a need for investigating in teacher training programmes that the prospective teachers are capable of utilising those skills in their teaching.

The aim of teacher education is to develop skills and appropriate knowledge among teacher trainees for using and integrating the correct

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Introduction

Young mind are creative, innovative and full of ideas. Science nurtures these aspects of the brain. "A child must become an active participant in the process of learning through observation, field studies, experiments and discussion" (Kalam, 2013). The goal of science education is to produce independently thinking and acting individuals. It is for many years that science education researchers are trying to develop student centered instructional strategies (Mecit, 2006). 7E Model is one of the constructivist learning approach which increases student's academic achievement and conceptual achievement.

Theoretical base of the 7E Model

The concept of 7E Model originates from constructivist learning cycles. The constructivist learning cycles are strongly supported by Piaget's (1896) cognitive constructivism and Vygotsky's (1896-1934) social constructivism. Eisenkraft (2003) is the exponent of 7E Model. The 7E Model is a constructivist learning cycle for designing science lessons to foster successful positive experience for students. The 7E Model constitutes seven phases in the teaching learning strategy. They are Elicit, Engage, Explore, Explain, Elaborate, Evaluate and Extend.

Need and Significance of the Study

In the present system of education the classroom training does not encourage critical thinking skills, the ability to apply information gained through experience and reasoning. Their learning is put to a break at a certain stage; they end up stuffing concepts, and are unable to produce anything fruitful, except generic answers to examination questions. Major taxonomy of educational objectives in science teaching reflects the importance of science process skills, metacognitive skills, scientific interest, scientific attitude and academic achievement in science learning. But in the prevalent educational system, all these skills are not achieved in its full significance. The investigator expects the 7E Model is one of the strategies through which even a low achiever can gain all the benefits of these skills gradually during his learning.

Statement of the Problem

"Teaching of science should be based on inquisitiveness, creativity, objectivity, and sensibility and questioning spirit of students" (Duckworth, 1964.

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The aim of teacher education is to develop skills and appropriate knowledge among teacher trainees for using and integrating the correct

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EDUCATION FOR FUTURE: CONCERNS AND CONTEXTS

Dr T. C. Thankachan

Instead of learning to memorise facts and figures,
learning using various devices and technologies,
students need to 'learn how to learn',
'how to solve problems' and 'how to lead a meaningful life'.

Education gives us knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. People debate over the subject of whether education is the only thing that gives knowledge. Future educators will have to face the fact that students will need (and want) to learn in a flexible, personalized format - for some, this may mean having a more technology-focused classroom. Students will want their learning experience to meet their interests, time constraints and academic needs. Scope of education can be defined as availability of different forms of educational operations in terms of different learning

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MENTAL HEALTH AND ITS PRESERVATION FOR BETTER FUTURE

Amal Thomas & Sunil Thomas

Menial hygiene is a set of conditions which enables a person to live at peace with himself and others"-Kolesnik

Introduction

Health is often used to refer to a state of physical, mental, social and spiritual wellbeing of the individual. Thus, mental health is one of the components of the broad concept of health. It is concerned with an optimum level of emotional and behavioral adjustment of the individual. It is a state of maintaining harmony or balance between the needs, desires, aspirations and attitudes of the individual with respect to the prevailing conditions in the external environment. The term mental hygiene is closely related to mental health. We use the term hygiene to refer to keeping oneself and one's living and working areas neat and clean in order to prevent illness and disease. When we extend this concept to the domain of mind it stands for the art of developing, maintaining, and

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MENTAL HEALTH ISSUES AMONG INDIAN ADOLESCENTS

Reeja Susan Roly & Dr Alex George

Introduction

Adolescence (10–19 years) is a unique and formative time. It is a crucial period for developing and maintaining social and emotional habits important for mental well-being. Multiple physical, emotional and social changes can make adolescents vulnerable to mental health problems. Promoting psychological well-being and protecting adolescents from adverse experiences and risk factors that may impact their potential to thrive are critical for their well-being during adolescence and for their physical and mental health in adulthood. The World Health Organization defines mental health as a "state of well-being whereby individuals recognize their abilities, are able to cope with the normal stresses of life, work productively and fruitfully, and make a contribution to their communities." Mental disorders and mental health problems seem to have increased considerably

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CAPACITY BUILDING MODEL FOR FUTURE EDUCATION

Dr Alex George

"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

Introduction

Education is now a driving force for economic and social change. This identity has emerged in today's knowledge linked society and economy. The nation's growth path is linked to its capacity to generate new knowledge and the process of certain of knowledge is more the monopoly of any nation. But it is a collaborative endeavor between different nations of the world. Keeping in mind, 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

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AMALGAMATION OF EDUCATIONAL ROBOTICS IN SCHOOL EDUCATION

Dr Manju Joseph

Introduction

In recent years, robots have been considered as a complementary tool to improve the motivation and academic performance of students, which has generated a technological development that is increasingly incorporated into our daily lives for the many purposes- Education, industry and military science, but above all it has generated great interest in researchers, professors and professionals as support in learning in different fields of knowledge.

Robotics is venturing into education in an accelerated manner which is providing benefits as a teaching tool, performing repetitive tasks with great precision, flexibility, human-robot hyperactivity, since these devices are presented with various characteristics providing to student's fun, motivating activities and real experiences, creating interactive and attractive learning environments.

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CHILD RIGHTS IN THE PRESENT CONTEXT: A VALUE ANALYSIS

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Introduction

Children are the assets of the future. They are young human beings. As human beings, children evidently have a certain value orientations and moral status. There are things that should not be done to them for the simple reason that they are human. At the same time children are different from adult human beings and it seems reasonable to think that there are things children may not do that adults are permitted to do. Equally there are things that arguably should not be done to children because they are children. What makes children a special case for philosophical consideration is this combination of their humanity and their youth, or, more exactly, what is thought to be associated with their youth. One very obvious way in which the question of what children are entitled to do or

TECHNOLOGY INTEGRATION IN EDUCATION

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St. Thomas College of Teacher Education Pala, Kottayam
Kerala

Introduction

In education, the integration of technology has transformed traditional learning methodologies, by the pervasive influence of digital technology. The landscape of education has been reshaped by digital learning, by contributing innovative approaches to teaching and learning. There is a symbiotic relationship between digital learning and technology integration within the higher education system. It involves the design, development, implementation and evaluation of digital learning environment, tools, and resources that facilitate student-centred collaborative

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CREATIVITY AND PROBLEM SOLVING THROUGH EDUCATION

Editors

Dr Alex George
Dr Bindhu Jose
Dr Bindu Thomas
Dr Jincy Johny

2021

GLOBAL INDIAN LEGACIES

VOLUME I

Editors

Dr. Joseph Olikkalkoonal PhD

Dr. Alex George Kavukattu PhD

SAROJINI NAIDU (1879-1949)

Alex George, Assistant Professor, St.Thomas College Teacher Education, Pala

Rise, Mother, rise, regenerate from thy gloom,
And, like a bride high-mated with the spheres,
Beget new glories from thine ageless womb

The lines are from one of the poems by 'Bharatiya Kokila', Sarojini Naidu addressed to Mother India. Her flairs were not confined to poetry alone. She was also a renowned freedom fighter, a champion of women's rights and one of the greatest orators of her time. She loved life and admired everything that lived in.

Sarojini Chattopadhyay was born in to a Brahmin family in Hyderabad on February 13, 1879. She was the eldest daughter of the eight children of Aghoranath Chattopadhyay, a noted scientist and philosopher and Barada Sundari Devi, a Bengali poet. Even though Sarojini was a brilliant student, she was not fascinated with Science and Mathematics. She topped the matriculation exam at the age of twelve in the whole of Madras

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A HANDSHAKE WITH SPSS

PRACTICAL USAGE GUIDE

Dr. Joseph Varghese
Dr. J. Clement Sudhahar
Dr. Alex George

Volume - I

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