

St. Thomas College of Teacher Education, Pala, Kerala – 686 575

Affiliated to Mahatma Gandhi University, Kottayam

Criterion III- Research and Outreach Activities

3.2- Research Publications

3.2.2 FIRST PAGE OF THE PUBLISHED BOOK/CHAPTER WITH SEAL AND SIGNATURE OF THE PRINCIPAL



**ST. THOMAS COLLEGE
OF TEACHER EDUCATION, PALA
ESTD. 1957**

**SSR Submitted to
NAAC
Fourth Cycle
of
Accreditation**

3.2.2. FIRST PAGE OF THE PUBLISHED BOOK/CHAPTER WITH SEAL AND SIGNATURE OF THE PRINCIPAL

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1.	2022-23	National Education Policy 2020: Concerns and Challenges.	Teacher education: Context Concerns and Challenges	Dr. T.C. Thankachan	Media House, Delhi.	ISBN: 978-93-90608-63-8
2.	2022-23	National Education Policy 2020: Concerns And Challenges	School Curriculum Assessment and Pedagogy	Dr. Sunu Austin	Media House Delhi	ISBN 978-93-90608-63-8
3.	2022-23	National Education Policy 2020: Concerns and Challenges	NEP and Promotion of Indian Languages.	Dr. Lavina Dominic	Media House Delhi	ISBN 978-93-90608-63-8
4.	2022-23	National Education Policy 2020: Concerns and Challenges.	Learning Environment and Support for Students in Higher Education System	Dr. Gilu G Ettaniyil	Media House New Delhi.	ISBN 978-93-90608-63-8
5.	2022-23	National Education Policy 2020: Concern and Challenges	Education System in India & Cultural Heritage of India	Dr. Alex George	Media House Delhi, Mayur Vihar Phase 1, Delhi- 110091	ISBN: 978-93-90608-63-8
6.	2022-23	Academic Research Practices in Higher Education: Multidisciplinary Perspectives	Problem Solving Skills and Achievement in Economics at Higher Secondary Level	Dr. T.C. Thankachan	UGC-HRDC, University of Kerala, Thiruvananthapuram	ISBN: 978-81-957171-2-5.
7.	2022-23	Academic Research Practices in Higher Education: Multidisciplinary Perspectives	Family Environment and Emotional Health of Adolescents	Dr. T.C. Thankachan	UGC-HRDC, University of Kerala, Thiruvananthapuram	ISBN: 978-81-957171-2-5.
8.	2022-23	Academic Research Practices in Higher Education: Multidisciplinary Perspectives Vol.1	Film used Techniques for Effective Business Studies Classrooms	Dr. Alex George	UGC- HRDC, University of Kerala, Thiruvananthapuram.	ISBN 978-81-957171-2-5
9.	2022-23	Academic Research Practices in Higher Education: Multidisciplinary Perspectives	Financial Literacy: A Key 21 st Century Skill	Dr. Sunu Austin	edited book by Prof. (Dr.) Sajad Ibrahim K.M, published by UGC-HRDC, University of Kerala, TVM	ISBN: 978-81-957171-2-5.
10.	2022-23	Academic Research Practices in Higher Education: Multidisciplinary Perspectives	Social Skills and Pro-Social Behaviour of Higher Secondary School Students	Dr. T.C. Thankachan	UGC-HRDC, University of Kerala, Thiruvananthapuram	ISBN: 978-81-957171-2-5.




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11.	2022-23	Academic Research Practices in Higher Education: Multidisciplinary Perspectives	Effect of Gamification on Interest in Mathematics Learning	Dr. T.C. Thankachan	UGC-HRDC, University of Kerala, Thiruvananthapuram	ISBN: 978-81-957171-2-5.
12.	2022-23	Academic Research Practices in Higher Education: Multidisciplinary Perspectives	Awareness of Adolescent Girls on NIRBHAYA Project and SHE Taxi as provisions for Safety of Women	Dr. T.C. Thankachan	UGC-HRDC, University of Kerala, Thiruvananthapuram	ISBN: 978-81-957171-2-5.
13.	2022-23	Academic Research Practices in Higher Education: Multidisciplinary Perspectives	Augmented Reality Learning for Enhancing Achievement in English among Secondary School Students	Dr. T.C. Thankachan	UGC-HRDC, University of Kerala, Thiruvananthapuram	ISBN: 978-81-957171-2-5
14.	2022-23	Continuing Education and Education for All	-	Dr. T.C. Thankachan	Media House, Delhi, Pala.	ISBN 978-93-94507-01-2
15.	2022-23	Continuing Education and Education for All	-	Dr. Alex George	Media House, Delhi, Pala.	ISBN 978-93-94507-01-2
16.	2022-23	7E Learning Cycle Model-Rectification of Misconceptions	-	Dr. Sr. Beenamma Mathew	Media House. Delhi	ISBN. 978-93-90608-34-8
17.	2022-23	Cognitive Acceleration and Thinking Skills	-	Dr. Sr.Mary Thomas	Media House, Delhi.	ISBN:978-93-90608-42-3
18.	2022-23	The Picture-Word Inductive Model and Second Language Acquisition	-	Dr. Lavina Dominic	Media House, Delhi	ISBN: 978-93-90608-53-9
19.	2022-23	Electronic media use among school children psycho-physical perspectives	-	Dr. Sunil Thomas	Media house, Delhi	ISBN-978-93-94507-21-0.
20.	2022-23	Reflective Teaching: A Strategy for Developing Peace Values	-	Dr. Sunu Austin	Media House, New Delhi	ISBN 978-93-90608-65-2
21.	2022-23	Information Literacy: A Cognitive Approach	-	Dr. Gilu G Ettaniyil	Media House New Delhi.	ISBN 978-93-94507-00-5
22.	2022-23	Youth @ 75: Way Forward- Role of Teachers	Emotional Competence of Graduate Students with Special reference to Self - Awareness	Dr.T.C Thankachan	M.G University Kottayam, Kerala	ISBN: 978-93-80419-72-5



23.	2022-23	Youth @ 75: Way Forward- Role of Teachers	Life Skills of College Students with special reference to Critical thinking , Decision Making and Empathy	Dr.T.C Thankachan	M.G University Kottayam, Kerala	ISBN: 978-93-80419-72-5
24.	2022-23	Youth @ 75: Way Forward- Role of Teachers	Affective Domain Perspectives in English with special reference to Receiving and Characterization among secondary school students	Dr.T.C Thankachan	M.G University Kottayam, Kerala	ISBN: 978-93-80419-72-5
25.	2022-23	Youth @ 75: Way Forward- Role of Teachers	A study on Human Right Consciousness among Pre-Service Teachers	Dr.Alex George	M.G University Kottayam, Kerala	ISBN: 978-93-80419-72-5
26.	2022-23	Youth @ 75: Way Forward- Role of Teachers	Prosocial behavior of Professional and nonprofessional college students with special emphasis on Empathy, Volunteering and Comforting	Dr.T.C Thankachan	M.G University Kottayam, Kerala	ISBN: 978-93-80419-72-5
27.	2022-23	Youth @ 75: Way Forward- Role of Teachers	Decision Making and Achievement of students in Economics at Undergraduate level	Dr.T.C Thankachan	M.G University Kottayam, Kerala	ISBN: 978-93-80419-72-5
28.	2021 -22	St. Joseph: Theological and Biblical Analysis	Dedication in Workplace	Dr. Alex George	Yuvakshethra Publication, Ezhakkad, Palakkad	ISBN: 978-81-952569-4-5,
29.	2021-22	International Multidisciplinary Conference on Education in Normal, Neo Normal and Futuristic Normal.	Mainstreaming of Children with ADHD	Dr. Lavina Dominic	St. Joseph College of Teacher Education for Women, Ernakulam	ISBN: 978-93-92313-02-8
30.	2021-22	International Multidisciplinary Conference on Education in Normal, Neo Normal and Futuristic Normal.	Existing and Evolving Learning Barriers to Functional Inclusion	Dr.Sunu Austin	St. Joseph College of Teacher Education for Women, Ernakulam	ISBN: 978-93-92313-02-8
31.	2021-22	New Trends in Business Management	Women Empowerment: Breaking Gender Barricades with Education	Dr. Alex George	Media House Delhi, Mayur Vihar Phase 1, Delhi- 110091	ISBN: 978-93-90608-77-5,
32.	2020-21	Sustainable Development Goals: Targets and Achievements.	Sustainable Development Goals: Concerns & Targets for 2030	Dr. T.C. Thankachan	UGC-HRDC, University of Kerala, Thiruvananthapuram	ISBN: 978-93-85657-23-8.



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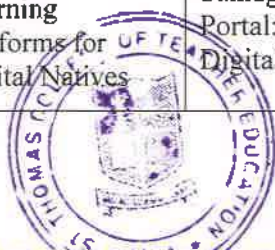

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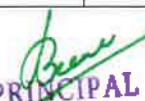


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128.	2018-2019	Teaching Learning Platforms For Digital Natives	Technology Mediated Class room to Enrich Learning Mathematics	Dr.TM Mollykutty	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education, Pala	ISBN 978-81-908006-9-3
129.	2018-2019	Teaching Learning Platforms For Digital Natives	Mobile Learning Apps: A Beneficiary Tool for Teaching – Learning Process	Dr.TM Mollykutty	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education, Pala	ISBN 978-81-908006-9-3
130.	2018-2019	Teaching Learning Platforms For Digital Natives	Blended Learning a New Approach in Education	Dr.TM Mollykutty	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education, Pala	ISBN 978-81-908006-9-3




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132.	2018-2019	Teaching Learning Platforms for Digital Natives	Digital Literacy: A vital competency for 21 st century learners	Dr.Manju Joseph	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education, Pala	ISBN 978-81-908006-9-3
133.	2018-2019	Teaching Learning Platforms for Digital Natives	Digital initiatives of successful India	Anju K.Paul	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education, Pala	ISBN 978-81-908006-9-3
134.	2018-2019	Teaching Learning Platforms for Digital Natives	Relevance and Implementation of Blended Learning in Indian Education System	Dr.Manju Joseph	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education, Pala	ISBN 978-81-908006-9-3
135.	2018-2019	Teaching Learning Platforms for Digital Natives	Digital Literacy in School: Role of Teacher	Anju K.Paul	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education, Pala	ISBN 978-81-908006-9-3
136.	2018-2019	Teaching Learning Platforms for Digital Natives	Role of Virtual Classroom in 21 st century	Dr.Manju Joseph	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education, Pala	ISBN 978-81-908006-9-3
137.	2018-2019	Teaching Learning Platforms for Digital Natives	Learning tools for the digital classrooms	Anju K.Paul	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education, Pala	ISBN: 978-81-908006-9-3
138.	2018-2019	Teaching Learning Platforms for Digital Natives	E learning ; New innovation in the digital era	Dr.Manju Joseph	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education, Pala	ISBN: 978-81-908006-9-3



139.	2018-2019	Teaching Learning Platforms for Digital Natives	Significance of Technology integration in the process of education	Dr.Manju Joseph	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education,	ISBN: 978-81-908006-9-3
140.	2018-2019	Teaching Learning Platforms for Digital Natives	Digital India- an integral part of our National development	Dr.Manju Joseph	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education, Pala	ISBN: 978-81-908006-9-3
141.	2018-2019	Teaching Learning Platforms for Digital Natives	Basic Computer Knowledge and Operational Skills among Secondary Level Teacher Trainees in the Context of Techno-Pedagogy	Anju K.Paul	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education, Pala	ISBN: 978-81-908006-9-3
142.	2018-2019	Teaching Learning Platforms for Digital Natives	Technology and electronic media use in modern era	Anju K.Paul	UGC-HRDC, University of Kerala and (SIRA) in collaboration with St. Thomas College of Teacher Education, Pala	ISBN: 978-81-908006-9-3
143.	2018-19	Exploring New Pathways of Research and Innovation in Rehabilitation of Differently Abled	Inclusive Education: making inclusion a reality	Dr.T.M.Mol lykuty	SR Publishing House, Office B-322, Upper ground, Near HDFC, Delhi- 110014	ISBN: 978-93-82884-92-7,
144.	2018-19	Exploring New Pathways of Research and Innovation in Rehabilitation of Differently Abled	Significance of Inclusive Schooling and Expected Qualities of an Inclusive Teacher	Dr.T.M.Mol lykuty	SR Publishing House, Office B-322, Upper ground, Near HDFC, Delhi- 110014	ISBN: 978-93-82884-92-7,
145.	2018-19	Exploring New Pathways of Research and Innovation in Rehabilitation of Differently Abled	Inclusive Education and Mainstreaming	Dr. Alex George	SR Publishing House, Office B-322, Upper ground, Near HDFC, Delhi- 110014	ISBN: 978-93-82884-92-7,
146.	2018-19	Exploring New Pathways of Research and Innovation in Rehabilitation of Differently Abled	A study on Dyscalculic Upper Primary School Children in Kottayam District	Dr. Manju Joseph	SR Publishing House, Office B-322, Upper ground, Near HDFC, Delhi- 110014	ISBN: 978-93-82884-92-7,




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from the face of humanity itself. The Guru of the ancient Indian education system was a spiritual leader and guide to the society and to the disciples.

Teacher Education

The term teacher education is defined in the National Council For Teacher Education Act, 1993 as *programmes of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools*. Education of teachers is not only responsible for the improvement of school education by preparing competent, committed and professionally well qualified teachers who can meet the demand of the system, but it is also a connecting link between school and higher education. The founding fathers of the Indian constitution were very particular in determining the constitutional goals of teacher education. These goals are socialism, democracy, secularism, justice, liberty, equality, fraternity, dignity of the individual, national integration, etc.

As the statutory body responsible for the coordination and maintenance of standards in teacher education, NCTE issued a Curriculum Frame Work for Quality Teacher Education in 1998 and subsequently in 2009 and in 2014. This is a comprehensive document dealing with almost all aspects of teacher education including its context, concerns and also the social philosophy of teacher education in a society which makes a synthesis between unity and diversity, freedom and compulsion, social planning and individual initiative. Its chief recommendations were:

- Increased duration and multiple models of teacher education and integrated Teacher Education Programme.
- Renovation of the theoretical and practical components of teacher education by giving new orientation to already existing programmes and adding new inputs.

Teacher Education: Context, Concerns and Challenges

Introduction

Teaching is the most divine, noble and responsible profession in the world. It is a call to serve the humanity. It is the teacher who guides the society, so s/he should have the quality of character, compassion and the quality of life than qualifications. This quality of character and compassion will definitely raise the quality and standard of education. At the same time, s/he should have the ability to face the challenges in the society, that is, the challenge of leading the society. For that we need inspiring teachers than telling, explaining and demonstrating teachers. A good teacher is like a candle who lights up the world with his vision and wisdom. The teacher can remove the darkness of ignorance from the minds of children and even



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Quality Professional Education: Agriculture, Health Care and Technical Education

Introduction

Quality professional learning identifies characteristics of professional learning that are more likely to support educators in building individual and collective capacity to meet professional performance expectations. Different professional standards provide quality performance indicators promote quality professional learning. By using these quality performance learning indicators, educators, policy makers, educational officials and other stake holders will share a common understanding regarding the feature of high quality in professional education and how to implement it and support it to the best.

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provisions of revamping the curriculum structure, assessment criteria and regulations, promises a brand-new approach to teaching and learning.

In 1986, the National Education Policy was framed and modified in 1992. Various changes during this period have taken place in our country including society's economy and the world at large. Therefore, it is necessary to change or gear up the education sector as per the demands of 21st Century, needs of the people, and the country. Pillars on which India will become a knowledge superpower will be quality innovation and research.

It is predicted that India will be the third largest economy in the world by 2030-2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economies will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The process of formulating New Education Policy by the Government had initiated via consultation process for an inclusive, participatory, and holistic approach.

Curriculum

Curriculum is a means to achieve the goals of education and they are formed according to the goals of the nation. Educational goals are decided by the philosophical, sociological, economic and technical focus of the nation. Curriculum also is framed in order to achieve these goals. *Some need a common*

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SCHOOL CURRICULUM, ASSESSMENT AND PEDAGOGY

Introduction

Education in India is poised at an interesting modulation point. On the one hand, it is set to shed an outdated model for the new National Education Policy 2020. On the other, new digital platforms of learning and innovative techniques of teaching are propelling it to global standards to create new benchmarks. The quality of human capital is the yardstick of education in any country. A well-educated generation with a high literacy rate is equipped to undertake social, economic, and political roles responsibly with an overarching aim to make of the global issues. Such is the vision embedded in NEP 2020, which, when fully implemented, promises to make education holistic and a lot more rewarding. NEP 2020, with its



indicates the government is keen to provide a regular check on the education system.

Assessment will be altered to support learner development. All examinations (including Board examinations) will test core concepts and skills, along with higher order capacities. By 2025, assessment at middle school level and above will be through adaptive computerized testing. From 2020/2021 onwards, the autonomous National Testing Agency (NTA) will administer aptitude tests and tests in various subjects, which can be taken on multiple occasions during the year. The role of assessments in education is finally getting the attention it deserves, as evidenced by the National Education Policy 2020. Its focus on assessments and board examination reform is a step in the right direction—as they play a major role in ensuring students improve academically.

NEP 2020 recognises now the need to evaluate “higher-order skills, such as analysis, critical thinking and conceptual clarity,” and hence shifting the focus of assessments from marks based to competency based. The marking system should now be different, there will be a dire need to change the questions so as they have related answers, where based on the child’s aptitude he answers and based on the answers the scores could be calculated. By emphasising the need to redesign progress cards and board exams, it encourages testing core competencies to reduce academic pressure and the need for coaching classes. It suggests introducing standardised assessments in grades 3, 5, 8 to divert the pressure from 10th and 12th exam, and to track progress at multiple stages to facilitate early course-correction.

Conclusion

The National Education Policy 2020 is a progressive policy and aims to address many growing developmental challenges of our country. The NEP is expected to put India on track to



achieve the goal of the 2030 agenda for sustainable development by ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all in the next decade. It is imperative to prioritise the initiatives and implement the NEP in a gradual manner.

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a large number of people in our country are yet to recognise it. A number of schools have been set up by the government to deliver adult education. However, the role of the government does not end here. It needs to sensitise the importance of education among the multitudes. People must recognise the need to get educated in order to feel resolute to enrol at adult education schools.

The specified objective of the policy is to achieve 100% youth and adult literacy rates by 2030 and meaningfully enlarge adult and ongoing education programs. The opportunity to attend basic literacy and gain livelihood is the essential right of any individual. Adult education must be viewed as a vital privilege for the development of the country. Overall analysis of the policy shows that the events deliberated to address this issue are sensibly formulated. It is a much-awaited step taken at right time and is also an integration of cutting-edge research and best practices paving way for a New India.

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NEP 2020 – Promotion of Indian Languages

Introduction

The National Education Policy (NEP) 2020, the first education policy of the 21st century replaces the thirty-four-year-old National Policy on Education (NPE) of 1986. Aligned to the 2030 Agenda for Sustainable Development, NEP 2020 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability. It aims at transforming India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aims at bringing out the unique capabilities of each student.

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affect the sentiments of any set of people in India as it is not the language of any group of people in the country. English is accepted both by the Hindi and non-Hindi speaking states of India. But imposing Hindi would bring about serious repercussions.

- *Several multilingual countries have included English in their school systems to promote language fluency.* If we check the history of countries like Singapore which is linguistically and ethnically diverse country like ours, we find that though they initially accepted their native language as the official language, they gradually shifted to a bilingual policy encouraging Singaporeans to be proficient in English and their respective mother tongues. This change in language policy contributed to the stellar economic growth of the country. Besides, the bilingual policy has promoted multilingualism and helped the country to preserve its indigenous languages. Malaysia is another example of a country that switched its language policy of native language as official language to that of bilingual giving English its due importance.

- *English is a global language.* No country can ignore this fact.

- The compulsion to study a third language in addition to English and first language will increase the academic burden of the students, the intervention will require the hiring of efficient teachers which may not be always possible.

- The availability of high-quality learning resources in many different languages will be challenging to develop, both in time and money.

Conclusion

Preserving and promotion of native languages is a noble aim, but this should not be confused with the development and growth of a nation and its people. Every nation should

the way for the progress and success of its citizens. Language and communication play a vital role in the development of an individual as well as a nation. Promotion of regional languages for its own sake is of no use if it does not help the common man connect with the outside world. Moreover, English in India is not a foreign language anymore. It is a secondary means of communication in a multilingual country like India. Therefore, English language must be given the due importance and incorporated right from the initial stages of education. A bilingual approach including English right from the early classes would be good. We need a language policy that paves way for the development of the nation.

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to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

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Learning Environment and Support for Students in Higher Education System

Introduction

Learning is a dynamic life long process associated with the classroom and self-directed learning environment. It plays a significant role in our day-to-day life. Every moment we are trying to learn something new about the surrounding world. The importance of learning is that it helps the individual to acquire the necessary skills. Every moment of life changes our skills, abilities, and attitudes. Development of knowledge inside and outside of every educational institution is possible only if students have specific skills for search, access and evaluate the needed information. Higher Education plays the fundamental role in the construction of knowledge society and knowledge-based economy. In a modern knowledge-based society, the



selecting their occupational choices. Also, facilitate procedures for identifying the employment opportunities and arranging interactions with potential employers; and conduct workshops and rapid courses on specific workplace skills in addition to the regular curriculum.

- **Emotional Support for Students**

Providing emotional and mental institutional support is vital for the development of students' well-being and academic excellence. So, NEP 2020 suggests that institutions ensure students' physical health and emotional wellness through their systems and processes. Also, confirm the facilities for health care, counselling services, treatment for illness or distress will be made available. Institutions must build up high-quality mentoring programmes by faculty along with peer support programmes. A formal student and faculty must be mandatory in all initiatives for helping everybody to value the practice of care and encourage conversations among all these clusters.

These initiatives must support the faculty and students to obtain warm relationships in educational settings and responses to interpersonal needs. In some cases, responses are necessitated by the mental support of the specialists, for identifying such needs and initiating suitable replies will be substantial for cultivating a supportive culture in each educational institute.

- **Financial Support for Students**

NEP 2020 suggests financial assistance for economically and financially backward students. Students will not be deprived of their further studies due to economic instability. Financial support will be given to all needy students for studying in a public HEI as stipends, boarding, lodging, etc. by an extended National Scholarship Portal. Private Institutions offer scholarships extending from 100% to 75% for at least half of their students.

Conclusion

National Education Policy 2020 proposed an extensive development and re-amping of the educational aspects in terms of structure, regulation, governance. It is necessary to make an effective and sustainable learning environment for a new higher education system that is aligned and consistent with India's traditions and values; systems with the motivating goals of 21st-century education. The modified curriculum and pedagogy will change the education system towards realistic understanding and learning how to learn in all stages. The aim will be to create holistic persons equipped with 21st-century skills. All features of curriculum and pedagogy will be reoriented and revamped to achieve these critical skills. It may be concluded that there is a need for an optimal learning environment and student support in all Higher Education Institutes.

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Social education should also offer opportunities for vocational employment. Such an education will seek to inspire them to take a keen interest in the affairs of the State, all developmental plans and allied programmes. This education will bring out the best that is in the individuals and foster habits of healthy life. Social education encourages better democratic life. Democracy is of three types- namely, savage democracy (when uneducated guide uneducated people), sham democracy (when educated lead uneducated people), and real democracy (when educated guide the educated). We want real democracy which can be achieved only through good education.

Conclusion

Education is a national agenda and is the catalytic tool that can transform the future of our children and youth. Approximately half of India's 1.2 billion people are under the age of 26, and by 2020. It is forecast to be the youngest country in the world, with a median age of 29. To reap the benefits of this demographics, our government had promised that it will implement a National Education Policy to meet the changing dynamics of the population's requirement with regards to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.

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PROBLEM SOLVING SKILLS AND ACHIEVEMENT IN ECONOMICS AT HIGHER SECONDARY LEVEL

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Introduction

The development of sound human resource is a crucial factor for the development of nation. The development of physical resource is possible by the development of human resources. The need of present day society is development of skilled man power to meet the challenges of time and requirements of nation. Digital integration is fundamental to 21st Century Education. Students are increasingly advanced users of technology. Today teachers need to be forward thinking, curious and flexible. Teachers should invite students to contribute to decision making. Teachers must create adaptable learning environment suited to different sorts of collaboration and group work

The process of globalization, rapid development of information technology and computerisation of work life demands the new requirement for modern education. The knowledge alone is not sufficient to make students succeed in the world. The world is changing and next generation will face new social, economic and environmental challenges. The relevance of routine task continues to declines whereas problem solving skills, team work and communication are becoming important in modern societies (Auter, Levy & Murnane, 2003).

Need and Significance of the Study

The study provides opportunities to improve higher order cognitive abilities to solve out academic problems arising in the class room. When children learn problem solving skills, they gain confidence to make good decisions for themselves. The effective problem solving techniques will help children to avoid conflicts in their different life situations. It can strengthen empathy among students. Problem solving skill is essential for mental readiness and academic success.



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FAMILY ENVIRONMENT AND EMOTIONAL HEALTH OF ADOLESCENTS

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Introduction

The transitional phase in our lives from childhood to adulthood is known as adolescence which occurs between ages 13 to 19. It is a time of both disorientation and discovery. (Motamedi et al, 2017) an adolescent is neither an adult nor a child, but rather a person who is midway between a bygone childhood and unrealized adulthood. He is an individual who has ceased youthful imitation but has yet to come into harmony with his new role. Hall, (2006) described adolescence as a "rebirth" since humanity's most advanced traits and civilized manners appear in this period. The transitional period can raise questions of independence and identity. They face difficult choices about academics, friendship, sexuality, gender, drugs, and alcohol. They may grapple with insecurities and feelings of being judged.

The world around us is so complex and remarkable, which makes it quite difficult to understand that's where the family comes in. Family serves as the first educational institution for every child. A family environment reflects an individual's behavior. A family environment reflects an individual's behavior. The family environment encompasses the circumstances and social climatic conditions within the family. The family environment is unique because the conditions of relationships that exist in every family are different. It helps each individual to become a complete person with individual identity. The family environment enhances the confidence of adolescence. A person's character and personality are shaped by his/her family environment, a synonym for trust, comfort, love care, happiness, and belonging.

Emotional health matters to all ages and everywhere. In human well being, emotions play an important role. Mental health and Emotional health are related to each other. The mind-body connection is a holistic approach. Emotional health is one aspect of mental health. Emotional health is positive psychological functioning, the end of thoughts, feelings, and behaviors that make up both our inner and out worlds. It is a positive state of well being that enables an individual to be able to



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B.104.

FILM USED TECHNIQUES FOR EFFECTIVE BUSINESS STUDIES CLASSROOMS

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Introduction

The rapid development of Information and Communication Technology (ICT) has resulted in a revolution over the last two decades. ICT has altered the dynamics of educational methods while also influencing how people interact and work in society. Given that education is the driving force of economic and social development in any country, it is critical to find ways to make high-quality education available, accessible, and affordable to all, while utilising cutting-edge technology. Technological devices have the potential to remove the barriers that contribute to any country's low rate of education. Many institutions operate on a limited - edition campus, with the emphasis solely on memorising text book material. These students are incapable of dealing with any real-life situations.

Everyone is aware that our school system in general provides the fundamental reading, writing, arithmetic, and science skills required to compete in the high-tech labour force of the next generation. But there is much more to life than those basic subjects for adaptive behaviour, the life skills that enable individuals to deal effectively with the demands and challenges of daily life. Individuals who will contribute to society's growth and development are being sought after. The use of films in the business classroom can foster a creative mindset that can be applied across the curriculum. Many academics have discovered that using films in the business classroom can become an essential part of the courses. This is due to the fact that films expose people to the business world, used in authentic contexts. They have also recognised that films attract learners and can boost their motivation to learn. Films serve as a link between learning skills. To maximise student learning when using film in the Business Studies classroom, instructional goals such as reasoning critical thinking, retention and understanding, self regulation, and curriculum reflection should be used. The 7E learning cycle model is a useful recommended instructional approach in science curriculum, and instructors or teachers should be encouraged to incorporate this model into their teaching in their curriculum scenario.



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FINANCIAL LITERACY: A KEY 21ST CENTURY SKILL

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Introduction

The growth of the development of any country depends on its financial system. For achieving the goal of the financial system, there is one accurate solution which is financial literacy. Financial literacy is the mix of one's acquaintance, skill, and attitude toward financial matters. It helps to make informed decisions and well-being of an individual. Financial Literacy has become vital in current scenario the reason that global financial market place has become risky and unpredictable. Financial Literacy is related to the knowledge about the basic money management. Research has been conducted worldwide for measuring the level of financial literacy. And also financial literacy survey has been conducted at country level by the governments. Most of the surveys have thrown light on their poor level of financial literacy.

Financial literacy helps in taking better saving and investment decisions, and retirement planning and protection from financial frauds. Individuals need a specific level of financial knowledge in order to their day-to-day requirements such as bank accounts, saving methods, evaluating and comparing financial products, and loan options. Financial literacy is the education and understanding of various financial areas including topics related to managing personal finance, money, and investing. People should have proper long-term investment plans for their future emergency needs. Students, on the other hand, should have strong financial literacy in personal finance in order to make investment decisions once they begin to earn. They must also manage their own medical and life insurance needs. Nowadays, the younger generation, particularly students, lacks the financial knowledge required to make sound financial decisions. They prefer to spend rather than save. Students should develop the habit of saving and investing their money in various financial instruments with the future in mind. They should also be aware of the various financial services and facilities offered by banks and financial institutions, which influence them to make sound decisions and plan a secure and better future without relying on anyone.



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B. 96

SOCIAL SKILLS AND PROSOCIAL BEHAVIOUR OF HIGHER SECONDARY SCHOOL STUDENTS

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Introduction

Adolescence is the period a child psychologically and socially transforms into a young adult. In the process of social transition, adolescents try to expand their social circles. They acquire freedom from family and begin to differentiate themselves from childhood. They spend less time with families and focus more on their peers. The changes adolescents experience in their cognitive and emotional aspects entrust them with new roles and responsibilities. Proper social relationships and social skills play a significant role in healthy psychological development, academic success, and even later life relationships.

Social Skills

Social skills are one of the important life skills for the social well-being of individuals. Social skills are the tools that enable people to communicate, learn, ask for help, get their needs met in appropriate ways, get along with others, make friends, develop healthy relationships, protect themselves, and in general, be able to interact with society harmoniously (Dowd & Tierney, 2005). Observation, active listening, problem-solving, decision-making, written and verbal communication, cooperation, relationship management, self-control, etc. are social skills an adolescent should possess to deal effectively with his environment. It helps a person to understand and adapt himself across various social settings (Rani, 2019).

Prosocial behaviour

Prosocial behaviour is a key element for developing reciprocal social relationships. Eisenberg (2006) defines Prosocial behaviour as voluntary behaviour intended to benefit another. It is particularly important during middle childhood and adolescence when there is a heightened need for social belonging, such as group



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B-105

EFFECT OF GAMIFICATION ON INTEREST IN MATHEMATICS LEARNING

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Introduction

One of the most powerful tools humanities has ever discovered is education, which helps shape young people into contributing members of society. A trusted facilitator of learning, the school, is an integral part of the community. It creates favourable conditions for learning, equipping children with the information, experience, and outlook that make for a well-rounded character. Math has a significant impact on all levels of education because it helps students think more clearly, develop their reasoning skills, and determine who they are as people. Gamification is applying typical game playing elements to other areas of activity. Using video game design and game elements in classrooms, the gamification of learning is an initiative to stimulate students' interest in education. The point is to entice students' interest and motivate them to keep studying to enjoy the process as much as possible.

Due to the benefits and thrills that inspire motivation and good attitudes toward them and facilitate positive interaction with the player, educational games offer a healthy environment that helps to grow.

Need and Significance

Mathematics plays a vital role in our daily lives. It is a subject that deals with the process of analysis, computation and other mental skills. Historically learning Mathematics and teaching has been motivated by the belief that studying Mathematics helps individuals learn, reason, and apply. The primary goal of Mathematics education is the student's involvement in discovering Mathematical ideas and formulating strategies. But in reality, many students complain that learning Mathematics is not exciting and attractive to them. To arouse and maintain the student's interest in Mathematics learning is the main problem for the teacher. They know that loss of interest is one of the principal causes of student failure. Students work most effectively in which they are genuinely interested.



AWARENESS OF ADOLESCENT GIRLS ON NIRBHAYA PROJECT AND SHE TAXI AS PROVISIONS FOR SAFETY OF WOMEN

Dr. T.C. Thankachan

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Introduction

Gender refers to the roles, responsibilities, characteristic, and behaviours that given society associates with our identities as women, girls, men boys, or non-binary people. Gender influences what is expected of each of us, the power we have in society, how we relate to others, and the norms to which we are expected to conform.

Women constitute half of the total population in India. Women being a major part of a huge population clearly reflect the need of their proper education. Still women are continuously denied equal opportunities in our society. Women education in India needs enlistment. In recent years, government has realized the importance of women education and has taken some steps in this direction but a lot of works has to be done to make each and every women of India educated and financially independent. Women's education in India has also been a major concern of both the government and civil society as educated women can play a very important role in the development of the country.

Education helps men and women claim their rights and realize their potential in economic, political and social arenas. Condition of women in India has not been historically very good. As is evident from manuscript, women did not have many rights as compared to men. Further, the women are physically weaker than men. Due to this fact also, they have been exploited. Due to such continuous unfair treatment, the social status of women has become really bad. There is no doubt that we are in the midst of a great revolution in the history of women.

Women in our society are mostly unaware of their rights because of illiteracy and the oppressive tradition. Many evils are still practiced on women such as child marriages are still in practices, dowry demands are still on rise, and women are still harassed for dowry. Malnutrition and illiteracy are growing at an alarming rate and molestation have become daily phenomenon, and more women are being treated as commodity.



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AUGMENTED REALITY LEARNING FOR ENHANCING ACHIEVEMENT IN ENGLISH AMONG SECONDARY SCHOOL STUDENTS

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Dr. T.C Thankachan

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Introduction

Creativity is possible in all areas of human activity, including the arts, science, work, play and in all other areas of daily life. All people have creative abilities and we all have them differently. Creative education involves a balance between teaching knowledge and skills and encouraging innovation. The question of children's creativity is without a doubt of extra ordinary pedagogical importance (Vygotsky, 1999). From the earliest days down to the contemporary period the successive stages in the evolution of educational history are marked with unique features in terms of educational philosophy, methodology, instructional strategies and techniques. Innovation and experimentation are an integral part of evolution of education at all stages. As Irish poet, William B. Yeats (1921) has stated, "education is not filling a bucket, but lighting a fire."

The integration of computer technology in the learning process plays a very important role in ensuring quality in the educational system. It is the responsibility of our educational system to mould tomorrow's citizens as intelligent and efficient individuals in order to cope up with the changing world situations. The older concept of education is no more relevant in meeting the challenges of the present times. The National Curriculum Framework prepared by the National Council of Educational Research and Training (NCERT) has rightly observed "The revolution in new technologies constitutes a fundamental challenge converting the information society into a knowledge society" (NCF, 2005).

Educational systems around the world are under increasing pressure to use innovative methodologies and integrate new information and communication technologies in the teaching process, to teach students the knowledge and skills they need in the 21st century. With emerging new technologies, the teaching



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CONTINUING EDUCATION AND EDUCATION FOR ALL

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2022

Continuing Education and Education for all
by Dr. Alex George & Dr. T.C. Thankachan

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EDUCATION FOR ALL

Introduction

Human existence can only be puffed up only through education. Ideally, education is the basic principle of human growth, essential for transforming the unlettered child into a mature and responsible adult. 'Education for All and Forever' has been now-a-days accepted as a motto of great implication. Education is a never ending process. Education is a social concept, philosophically evolved, psychologically developed and socially based (Devadas, 2000). It is a progression of human illumination of understanding or the achievement of useful skills.

Literacy is indispensable to compose a violence free humanity. No one can prompt aggression or infringement of regulation and order in an educated and open-minded world. Those who belong to such an illumined civilization always prefer to reconcile troubles and differences in a cultured manner, without sacrificing social synchronization and tranquility. Any contradictory practices can be solved by exercising human rights and responsibilities. A society determined by understanding and insight promotes togetherness and sustainable maturity. 'Knowledge liberates' (Dubey, 2011). The attractiveness of human life is that nobody is born literate, so all are the same by birth. But regrettably, the contrary and even repressive situations diverge or destroy their potential to become whatever they are actually competent of (Shah, 2012).



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7E Learning Cycle Model

Rectification of Misconceptions

by Dr. Sr. Beenamma Mathew

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MATHEMATICS EDUCATION

Introduction

Education is the basic need for man after food, clothing, and shelter. It is the most crucial factor in the human civilisation. It is the backbone of one's life and it adds to the essence of all our actions. What we do is what we know and have learned, either through instruction or through observation and assimilation. A country needs various kinds of manpower equipped with the necessary skills and potentialities. Education provides the nation





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Cognitive Acceleration and Thinking Skills

by Dr. Sr. Mary Thomas

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Chapter One

SCIENCE EDUCATION

Introduction

Science has been man's greatest friend since the dawn of civilization. It is a dynamic, expanding body of knowledge, covering wide domains of experience and is ultimately a social endeavor. Science, tempered with wisdom, is the surest and the only way to human welfare. This conviction provides the basic rationale for science education (National Curriculum Framework, 2005).

Science is an area in the curriculum that has always posed problems to majority of the students. Educationists, psychologists and philosophers have tried their best to develop new strategies, approaches and methods to make science education more effective. People today are faced with an increasingly fast-changing world where the most important skills are flexibility, innovation and creativity. According to NCF (2005) one of the basic criteria of validity of a science curriculum is process validity, which helps the student in



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**The Picture-Word Inductive Model and Second
Language Acquisition**

by Dr Lavina Dominic

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Chapter One

ENGLISH LANGUAGE LEARNING

Introduction

Language lights up the world for us; every language lights up the world in its own specific way (National Focus Group on Aims of Education, 2006). Learning of language has a central place in the total educational process. All teaching is in a sense language teaching. No matter what the subject area, children assimilate new concepts through language. They learn new things as they listen to and talk to, read and write about what they are learning and relate this to what they already know. Language education aims at encouraging independent thinking, free and effective expression of opinions and logical interpretation of the present and past events. It motivates learners to say things their way, nurture their natural creativity and imagination and thus make them realise their identity (National Curriculum Framework, 2005). Language is a powerful tool for the empowerment of the individual. This tool becomes still more powerful and effective in the hands

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**ELECTRONIC MEDIA USE AMONG
SCHOOL CHILDREN
Psycho-Physical Perspectives**

by **Dr. Sunil Thomas**

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Chapter One

TECHNOLOGY, LIFE STYLE AND MENTAL HEALTH

Introduction

More than ever, education today is going through many changes. New issues come up for consideration involving considerable thinking on the part of educationists formulating plans. The changing socio economic scenario of the nation demands a more careful assistance in the field of education and compels the educationists to formulate ideas concerning this. Education defines a nation's destiny. Therefore education needs to be updated according to the changes in society. Physical Education is no exception to this change that has characterized the pattern of general education.

Technology Use

The term technology comes from the Greek word "techné", which means art or skill used in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal, handle an applied input/ output relation or perform a specific function. Technology is the making, modification, usage and knowledge of tools, machines, techniques and



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Reflective Teaching
A Strategy for Developing Peace Values

by Dr. Sunu Austin

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PEACE AND PEACE EDUCATION

Introduction

Peace is a mental attitude, state of equilibrium and a style of life. To have an everlasting peace it is essential that a person develops the ability to look inward, harmonising thoughts, motives, words and actions. Peace is a goal that can only be attained through common accord and the means to achieve this unity for peace are two fold; first an immediate effort to resolve conflicts without recourse to violence- in others to prevent war- and second, a long term effort to establish a lasting peace among men (Montessori, 1949 as cited in Duckworth, 2006). Peace is the absence of violence in all forms – physical, social, psychological and structural (Reardon, 1998 as cited in Fountain, 1998). Peace, like a seed sprouts, becomes a sapling, and grows into a tree and spreads its branches all round, offering shelter and shade. It is the basic prerequisite that encompasses every aspect of human existence, is the need



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**Information Literacy:
A Cognitive Approach**

by Dr. Gilu G Ettaniyil

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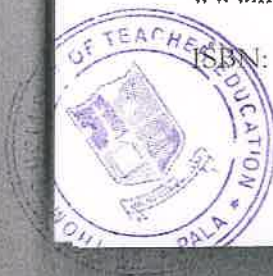
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CHAPTER ONE
INFORMATION LITERACY

Introduction

The rapidly changing digital environment has altered the traditional method of knowledge generation, storage and transmission. It increases the necessity for adapting new technologies and essential skills for acquiring authentic information from a vast array of print and digital information sources. The twenty-first century is known as the information age due to the exponential growth of information in various sources, formats and media. The access, evaluation, and use of information from these proliferated sources are one of the main characteristics of the modern era. Information is a vital resource for all the developmental activities of a nation, and it plays a crucial role in our personal, social, economic and professional activities. It is a necessary element of all human actions and is an essential constituent in the life of an individual, an institution, and the society as a whole. In the academic environment, faculty and students need a variety of information for their academic and non-academic activities. It is not possible to learn everything during the school and college days of the students.

Information is essential for the strength and perseverance



EMOTIONAL COMPETENCE OF GRADUATE STUDENTS WITH SPECIAL REFERENCE TO SELF AWARENESS

Ajitha A. A. & Dr. T.C. Thankachan

Abstract

Emotional competence helps an individual to recognise, interpret, and respond constructively to his/her own emotions and the emotions of his/her fellow beings. Understanding the self facilitates managing stress, emotional regulation, developing self-esteem, and thereby functioning effectively in society. The present study investigates the self-awareness of graduate students from a rural and urban backgrounds. A survey method was adopted for the study. Data were collected using a self-awareness scale developed by the investigator. A sample of 100 graduates from Ernakulam District was selected for the present study. The study reveals that graduate students possess self-awareness and rural and urban students do not differ in self-awareness.

Keywords: Emotional Competence, Self-awareness, Graduates, etc.

Introduction

Emotional Competence refers to the ability to recognise, understand and manage one's own emotions, as well as the emotions of others. According to Daniel Goleman Emotional Competence is the learned ability grounded in emotional intelligence. It involves having the skills and knowledge to effectively express and regulate emotions in a given situation, as well as being able to use emotions to guide thought and behaviour.

Self-awareness is personal competence, as it involves being aware of one's own emotions, strengths, limitations, and values. It is the capacity to recognize oneself as an individual separate from others. Daniel Goleman identified self-awareness as being made up of emotional awareness, accurate self-assessment, and self-confidence. Emotional awareness helps to recognize one's emotions and their effects, accurate self-assessment enables one to know the strengths and limits and self-confidence makes sure about one's self-worth and capabilities. Self-awareness allows individuals to communicate more effectively by helping them to understand their own emotions and the emotions of others. This can lead to more positive interactions and fewer misunderstandings. Self-aware individuals can make better decisions by taking to account their thoughts, emotions, and values. This can lead to more satisfying outcomes and a greater sense of personal fulfillment. Self-awareness increases self-confidence.

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LIFE SKILLS OF COLLEGE STUDENTS WITH SPECIAL REFERENCE TO CRITICAL THINKING, DECISION MAKING AND EMPATHY

Bincy Xavier & Dr. T.C. Thankachan

Abstract

Life skills are the qualities used in managing personal and work-related difficulties. Life skills help individual to live healthy and productive life. It empowers the youth to act responsibly in society and help the individual to think critically, take the right decision and behave empathetically. The purpose of this study is to assess the life skills of college students, particularly their critical thinking, decision-making, and empathy. The study samplerandomly selected 130 students studying in two colleges in Kottayam District. The modified Life Skills Measurement Tool (LSMT) developed by UNICEF(2020) was used for the study. The items were prepared based on life situations. The results show that both male and female students have an average level of life skills concerning critical thinking, decision making and empathy. Furthermore, there is no significant difference between male and female students having life skills. According to the study, it is explored that college students have life skills with special reference to critical thinking, decision making and empathy.

Keywords: Life Skills, Critical Thinking, Decision Making, Empathy

Introduction

The youth are the backbone of the society, and they determine the future of the society. Due to the influence on society, they have a significant role in the family, communities, and country(Shoiab, 2020). They possess such physical and mental potential that they are regarded as society's most valuable and powerful figures. Even so, most of them struggle to effectively use their abilities because they lack the appropriate guidance, support, and drive. Many young people are misdirected and become involved in criminal activities, which worsens societal issues. Our children are being drained of their physical and mental strength by these vices, which motivates them to engage in dangerous activities with far-reaching consequences for the entire community. Life skills assist individuals in managing the challenges of daily life and develop into healthy, creative, and responsible persons. Life skills are necessary for

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AFFECTIVE DOMAIN PERSPECTIVES IN ENGLISH WITH SPECIAL REFERENCE TO RECEIVING AND CHARACTERIZATION AMONG SECONDARY SCHOOL STUDENTS

Deviprasad A & Dr. T C Thankachan

ABSTRACT

Attitudes and values are considered an important components of learning at secondary level, but resources and education programs typically emphasize cognitive gains in the design of instructional activities and subsequent assessments. This study suggests that greater consideration of affective learning outcomes should be more explicitly considered to better achieve learning goals. This study presents the results of an investigation of the secondary school student's perception, specifically in the context of the affective domain. This study was conducted to examine how the learning opportunities and instructional designs in English influenced the learners, with special reference to the affective domain components such as receiving and characterization. Affective Variable denotes psychosomatic traits or characteristics that relate to emotion produced by insight and way of thinking. It also defines the complexity and salience of interpersonal and intrapersonal traits for ideas, attitudes, feelings and behavior (Craighead, 2004). The investigator selected survey method for finding the levels. The population of the study was the students of Standard IX studying in the schools following the curriculum designed by Board of Secondary Education Kerala State. The sample considered of 100 students of Standard IX from an aided school in Kottayam District. The present study adopted Rating scale (Scale on Receiving and Characterization) as the tool for the study. As a result the investigation finds that skills could subsequently be applied to many other areas of student learning, thus helping them to consolidate and integrate their knowledge base. From this study it identified that teachers need to have a deeper understanding about the theoretical aspects and its implications of affective variables in classroom activities in English.

Keywords: Affective Domain, Receiving, Characterization, Secondary level

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A STUDY ON HUMAN RIGHT CONSCIOUSNESS AMONG PRE-SERVICE TEACHERS

Dr. Alex George & Ms NeenumDittu

Abstract

Human rights are a product of a philosophical debate that has raged for over two thousand years within the European societies and their colonial descendants. Human rights are vital for all round development of Individuals. The constitution of India makes provisions for basic rights also known as Fundamental Rights for its citizens as well as for aliens. The Supreme Court of India is the guarantor of the rights according to the constitution. Fundamental Rights in India recognize certain civil rights. The Supreme Court of India recognizes fundamental Right as natural right. In Indian constitution the fundamental rights are defined as the basic human rights of all citizens. These rights are defined in Part III of the Constitution regardless of race, place of birth religion, caste, creed or sex. The word consciousness means the quality of state of being aware especially of something within oneself. It is the state or fact being conscious of an external object, state of or fact. Here investigator deeply analyse the human right consciousness among students in Pre-Service teachers .Human rights consciousness is need to understand the components of human rights and help people to achieve their rights which are violating in the society. Human Rights education consists of all learning that a contributes to the development of knowledge skills and values of human rights. Also it a provides with the ability to make societal change and to increase their control of their own lives and decision that affect them. Survey method was used to collect data from 150 Pre-service teachers. Suitable analyses have been used to satisfy the objectives of the study.

Keywords: Human rights, Consciousness, Constitution, Pre-Service teachers

Introduction

Education is one of the most important factor for the growth of a nation. Education is means to an end. It is not just a ritual, and is never ending process of Inner growth and development. According to Chanakya (Arthashastra). Education means the training for the country & love for the nation". By the words of Shankaracharya (Advaita Vedanta); "Education is realization of self". According to Mahatma Gandhi, our father of the nation; "By education I mean an all round drawing of the best in child and man in body, mind and spirit".

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PROSOCIAL BEHAVIOUR OF PROFESSIONAL AND NONPROFESSIONAL COLLEGE STUDENTS WITH SPECIAL EMPHASIS ON EMPATHY, VOLUNTEERING AND COMFORTING

Rajini Alex & Dr. T. C. Thankachan

Abstract

The actual strength of a nation rests on the empowerment of its youth. Life skills empower an individual to build foundation for healthy relationships and the smooth functioning of the society. Prosocial behaviour characterised by the concern for rights, feelings and welfare of other people enrich and bring a sense of meaning in our relations. The present study deals with Empathy, Volunteering and Comforting of Professional and Nonprofessional College Students in relation to their Prosocial Behaviour. A survey was conducted with a sample of 220 students of Professional and Nonprofessional college students. Data were collected using Prosocial Behaviour Scale developed by the investigator with special emphasis on Comforting, Empathy and Volunteering. The results of the investigation showed that there were differences among Professional and Nonprofessional college students in Comforting, Empathy and Volunteering. Professional college students excel more than Nonprofessional college students and also there were no gender differences found among Professional and Nonprofessional college students with respect to Empathy, Volunteering and Comforting.

Keywords: Comforting, Empathy, Volunteering, Professional and Nonprofessional college students, etc.

Introduction

Youth is a period filled with vigour and energy that enables one to function independently. A young adult needs to equip himself with certain skills to adapt to his environment, to deal effectively with his fellow beings, and to develop a positive attitude towards oneself and others. Life skills are those competencies that help people in functioning well in their day-to-day life. Prosocial behaviour as an important Life skill helps an individual to understand how to get on with others. It promotes positive interactions, build relationships, feel connected and builds an essential foundation for future competencies such as collaboration and self-awareness.

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DECISION MAKING AND ACHIEVEMENT OF STUDENTS IN ECONOMICS AT UNDERGRADUATE LEVEL.

Suja K K & Dr.T.C.Thankachan

ABSTRACT

Decision making is a process of identifying and selecting among possible solutions to a problem according to the demand of the situations (Taal De Carvalho,1997). The investigator assessed the decision making skills in terms of quality, efforts, and speed. For testing these skills, the investigator used self made decision making test. The present study aims to find out the relationship between decision making skill and achievement of students at undergraduate level. The investigator adopted the survey method to study the problem. Total sample consist of 50 Undergraduate level students. Random Sampling technique was adopted for selecting the sample. The investigator used a self-made decision making test in Economics and achievement test prepared and scored by the class teacher for collecting data. The statistical techniques such as measures of central tendency, standard deviation, t test, and correlation were applied to test the result. The interpretations were drawn on the basis of findings. The decision making skills of students in Economics at undergraduate level was found average, and there was a positive correlation between decision making skills and achievement in Economics.

Introduction

We face many problem situations in our day to day life. Each situations have many possibilities /alternatives. The process of collecting information about relevant alternatives and making the most appropriate selection is Decision making. Problem solving skills and decision making are important skills for an effective teaching and learning environment. Problem solving is an analytical process. It describes possible solutions to situations. Making decision is a part of problem solving process.

Decision making and solving problems require attention, setting goals, finding or designing suitable course of action, and evaluating and choosing among alternative actions(Simon,1986).

The aim of this investigations was to examine the relationship between Decision making ability and achievement of undergraduate level students .In the light of this aim the following research questions were sought:

1. What is the level of decision making and achievement of undergraduate students.
2. Do undergraduate level student's decision making ability and achievement differ significantly in terms of gender.
3. Is there a significant relationship between decision making ability and achievement of undergraduate level students.

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12. തൊഴിൽ മേഖലയിലെ സമർപ്പണം

-ഡോ. അലക്സ് ജോർജ്ജ് കാവുകാട്ട്

ആഗോള കത്തോലിക്കസഭ 2020 ഡിസംബർ 8 മുതൽ 2021 ഡിസംബർ 8 വരെ വി. യു. സേപ്പിതാവിന്റെ വർഷമായി ആചരിക്കുകയാണ്. വാഴ്ത്തപ്പെട്ട 9-ാം പിയൂസ് പാപ്പ വി. യു. സേപ്പിതാവിനെ കത്തോലിക്കാസഭയുടെ രക്ഷാധികാരിയായി പ്രഖ്യാപിച്ചതിന്റെ 150-ാം വാർഷികത്തോടനുബന്ധിച്ചാണ് ഫ്രാൻസിസ് പാപ്പ ഈ വർഷാചരണം പ്രഖ്യാപിച്ചത്. 'പിതൃഹൃദയത്തോടെ' എന്ന അപ്പസ്തോലിക ലേഖനത്തിന്റെ ആറാം അധ്യായമായി 'തൊഴിൽ ചെയ്യുന്ന ഒരു പിതാവ്' എന്ന ലേഖനം മാതൃകാതൊഴിലാളിയായ വി. യു. സേപ്പിതാവിനെക്കുറിച്ച് ചേർത്തിട്ടുണ്ട്. തൊഴിൽ മേഖലകൾ വലിയ വെല്ലുവിളികൾ നേരിടുന്ന ഈ ആധുനിക കാലഘട്ടത്തിൽ യുവാക്കളും മുതിർന്നവരുമായ ആരുംതന്നെ തൊഴിലില്ലാത്ത അവസ്ഥയിൽ കഷ്ടപ്പെടാതിരിക്കാൻ തൊഴിലാളികളുടെ മധ്യസ്ഥനായ വി. യു. സേപ്പിതാവിന്റെ മാധ്യസ്ഥം യാചിക്കാൻ ഫ്രാൻസിസ് പാപ്പ ഈ ലേഖനത്തിലൂടെ മാർഗ്ഗദർശനം നൽകുന്നു.

ആഗോള തൊഴിലാളി ദിനമായ മെയ് ഒന്നിനാണ് തിരുസഭ തൊഴിലാളികളുടെ മധ്യസ്ഥനായ വി. യു. സേപ്പിതാവിന്റെ തിരുനാൾ ആചരിക്കുന്നത്. 1955 മെയ് 1-ന് പന്ത്രണ്ടാം പിയൂസ് പാപ്പായാണ് വി. യു. സേപ്പിതാവിനെ തൊഴിലാളികളുടെ മധ്യസ്ഥനായി പ്രഖ്യാപിച്ചത്. സത്യത്തിനായി ധീരമായി നിലകൊണ്ടവനും നീതിമാനായ

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MAINSTREAMING OF CHILDREN WITH ADHD

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ABSTRACT

Inclusive education is the need of the hour. It envisages a classroom of multiplicity and guarantees chances for groups who have traditionally been marginalized. It not only provides platform for the children with disabilities but also for speakers of minority languages too. The main aim of inclusive education is mainstreaming. UNESCO defines "inclusive education as the process of reinforcing the capacity of education systems to welcome and reach out all learners". Inclusive classroom contains pupils who require special care and attention. There are nine types of exceptional learners. They are creative learners, gifted, underachievers, slow learners, mentally challenged, learning disabled, physically disabled, socially and culturally disadvantaged and delinquent children. ADHD (attention deficit hyperactivity disorder) is one of the most common mental disorders affecting children. ADHD also affects many adults. Symptoms of ADHD are inattention (not being able to keep focus), hyperactivity (excess movement that is not fitting to the setting) and impulsivity (hasty acts that occur in the moment without thought). We should be able to meet the needs of all the children in the classroom and pave the way for a positive social climate of the classroom.

This paper tries to present the main struggles of children with ADHD (Attention deficit hyperactivity disorder). The paper also highlights the importance of creating a positive inclusive classroom climate for these children. It is high time to think of mainstreaming these children. There should not be any marginalization. We should support the special children; just love them and care them.

Key words: Inclusive education, exceptional learners, mainstreaming and ADHD.

INTRODUCTION

We all are born with a purpose to fulfill in this world. Hence, we are blessed with certain unique potentials or abilities that differ from each other in various ways. These various abilities in each man make us unique and it is impossible to imitate another person. The average person or people with unique potentials differ in their Intelligence Quotient (IQ). An average IQ of normal people varies from 85-110. People with IQ above this range are categorized as Genius, gifted children etc. Surely, the above-mentioned people can contribute too many inventions and discoveries. However, there are children born with IQ less than or very less than the above said range, they come under many categories like mentally retarded which again is classified as mild, moderate, and severe, learning disability etc.

A Classroom is a place of multiplicity that moulds the future generations. Children in the classroom differ from one another in their own ways. Each child is unique. There are children who



EXISTING AND EVOLVING LEARNING BARRIERS TO FUNCTIONAL INCLUSION

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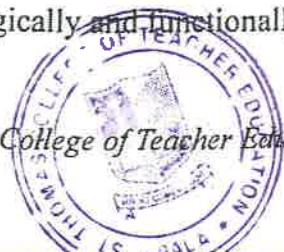
ABSTRACT

Learning is a continuous and comprehensive process that enhances the learners. Education and its learning itself are evolving and improving. Thus, learning has existing as well as emerging barriers. The study spread light on providing inclusive education, involving the differently-abled students and the weaker sessions of society. Inclusive education can be achieved with the involvement of differently-abled students, which can be obtained by implementing a curriculum that encompasses the significance of learning materials, technological environment, enlightened teachers, and peer group learning strategies. Inclusive education can only be obtained after solving the learning barriers of differently-abled students. Modes of communication during the covid pandemic have changed the learning methodologies which created a sudden switch that affected the learning methods. This has also affected the emotional stability of the learners. Studies show that stress and anxiety among the students have increased as compared to the pre-covid era. The key role of teachers has shifted from providers to mentors. Teachers monitoring the mental and physical health of students will help them overcome this learning barrier. Since family is a social group that evolves together physically, mentally, emotionally, financially, and culturally, any drawbacks in these areas affect the functioning of the family which directly affects the learning of the students. Language is supposed to be taught efficiently from the pre-primary classes. If not learned properly, this affects the whole future learning of the students. Proper communication is the key to learning. Other than all of these, the cultural disparity is very common in India since we practice different cultures. Students hailing from different cultural scenarios find it difficult to cope with students from cultural diversity. Enriching the skills of teachers, improvising curriculum, empowering and enhancing the technical skills are few among the main aspects that ensure the enactment of inclusive education. Along with that the health condition of students, the inefficiency of teachers, and previous learning barriers affect the students. Barriers can be eliminated with the effective involvement of teachers, parents, and the students themselves. Mindfulness, proper communication, and efficient interaction with the students will hopefully lessen the barriers to learning.

Keywords: Inclusive education, Differently-abled students, Mainstreaming, Covid pandemic, Emotional barriers, Language barriers, Cultural diversity, Communication and Previous learning barriers.

INTRODUCTION

India is awaiting a much progressive and effective inclusive education, recently after the National Education Policy (NEP 2020). Inclusion, by the word itself, says that education need not be compartmentalized, rather it can follow multilevel teaching strategies to include the involvement of differently-abled students. Inclusiveness shouldn't just be in words, but we have to practice it psychologically and functionally. Studies made by N. Janardhana, D. Muralidhar, D. M. Naidu, I.



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Women Empowerment- Breaking Gender Barricades with Education

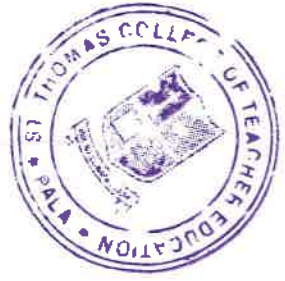
Densy John & Dr. Alex George

"To awaken the people, it is the women who must be awakened. Once she is on the move, the family moves, the village moves, the nation moves."

- Pt. Jawaharlal Nehru

Introduction

One of the most difficult tasks in this world is to define a woman. From the socio-cultural conventions and stereotypes, we can assume that they give her a fluid nature. The vital attrib-



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SUSTAINABLE DEVELOPMENT GOALS: CONCERNS AND TARGETS FOR 2030

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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

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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, 1966; 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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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 (Kochari 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

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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 teaching-learning 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



CONTINUING EDUCATION PROGRAMMES AND EDUCATION FOR
ALL IN KERALA STATEDr Alex George*Assistant Professor of Education, St. Thomas College of Teacher Education, Pala, Kerala*Dr T.C. Thankachan*Associate Professor (Research Guide), St. Thomas College of Teacher Education, Pala, Kerala*

Introduction

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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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TECHNO-PEDAGOGICAL SKILLS AND COGNITIVE CORRELATES (I) STUDENT TEACHERS AT SECONDARY LEVEL

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Introduction

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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

"Mental 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 Jainabdeen 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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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

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GLOBAL INDIAN LEGACIES

VOLUME I

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**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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PRACTICAL USAGE GUIDE

Dr. Joseph Varghese
Dr. J. Clement Sudhahar
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A HANDSHAKE WITH SPSS: PRACTICAL USAGE GUIDE

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

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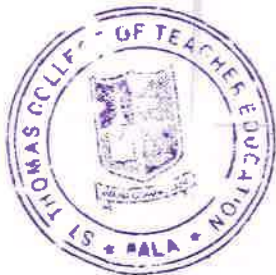
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AN ATROCIOUS REMINDER OF THE CATASTROPHE: AN ECO-
CRITICAL READING OF SACHIDANANDAN'S *HIROSHIMA*
REMEMBERED AND GOLDING'S *LORD OF THE FLIES*

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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

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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



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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).



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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)



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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

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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

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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. The 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

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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

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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,

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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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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, shipping 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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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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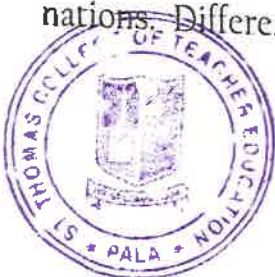
Introduction

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




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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 cause 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

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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

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**DISASTER MANAGEMENT: ROLE OF TEACHERS AND STUDENTS IN
REDUCING THE EFFECT****Jithu K K***M.Ed. Scholar, St. Thomas College of Teacher Education, Pala, Kerala.***Dr. Manju Joseph***Assist. Professor, St. Thomas College of Teacher Education, Pala, Kerala.***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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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 allover 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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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 easy 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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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 INDIAN
STRATEGY TO CONFRONT MISCONCEPTIONS**

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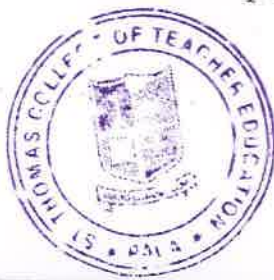
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Introduction

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 frameworks 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

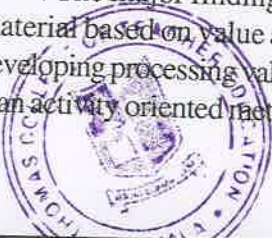
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Abstract

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 c-



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 Jainabdeen 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.

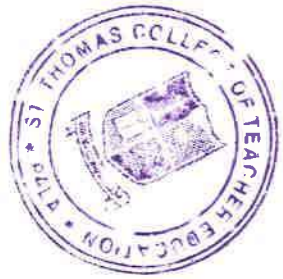
"Education is an endless journey through knowledge and enlightenment". A real education is one that enhances the dignity of a human being and increases his self respect. The most important part of education is to inculcate in the students the spirit of "we can do it."

"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 Johnny
Jincy Johnny
Dr Alex George



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Chapter-18

Value Analysis: A Comprehensive Model for Valuing and Socio-Emotional Conflict Resolution

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Introduction

Education transmits culture, heritage, value system, knowledge and skills from one generation to another. Education is a process of preservation and transmission of values to help the learner lead a meaningful life. A person's commitment, values, processing abilities, preferences, concern and devotion count a lot in making him or her an efficient human being. The fabric of human society is woven with value based social interactions. The practice of education based on values and value system help people survive in today's corporate social life.

UNESCO Report entitled: *Learning to be: The World of Education: Today and Tomorrow* (1972), stated 'education is an enterprise of universal dimensions, huge and far-reaching, implicit in which are aims which have universal applications, and there has to be a search for balance among the various intellectual, ethical, emotional and physical components of personality and in a positive perception of mankind's historic fate'. Education in values is founded on humanistic philosophy of education which aims at the overall development of the human being as an individual and as a member of the society. Values, habits and attitudes are acquired through imitation, emulation, intentional instruction and guided learning during the course of child's development but their emphasis may vary with different stages and cultures.

A value has three aspects: a cognitive or thinking aspect, an affective or emotional aspect and a psychomotor or doing aspect. Certainly, a value entails cognition, for a value is centrally a belief in the desirability or lack of desirability of the focus of the value. It does not seem controversial to argue that values also entail emotion. As a verb, valuing refers to caring about something and feeling that it is important. As a noun, a value entails a feeling



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PROBLEMS OF WOMEN AND GIRL CHILD IN THE SOCIETY

Dr. (Sr.) Beenamma Mathew,

*Assistant Professor, St. Thomas college of Teacher Education, Pala, Kerala.***Introduction***"You can tell the condition of nation by looking at the status of its women"**Jawaharlal Nehru*

The status of women, in any given society, is indicative of it and standards of culture and civilization. Swami Vivekananda has said, 'That country and that nation which did not respect woman have never become great, nor will ever be in future'. The liberty enjoyed by women to move about and take part in public life, is the yardstick to measure the progress of that society. Mahatma Gandhi was a great humanist and an ardent advocate of freedom of women and equal status for woman and man. Hence in the study of the 'Social Philosophy of Mahatma Gandhi', it is of great significance to discuss the status of woman and Mahatma's views on the subject.

When we glance at the population chart of any country in the world, we see that women constitute almost 50 per cent of the total population. Therefore, we can say that women constitute half of the mankind (not womankind !). In spite of this fact, their status everywhere has always been inferior to that of man. In some societies women enjoyed better status as compared to their counterparts in other societies, but never, ever equal to that of men in their own society. Women have always been subjected to inequality, discrimination, exploitation, subjugation and in many cases inhuman treatment at the hands of men.

Earlier women were facing problems like child marriage, sati pratha, parda pratha, restriction to widow remarriage, widows exploitation, devadasi system, etc. Crimes against women appear to be a pever-ending problem. This problem has been growing more and more acute in India during the recent years. Women are continuously facing many problems even after having self-confidence, individuality, self-respect, personality, capacity, talent, and efficiency more than men. Crimes against women include violence against women, rape, molestation, dowry harassment, wife-battering, kidnapping female children to sell to brothels, deliberate embarrassment, forcible religious conversion, cheating young women with a promise to marry them or fetch them a job and various types of sexual harassment at their work place and abuse of women including eve-teasing.



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NATIONAL MISSION FOR EMPOWERMENT OF WOMEN (NMEW)

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The National Mission for Empowerment of Women (NMEW) was launched by the Government of India (GOI) on International Women's Day in 2010 with the aim to strengthen overall processes that promote all-round development of women. It has the mandate to strengthen the inter-sector convergence; facilitate the process of coordinating all the women's welfare and socio-economic development programs across Ministries and Departments. The Mission aims to provide a single window service for all programmes run by the Government for Women under agencies of various Central Ministries. The National Resource Centre for Women has been set up which functions as a National Convergence Centre for all schemes and programmes for women. It acts as a central repository of knowledge, information, research and data on all gender related issues and is the main body servicing the National and State Mission Authority.

Aims and Objectives

NMEW aims to achieve gender equality, and gender justice and holistic development of women through inter-sectoral convergence of programmes relating to women, forging synergy between various stakeholders and creating an enabling environment conducive to social change. The major concerns of the National Mission for Empowerment of Women are:-

- Access to health, drinking water, sanitation and hygiene facilities for women
- Coverage of all girls especially those belonging to vulnerable groups in schools from primary to class 12
- Higher and Professional education for girls/women
- Skill development, Micro credit, Vocational Training, Entrepreneurship, SHG development
- Gender sensitization and dissemination of information
- Taking steps to prevent crime against women and taking steps for a safe environment for women



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DEMOCRACY AND WOMEN VOICES

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INTRODUCTION

"Development without democracy is improbable. Democracy without women is impossible." - *Madeleine K. Albright*

Democracy is a political system that has been adopted by most governments worldwide as the best form of government. It is a method for making collective decisions in which everyone has equal right to play a role. Right to equality, right to freedom and right against exploitation are some of its basic principles. Right to equality ensures equal rights for all the citizens and prohibits inequality on the basis of caste, religion, place of birth, race, or gender. Right to freedom provides us with various rights and Right against Exploitation condemns human trafficking, for the purpose of forced labour, sexual slavery, or commercial sexual exploitation.

But it is a miserable truth that many of the countries which follow democracy has no effective powers to prevent its own members from violating its core values of respect for democracy, fundamental rights, and the rule of law. Defilements exist in every part of the world. Violence against women is a violation of women's fundamental human rights. There are several national and international human rights agreements to prevent and respond to violence against women, and there has been some progress.

The key to ending violence against women is transforming traditional gender roles and power relations, changing the attitudes and beliefs and creation of an environment for women where they can make decisions of their own for their personal benefits as well as for the society. This paper overlooks the significance of women voices, in what all ways and how much, democracy allows women leaders, women activists and women empowerment programmes to raise their voices to create such an environment and also the barriers to overcome for attaining the goal.

IMPORTANCE OF WOMEN'S VOICES IN SOCIETIES

Entire nations, businesses, communities and groups can benefit from women's voices. Active participation of women is a necessity for the very development of a society, since it enhances both the quality and the quantity of human resources available for development. Hence women's empowerment and achieving gender equality is essential for our society to ensure the development of the country. Without the equal inclusion of



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MATERNAL MORTALITY RATES (MMR) & INFANT MORTALITY RATES (IMR)

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INTRODUCTION

Women are at the heart of most societies. Regardless of whether they are working or not, mothers are very influential people in children's lives. Education is one of the most critical areas of empowerment for women. An educated woman has the skills, information and self-confidence that she needs to be a better parent, worker and citizen.. Educating girls is one of the most important investments that any country can make in its own future. Education has a profound effect on girls' and women's ability to claim other rights and achieve status in society, such as economic independence and political representation. An educated woman will also be more productive at work -- and better paid. Indeed, the dividend for educational investment is often higher for women than men.

Educating girls helps to make communities and societies healthier, wealthier and safer, and can also help to reduce child deaths, improve maternal health and tackle the spread of HIV and AIDS. Women's health matters not only to women themselves. It is also crucial to the health of the children they will bear. This underlines an important point: paying due attention to the health of girls and women today is an investment not just for the present but also for future generations. This implies addressing the underlying social and economic determinants of women's health -- including education, which directly benefits women and is important for the survival, growth and development of their children. Rising levels of education improve women's productivity in the home which in turn can increase family health, child survival, and the investment in children's human capital. The social benefits from women's education range from fostering economic growth to extending the average life expectancy in the population, to improving the functioning of political processes

Infant Mortality Rate (IMR)

Infant mortality rate refers to the measurement of mortality in the first year of life and is computed by (relating) the number of deaths under one year of age divided by 1000 live births in a given year. There are many reasons for this, and it relates to the reasons for mortality. In areas of poverty or just an overall less financially well situation, one might expect mortality to be heavily influenced by;



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SAMAGRA e RESOURCE PORTAL: A LEAP INTO DIGITAL AGE

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"Be the change that you wish to see in the world", said Mahatma Gandhi. This computer era is witnessing the greatest change ever seen in the world. Hard work is not enough to achieve the aims, need to smart while executing the work. A human being develops smartness at different stages of life, which we call experience. Smart classes cannot guarantee to make a kid smart, but it give a better and dynamic ambience to the students to learn in a smart way. The concept of smart classroom education is a blessing to the students of 21st century. Technology is changing the way life functions. The state education department has added one more golden page its book of excellence and service. KITE (Kerala Infrastructural and Technology for Education) was set up by the state government to promote and implement modernization of educational institutions.

Kerala Infrastructure and Technology for Education (KITE): Kerala Infrastructure and Technology for Education (KITE), formerly IT@School Project, was formed in 2001-02 to fuel ICT enabled education in the schools in the State. IT@School was transformed in to KITE in August 2017.

KITE is the first SPV (Special Purpose Vehicle) Company of the Education Department of the State. KITE also became the first SPV to get funded by Kerala Infrastructure And Investment Fund Board (KIIFB), the apex body for monitoring all the projects envisaged by the Govt. The hitherto scope of General Education Sector has now been extended further with KITE being positioned to fuel ICT support to Higher Education sector also including Arts & Science, Engineering colleges and Universities.

IT@School was formed in 2001, as a Project under General Education Department, to inculcate IT activities in Higher School sections in the State. The first breakthrough of IT@School came in 2005 when Information Technology was made a compulsory subject in Std 10. The launch of EDUSAT operations and broadband connectivity to schools commenced since then, the VICTERS channel operated by IT@School was the first Complete Educational Channel in the

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INFLUENCE OF SOCIAL NETWORKING SITES AMONG TEACHER TRAINEES IN THE CONTEXT OF COLLABORATIVE LEARNING

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Introduction

Social media offer new ways for academics to use the internet to communicate and share information. Learners can share what they have designed and also interact with other learners who may further build on their creation, duly acknowledging the source. Social media offers the possibility of better forms of assessment of deep understanding. The key point here is that social media offers all the three pillars of self motivation-autonomy (learners can independently take initiative), mastery (through multiple representations and multiple performances of understanding) and purpose (learners can apply their knowledge and skills to a cause that appeals to them) and can take learner from being extrinsically motivated to being intrinsically motivated to learn and perform. Social media is a platform for interactions, conversations, searching, creating and sharing. It includes the ability and the facility to discuss, create, cooperate on, share and modify information in text, image, audio and video forms among users of social networking websites such as WhatsApp, Face book, Twitter, Flickr, You Tube, LinkedIn, Pinterest, My Space and a host of other similar sites.

Social Networking Sites

Social Networking Sites are internet based communication and deals with interactions between people using online mode. These types of interactions are made possible if they have similar interest and information for sharing. SNS permits free flow of communication, leading to new and varied information. Such interactions enable better input of ideas, discussions and relevant contributions to the queries asked in the forum. It permeates beyond structural boundaries and reaches out to build rich data base thus improving networking among the clients. It targets a wide audience from different fields like education, entertainment, business, governmental organization, Non-Governmental Organizations, scientific communities and social groups.

Social Networking has become one of the most important parts of our daily life as it enables us to communicate with a lot of people. Social Networking

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**BASIC COMPUTER KNOWLEDGE AND OPERATIONAL SKILLS AMONG
SECONDARY LEVEL TEACHER TRAINEES IN THE CONTEXT OF
TECHNO-PEDAGOGY**

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Introduction

Teacher is called as an architect and nation builder who leads their students from the darkness of ignorance to the light of knowledge. The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage (NCTE, 1998). The quality of teachers is a key predictor of students learning (Ololube, 2005). Therefore, teacher education to produce teachers of high quality is of utmost importance. The knowledge of ICT and skills to use ICT in teaching and learning process has gained enormous importance for today's teachers.

Teachers must understand their role in technologically-oriented classrooms. Merely introducing technology to the educational process is not enough but one must ensure technological integration since technology by itself will not lead to change. Rather, it is the way in which teachers integrate technology that has the potential to bring change in the education process. ICTs have qualitatively and quantitatively impacted on teaching, learning and research through teacher education. Teachers need training not only in computer literacy but also in the application of various kinds of educational software to teaching and learning. Thus, in the present era of technology, it becomes essential to every teacher should know the basic computer knowledge, operational skills, pedagogy and subject area content effectively in their daily classroom teaching. Furthermore, there is a need to learn how to integrate ICT's into classroom activities.

Technology in Education with special reference to Teacher Education

Teacher education institutions may either assume a leadership role in the transformation of education and rapid technological changes. For education to reap the full benefits of ICTs in learning, it is essential that pre-service and in-service teachers have basic ICT skills and competencies. The Secondary Teacher Education Programme gives practice to the prospective teachers.

Information and technology is popularly using in educational field for making teaching learning process successful and interesting for students and



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OPPORTUNITIES AND CHALLENGES OF TECHNOLOGY MEDIATED MATHEMATICS CLASSROOMS

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INTRODUCTION

"Strategic use of technology in the teaching and learning of mathematics is the use of digital and physical tools by students and teachers in thoughtfully designed ways and at carefully determined times so that the capabilities of the technology enhance how students and educators learn, experience, communicate, and do mathematics. Technology must be used in this way in all classrooms to support all student's learning of mathematical concepts and procedures, including those that students eventually employ without the aid of technology. Strategic uses support effective teaching practices and are consistent with research in teaching and learning" (National Council of Teachers of mathematics (NCTM,2011).

Technology has penetrated all spheres of our life today and the field of education is no exception. In fact, the impact of technology and various media on education has been so impressive that the teacher is no longer the sole provider of information. This signifies a paradigm shift in the method of teaching as the teacher is taking over the role of a guide and facilitator in the self-directed, technology-aided learning. The introduction of technological resources into mathematics classroom promises to create opportunities for enhancing student's learning through active engagement with mathematical ideas. With the evolution of technologies such as cloud, virtual data centres and interactive white boards, there is huge potential for technology to be integrated with the mathematics education.

NEED AND SIGNIFICANCE OF THE STUDY

Technology can enhance the learning process and make concepts come alive through engaging and interactive media. Use of digital technologies in mathematics education has the capacity to open up diverse pathways for students and teachers to construct and engage with mathematical knowledge, embedding the subject in authentic contexts. It can facilitate an emphasis on practical applications of mathematics, through modelling, visualisation, manipulation and more complex scenario. The new ways of teaching and learning are underpinned by constructivist theories of learning and constitute a shift from a teacher-centred

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DIGITAL TECHNOLOGIES IN MATHEMATICS EDUCATION

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Introduction

Education may be defined as a systematic process of determining the extent in which the objectives are achieved by the public. According to Tagor 'Education is that which does not merely give us information but makes our life in harmony with all existence'. The education system is now witnessing a paradigm shift from the traditional chalk-and-board teaching methodology to digitizing the pedagogical approach through technical devices. Digital technologies have been available in school classrooms, especially mathematics classrooms since the introduction of simple four-function calculators in the 1970s. Roger Bacon (1214-1294), an English Franciscan friar, philosopher, scientist and scholar of the 13th century, once stated: 'Neglect of mathematics works injury to all knowledge, since he who is ignorant of it cannot know the other sciences or the things of the world.' Einstein famously said that his pencil was more intelligent than he was - meaning, that he could achieve far more using his pencil as an aid to thinking than he could unaided. There is a need to recognize that digital technologies are the pencils of today. The use of technology is becoming increasingly embedded in a growing number of daily activities. The ability to competently use Information and Communication Technology (ICT), or digital competence, has, in many parts of the world, been identified as an essential 21st century competence in its own right. For thousands of years, humans made presentations using only the tools they were born with: their voice and body. That was followed by tools such as chalkboards and projectors, and then by digital tools such as PowerPoint, Video, Audio etc. More recently other tools have emerged, such as Sliderocket, Prezi, Glogster, Animoto, and Magic Magnify. Since the 1980's, the importance of computer support in the teaching and learning of mathematics has been emphasized more and more.

Need and Significance

Society in 21st century is a digital society which is modern, progressive society that is formed as a result of the adoption and integration of Information and Communication Technologies at home, work, education and recreation. Educational systems have been affected greatly by global technological changes and the resulting reform initiatives (Morewood, Ankrum, & Bean, 2010). The best learning environment is first hand experiences. How much we are successful in providing real environment that much depth in learning. The digital platforms make available numerous facilities to achieve this goal. Today's learners from

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NETIQUETTE AWARENESS AMONG TEACHER TRAINEES OF GRADUATE LEVEL

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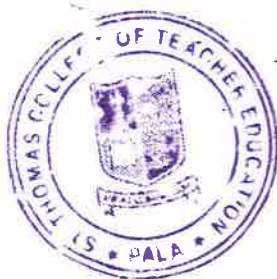
Introduction

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Theoretical Background

Today, more and more people are accessing the Net. The online world is flooded with users of all ages. The online world has become more populated than the real world. But, the unfortunate fact is that most of these users are 'e-illiterate'. They lack proper awareness of the code of conduct in the online world. In cyberspace, no less than in the real world, rudeness is an unfortunate fact of life. Until recently, netiquette was an unwritten code among computer experts, scientists and cyber-pioneers who used early networks. It was simply assumed that the manners of the workaday world extended to the online world, and there

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TECHNO PEDAGOGICAL CONTENT KNOWLEDGE: AN ARCHITECTURE FOR TEACHER COMPETENCE

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Introduction

The emergence of new technology has influenced every aspects of human life. Today, a class room without technology is inconceivable. Due to these developments and evolution, standards of learning would be higher in the 21st century than it has been in the 20th century. In order to prepare the students to navigate the 21st century world they must be exposed to technology based instruction in the class room. To be able to survive and be successful in the future school environment, teachers would need to acquire additional knowledge and skills, both general and specific, Teachers play a vital role in realizing the educational goals of a dynamic society. The role of teacher is becoming more specific and specialized and yet demanding a new world order on account of the explosion of knowledge and expansion of skills. This would mean the need for increased professionalism among the incoming teaching community.

Technology can promote effective instruction that is more student-centered, inter-disciplinary, more closely related to real-life events and processes, and adaptive to individual learning styles. Such instruction encourages development of higher order thinking and information-reasoning skills among students, and socially constructed (collaborative) learning, all of which are increasingly required in today's knowledge-based global economy. This potential of technology to improve instruction must be integrated into the design and delivery of teacher professional development programs in the use of technology.

The impact that technology has had on today's schools has been quite significant. This widespread adoption of technology has completely changed how teachers teach and students learn. Teachers are learning how to teach with emerging technologies (tablets, iPads, Smart Boards, digital cameras, computers), while students are using advanced technology to shape how they learn. By embracing and integrating technology in the classroom, we are setting our students up for a successful life outside of school. Here are a few benefits of using it.



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NEW DOOR TO DIGITAL TRIBES IN DIGITAL WORLD

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INTRODUCTION

The term tribe or digital tribe is used as a colloquialism for an unofficial community of people who share a common interest, and usually who are loosely affiliated with each other through social media or other Internet mechanisms. The term is related to 'tribe', which traditionally refers to people closely associated in both geography and genealogy. Nowadays, it looks more like a virtual community or a personal network and it is often called global digital tribe. Most anthropologists agree that a tribe is a (small) society that practices its own customs and culture, and that these define the tribe. The tribes are divided into clans, with their own customs and cultural values that differentiate them from activities that occur in 'real life' contexts. People feel more inclined to share and defend their ideas on social platforms.

In the digital world, getting people's attention means creating and accessing communities of interest – also known as digital tribes – that have shared interests over a particular subject or service.

It implies, is the amazing speed with which it took hold in circles broader than the educational circle, and how it became part of our "common sense" without having been tested much in every day practice. The digital native became a rallying cry for change in education, (expensive) technological infusion at all levels of education, and broad-changes in institutions that are providing learning opportunities and environments to these digital natives. This article aims to critically examine the underlying digital native theory, review recent studies inquiring about the existence of digital natives, and to examine the effects that this "movement" has had on the learning professions. Since the term 'digital natives' was popularised by Marc Prensky there has been an on-going discussion and evaluation of the term. The debate around the digital native has progressed over the last twelve years, with some researchers believing that since the natives exist education must change to address this and other investigators taking a more impartial approach and asking if the natives do exist as discussed by Prensky. Research into the latter has identified a body of evidence to suggest there is a difference in use of technologies, not solely based on



BLENDED LEARNING: A TOOL FOR EFFECTIVE LEARNING

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1. INTRODUCTION

With the advent of new technology the teaching and learning environment is embracing a number of innovations and some of these involve the use of technology through blended learning. In this technological era where new knowledge is being added continuously, there is an urgent need for us to focus on improving their content knowledge and remain updated. Today teaching-learning process takes place through various platforms like online learning, virtual learning, blended learning etc. Such developments are having an influence on the method of teaching and learning in classroom environment. Blended learning forces us to consider the characteristics of digital technology, in general, and information communication technologies (ICTs), more specifically. Blended learning is a noticeable platform which uses technology to combine in-class and out-of-class learning, maximising the educational impact for students as a result.

2. OBJECTIVES

The present study is conducted with the following objectives in mind:

- 1 To get an insight of the need and importance of blended learning in education field.
- 2 To understand the main characteristics of blended learning.
- 3 To know the advantages and disadvantages of blended learning.

3. NEED OF THE STUDY

Due to rapid growth of Information Technology, our students want to get up-to-date and to get updated as both education and learning is a lifelong and never ending process. Rather than learning through traditional method of teaching and learning, including the use of technology will help learners to gain and acquire new experience in teaching and learning process in education. While focusing on traditional method of teaching and learning, most of the sources of information is available through textbooks, teachers' classrooms etc where teachers and students meet together in a limited space called classroom. Whereas in blended learning, along with traditional method there is a use of technology in teaching

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ICT RELATED SKILLS OF PROSPECTIVE TEACHERS

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Introduction

21st Century is the age of information and communication technology (ICT). Every aspects of life are related to science and technology. Now information and communication technology is popularly using in educational field for making teaching learning process successful and interesting for students and teacher both. Teachers must have the knowledge and skills to use new digital tools and the quality of future teachers depends on the extent of ICT skills they have. In the last 30 years, ICT has emerged as an important topic, in the field of educational research. There are many research studies, showing the importance of ICT in teaching learning process and achieving its outcomes. Numerous research projects have focused on assessing the ICT skills of students and teachers at different levels of education. The present study aimed to investigate the level of distribution of ICT related skills of student teachers at different levels of education.

Essential Digital Skills For 21st Century Teachers

Because as computer and associated technologies continue to change and evolve, teachers must continue to strive for excellence in their work. The digital skills that teachers need have long moved on from just being able to use word processing and spreadsheets software. They also should have skills such as Database Skills, Electronic Presentation Skills, Web Navigation Skills, Web Site Design Skills, E-Mail Management Skills, Digital Cameras, Computer Network Knowledge Applicable to your School System, File Management & Windows Explorer Skills, Downloading Software From the Web, Installing Computer Software onto a Computer System, WebCT or Blackboard Teaching Skills, Videoconferencing skills, Scanner Knowledge, Knowledge of PDAs, Deep Web Knowledge, and Computer Security Knowledge (Laura, 2005). Digital skills that 21st Century teachers should have include cloud storage and sharing solutions, social media, web editing, image editing, presentation software, and general multimedia.

Need and Significance of the Study

ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters (UNESCO, 2002). ICT is a part of our lives for the last few decades affecting our society as well as individual



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NETIQUETTE AWARENESS AMONG TEACHER TRAINEES OF GRADUATE LEVEL

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Introduction

'Manners maketh the man', goes the proverb. If make means to create, the proverb is suggesting that humans are definitively created by their manners. Good manners are what distinguish humans from animals. They are, quite literally, what 'make' us human. Good manners can apply to several aspects of human life, including how we speak, the words we use, our tone of voice, our gestures and our actions. They are the finishing touches to a human's personality and behavior. The proverb 'manners maketh man' means that politeness and good manners are essential to humanity. Manners means being polite and cultured. This proverb is thus often used as a way to remind people to be polite. As in the real world, our life on the 'Net' is also guided by definite rules of conduct or etiquette. The word 'etiquette' means 'the forms required by good breeding or prescribed by authority to be required in social or official life.' Etymologically, it comes from the French word for 'ticket.' If you know the etiquette for a particular group or society, you have a ticket for entry into it. As citizens of the 'Net' or 'Netizens' we need to follow 'Netiquette', the etiquette of cyberspace. Netiquette is the code of manners that are supposed to govern online communication. It's an extension of the manners that apply to all human relations, but with a twist: Netiquette governs how people meet each other, greet each other, chat, flirt, fight and do business, all in a medium where the parties to a conversation can't see, hear or shake hands.

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ENGLISH LANGUAGE LEARNING THROUGH GAMING

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Introduction

Technology plays a vital role in all facets of our lives and we are living in a world that cannot think of even a single day without technological aids. Computer-related technologies bring out rapid changes in the teaching-learning process, making the pedagogy more interactive. By making the teaching more effective, they motivate the students to acquire and construct knowledge. More and more, educators are taking advantage of digital facilities to supplement their classes. Learning can be made enjoyable when our approach to learning is geared towards having fun. Nowadays we can learn through social media, movies or games. On the contrary, education can be quite dull when you follow rote learning methods. There is a need to adopt a twenty-first-century instructional technique that blends thinking, innovation skills, information, media, and ICT literacy. Gaming, in the context of its wide acceptance among the digital natives, can be employed in learning to make it attractive.

Games offer a pleasurable method of learning. The idea of learning no longer means rote memorization. Instead, it means acquiring the skills necessary to be able to respond appropriately in another language, when under pressure in various circumstances (Curry, 2018). Games can deliver these effects in the most entertaining way. We can acquire language and other related skills unconsciously when we delight, playing a game. Games are excellent tools to advance in language competency. In the game based approach, we win games by learning more of our target language. Such games can be played through a handheld game console, applications on our Smartphone, games on the internet, computer games etc.

The objectives of the study may be stated as:

- To analyse the influence of virtual reality and gaming in particular, on students of the digital era
- To explore the possibilities of making learning more interesting and more enjoyable using the features of gaming technologies
- To identify and analyse the apps that offer games to learn a language



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ICT RELATED SKILLS OF PROSPECTIVE TEACHERS

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Introduction

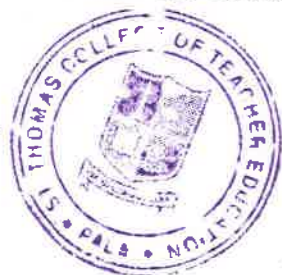
21st Century is the age of information and communication technology (ICT). Every aspects of life are related to science and technology. Now information and communication technology is popularly using in educational field for making teaching learning process successful and interesting for students and teacher both. Teachers must have the knowledge and skills to use new digital tools and the quality of future teachers depends on the extent of ICT skills they have. In the last 30 years, ICT has emerged as an important topic, in the field of educational research. There are many research studies, showing the importance of ICT in teaching learning process and achieving its outcomes. Numerous research projects have focused on assessing the ICT skills of students and teachers at different levels of education. The present study aimed to investigate the level of distribution of ICT related skills of student teachers at different levels of education.

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AWARENESS ON ONLINE COURSES AMONG POST GRADUATE STUDENTS: WITH SPECIAL REFERENCE TO MOOC

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Introduction

Distance education has come a long way since its inception, giving rise to modern online education that opens up new possibilities for learning that fits the 21st century. With the aid of online educational technology, everyone around the world can now earn an advanced university degree without interrupting their career. Online education is a type of educational instruction that is delivered via the internet to students using computers. During the last decade, online degrees and courses have become popular alternative for a wide range of non-traditional students, to include those who want to continue working full-time or raising families.. Although there are subtle dissimilarities, the main difference between online and traditional learning is the fact that online education liberates the student from the usual trappings of on-campus degree programs — including driving to school, planning their schedule around classes, and being physically present for each sequence of their coursework.

The 21st century witnessed an educational paradigm shift, stemming from the widespread use of Information and Communication Technologies (ICT). With the proliferation of ICT, online, open, and flexible learning moved from the periphery to mainstream education. ICT improved the quality and capacity of the online delivery of educational content. Openness in education has evolved over time and has emerged in different forms (Weller, 2014). Massive Open Online Courses (MOOCs) are a recent development of this open learning movement, which have drawn much attention from both the academic and the public sphere. Online courses are revolutionizing formal education, and have opened a new genre of outreach on cultural and scientific topics. These courses deliver a series of lessons to a web browser or mobile device, to be conveniently accessed anytime, anyplace.

MOOCs are not an independent phenomenon, isolated from other developments in the field of open and distance learning or educational technology. On the contrary, MOOCs are strongly tied to other developments in the field, having the potential to support lifelong learning, eliminate barriers in

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USAGE OF INTERNET AMONG SECONDARY SCHOOL STUDENTS

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Introduction

The Internet is a network of communication where information and knowledge about each and every aspect of the world are available and exchanged in an easy and fast manner. It is the greatest collection of human knowledge ever assembled. The internet is the key information and communication technology that led to a worldwide revolutionary change in the information scenario (Siraj, et al., 2015). The internet is a pool of knowledge and any country that fails to provide her youth access to the internet is unseating the country from her throne of dignity among other dignitaries (Olatokun, 2008). It is developed to serve as a platform for various activities for all age groups in society (Akin-Adaeamola, 2014) The Internet is a global computer-based information system composed of many interconnected computer networks. Each network may link tens, hundreds, or even thousands of computers, enabling them to share information and processing power. The Internet has made it possible for people all over the world to communicate with one another effectively and inexpensively. The digital natives (those who born after 2000) are more attached to the facilities provided by internet and are more connected to the digital devices. The term internet access refers to access by the students to the internet connectivity via personal computers, laptops, tablets, or smartphones in such a way that the student is able to obtain information from the internet.

It is well informed on the literature that Information and Communication Technologies (ICTs) used to acquire knowledge have had a significant effect on the development of human beings during the second half of the twentieth century. The term internet access refers to access by the students to the internet connectivity via personal computers, laptops, tablets, or smartphones in such a way that the student is able to obtain information from the internet.

Digital natives

The term digital natives are those who grow-up in the digital age, native speakers of the digital language of computers, video games and Internet". The term was used as early as 1996 as part of the Declaration of the Independence of Cyberspace. They were popularized by education consultant Marc Prensky in his

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EMERGENCE OF DIGITAL INITIATIVES IN BOTANY

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INTRODUCTION

Digital initiative is the foundation that underpins the future state of an organisation, subject or anything when it attains digital maturity. It helps with guidance and digital services including digitization of materials, archival storage of electronic files, data management, digital exhibit, services and other activities needed. Digital Initiatives helps to develop and design innovative application to enhance teaching, learning and research: provides mobile and web application in design and development service. President Pranab Mukherjee on the occasion of Guru Poornima launched four major digital initiatives to push e-education. They are SWAYAM, SwayamPrabha, National Academic Depository and National Digital Library. All these digital initiatives are operational under Union Ministry of Human Resource and Development. The prime aim of all these digital initiatives is to bridge the digital divide for student in e-education. All these can be accessed by anyone anywhere at any time.

Botany also called as Plant Science is a branch of Biology which deals with plant life. As technology grows its implications can be seen in almost all disciplines. Thus it helps for the digitization of data which help for its easy accessibility by anyone anywhere in the world at any time when needed. Digitization also helps for frequent updating of new knowledge to existing one and it can be retained for many years without any quality loss when compared to books. The expense for digitisation of data is comparatively low. Now a days the application of technology can be seen in various fields of Botany.

OBJECTIVE:

To find out the advancement of digital initiatives in the field of Botany, their applications, usability to satisfy social needs.

FORMS OF DIGITAL INITIATIVES

- Digital Herbaria:



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MASS MEDIA AND LIFESTYLE DISEASES IN TEENAGERS

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Introduction

The media plays a significant role in influencing perceptions, opinions and knowledge about our society. It is one of the most powerful tools of communication in every country. It can be an aid to respond our views to society. Media helps to provide equal opportunity to every individual. Now media is presented as a greatest weapon to communicate our knowledge, information, etc. The world is making a steady progress towards a better future every day. No one can deny the blessings of media in today's world. The mass media helps people to remain informed and updated about the various news, events, social activities, lifestyle, entertainment, and advertisements irrespective of the geographical barriers.

The mass media denotes collectively to all media which are used for mass communication, and to the administrations which control these technologies. In 1950s, the countries which have reached a high level of progress, the mass media consisting of film, radio and TV has a crucial role in political power. The mass media plays a momentous role in molding public perceptions on many important issues through information and knowledge. It also plays an important role in shaping modern culture. The mass media consists of the internet, television, newspapers and radio. The Internet is significantly more influential than any other media. It is nearly twice as influential as TV and eight times more influential than traditional print media. The mass media is good for socializing and important in reporting people essential information and news, but it very often wastes people time and distracts their attention.

The mass media has a vast influence on people of all ages but teenagers are exposed to mass media more than any other adults are. Teenagers are not interested in real life experience and leisure activities, they turn to social networks which are more available and cheaper than other ways for searching companionships. "The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses. The press is so powerful in its image-making role, it can make the criminal look like he's the victim and make the victim look like he's the criminal. This is the press, an irresponsible press. It will make the criminal look like he's the victim and make the victim look like he's the criminal. If you aren't careful, the newspapers will have you hating

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DIGITALIZATION OF INDIAN HIGHER EDUCATION: IN SEARCH OF NEW METHODS OF TEACHING AND LEARNING

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Introduction

It is a good omen that Indian higher education is going digital. In recent years, Indian higher education is increasingly thinking about digitalizing the higher education. Introduction of MOOC in the field of higher educational institutions for the development of teachers and students is one of the hopeful steps in this regard. No doubt that digitalization has helped to connect and transfer the education system faster and efficient at a lower cost. Of course, there are many challenges in the smooth use of digital methods in the teaching and learning process. The success and failure of higher education in India is totally depended upon our effective answers to these challenges.

Need of Digitalization of Higher Education

The method of teaching in higher education have changed in the last 15 years. Though there are, in many classrooms, still the teachers practice the 'chalk and talk' technology, the influence and practice of digital media is an unavoidable and essential part in the teaching and learning practices. It is because of the learning styles of the students have drastically changed from mere reading of the books and taking notes from the teachers to the digital methods. Present education system is learner-centred and the learners are a type of 'screenagers'. In this scenario, we have to think about the need of digitization and digitalization in the higher education. Firstly it is necessary to know the forces that changed the higher education. These forces change from ICT, learner-centric learning to the students belonging to a 'net generation'. Some of the forces are the following:

- **Students and Technology**- the ever changing demographics and the shifting expectations for the learning environment have forced our higher education system to re-plan and re-examine the traditional and conventional teaching-learning practices and come out with new pedagogical methods which are technologically advanced and fulfils the learning styles of the net-generation students.
- **Economy**- one of the reasons to adopt ICT facilitated teaching and learning practices in the higher education scenario is its cost effectiveness. The

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A STUDY ON ROLE OF MEDIA ON HEDONIC SHOPPING AMONG UNDERGRADUATE GIRLS

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Introduction

Today, changes within the structure of a dynamic market and competition influences purchasing preferences and behavior of customers. Consumers realize their purchasing behavior and preferences not only based on their life styles, but also according to hedonic and utilitarian characteristics of products. The consumption fact of today differs from traditional consumption perceptions. This difference is caused by the fact that the act of consumption is not only based on utilitarian but also hedonic instincts (Westbrook and Black, 1985; Batra and Ahtola, 1990; Babin et al., 1994). Shopping is an activity in which a consumer browses the available goods presented by more retailers with the intent to purchase a suitable section of them. It may be considered a leisure activity as well as an economic one. Through which searching, selecting and ultimately purchasing services that fulfills the needs, wants and desires of customers. It involves acquiring the goods at right quality, at right quantity, at right time from a right source and at a right price.

The shopping experience can range from pleasing to terrible, that would be based on a variety of factors including how the customer is treated, convenience, the type of goods being purchased and mood of the customers. In hedonic oriented consumers derive satisfaction from the shopping activity itself on the other hand the task oriented consumer engages in shopping out of necessity. Both the consumer has his/ her own perception and will admit that each shopping area has its own characteristics and qualities. The shopping may be for home shopping, party shopping, social shopping, item shopping, recreational shopping etc. here the researcher only focused on hedonic shopping. Hedonism, in a word, is the view that "pleasure is the good." In its most comprehensive form, hedonism about value holds that the only thing that ultimately ever makes the world, or a life, better is its containing more pleasure or less pain. Consumers who act with hedonic purchasing reasons realize the act not to satisfy a need but to enjoy and take pleasure by doing it without contemplating and planning.



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BIOLOGICAL DATABASE- A DIGITAL INITIATIVE IN BIOINFORMATICS

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INTRODUCTION

New developments in biology resulted in the generation of enormous amounts of biological data. The amount and diversity of data generated from various advancing biological research technologies accentuated the need for storing and communicating large datasets in a meaningful manner. The challenges imposed on data modelling by inherent properties of biological data and the concept of 'Electronic data publishing' introduced in early 1990s, brought out a digital transformation of data repositories to computer based biological database. Biological Databases domain has grown rapidly in terms of information content, implementation and integration. The issues, challenges and new possibilities created by the biological databases has been dealt with a new branch of science called Bioinformatics.

The National Centre for Biotechnology Information defines bioinformatics as: "Bioinformatics is the field of science in which biology, computer science, and information technology merge into a single discipline. There are three important sub-disciplines within bioinformatics: the development of new algorithms and statistics which assess relationships among members of large data sets, the analysis and interpretation of various types of data including nucleotide and amino acid sequences, protein domains, and protein structures; and the development and implementation of tools that enable efficient access and management of different types of information. Relational database concepts of computer science and information retrieval concepts of digital libraries are important for understanding biological databases. Biological database design, development, and long-term management are one of the major digital initiatives in bioinformatics.

A biological database is a collection of data that is organized so that its contents can easily be accessed, managed and updated. They have been emerged to handle the large amount of molecular biological data. It is a significant digital initiative which helps to store, organize and analyse the huge amount of biological data



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Introduction

The emergence of new technology has influenced every aspects of human life. Today, a class room without technology is inconceivable. Due to these developments and evolution, standards of learning would be higher in the 21st century than it has been in the 20th century. In order to prepare the students to navigate the 21st century world they must be exposed to technology based instruction in the class room. To be able to survive and be successful in the future school environment, teachers would need to acquire additional knowledge and skills, both general and specific. Teachers play a vital role in realizing the educational goals of a dynamic society. The role of teacher is becoming more specific and specialized and yet demanding a new world order on account of the explosion of knowledge and expansion of skills. This would mean the need for increased professionalism among the incoming teaching community.

Technology can promote effective instruction that is more student-centered, inter-disciplinary, more closely related to real-life events and processes, and adaptive to individual learning styles. Such instruction encourages development of higher order thinking and information-reasoning skills among students, and socially constructed (collaborative) learning, all of which are increasingly required in today's knowledge-based global economy. This potential of technology to improve instruction must be integrated into the design and delivery of teacher professional development programs in the use of technology.

The impact that technology has had on today's schools has been quite significant. This widespread adoption of technology has completely changed how teachers teach and students learn. Teachers are learning how to teach with emerging technologies (tablets, iPads, Smart Boards, digital cameras, computers), while students are using advanced technology to shape how they learn. By embracing and integrating technology in the classroom, we are setting our students up for a successful life outside of school. Here are a few benefits of using it.



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ONLINE COURSES FOR EDUCATION: A BREAKTHROUGH IN THE DIGITAL AGE

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Introduction

A good educational model is the need of the hour to ensure that the students developed as enlightened citizens and also participate in national development missions. According to Dr. A P. J. Abdul Kalam, 'when the students come out of the educational institutions certain capacities are required to be built in them to deal with the real world, particularly to grow in their professional career and participate in the national development'. Online courses are revolutionizing formal education, and have opened a new genre of outreach on cultural and scientific topics. These courses deliver a series of lessons to a web browser or mobile device, to be conveniently accessed anytime, anyplace. It's a directed learning process, comprised of educational information (articles, videos, images, and web links), communication (messaging, discussion forums) and some way to measure students' achievements.

Even though the technology of online education is relatively new, the concept is over 170 years old and has its origins in a correspondence course offered in Great Britain where the instructor sent lessons and received students' completed assignments by mail. Later Distance learning technology was developed and at present online learning courses are modified forms of Distant Education. According to Moor & Kearsley (2012), "Distance education is teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as special institutional organization" (p. 2). The technological innovations began with radio, television, teleconferences and finally the Internet, the unavoidable part of present scenario.

With the advent of radio in the early 20th century, distance education was transformed, with students learning in a purely aural format. However the era of distance learning in the radio was plagued by a lack of professionalism from instructors. Later by the advent of television, students were able to obtain a well-rounded education. The establishment of British Open University in 1969 is cited as a watershed moment in the development of distance education. It offered a

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TECHNOLOGY INTEGRATION IN EDUCATION: STUDY ON DIGITAL NATIVE PRE-SERVICE TEACHERS

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Introduction

Digital Native is the term used to describe the generation which was identified to be acquainted and used with technology from their child hood onwards. From the introduction of Personal Computer (PC), the technology advancement took a fast phase for the recent years. With the invention of mobile phones the scope of potential opportunities in technology has widened to various forms such as digital watches, E-Wallet and even to online exams in education Sector. The term digital natives was first introduced by education consultant Marc Prensky (2001) in his article entitled 'Digital Natives, Digital Immigrants', in which he relates the contemporary decline in American education to educators' failure to understand the needs of modern students. Contrary to the Net Gen pre-service teachers, the digital natives actively participate in the creative cyberspace revolution. They break down the old hierarchies and exploit new hierarchies as shapers of the new digital culture. Even school students have made various applications and attained world recognition on their inventions. But the majority of the young generation uses technology for the social networking websites and the intention of present study is to estimate the technology requirements of students in education and also to assess the knowledge level of pre service teachers as a digital native.

Need and Significance of the Study

Digital literacy is a component of media literacy. It refers to an individual's ability to find, evaluate, produce and communicate clear information through writing and other forms of communication on various digital platforms. Digital literacy showcases an individual's grammar, computer, writing, and typing skills on platforms, such as social media and blog sites. Digital Literacy also includes other devices, such as, smart phones, tablets, laptops and desktop PCs. While digital literacy initially focused on digital skills and stand-alone computers, its focus has shifted to network devices including the Internet and use of social media. Digital literacy does not replace traditional forms of literacy, instead building upon the skills that form the foundation of traditional forms of literacy.

Today's young generation use the potential of digital media in exploring, connecting, creating, and learning. Microsoft says digital literacy helps learners



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BLENDED LEARNING: ROLE OF THE TEACHER

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Blended learning is an innovative concept that embraces the advantages of both traditional teaching in the classroom and ICT supported learning including both offline learning and online learning. It has scope for collaborative learning; constructive learning and computer assisted learning (CAI). Blended learning needs rigorous efforts, right attitude, handsome budget and highly motivated teachers and students for its successful implementation. The educational system at present is in a transition stage. To meet the challenges of expansion and for catering individuals need it is trying to adopt new technologies and exploring new paths to reach the goal of quality educational opportunities for all, at the same time due to various factors like deficient budgets, lack of facilities, advantages of face to face interaction, it is not completely ready to leave the traditional modes of knowledge transfer. As part of learning is done through ICT, online or offline mode so teachers and students get more time in the classroom for creative and cooperative exercise. Students gain advantage of online learning and CAI without losing social interaction element and human touch of traditional teaching.

Need and Significance

Blended learning refers to the use of technology to complement classroom sessions and strengthen the teaching/training process through practice and the application of concepts learned in the classroom. And in the realms of eLearning, blended learning is the complementary use of e-learning in the standard educational model. In the traditional model, the teacher is the provider of knowledge. Blended Learning, on the other hand, positions the student as an active pursuer of knowledge. So while students will spend more time learning at computers, they still need a great deal of guidance in learning how to learn. This study helps us to know about blended learning. We also discuss the advantages and disadvantages of blended learning. It helps us to know about the role of teacher in blended learning. Blended Learning can help you achieve some benefits. We also discuss the role of student in the blended classroom environment.

Objectives

1. To develop a good knowledge about blended learning.



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**THE FLIPPED CLASSROOM: A MODEL FOR ACTIVE STUDENT
LEARNING**

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In the era of technology, computer and internet teaching methods should be changed accordingly. It doesn't mean that traditional methods should be completely avoided, but we need to integrate the traditional methods and new technology to achieve better in classroom (Pathare, N. 2018). One of the major challenges for teachers all over the world is the gaining and sustaining of students interest and attention in the classrooms. It takes a good teacher with adequate preparation and mastery of skills to achieve this objective. But, even these teachers sometimes find it difficult to be successful in this regard with the conventional teaching methods, strategies and approaches. Thus, the focus should be on developing and using approaches and methods which utilize the allotted classroom time effectively and make learning meaningful and effectively. (P, Najmuddeen & Santhosh. 2017).

A flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor. (Plunkett, K. 2014). In the traditional model of classroom instruction, the teacher is typically the central focus of a lesson and the primary disseminator of information during the class period. The teacher responds to questions while students defer directly to the teacher for guidance and feedback.

The flipped classroom intentionally shifts instruction to a learner-centred model in which class time explores topics in greater depth and creates meaningful learning opportunities, while educational technologies such as online videos are used to 'deliver content' outside of the classroom. In a flipped classroom, 'content delivery' may take a variety of forms. Often, video lessons prepared by the teacher

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SWAYAM- A WAY OF LEARNING

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Introduction

The format of conventional education has clearly not kept pace with the pace of advancement in today's modern society. The old-fashioned teaching methods, which have changed little during the last century, have helped maintain the myth that a normal "education" that ends at nearly age 22 prepares a person for a lifetime of the output in skill in which they have majored .

Today, the volatile growth in technology renders nearly obsolete those skills which may have been on the cutting edge just a few years before. Therefore, it is required that one keeps studying/ learning throughout by himself to keep up with the pace. Self-Study is defined as something studied by oneself without any kind of help or supervision of a teacher or a professor, although; the person studying can refer to some external sources like books, tutorials, and encyclopedia, etc. Therefore, it won't be wrong to say that it is a kind of study where the student himself is responsible to a large extent for his own instruction and is himself his trainer or teacher. There is no one to tell him or guide him to do something. This may also be defined as "learning on your own" or "by yourself" or being your own teacher

Under SWAYAM or Study Webs of active-learning for young aspiring minds programme of Ministry of Human Resource Development , Government of India , professors and faculties of centrally founded institutions like IITs , IIMs , central universities will offer online courses to citizens of India.

Need and significance

SWAYAM is an instrument for self-actualisation providing opportunities for life long learning . Here learner can choose from hundreds of courses , virtually every course that is taught at the university /college / school level and these shall be offered by best of the teachers in India and elsewhere . If a student is studying in any college , he/she can transfer the credits earned by taking these courses into their academic record . If you are , working or not working , in school or out of school , SWAYAM presents a unique educational opportunity to expand the horizons of knowledge .



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GOOGLE LEARNING APPS: AN INTERVENTION FOR EASY LEARNING

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Introduction

Technology has the ability to enhance relationships between teachers and students. When teachers effectively integrate technology into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun. By incorporating various kinds of technology in our classroom, we can save time for our self and our students, and we can create a better communication system between students, teachers, and parents. (Chauhan S.S, 1992) Effective communication is a key component of an engaged and successful class. Google Apps is a core suite of communication and collaboration applications that allow students to work from any device on documents and projects. Once a school registered email address is registered with Google Apps for Education, teachers and students can unlock Google's apps with one login. (Chakravarthi M, 2005)

Getting Google Apps accounts for our school is an increasingly attractive proposition. This free, online suite of tools offers schools the chance to centralize all their academic efforts under one school-managed online domain. It is highly interactive, and positively encourages collaboration. It has benefits for both staff and students and is instantly familiar and easy to learn.

Need and Significance

There was time when teachers were the guardians of knowledge. After the invent of the internet the teachers act more like learning facilitators and point their learners in the right direction. Since the internet technology is so advanced, we have to utilize its opportunities in a complete way. So, it's relevance to find out how effectively Google learning apps can be used for better teaching - learning process.

The advancement of internet technology has greatly influenced the way of people learn. Google learning apps provide a platform that provide learners the flexibility to learn from anywhere at any time. Every relevant information is easily available in internet. It provide ample opportunities for learners, because they can



**DIGITAL COMPETENCE AMONG SECONDARY LEVEL TEACHER
TRAINEES**

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Information and Communication Technology has been the most useful in modern times which helps us not only in our daily lives but also our personal and professional developments. Digital technology and its applications are connected with everyday life in different ways such as schooling to higher education, to social engagement and even commercial and health management. Students and faculty are widely using the internet for educational purposes to gather information for their research and for accumulating the knowledge of existing subject they have. Digital competence is the most recent concept describing technology-related skills. During the contemporary years, several terms have been used to describe the skills and competence of using digital technologies, such as ICT skills, technology skills, information technology skills, 21st century skills, information literacy, digital literacy, and Digital Competence. These are part and piece of higher education and an important part of life for students especially for student teachers. Learning these key aspects of the 21st century technology that surrounds us can only benefit students in their pursuit of knowledge.

Statement of the Problem

The present study is entitled as "Digital Competence among Secondary Level Teacher Trainees".

Variables of the Study**Digital Competence**

Digital Competence consists of the ability to access and use digital media and ICT, to understand and critically evaluate different aspects of digital media and media contents and to communicate effectively in a variety of contexts.

Streams of Discipline

The Streams of Discipline included in the Study is:

- Science
- Humanities
- Commerce



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FLIPPED CLASSROOM IN THE PRESENT EDUCATION SYSTEM

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Introduction

Flipped learning is a methodology that helps teachers to prioritize active learning during class time by assigning students lecture materials and presentations to be viewed at home or outside of class. One of the most exciting advancements in the modern classroom is flipped learning. It hinges on the idea that students learn more effectively by using class time for small group activities and individual attention. Teachers then assign students lecture materials and presentations to be viewed at home or outside of the classroom day, prioritizing active learning.

Need and Significance

The classical setting of a classroom is all about the teacher and the teacher's needs. All the tools are the teacher's to use, for the best delivery of instruction. The students are merely passive receivers of information. But whoever entered a classroom knows that students are anything but passive. Their natural curiosity makes them actively seek new knowledge, and when they're passionate about a subject they try to learn all there is to be learned about it.

A student-centred approach to teaching shifts the focus from the teacher's needs to the student's. And this is what the flipped classroom model supports:

- When students watch or listen to lectures at home, and then solve problems and apply the new knowledge in the classroom, they get less frustration with their homework.
- When they don't understand a new concept, they can ask questions and get immediate targeted answers.
- The time spent in the classroom becomes not enough for all the conversations and collaboration that inevitably spur from exploring subjects in a deeper manner.
- Last but not least, students who are absent, due to illness, too long a commute, or any other reason, can catch up with their peers faster and easier with the flipped classroom model than with the standard one.

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VIRTUAL CLASSROOM: EDUCATION IN TECHNOLOGICAL ERA

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Introduction

Dramatic revolutions in technology have given rise to a worldwide explosion of information. The explosion of the knowledge age, technological advancement has increased dramatically in every sphere including mainstream education. These advances made changes in the traditional classroom concept and have named as "virtual education", "virtual classroom", "virtual Universities", "on line Courses", "electronic" and "cyberspace institution" etc. Many educational institutions have been identified the need of addressing the changes in the technological world. They are driven by the goal to introduce modern innovations in the technology to the traditional classroom situations. This step will increase enrolment, learner participation in education and will award a vast range of degrees through massive investments in distance education programmes.

Our society is changing. A new paradigm of education is developing, one that integrates the technology of computers and the Internet in education. The use of computers, and especially the internet, opens a new world of potential. With the use of technology, education can surpass the physical boundaries of the classroom and provide students the opportunity to experience more. The use of the technological tools in education is a topic that has received extensive attention. There are some obvious advantages when compared to traditional in-class education.

The growing popularity of e-learning has introduced a new term to education, as virtual classroom where students will be present with his instructor and fellow learners in a classroom. They will not present physically in the classroom but connected to the classroom via internet. Virtual classroom aims to simulate the experience of attending class over the web, so everyone is able to see other participant virtually. A virtual classroom system integrates the benefits of a physical classroom with the convenience of a virtual learning environment. It allows the tutor and students to participate in real time lessons and discussions. Students can ask questions, drawn on the whiteboard,



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TECHNOLOGY MEDIATED CLASSROOM TO ENRICH LEARNING
MATHEMATICS

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Introduction

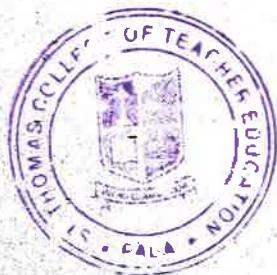
Across the world technology is the part of social and academic lives of the students. Throughout the history of human communication, advances in technology have powered paradigmatic shifts in education (Frick, 1991). In technology mediated classroom communication there is a sender, a receiver, message (content) and technology. If this message is delivered through any type of technology only then technology mediated communication occurs in classroom setting. Any communication pattern mediated through the technology like computers, Internet, audio video equipment, educational satellites and mobiles etc. are facilitating the interactive teaching - learning process in classroom. The active environment of classroom provided by the technology with access to local, national, and international networks increases interaction and communication among students, their teachers, peers, parents, and other members of the community.

Need and Significance

Learning Mathematics is as much about doing as it about knows. How knowing and doing come together is evident in the mathematical practices of the classroom. Technology can change the nature of school mathematics by engaging students in more active mathematical practices such as experimenting, investigating and problem solving that bring depth to their learning and encourage them to ask questions rather than only looking for answers (Farrell, 1996; Makar & Confrey, 2006). Olive and Makar (2010) argue that mathematical knowledge and mathematical practices are inextricably linked, and that this connection can be strengthened by the use of technologies.

Technology is a servant if used by students or teachers only as a fast, reliable replacement for pen and paper calculations without changing the nature of classroom activities. Technology is a partner when it provides access to new kinds of tasks or new ways of approaching existing tasks to develop

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MOBILE LEARNING APPS: A BENEFICIARY TOOL FOR TEACHING - LEARNING PROCESS

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Introduction

Education is a process by which the wisdom, knowledge and skills of the one generation is passed on to the next. A dynamic process has been taken place in the present era. Education came to the finger tips. Quality education for our children is no longer a dream. It's affordable. The impact of new technology that is growing rapidly at present is affecting many sectors, including the field of education. ICT provides an interesting learning environment, the virtual classroom that allows users to participate in the learning process without travelling and let people interact from different places. The tools used are numberless; they range from video-conferencing, internet with hypertexts, interactive learning objects, audiovisual materials, forums, instant messaging, blogs, whiteboards, wikis, i-pod, etc.

As the result of technological development, even average families can afford a mobile phone in which applications can be downloaded. Educational apps are making things easier for children to understand. Books are often found to be tiring and boring for children while replacing them with colorful pages and moving animations can make learning fun to the core. Mobile learning apps can help learners keep tracks of their studies through automated updated and the means to check on assignments and their own progress (Lawson, J. 2017).

Mobile learning apps provide an informal or opportunist, as well as private, situational and unstructured learning opportunities. It offers modern ways to support instruction through mobile devices. The term learning from mobile implies the use of mobiles devices as tool to deliver learning materials specially designed to this purpose. The learning with mobile indicates the use of mobile devices as tool/cognitive tool to promote higher order thinking skills.

Need and Significance

There was a time when teachers were the guardians of knowledge. After the invent of internet the teachers act more like learning facilitators and point



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BLENDED LEARNING A NEW APPROACH IN EDUCATION

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Introduction

Blended learning is a term concerned with transmitting knowledge. Blended learning is "the learning that is facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning, and founded on transparent communication amongst all parties involved with a course" (Ayala, J. 2009). Blended learning is also used interchangeably as hybrid learning or mixed learning in academic theories. However, all of these concepts broadly refer to the integration 'blending' of e-learning tools and techniques. Blended learning generally has many advantages over traditional way of learning and transmitting knowledge (Face-to-Face); the cost effectiveness is one of the most advocated advantages for both the accrediting learning institution and the students. This advantage will improve the education process. Flexibility and time management of blended learning is perceived as another main advantage of the blended learning. On the other hand, some of the severe limitations of the blended learning will be also considered before initiating such type of learning method. These considerations are various in natures but controlled such as computer and internet access, limited knowledge in the use of technology, and study skills.

Need and significance

Learning computer code is hard issue of new pupils. So we can say that computer programming is the most substantial and crucial issue in computer science .As we overcome this problem , we use various methods that named blended learning which is used to new technologic ways and independence old methods in instructions. Blended learning is important because it breaks down the traditional walks of teaching, ones that doesn't work for all students and now with access to present day technologies and resources we can tailor the learning experiences for each students .Blended learning offers flexible time frames that can be personalised to each person, offering them the ability to learn at their own pace.

Objectives

- To develop consciousness of blended learning.



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TEACHING AND LEARNING TOWARDS DIGITAL LITERACY

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Introduction

Digital literacy is a component of media literacy. It refers to an individual's ability to find, evaluate, produce and communicate clear information through writing and other forms of communication on various digital platforms. Digital literacy showcases an individual's grammar, computer, writing, and typing skills on platforms, such as social media and blog sites. Digital Literacy also includes other devices, such as, smartphones, tablets, laptops and desktop PCs.

While digital literacy initially focused on digital skills and stand-alone computers, its focus has shifted to network devices including the Internet and use of social media. Digital literacy does not replace traditional forms of literacy, instead building upon the skills that form the foundation of traditional forms of literacy. People use digital media for a range of activities: exploring, connecting, creating, and learning.

Microsoft says digital literacy helps learners develop an essential understanding of sophisticated equipment like personal computers. Courses help them to use technology in complementing their daily routine and become more productive. Technology proficiency includes social, ethical, and insightful practices inherent in education, work, leisure, and everyday routine. The International Society for Technology in Education maintains parameters for digital literacy around six benchmarks. These consist of "innovation, communication and cooperation, research and information, critical thinking, problem-solving and decision-making, digital citizenship, and technology concepts and operations."

NEED AND SIGNIFICANCE

Digital literacy needs for teaching and learning because to avoid all the unwanted mistakes and to solve all the problems we are facing day to day teaching and learning process. Many teachers are inefficient in the teaching field. So the teaching and the learning process can't be standardised by the



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DIGITAL LITERACY: A VITAL COMPETENCY FOR 21ST CENTURY TEACHERS

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Introduction

Every educator is familiar with the concept of literacy - the ability to read and write. A person who is illiterate, who cannot read or write, will inevitably struggle to get along in society. It is impossible to go on to higher education or get a high-paying job without the ability to read and write. Even daily tasks, like reading a newspaper or filling out job applications, are difficult for an illiterate person. In today's world, literacy goes beyond just the basic ability to comprehend text. Today's students will also need to master a new skill - digital literacy. Cornell University External link (2009) defines digital literacy as "the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet."

Digital literacy, by this definition, encompasses a wide range of skills, all of which are necessary to succeed in an increasingly digital world. As print mediums begin to die out, the ability to comprehend information found online becomes more and more important. Students who lack digital literacy skills may soon find themselves at just as much of a disadvantage as those who cannot read or write. Because digital literacy is so important, educators are increasingly required to teach students digital literacy in the classroom. In many ways, this is similar to what educators have always done in teaching students to read and write. In other ways, however, digital literacy is a brand new skill.

One of the most important components of digital literacy is the ability to not just find, but also to evaluate, information. This means finding the answer to a question or a bit of needed information and then judging whether the source is reliable (Tyner, 1998). Educators can, and should, teach students how to tell whether information on the internet is true. The ability to weed out false information and find reliable sources is a key part of digital literacy and a crucial life skill in the 21st century.

The meaning of 'digital literacy' has shifted over the years. While there was a time when job candidates were encouraged to list 'Proficient at Microsoft Word' on their resume, now such skills are considered standard. This shift toward a technologically savvy workforce has permeated the classroom as well. It



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DIGITAL INITIATIVES FOR SUCCESSFUL INDIA

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Pala**Introduction**

Digital India is a large umbrella national programme that focuses at providing universal digital literacy and universal accessibility of all digital resources for citizens. The vision is centered on three key areas creation of digital infrastructure, delivery of governance and services on demand, and digital empowerment of citizens. The programme will also ensure that all government services and information are available anywhere, anytime, on any device that is easy-to-use, seamless, highly-available and secured. It is one of the steps by the government to motivate and connect Indian economy to a knowledge savvy world. The digital world that we live in today is that where every civilian has a bright prospect to transform the lives in many ways that were hard to envision just a couple of years ago. The 'Digital India' programme, as an initiative of honorable prime Minister Mr. Narendra Modi, will emerge new progressions in every sector and generates innovative endeavors for next. The motive beyond the concept is to build a participative, transparent and responsive system. All educational institutions and government services will soon be able to provide 24x7 round the clock. Digital India will provide all services electronically and promote digital literacy. Digital Technologies which includes the concept of cloud computing and mobile applications have emerged as the catalysts for express economic growth and citizen empowerment.

Companies all over the world desire to invest in digital India -the 21st century India, as a growth opportunity. Hence, an attempt has been made in this paper to understand Digital India -as a campaign where technologies and connectivity will come together to make an impact on all aspects of governance and improve the quality of life of citizens. Global investors like Sundar Pichai, Satya Nadella, Elon Musk have supported Modi's Digital India Initiative.

The "Digital India" Initiative aims at availing digitizing of various individual projects of all central government and ministries like education, health services and other services, that can be delivered to citizens using information and communication Technology (ICT) by joining all the areas of India including the



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RELEVANCE AND IMPLEMENTATION OF BLENDED LEARNING IN INDIAN EDUCATION SYSTEM

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Introduction

The internet has become an integral part of every individual's life. ICT, or Information and Communication Technology, has given wings to scholars, educators, and allied staff in a multitude of ways. Software in schools has empowered them to uplift their communities through the use of technology related activities in the world of education. But there still remains a negative image of management software in the minds of many people. The education has vital role in building the society. Education determines standard of society. The quality education helps to empowering the nation in all aspects by providing new thoughts, the ways of implementation of various technologies and so many such things. The quality education is basic need of the society. There are number of effective teaching & learning methodologies in practice.

Technology is the most effective way to increase the student's knowledge. Here comes the role of ICT in the education sector! Being an academician I cannot imagine education without ICT. Nowadays ICT (specially an internet) plays imminent role in the process of integrating technology into the educational activities. The educational system at present is in a transition stage. To meet the challenges of expansion and for catering individuals need, it is trying to adopt new technologies and exploring new paths to reach the goal of quality educational opportunities for all. At the same time due to various factors like deficient budgets, lack of facilities, advantages of face to face interaction, it is not completely ready to leave the traditional modes of knowledge transfer. Even the students are in a state of dual mind. When a group of teacher trainees were inquired about the mode of teaching they will prefer from tradition classroom teaching and ICT supported teaching the students were nearly evenly divided between both the choices.

To make knowledge correlate with the present technological advancement and globalization, to minimize the teaching errors, to improve the quality, to increase students exposure ICT supported teaching learning process is a good option. ICT supported teaching provides new dimension to teaching



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DIGITAL LITERACY IN SCHOOL : ROLE OF TEACHER

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Digital Literacy is the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. The term has evolved as technologies have provided ever increasing capabilities for the organisations, individuals and society in general. It now incorporates elements derived from other terms such as ICT literacy (the ability to use digital technologies), information literacy (recognising when information is needed, and the ability to locate, evaluate and effectively use it) and media literacy (the ability to access, evaluate and create media) amongst others. It is now used to describe anything and everything related to technology or computers.

Digital literacy is a component of media literacy. It refers to an individual's ability to find, evaluate, produce and communicate clear information through writing and other forms of communication on various digital platforms. Digital literacy showcases an individual's grammar, computer, writing, and typing skills on platforms, such as social media and blog sites. Digital Literacy also includes other devices, such as, smartphones, tablets, laptops and desktop PCs. Schools are continuously updating their curricula to keep up with accelerating technological developments. This often includes computers in the classroom, the use of educational software to teach curricula, and course materials being made available to students online. Students are often taught literacy skills such as how to verify credible sources online, cite web sites, and prevent plagiarism in a technological world. Google and Wikipedia are frequently used by students for everyday life research and are just two common tools that facilitate modern education. Digital technology has impacted the way material is taught in the classroom. With the use of technology rising over the past decade, educators are enhancing traditional forms of learning with digital literacy through different platforms.

Need and Significance

The Digital world holds tremendous promise for children. Going online can offer access to boundless beneficial information, facilitate new ways of



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ROLE OF VIRTUAL CLASSROOMS IN THE 21ST CENTURY

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Introduction

Education is the manifestation of the perfection already in man Swami Vivekananda. (3 March 1894). Manifestation of education in 21st century is possible with the use of ICT (Information and Communication Technology) and use of multimedia which accelerated the education sector. The curriculum and content should be developed on the basis of present day needs of society. ICT can provide opportunities for improving various existing approaches to content development and improve the quality of education. It also improves the quality and efficiency of teaching learning process.

A virtual classroom is an online classroom that allows participants to communicate with one another, view presentations or videos, interact with other participants, and engage with resources in work groups. Virtual means a simulation of the real thing, Virtual Classroom is a simulated classroom via internet. It allows the learners to attend a class from anywhere in the world. Virtual Education is a learning environment where the teacher and the students are separated by time and space or both. They communicate via Multimedia, Internet and Videoconferencing. Virtual Education in our country(India) is "provision of ubiquitous access to quality-oriented, low-cost, personalised learning to every citizen, irrespective of the age and type of education.

Need and significance

Virtual classrooms could not have existed, in any meaningful way, ten years ago. A lack of high-speed internet, tools, and general infrastructure made them a difficult thing to create. This is no longer the case, however. High-speed internet is the rule rather than the exception, and many tools (like blackboard, Skype, Google Docs, and countless others) have been created that are able to meet the needs of this new type of class. Most learning institutions also have an established infrastructure-- intricate websites, secure networks, and the like-- that allow for the support of virtual learning. These technology advances actually allow for a class to be held entirely online-- without them, virtual learning certainly wouldn't be the option that it is today.



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LEARNING TOOLS FOR THE DIGITAL CLASSROOMS

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Introduction

The digital turn in education has been described across a wide range of initiatives and processes. These include the introduction of digital tools and gadgets as a part of the learning environment, building digital archives and repositories of learning and curriculum building, facilitating remote access to education through information and communications technologies infrastructure, improving quality of access to education and learning resources, building diverse and customised syllabi to accommodate alternative and contesting perspectives, building peer knowledge communities of information and knowledge production, and experiences into formal institutions of education. Different locations, contexts, geo-political circumstances, socio-economic factors, and cultural differences influence the spread, rise and integration of digital technologies in mainstream education. Much academic, policy and implementation attention has been given to these processes and several models of new learning environments and infrastructure have been postulated over the last two decades. The democratising promise of internet technologies has been largely if not exclusively about education, learning, literacy and production of knowledge from different parts of the world.

Today's educators are challenged to integrate digital technology into the teaching and learning process, so we chose to combine the goals of supporting students with inquiry and with the use of digital technology in order to foster their learning of 21st century skills. Many technology tools and resources allow students collaborative opportunities that are not possible in traditional instructional environments. Digital humanities are presented as classroom savior, a narrative that competes against the idea that technology virtually guarantees student distraction.

Today's world, we would be hard-pressed to find an area of life that hasn't been affected by the process of digitalization. In other words, modern technology has pretty much permeated every pore of our society, and that includes education, as well. However, there is a lot of potential in that field that hasn't been taken advantage and that situation should be remedied in the future, because there are plenty of benefits of digital education are here to give. Modern technology enables



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E-LEARNING: NEW INNOVATION IN THE DIGITAL ERA

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Introduction

According to Elliott (2013) e-learning suggests that e-learning is the use of network technology to deliver, select, administer and extend learning. E-learning is essentially imparting education through computer and network enabled digital technologies which include among other things, internet, intranet, computer, satellite TV, CDROM, audio and video resources. The term e-learning was first used in the professional environment in the year 1999 at CBT Seminar at Los Angeles. Therefore e-learning could be broadly defined as use of Information and Communication Technology (ICT) to enhance and support learning. This could range from teachers and students using e-mail for communication to entirely online courses. This term is used synonymously with virtual learning, online learning, computer based learning, web based learning, and networked learning. Whatever may be the definition of e-learning, it is currently changing the way schools and colleges teach and the students learn (Narayanan, 2001).

E-Learning focuses on self learning through electronic devices. It is an advanced concept which will provide students the support and atmosphere for self learning achieving maximum knowledge (Vidhya, 2012). For this, CD materials are to be provided properly. The CD for self learning should be made attaining quality and taking the individual difference into consideration also there is an important aspect attached to this that is advanced and complete facility for reference and resources viz. the facilities virtual library should be provided along with this CAL, CAI, CAT, Tele conferencing technique should be utilized properly

The e-learning systems the theoretical framework contains the three main components of information systems. These components are people, technologies and services. People interact with e-learning systems. E-Learning technologies enable the direct or indirect interaction of the different groups of users. Technologies provide support to integrate all the activities corresponding to pedagogical models and to instructional strategies. The complex interaction combination is the direct or indirect action with e-learning system. At the same time, systems provide services according to the specified strategies of activities. In

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SIGNIFICANCE OF TECHNOLOGY INTEGRATION IN THE PROCESS OF
EDUCATION

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Introduction

According to Kulkarni (1986), "Educational Technology may be defined as the application of the laws as well as recent discoveries of science and technology to the process of education." The word technology is derived from the Greek word "techno" which means the willingness, skills, knowledge of the way, rule, skill, tools and "logos" which means science, word, learning, mental state. There is no single term for educational technology. Educational technology is integrated with education in order to solve the problems existing in the teaching- learning process. When we are comparing traditional education with technology integrated education it is seen that education became more interesting and fruitful due to this integration.

According to Roblyer (2003), "Educational technology is a combination of the process and tools in addressing educational needs and problems with an emphasis on applying the most current tools; computer and their related technologies". Educational technology have been divided into three categories; educational technology with hardware approach, software approach and system approach.

NEED AND SIGNIFICANCE

This is the world of technology. Large variety of technologies and tools are available in this decade. Educational technology is the key to the success of education. Educational technology tools help to understand the concepts and convert it from abstract to concrete to put it in a simple form. Expansion of Time and Place: Using the 'textbook plus classroom' approach, the places where learning can occur are limited. On the other hand a wireless laptop has access to the teacher's course material and the entire internet almost anywhere. Technology is a vastly larger resource than can be practically carried on paper in a backpack. Thus, information technology allows learning anywhere, anytime; not just in one particular classroom.



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DIGITAL INDIA – AN INTEGRAL PART OF OUR NATIONAL DEVELOPMENT

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Introduction

For years India has been a complex nation, making it difficult for the common man to access government services. Now India is rewriting its growth story in the global geopolitical economic landscape, charting new courses in its governance paradigm and striving to demolish the old images and impressions as viewed through lenses in the comity of nations to evolve into a 'New India' (Sharma, 2016).

The world must indeed know that today, outside of America and china, India is the third largest economy with a robust, fast growing market for goods and services. The changing face of India, constantly challenging the status quo is brimming with examples of its leadership leading from the front across a spectrum of sectors in the last three years. The time has arrived when the stereotypical representations of India have to be discarded and the story of this New India that is resurgent, resilient and resplendent needs to be captured in the face of crises and global threats (Naidu, 2017).

To realize the dream of a more efficient India, the Digital India Campaign was launched by the Prime Minister of India Shri Narendra Modi, on 1 July 2015 to set up Digital infrastructure and promote Digital literacy. The vision of Digital India is inclusive growth in many areas such as electronic services, products, manufacturing and job opportunities etc. Digital India Project aims to transform our country into a Digital economy with participation from rural or urban citizens and businesses (Singh, 2016). This will ensure that all the government services and information are available anywhere, anytime, on any device that is easy to use, highly available and secured. Digital India removes Digital gap between the rural and urban India. Digital India is to be implemented by the entire Government with overall coordination being done by the Department of Electronics and Information Technology.



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BASIC COMPUTER KNOWLEDGE AND OPERATIONAL SKILLS AMONG
SECONDARY LEVEL TEACHER TRAINEES IN THE CONTEXT OF
TECHNO-PEDAGOGY

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Introduction

Teacher is called as an architect and nation builder who leads their students from the darkness of ignorance to the light of knowledge. The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage (NCTE, 1998). The quality of teachers is a key predictor of students learning (Ololube, 2005). Therefore, teacher education to produce teachers of high quality is of utmost importance. The knowledge of ICT and skills to use ICT in teaching and learning process has gained enormous importance for today's teachers.

Teachers must understand their role in technologically-oriented classrooms. Merely introducing technology to the educational process is not enough but one must ensure technological integration since technology by itself will not lead to change. Rather, it is the way in which teachers integrate technology that has the potential to bring change in the education process. ICTs have qualitatively and quantitatively impacted on teaching, learning and research through teacher education. Teachers need training not only in computer literacy but also in the application of various kinds of educational software to teaching and learning. Thus, in the present era of technology, it becomes essential to every teacher should know the basic computer knowledge, operational skills, pedagogy and subject area content effectively in their daily classroom teaching. Furthermore, there is a need to learn how to integrate ICT's into classroom activities.

Technology in Education with special reference to Teacher Education

Teacher education institutions may either assume a leadership role in the transformation of education and rapid technological changes. For education to reap the full benefits of ICTs in learning, it is essential that pre-service and in-service teachers have basic ICT skills and competencies. The Secondary Teacher Education Programme gives practice to the prospective teachers.

Information and technology is popularly using in educational field for making teaching learning process successful and interesting for students and



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TECHNOLOGY AND ELECTRONIC MEDIA USE IN MODERN ERA

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Introduction

The basis of communication media is powered by electronic technology. Electronic media includes television, radio, internet, fax, CD-ROMs, DVD and any other medium that requires electricity or digital encoding of information. It is interesting to observe the path of development of communication media from the first forms of print matter to the present day mobile communications.

Today, the world has developed so much to use the fastest methods of communication. All these facilities are used in the field of education today. We can find that education has become very much a hi-tech program today because of electronic media use. . At the same time there are also disadvantages of using electronic media in education without limits. Many natural faculties like memory, writing, critical thinking etc. will be seriously affected if children are addicted to the use of electronic me.

Traditional education is associated with dictation and imposition which seems not acceptable now in most cultures. It has sometimes included: the use of corporal punishment to maintain classroom discipline or punish errors; inculcating the dominant religion and language; separating students according to gender, race, and social class, as well as teaching different subjects to girls and boys.

Need and significance of the study

This study is needed because there is a wide spread of electronic media in our life and we need to have the proper knowledge of its advantages and disadvantages of it. Education today has become a commodity that includes the effects of all development in human society. Hence we analyze the issue and study its consequences.

Technology has covered all areas of human life today. It is in communication, health care, business, defense and education. Education is an area mostly influenced by today's technology. So we need to study the matter since the future of the country is in the hands of our young minds.

Chapter-1

Inclusive Education: Making Inclusion A Reality

Dr. TMMollykutty & Subi Mariya Zacharia

ABSTRACT

Inclusive education stands in contrast to 'special' education, where disabled students are educated in separate schools or classes, or treated very differently in the classroom to regular students. With inclusive education, all children are entitled to a place in their local school, they participate fully, and they achieve. Inclusive education means that barriers to each student's learning are identified, and resources and support are in place to overcome any barriers. Inclusive values such as equity, participation, community, compassion, respect for diversity and entitlement to education are a vital foundation in inclusive schools. The disabled students in the regular classroom do better than their peers in special education in mathematics and literacy, friendships, communication and behaviour. These higher achievements continue into adult life. Everyone benefits from the changes in teaching and learning needed for teachers to work successfully with a mixed group of students. Inclusive education has been widely researched internationally over the past few decades, and a number of countries are moving in this direction. Inclusive education (or 'inclusion') is an international response to the view that



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Chapter-4

Significance of Inclusive Schooling and Expected Qualities of an Inclusive Teacher

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Abstract

Inclusive Education has great significance in the present scenario as it is introduced to fulfil the constitutional responsibilities and to achieve the universalisation of education. In this paper the investigator tries to explain the concept of Inclusive Schooling, the problems of inclusive children, the role of teachers in the successful working of Inclusive Schools and the expected qualities of an Inclusive Teacher. Inclusive Schooling is widely accepted because it brings all children, irrespective of their cast, creed, gender, place of birth, physical or mental conditions, economic backgrounds etc. together. Several programmes were started to raise the educational standards of physically and mentally challenged children. But Inclusive Schooling is an umbrella of education under its shade all children can sit together and get their needs. As a result of this the excluded children become more socialised, they can understand their strengths, develop confidence and they can lead a purposeful life. Normal children become aware of the problems of special children. Teachers help to make a desirable

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Chapter-5

Inclusive Education and Mainstreaming

Shri. Alex George & Mrs. Jincy Johny

ABSTRACT

The aim of education is to develop the sense of unity in this world and promote the growth of a balanced and well intenerated personality of the child. Inclusive education is the education that best fits the present and future needs of the particular learners in question and the community, given the particular circumstances and prospects. The quality concept also has to embrace the development of the potential of every member of each new generation. Inclusive in education is also an approach once thought only necessary for educating students with special educational needs. Now it is crucial that all of teachers ensure inclusive practice for all students in their classroom and the wider school. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Implementation of these practices varies. Schools most frequently use them for selected students with mild to severe special needs. Inclusive education differs from integration and mainstreaming, which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. Intergraded education refers to education

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Chapter-21

A Study on Dyscalculic Upper Primary School Children in Kottayam District

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ABSTRACT

Learning disability refers to a mixed group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, writing, reasoning or mathematical abilities. To be considered as one with learning disability, the child should have normal intelligence or above, have difficulty in at least one academic area, and have no other diagnosed problem or disorder, such as sensory handicaps or mental retardation that is causing the difficulty. Dyslexia, Dysgraphia and Dyscalculia are the major types of learning disabilities found among school-aged children. Dyscalculia is a learning disability involving Mathematics. The word 'Dyscalculia' means a 'disorder in calculation' (Hannell, 2005). It is a specific learning disability involving innate difficulty in learning arithmetic. Dyscalculia is a mathematical disorder where the mathematical ability is far below expected for a person's age, intelligence and education. It can manifest itself as a person's inability to understand basic number concepts and number relationships recognize symbols and comprehend quantitative and spatial information. It is estimated that between 4% and 6% of the population suffer

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