



**St. Joseph College of Teacher Education for Women
Ernakulam**



Criterion III- Research and Outreach Activities

**3.2.1: First Page of the Articles or Journals
with
Seal and Signature of the Principal**

Submitted to

**National Assessment and Accreditation Council (NAAC)
3rd Cycle of Assessment**



INDEX

Year	Title of Paper	Name of the Author/s	Page No.
	Declarations		11-20
2022	Anthropological Approach Enhancing Ecological Awareness and Ecological Values of Secondary School Students	Dr. Alice Joseph	21
2022	Mindfulness and Eco Spirituality among Prospective Teachers	Dr. Alice Joseph	22
2023	Crossover Learning is an Innovative Strategy for Environmental Education	Dr. Alice Joseph	23
2022	Efficacy of Marzano Method for Enhancing Vocabulary at Primary Level	Mrs Anu Cleetus	24
2022	Efficacy of Infusion Approach in Augmenting Critical Thinking Skill of Language Students at Secondary Level	Mrs Anu Cleetus	25
2022	Digital Intelligence and Student teachers at Secondary Level : An Analytical Approach	Mrs Anu Cleetus	26
2023	Crossover Learning is an Innovative Strategy for Environmental Education	Mrs Anu Cleetus	27
2023	Comparative Study on Awareness of Constitutional Values among Inservice Teachers and Pre-service Teachers at Secondary Level	Mrs Anu Cleetus	28

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INDEX

Year	Title of Paper	Name of the Author/s	Page No.
2023	Efficacy of Embodied Learning in Enhancing Inclusive Education	Mrs Anu Cleetus	29
2022	Life Skill Enhancement through Flipped Learning	Mrs. Aswathy D V	30
2022	Life Skill Enhancement through Flipped Learning	Dr. Betty P.J.	31
2022	Dialogic Learning Is An Innovative Strategy for Vocabulary Enhancement at Primary Level	Dr. Betty P.J.	32
2022	A study on Naturalistic Intelligence, Environmental Awareness and Eco-friendly Choices among Student Teachers at Secondary Level	Dr. Betty P.J.	33
2022	Efficacy of Infusion Approach in Augmenting Critical Thinking Skill of Language Students at Secondary Level	Dr. Bindu Joseph	34
2022	Anthropological Approach Enhancing Ecological Awareness And Ecological Values Of Secondary School Students	Dr. Bindu Joseph	35
2022	Efficacy of Marzano Method for Enhancing Vocabulary at Primary Level	Dr. Bindu Joseph	36
2022	Dialogic Learning Is an Innovative Strategy for Vocabulary Enhancement at Primary Level	Dr. Bindu Joseph	37



INDEX

Year	Title of Paper	Name of the Author/s	Page No.
2023	Crossover Learning is an Innovative Strategy for Environmental Education	Dr Bindu Joseph	38
2023	Comparative Study on Awareness of Constitutional Values among Inservice Teachers and Pre-service Teachers at Secondary Level	Dr. Bindu Joseph	39
2023	Efficacy of Embodied Learning in Enhancing Inclusive Education	Dr. Bindu Joseph	40
2022	Nature Based Learning: Effect on Pro-Environmental Attitude of Secondary School Students	Dr. Dinimol Jacob	41
2022	Efficacy of Infusion Approach in Augmenting Critical Thinking Skill of Language Students at Secondary Level	Dr. Dinimol Jacob	42
2022	Inquiry Approach in Achieving Cognitive Goals in Learning History	Dr Hemaletha P.K.	43
2022	Concept Learning in Chemistry Integrated with Bhagavad Gita Verses for Promoting Life Skills at Secondary Level	Dr Hemaletha P.K.	44
2022	Gita Verses Integrated with Scientific Concepts to Promote Survival Skills Based on Instrumental Dimension	Dr. Hemaletha P.K.	45
2022	Value Integrated Chemistry Learning Package: To Foster Social Skills among Students of Kerala.	Dr. Joby Joy Kurian	46



INDEX

Year	Title of Paper	Name of the Author/s	Page No.
2022	Mindfulness and Eco Spirituality among Prospective Teachers	Dr. Josephine Joseph	47
2022	Value Integrated Chemistry Learning Package: To Foster Social Skills among Students of Kerala.	Rosy Tintu M.P.	48
2023	Study on Green Preparation and Characterisation Nano Zinc Oxide: An Alternante Pathway for Sustainable Development	Rosy Tintu M.P.	53
2022	Mindfulness and Eco Spirituality among Prospective Teachers	Dr. Sicily A.A.	56
2022	Efficacy of Infusion Approach in Augmenting Critical Thinking Skill of Language Students at Secondary Level	Dr. Siji John	57
2022	Dialogic Learning Is An Innovative Strategy for Vocabulary Enhancement at Primary Level	Dr. Siji John	58
2022	A study on Naturalistic Intelligence, Environmental Awareness and Eco-friendly Choices among Student Teachers at Secondary Level	Dr. Siji John	59
2022	Nature Based Learning: Effect on Pro-Environmental Attitude of Secondary School Students in Education and Society,	Dr. Smitha Jose	60



INDEX

Year	Title of Paper	Name of the Author/s	Page No.
2022	Presence of Women in Administrative Setup of Higher Education Institutions in India ,	Dr. Alice Joseph	61
2022	Effectiveness of Dramatic Learning Package in Enhancing Environmental Awareness among Secondary School Students	Dr. Hemaletha P.K.	62
2022	Presence of Women in Administrative Setup of Higher Education Institutions in India ,	Dr. Josephine Joseph	63
2022	Effectiveness of Dramatic Learning Package in Enhancing Environmental Awareness among Secondary School Students	Dr. Smitha Jose	64
2020	Graphic Organisers : An Effective Brain Based Learning Strategy for Learning Social Science among Students at Secondary Level	Dr. Siji John	65
2021	Assessing Environmental Awareness of Higher Secondary School Students- A Comparison	Mrs. Dinimol Jacob	66
2021	Analysis of Shrimad Bhagavad Gita with Reference to Teacher Qualities to Promote Life skills among students	Dr Hemaletha P.K.	67



INDEX

Year	Title of Paper	Name of the Author/s	Page No.
2021	Teaching- Learning Techniques as explored from Shrimad Bhagavad Gita	Dr Hemaletha P.K.	68
2021	Exploring the Possibilities of Shrimad Bhagavad Gita for Active Citizenzhip Education: A Qualitative Analysis	Dr. Hemaletha P.K.	70
2021	Online Learning and Academic Stress among Higher Secondary School Students in Ernakulam district	Dr. Hemaletha P.K.	72
2021	Visual Scaffolding for Enhancing English Language Writing Skills of Students at Primary School Level	Dr. Alice Joseph	74
2021	Effectiveness of Narratives in Inculcating certain select Values among Students of Primary School Level	Dr. Alice Joseph	75
2021	Effectiveness of Narratives in Inculcating certain select Values among Students of Primary School Level	Dr. Josephine Joseph	76
2021	Visual Scaffolding for Enhancing English Language Writing Skills of Students at Primary School Level	Dr. Josephine Joseph	77
2021	Effectiveness of Drama based Instruction for Enhancing Thinking Skills in Adolescent Boys	Dr. Hemaletha P.K.	78



INDEX

Year	Title of Paper	Name of the Author/s	Page No.
2021	Effectiveness of Drama based Instruction for enhancing Thinking Skills in Adolescent Boys	Dr. Smitha Jose	80
2021	Effectiveness of Dramatic play for Enhancing Social Skills among Adolescent Girls	Dr. Smitha Jose	82
2021	Effectiveness of Dramatic play for Enhancing Social Skills among Adolescent Girls	Dr Hemaletha P.K.	84
2019	Effect Of Dialogic Instruction For Practising Core Teaching Skills	Dr. Bindu Joseph	86
2019	Z-A Approach For Enhancing Creative Writing Ability Of Language Learners	Dr. Bindu Joseph	88
2019	Semantic Map for Enhancing Malayalam Vocabulary for Primary Students	Sicily A.A	90
2019	Thematic Approach for Enhancing Pedagogic Competency of Student teachers at Secondary level	Dr. Alice Joseph	91
2019	Thematic Approach for Enhancing Pedagogic Competency of Student teachers at Secondary level	Dr. Bindu Joseph	91
2019	Comparative Study on Carbon Footprint among Higher Secondary School Students	Mrs. Aswathy D.V	92



INDEX

Year	Title of Paper	Name of the Author/s	Page No.
2019	Environmental Justice in Classrooms	Mrs. Aswathy D.V	93
2019	Developing An Intervention Programme For Enhancing Awareness Against Drug Abuse Among Secondary School Students	Dr Hemaletha P.K.,	95
2019	Women Rights Awareness Among Student Teachers At Secondary Level	Dr Hemaletha P.K.	97
2020	Influence of Nature Based Learning Strategies on Nature Relatedness of Primary School Children: A Globalisation Perspective	Mrs. Dinimol Jacob	98
2018	Sustaining Positive Interpersonal Skills among Adolescence through Drama	Mrs. Smitha Jose .	101
2019	St. Kuriakose Elias Chavara: The Prophetic Practitioner for Women Empowerment	Soya Mathew	109
2019	Reflections On The Pedagogic Potentials of Kerala Culture With Special Reference to Mathematics Education	Mrs. Joby Joy Kurian	112



INDEX

Year	Title of Paper	Name of the Author/s	Page No.
2019	A Survey on the Perception of Secondary School Students on the Implementation of Social Constructivist Approach in the Learning of English Language and its Effectiveness	Sicily A.A	113
2019	A survey on the perception of secondary school students on the implementation of Scoial Constructivist Approach in the Learning of English Language and its Effectiveness	Dr. Alice Joseph	114
2019	Effect of Brain Based Learning Strategy in Economics among Students at Higher Secondary Level	Siji John	115
2018	Sustaining Positive Inter Personal Skills Among Adolescence Through Drama	Dr. Hemaletha P.K.	116



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The Following Number of Articles were Published in Journals notified in UGC Website during these Five Years

Year	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	Total
Number of Articles Published	34	4	14	10	7	69



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The Following Articles were Published by Teachers of This Institution in Journals Notified in UGC website during These Five Years

Year	Title of Paper	Name of the Author/s	Name of Journal	ISBN/ISSN number
2022	Anthropological Approach Enhancing Ecological Awareness and Ecological Values of Secondary School Students	Dr.Alice Joseph	Education and Society (शिक्षण आशण समाज)	ISSN -2278-6864
2022	Mindfulness and Eco Spirituality among Prospective Teachers	Dr.Alice Joseph	Education and Society (शिक्षण आशण समाज)	ISSN -2278-6864
2023	Crossover Learning is an Innovative Strategy for Environmental Education	Dr Alice Joseph	Journal of Survey in Fisheries Sciences	ISSN 2368-7487
2022	Efficacy of Marzano Method for Enhancing Vocabulary at Primary Level	Mrs Anu Cleetus	Positif	ISSN 0048-4911
2022	Efficacy of Infusion Approach in Augmenting Critical Thinking Skill of Language Students at Secondary Level	Mrs Anu Cleetus	GIS Science Journal	ISSN 1869-9391
2022	Digital Intelligence and Student teachers at Secondary Level : An Analytical Approach	Mrs Anu Cleetus	Education and Society (शिक्षण आशण समाज)	ISSN 2278-6864
2023	Crossover Learning is an Innovative Strategy for Environmental Education	Mrs Anu Cleetus	Journal of Survey in Fisheries Sciences	ISSN 2368-7487
2023	Comaparative Study on Awareness of Constitutional Values among Inservice Teachers and Pre-service Teachers at Secondary Level	Mrs Anu Cleetus	South India Journal of Social Sciences	ISSN 0972-8945



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2023	Efficacy of Embodied Learning in Enhancing Inclusive Education	Mrs Anu Cleetus	Res Militaris- Social Science Journal	ISSN 2265-6294.
2022	Life Skill Enhancement through Flipped Learning	Aswathy D V	Education and Society (शिक्षण आशण समाज)	ISSN: 2278-6864
2022	Life Skill Enhancement through Flipped Learning	Dr. Betty P.J.	Education and Society (शिक्षण आशण समाज)	ISSN: 2278-6864,
2022	Dialogic Learning Is An Innovative Strategy for Vocabulary Enhancement at Primary Level	Dr. Betty P.J.	Specialusis Ugdymas(SU) - Baltic Journal of Special Education	ISSN 1392-5369
2022	A study on Naturalistic Intelligence, Environmental Awareness and Eco-friendly Choices among Student Teachers at Secondary Level	Dr. Betty P.J.	Education and Society (शिक्षण आशण समाज)	ISSN: 2278-6864
2022	Efficacy of Infusion Approach in Augmenting Critical Thinking Skill of Language Students at Secondary Level	Dr. Bindu Joseph	GIS Science Journal	ISSN 1869-9391
2022	Anthropological Approach Enhancing Ecological Awareness And Ecological Values Of Secondary School Students	Dr. Bindu Joseph	Education and Society (शिक्षण आशण समाज)	ISSN: 2278-6864
2022	Efficacy of Marzano Method for Enhancing Vocabulary at Primary Level	Dr. Bindu Joseph	Positif	ISSN 0048-4911
2022	Dialogic Learning Is An Innovative Strategy for Vocabulary Enhancement at Primary Level	Dr. Bindu Joseph	Specialusis Ugdymas(SU) - Baltic Journal of Special Education	ISSN 1392-5369



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2023	Crossover Learning is an Innovative Strategy for Environmental Education	Dr Bindu Joseph	Journal of Survey in Fisheries Sciences	ISSN 2368-7487
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2022	Efficacy of infusion Approach in Augmenting Critical Thinking Skill of Language Students at Secondary Level	Dr. Dinimol Jacob	GIS Science Journal	ISSN 1869-9391
2022	Inquiry Approach in Achieving Cognitive Goals in Learning History	Dr Hemalettha P.K.	Journal of The Asiatic Society of Mumbai	ISSN 0972-0766
2022	Concept Learning in Chemistry Integrated with Bhagavad Gita Verses for Promoting Life Skills at Secondary Level	Dr Hemalettha P.K.	Neuroquantology	ISSN 1303 -5150
2022	Gita Verses Integrated with Scientific Concepts to Promote Survival Skills Based on Instrumental Dimension	Dr. Hemalettha P.K.	Business, Management and Economics Engineering	ISSN: 2669-2482/e ISSN: 2669-249X
2022	Value Integrated Chemistry Learning Package : To Foster Social Skills among Students of Kerala.	Dr. Joby Joy Kurian	Education and Society (शिक्षण आशण समाज)	ISSN: 2278-6864



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2022	Value Integrated Chemistry Learning Package : To Foster Social Skills among Students of Kerala.	Rosy Tintu M.P.	Education and Society (शिक्षण आशण समाज)	ISSN: 2278-6864
2023	Study on Green Preparation and Characterisation Nano Zinc Oxide: An Alteranate Pathway for Sustainable Development	Rosy Tintu M.P.	Ajanta	ISSN 2277-5730
2022	Mindfulness and Eco Spirituality among Prospective Teachers	Dr. Sicily A.A.	Education And Society,	ISSN -2278-6864.
2022	Efficacy of Infusion Approach in Augmenting Critical Thinking Skill of Language Students at Secondary Level	Dr. Siji John	GIS Science Journal	ISSN 1869-9391
2022	Dialogic Learning Is An Innovative Strategy for Vocabulary Enhancement at Primary Level	Dr. Siji John	Specialusis Ugdymas(SU) - Baltic Journal of Special Education	ISSN 1392-5369
2022	A study on Naturalistic Intelligence, Environmental Awareness and Eco-friendly Choices among Student Teachers at Secondary Level	Dr. Siji John	Education and Society (शिक्षण आशण समाज)	ISSN: 2278-6864
2022	Nature Based Learning: Effect on Pro-Environmental Attitude of Secondary School Students in Education and Society,	Dr. Smitha Jose	Education and Society (शिक्षण आशण समाज)	ISSN -2278-6864.



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2022	Presence of Women in Administrative Setup of Higher Education Institutions in India ,	Dr.Alice Joseph	International Journal of Creative Research and Thoughts (IJCRT)	ISSN -2320-2882
2022	Effectiveness of Dramatic Learning Package in Enhancing Environmental Awareness among Secondary School Students	Dr. Hemaletha P.K.	International Journal of Creative Research and Thoughts (IJCRT)	ISSN : 2320-2882
2022	Presence of Women in Administrative Setup of Higher Education Institutions in India ,	Dr.Josephine Joseph	International Journal of Creative Research and Thoughts (IJCRT)	ISSN -2320-2882
2022	Effectiveness of Dramatic Learning Package in Enhancing Environmental Awareness among Secondary School Students	Dr.Smitha Jose	International Journal of Creative Research and Thoughts (IJCRT)	ISSN : 2320-2882
2020	Graphic Organisers : An Effective Brain Based Learning Strategy for Learning Social Science among Students at Secondary Level	Siji John	Journal of Emerging Technologies and Innovative Research (JETIR)	ISSN-2349-5162
2021	Assessing Environmental Awareness of Higher Secondary School Students- A Comparison	Dinimol Jacob	International Journal of All Research Education and Scientific Methods	ISSN: 2455-6211
2021	Analysis of Shrimad Bhagavad Gita with Reference to Teacher Qualities to Promote Life skills among students	Dr Hemaletha P.K.	International Journal of Emerging Technologies and Innovative Research	ISSN: 2349-5162



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DECLARATION

2021	Teaching- Learning Techniques as explored from Shrimad Bhagavad Gita	Dr Hemaletha P.K.	SHODH SARITA,	ISSN 2348-2397
2021	Exploring the Possibilities of Shrimad Bhagavad Gita for Active Citizenzhip Education: A Qualitative Analysis	Dr Hemaletha P.K.	SHODH SANCHAR Bulletin	ISSN -2229-3620,
2021	Online Learning and Academic Stress among Higher Secondary School Students in Ernakulam district	Dr Hemaletha P.K.	SHODH SANCHAR Bulletin	ISSN -2229-3620,
2021	Visual Scaffolding for Enhancing English Language Writing Skills of Students at Primary School Level	Dr. Alice Joseph	SHODH SARITA,	ISSN -2348-2397
2021	Effectiveness of Narratives in Inculcating certain select Values among Students of Primary School Level	Dr.Alice Joseph	SHODH SANCHAR Bulletin	ISSN -2229-3620,
2021	Effectiveness of Narratives in Inculcating certain select Values among Students of Primary School Level	Dr.Josephine Joseph	SHODH SANCHAR Bulletin.	ISSN -2229-3620,
2021	Visual Scaffolding for Enhancing English Language Writing Skills of Students at Primary School Level	Dr. Josephine Joseph	SHODH SARITA	ISSN -2348-2397
2021	Effectiveness of Drama based Instruction for Enhancing Thinking Skills in Adolescent Boys	Dr Hemaletha P.K.	SHODH SARITA	ISSN -2348-2397



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2021	Effectiveness of Drama based Instruction for enhancing Thinking Skills in Adolescent Boys	Dr. Smitha Jose	SHODH SARITA	ISSN -2348-2397
2021	Effectiveness of Dramtic play for Enhancing Social Skills among Adolescent Girls	Dr. Smitha Jose	SHODH SANCHAR	ISSN -2229-3620
2021	Effectiveness of Dramtic play for Enhancing Social Skills among Adolescent Girls	Dr Hemaletha P.K.	SHODH SANCHAR	ISSN -2229-3620
2019	Effect Of Dialogic Instruction For Practising Core Teaching Skills	Dr. Bindu Joseph	Journal of Emerging Technologies and Innovative Research Journal	ISSN 2349-5162
2019	Z-A Approach For Enhancing Creative Writing Ability Of Language Learners	Dr. Bindu Joseph	IJRAR	,E ISSN 2348-1269, ISSN 2349-5138
2019	Semantic Map for Enhancing Malaylam Vocabulary for Primary Students	Sicily A.A	Journal of Emerging Technologies and Innovative Research	ISSN-2349-5162, 5.87
2019	Thematic Approach for Enhancing Pedagogic Competency of Student teachers at Secondary level	Dr. Alice Joseph	International Journal of Science and Research (IJSR)	2319-7064
2019	Thematic Approach for Enhancing Pedagogic Competency of Student teachers at Secondary level	Dr. Bindu Joseph	International Journal of Science and Research (IJSR)	2319-7064
2019	Comparative Study on Carbon Footprint among Higher Secondary School Students	Ashwathy D.V	Think India Journal	ISSN: 0971-1260

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2019	Environmental Justice in Classrooms	Ashwathy D.V	JETIR (Journal of Emerging Technologies and Innovative Research)	eISSN: 2349-5162 2349-5162
2019	Developing An Intervention Programme For Enhancing Awareness Against Drug Abuse Among Secondary School Students	Dr Hemaletha	Journal of Emerging Technologies and Innovative Research	ISSN 2349-5162
2019	Women Rights Awareness Among Student Teachers At Secondary Level	Dr Hemaletha	Journal of Emerging Technologies and Innovative Research	ISSN 2349-5162
2020	Influence of Nature Based Learning Strategies on Nature Realtedness of Primary School Children: A Globalisation Perspective	Dinimol Jacob	Purakala	ISSN 0971-2143
2018	Sustaining Positive Interpersonal Skills among Adolescence through Drama	Smitha Jose .	Journal of Emerging Technologies and Innovative Research (JETIR)	ISSN: 2349-5162
2019	St. Kuriakose Elias Chavara: The Prophetic Practitioner for Women Empowerment	Soya Mathew	Journal of Emerging Technologies and Innovative Research (JETIR)	ISSN: 2349-5162
2019	Reflections On The Pedagogic Potentials of Kerala Culture With Special Reference to Mathematics Education	Joby Joy Kurian	Journal of Emerging Technologies and Innovative Research	ISSN: 2349-5162



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2019	A Survey on the Perception of Secondary School Students on the Implementation of Social Constructivist Approach in the Learning of English Language and its Effectiveness	Sicily A.A	Journal of Emerging Technologies and Innovative Research	ISSN-2349-5162
2019	A survey on the perception of secondary school students on the implementation of Social Constructivist Approach in the Learning of English Language and its Effectiveness	Dr.Alice Joseph	Journal of Emerging Technologies and Innovative Research	ISSN-2349-5162 5.87 56
2019	Effect of Brain Based Learning Strategy in Economics among Students at Higher Secondary Level	Siji John	Journal of Emerging Technologies and Innovative Research	ISSN- 2349-5162 5.87
2018	Sustaining Positive Inter Personal Skills Among Adolescence Through Drama	Dr Hemalettha	Journal of Emerging Technologies and Innovative Research	ISSN 2349-5162



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Education and Society (शिक्षण आणि समाज)
(UGC Care Journal)

ISSN: 2278-6864

Vol-46, Issue-4, No.-02, October-December: 2022

**ANTHROPOLOGICAL APPROACH ENHANCING ECOLOGICAL AWARENESS AND
ECOLOGICAL VALUES OF SECONDARY SCHOOL STUDENTS**

**Dr. Bindu Joseph, Assistant Professor in Malayalam Education, St. Joseph College of Teacher
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**Dr. Alice Joseph, Associate Professor in English Education, St. Joseph College of Teacher Education
for Women, Ernakulam.**

Abstract

In recent times environmental issues have become globalized due to their existence and impacts on human life. This study aimed to test the effect of Anthropological Approach for enhancing Ecological Awareness and Ecological Values of secondary school students. This study was conducted among hundred secondary school students in Ernakulam district. Experimental method was adopted for the study. The statistical method used in this study was test of significance of difference between means. The findings of the study revealed that Anthropological Approach is effective for enhancing Ecological Awareness and Ecological values among school children. The conclusion of the study revealed that Anthropological approach is an effective and interesting method for enhancing all environmental aspects among school children.

Introduction

Teaching learning process not merely aims at the academic development of children but also aims to enhance the cultural, social and emotional dimensions of the students. Nowadays we are facing many environmental threats in our life. Government has instituted commissions and committees for studying the causes of environmental problems in our country. All the committees recommend that we need to take care of our environment and adopt measures for patching up the deterioration made by the people. Anthropological approach is an innovative approach in the field of value education.

Anthropology has been concerned with the process that transforms an infant with indefinite potential into an adult with a specific role in a specific group (family, society, class nation). As we all know, learning takes place not only in schools but also at home, community, religious places and so on. Anthropologists investigate the psychological process of enculturation and social processes involved in ensuring that the various human roles that form the web of a complex society are reproduced over the generations.

Ecological consciousness is not only the knowledge about the environment but the love of nature. It also includes the perception, experience and approach on environmental factors. In our education stream, we have included Environmental education as a stream of study but that is not enough to inculcate all the above-mentioned values in children.

Need and significance of the study

Environmental awareness can be developed among school children through seminars, workshops and camps. But these ways are not enough to develop environmental values in children. Some innovative and interesting pedagogical ways need to be adopted for the fruitful transaction of environmental awareness and values. We know that environmental awareness is positively correlated to ecological behaviours. Investigators found that the anthropological approach is the most suitable method for enhancing environmental awareness. It is presumed that a study of this type will be helpful for curriculum planners.



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Dr Sicily A. A. Assistant Professor in Physical Science Education, St Joseph College of Teacher Education for Women, Ernakulam
Dr Alice Joseph. Assistant Professor in English Education, St Joseph College of Teacher Education for Women, Ernakulam

Abstract

Mindfulness and Eco spirituality would help in healing the earth from the wounds inflicted upon it as a result of man's greed and thoughtless deeds. The present study is to find out whether Mindfulness and Eco spirituality are related. A normative survey was carried out among 300 prospective teachers to find their level of Eco Spirituality and Mindfulness. Pearson Product-Moment Correlation was calculated. It was found that the prospective teachers were average in their Eco spirituality scores, and were high in their Mindfulness. The relation between Mindfulness and Eco Spirituality though only a slight one in value yet is found to be significant.

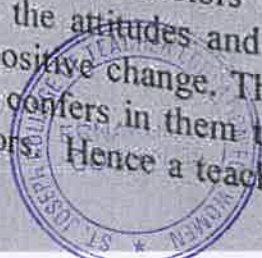
Keywords: Mindfulness, Eco Spirituality, Prospective Teachers

Introduction

Education is considered to be a vehicle for change and development. But the happenings around like the COVID - pandemic, climate change, war and disunity in the world shows that something is lacking in our education system. We over emphasize on creating knowledge and awareness but we often forget the fact that until and unless we human beings opt for a radical change in our life style and attitude, we are all doomed. The deteriorating state of affairs of the world is the result of man's insatiable desire to amass material wealth and his innate intense desire for consumerism, and the tendency of man to ward off the facts that does not suit their likings. We have heavily depended on green technological solutions for sustainable living and our emphasis has been in finding newer green technology solutions and the results are bleak. The value system of the people needs a modification. Values like empathy, sensitivity, conscious living, and thoughtfulness is to be promoted. Integrating value education into the main stream education is absolutely necessary. Mindfulness and Eco spirituality would go a long way in affecting a change and healing the mother earth. Mindfulness would help one to be sensitive and to attend to the needs of others. Eco spirituality would help to fight consumerism and ego centrism.

Need and Significance

Kothari Commission said "The Destiny of India is being shaped in the classroom." This signifies the pivotal role of the teachers in mentoring students to be rightful and productive citizens. John Adams says "Teacher is a maker of Man. He is the foundation of all Education and thus of the whole of civilization of mankind, present and future. No nation reconstruction is possible without the active cooperation of the teacher. Again, Kothari commission points out that the quality and competence and character of teachers are the decisive factors determining the quality of education and national development. Teachers influences the attitudes and habits of the students and play a pivotal role in molding them and in affecting a positive change. They stand as role models for their students guiding them through the right path. This confers in them the responsibility of being knowledgeable just and upright and effective communicators. Hence a teacher who is mindful and has love and reverence



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Crossover Learning is an Innovative Strategy for Environmental Education

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Abstract

In this study the investigators tried to test the effectiveness of crossover learning for enhancing environmental education among secondary school students. The major objectives of the study were to prepare lesson transcript based on crossover learning strategy for enhancing environmental awareness and to test the efficacy of crossover learning strategy for enhancing environmental awareness. For these objectives two hypothesis were formulated i.e., there will be significant difference in Analysis of Variance between experimental group (cross over learning group) and Control group (Activity method group) in Pre-test scores and there will be significant difference in Analysis of Co-Variance between experimental group (cross over learning group) and Control group (Activity method group) in Post-test scores. The tool used was environmental awareness test. The study revealed that crossover learning is an effective strategy for enhancing environmental education.

Keywords: Crossover Learning, Environmental Education.

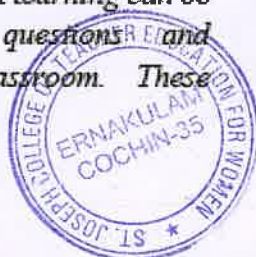
1. Introduction

The 2015 Innovating Pedagogy report highlights 'crossover learning' as one of ten innovations that are on the brink of having a profound influence on education. The key concept of crossover learning refers to a comprehensive understanding of learning that connect formal and informal learning situations. Over the next 2-5 years, the authors expect that traditional learning settings (school, university, professional development) will increasingly support learners in linking diverse learning events that connect the classroom with informal and incidental learning: "These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These

connected experiences spark further interest and motivation to learn". ((Crossover Learning | 8 | Connect Formal and Informal Learning | Sharpl, n.d.)).

2. Need and Significance of the Study

An effective way for crossover learning involves educator insisting a question or problem in the classroom to be solved in natural environmental setting. Children can learn by collecting photos, taking down notes, or asking other people for their own thoughts. They are presenting what they learned back in the classroom to further illuminate the given problem. (Panke, 2017) Being able to learn outside of formal schooling supports the development of a child's skills in a variety of topics and subjects, while also helping them do better in their school requirements and activities.



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ARTICLE 4

**EFFICACY OF MARZANO METHOD FOR ENHANCING VOCABULARY AT
PRIMARY LEVEL**

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Abstract

Marzano method is an innovative method developed by Robert J. Marzano for enhancing vocabulary. The goal of this research is to see if the Marzano technique is effective at increasing Malayalam vocabulary in elementary school students. Study of this type will be helpful for curriculum planners, because the age old strategies can be replaced by this innovative method for enhancing vocabulary in all levels of education. The study's main goals were to create a lesson transcript based on the Marzano Strategy and to examine the impact of the Marzano Method on vocabulary development. The study found that the Marzano Method is an excellent method for teaching Malayalam vocabulary to primary school children.

Key words: Marzano Method, Vocabulary



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EFFICACY OF INFUSION APPROACH IN AUGMENTING CRITICAL THINKING SKILL OF LANGUAGE STUDENTS AT SECONDARY LEVEL

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Abstract

Promotion of critical thinking skills in the classroom is a great challenge for an educator. Usually educators try different strategies to enhance critical thinking skills among which Infusion approach was found of great influence which involves the incorporation of thinking skills into of the instructional process. In this study the investigator tried to test the efficacy of infusion in augmenting critical thinking skill of secondary school students. Experimental method was adopted for the study. Lesson transcript based on infusion approach and critical thinking test were the tools used for the study. The study was conducted on a sample of 40 students of two groups including 20 each for experimental and control group from a secondary school in Ernakulam district, Kerala state. Findings of the study revealed that infusion approach is an effective strategy for enhancing critical thinking skill of secondary school students

Keywords: Infusion Approach, Critical Thinking Skill



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DIGITAL INTELLIGENCE AND STUDENT TEACHERS AT SECONDARY LEVEL: AN ANALYTICAL APPROACH

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Dr. T. V. Thulsidharan, Former Dean and Professor, School of Pedagogical sciences, Mahatma Gandhi University, Kottayam

Abstract

Today's world with excess use of digital technology for education, work, and communication has changed framework of intellectual development. In the current era of teaching education system with globalist view, the multiple intelligences have proved great influence amongst which digital intelligence has evolved with novel profile. The investigator selected out five components of digital intelligence and did normative survey to find out level of digital intelligence of prospective teachers at secondary level using digital intelligence scale. The sample was selected out using random sampling method.

Introduction

The researcher extrudes into the depth of different realms of intelligence to define further modern trends in education. Intelligence can be defined as one's capacity to overcome problems and a fast way of solving life problems. Among different intelligences the most emerging one is digital intelligence. Digital intelligence relies on one's knowledge and ability to interact with the digital environment since digital tools have changed world culture. The study aims to find out the level of digital intelligence among prospective student teachers at secondary level of Ernakulam district.

Need And Significance

We are in the era which inevitably depends on electronic devices and digital tools. In today's scenario we are compelled to say that Intellectual skills have begun to depend upon our ability to interact in a digital environment and for sure digital tools are changing the world. "An artefact pushed far enough tends to 96 The Journal of Technology Studies reincorporate the user" (McLuhan & Powers, 1989, p. 3). Impact of digital intelligence will shape future society structure. The persons with high digital intelligence can increase learning outcomes to that high level which is expected in the knowledge filling world. The pace, perfection, mode of learning will be moulded by digital intelligence. High level of digital intelligence is the need of the hour for educators, students, curriculum makers and administrators.

Objectives of the Study

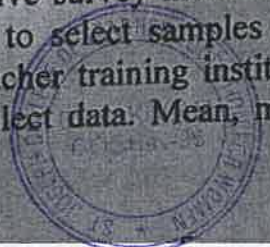
1. To find out level of digital intelligence of student teachers at secondary level
2. To compare digital intelligence of student teachers at secondary level based on the streams of their study

Methodology

The researcher adopted a normative survey method to study the 100 sample of graduates in Education which is a part of descriptive research. The collection of data in the current situation is the concept coming under the word survey. Contribution, practices, beliefs, trends and customs are studied as normative. Hence normative survey includes systematic collection of data traditionally. Simple random sampling was used to select samples and Study was conducted on 100 Student teachers at secondary level from teacher training institution at Ernakulam district. The researcher used digital intelligence scale to collect data. Mean, median, standard deviation and critical ratio were the statistical tools used

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Crossover Learning is an Innovative Strategy for Environmental Education

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Abstract

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Keywords: Crossover Learning, Environmental Education.

1. Introduction

The 2015 Innovating Pedagogy report highlights 'crossover learning' as one of ten innovations that are on the brink of having a profound influence on education. The key concept of crossover learning refers to a comprehensive understanding of learning that connect formal and informal learning situations. Over the next 2-5 years, the authors expect that traditional learning settings (school, university, professional development) will increasingly support learners in linking diverse learning events that connect the classroom with informal and incidental learning: "These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These

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COMPARATIVE STUDY ON AWARENESS OF CONSTITUTIONAL VALUES AMONG INSERVICE TEACHERS AND PRE SERVICE TEACHERS AT SECONDARY LEVEL

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Abstract

The Indian Constitution has certain core Constitutional Values that constitute its spirit and are expressed in various articles and provisions. The Indian Constitution contains the values that are the universal, human and democratic of the modern age. The constitutional values are reflected in the entire Constitution of India, but its Preamble embodies 'the fundamental values and the philosophy on which the Constitution is based'. The present study is carried out to assess the level of awareness on constitutional values among inservice teachers and pre service teachers at secondary level. The sample of the study was 113 inservice teachers and 162 preservice teachers at Secondary level from Ernakulam district. The major objective of the study was to compare inservice teachers and preservice teachers regarding awareness on constitutional values. Survey Method was adopted for this study. The conclusion drawn from the analysis revealed that inservice teachers possess constitutional values awareness in a higher level than preservice teachers. Necessary steps should be taken by the curriculum planners for including constitutional values as a special subject in the teacher education curriculum.

Keywords: Constitutional Values, In-Service Teachers, Pre-Service Teachers

Introduction

Education as a fundamental human right lies at the heart of United Nation's mission and is enshrined in the Universal Declaration of Human Rights (1948) and many other international human rights instruments. Education has been hailed for its intrinsic value, as an enabler, as a foundation for developing human capital, which increases productivity for human beings, and as a way to foster a deeper and more harmonious form of human development.

Education has both intrinsic as well as instrumental value for the maintenance of other human rights. The framers of the Indian Constitution were aware of this and therefore inserted in Part IV of the Constitution after rigorous deliberations. However, education did not receive the attention it deserved in spite of a framed time limit, education has been least prioritised in the political agenda. The destiny of education was therefore, reshaped by the judiciary through its judgement although numerous criticisms of overstepping of power



Efficacy of Embodied Learning in Enhancing Inclusive Education

By

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Abstract

Embodied Learning is an educational method that has been around for a while in school education. In this method, one does not only offer an intellectual way of teaching, but also involve the whole body. In this study the investigators tried to test the efficacy of Embodied Learning in enhancing Inclusive Education. For this purpose, the investigators prepared training modules on Communicative English Skills based on the principles of Embodied Learning and administered it to a group of 30 students in Ernakulam district, among them 6 were physically challenged students. Pre-tests and Post-tests were administered and scores were analyzed statistically. The findings of the study revealed that Embodied Learning is equally effective for normal students and physically challenged students.

Key Terms: Embodied Learning, Inclusive Education

Introduction

Embodied Learning is an educational method that has been around for a while in education. The relationship among bodily movements, cognitive abilities, and academic achievement in children is receiving considerable attention in the research community. The embodied learning is based on the idea of an inseparable link between body and mind in learning, aiming for teaching methods that promote children's active engagement in the classroom. The theory of embodied learning claims that body interaction with the environment change how we think and constitute learning. Accordingly, active learning enriches learning.

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LIFE SKILL ENHANCEMENT THROUGH FLIPPED LEARNING

ARTICLE 10

Aswathy D V, Research Scholar, School of Pedagogical Sciences, M.G University
Dr. Betty P J, Associate professor, St. Joseph College of Teacher Education for Women, Ernakulam

Abstract

Enhancing Life skills is a need to cope with the diverse demands of 21st century's life. The article meant to gain a better understanding of how Life skills can be enhanced among students by facilitating Flipped learning environments. Flipped learning provides provision for student's active role and facilitate versatile ways of individual and interactive learning. Both individualised and interactive methods practiced in Flipped learning were identified to be the key means to support the development of student's Life skills like Self-awareness, Empathy, Problem solving, Decision making, Critical thinking, Creative thinking, Effective communication, Interpersonal relationship, coping with emotions and coping with stress. Enabling student's opportunities to enhance their Life skills can be seen as an integral part of Flipped learning environments in many ways. However, it is important to provide opportunities to individualised, active as well as student centered learning environment for the students to achieve success in their life.

Key Words: Flipped learning, Life skills, Self-paced learning and Interactive Learning

Introduction

In the 21st century, the influence of science and technology, globalization, urbanization, privatization, industrialization, etc. are reforming education. Also, global warming, famines, population explosion, poverty, suicide as well as social, emotional, physical and psychological issues are the emerging issues faced by today's youth. Cut-throat competition, lack of job security, unemployment etc. are some of the major problems faced by educated people. As a result, people are caught in a mad race and no one has time for self-development. Due to the lack of guidance and motivation most young ones are not able to utilize their potential in the proper way, even though they are the most productive members of society. This challenge can be overcome through a socially responsible system of education, hence developing life skills in students is very important, as they are the building blocks of our nation in this dynamic era (Prajapati et al., 2017).

"Life skills are a set of abilities, attitudes and socio-emotional competencies that enable individuals to learn, make informed decisions and exercise rights to lead a healthy and productive life and subsequently become agents of change. Life skills promote mental well-being and competence in young people as they face the realities of life" (UNICEF, 2019, p.7).

Psychosocial competencies and interpersonal skills, which enhance the person's coping emotions and stress as well as personal and social competencies are account Life skill education. Life skill education helps students to make right decisions, think critically and creatively, solve problems, build healthy relationships, communicate effectively, empathize with others, and cope with managing their lives in a healthy and productive manner (Prajapati et al., 2017). According to WHO (1997) "Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (p.1). WHO (1997) identified ten core life skills and these core life skills can be paired into five as they are related to each other.

1. Self-awareness and Empathy
2. Problem solving and Decision making
3. Critical thinking and Creative thinking
4. Effective communication and Interpersonal relationship
5. Coping with emotions and coping with stress

National Education Policy (2020) "lays emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional

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ARTICLE 11

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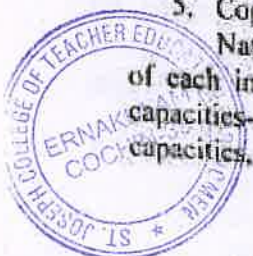
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DIALOGIC LEARNING IS AN INNOVATIVE STRATEGY FOR VOCABULARY ENHANCEMENT AT PRIMARY LEVEL

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Abstract

Dialogic learning is a method where the teacher encourages and facilitates discussion in order to develop understanding through dialogues. The major objectives of the study were to prepare instructional material based on the dialogic learning strategy for enhancing vocabulary in English at primary level. The investigator adopted Experimental method for the present study. Sample selected for the study was 80 students at primary level following Kerala state syllabus. The findings of the study revealed that teaching of English Vocabulary through Dialogic Learning Strategy is more effective than Activity Method.

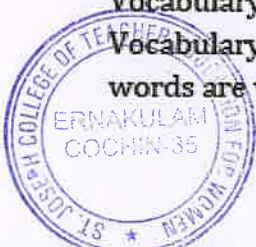
INTRODUCTION

Language is the armory of the human mind, and at once contains the trophies of its past and the weapons of its future conquests. Samuel Taylor Coleridge

Language is the most remarkable invention and valuable possession of the human race. It is a powerful and important device for communication and social interaction. Using Dialogic Learning strategies in language classrooms will make language learning more interesting and effective. Dialogic Learning is learning that takes place through dialogue. It is typically the result of egalitarian dialogue. Dialogic teaching harnesses the power of talk to stimulate and extend pupils' thinking and advance their learning and understanding. Dialogic teaching pays as much attention to the teacher's talk as to the pupil's. Dialogic teaching is grounded in research on the relationship between language, learning, thinking and understanding and in observational evidence on what makes for good learning and teaching. In effect, dialogic education takes place through dialogue by opening up dialogic spaces for the co-construction of new meaning to take place within a gap of differing perspectives

Need and Significance of the Study

Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms.



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**A STUDY ON NATURALISTIC INTELLIGENCE, ENVIRONMENTAL AWARENESS AND
ECO-FRIENDLY CHOICES AMONG STUDENT TEACHERS AT SECONDARY LEVEL**

Dr.Siji John, Assistant Professor, St.Joseph College of Teacher Education for Women Ernakulam
Dr.Betty PJ, Assistant Professor, St.Joseph College of Teacher Education for Women Ernakulam

Abstract

Nature underpins our Economy, our society, indeed our very existence. Our forests, rivers, oceans and soils provide us with the food we eat, the air we breathe, the water we irrigate. Features of development like industrialization and urbanization as well as increase in population can be observed in all parts of our country. Environmental Awareness develops an understanding and spirit of competence to recognize Environmental resources and the interdependence between biotic and abiotic components of the environment. Man is a part of nature and his survival is very much dependent on the quality of the environment. Most people are unaware importance of nature and its protection. Technological advancement even though it is inevitable, it leads to wastage of natural resources and Environmental pollution. Organic products reduce public health risks to farm workers, their families, and consumers by minimizing their exposure to toxic and persistent chemicals on the farm and in food, the soil in which they work and play, the air they breathe, and the water they drink. Children are especially vulnerable to pesticides. Using Eco-friendly products, green products in your daily life will have a good effect on the environment by reducing the pollution and that will directly impact your health and make it better. In the present study the investigators try to find the relationship between Naturalistic Intelligence, Environmental Awareness and Eco-Friendly Choices.

Key Words: Naturalistic Intelligence, Environmental Awareness and Eco-Friendly Choices

Introduction

We have entered the new millennium looking forward to the expectations and excitement this millennium is going to offer. We would like to think that we are better off today than we were hundred years ago. It is possible that the future may be more marvelous and hilarious than the past and it is quite certain that our lives will change accordingly keeping pace with the technological advancement and new discoveries. Man cannot exist without nature. It is one of the greatest blessings for human life; however, nowadays humans fail to recognize it as one. Nature has been an inspiration for numerous poets, writers, and artists. The resources provided on the earth are limited. If we continue to deplete the resources at this pace, then they will soon exhaust. Urbanization and modernization have resulted in excessive use of resources. We cut trees to make houses, roads and railway tracks and mine minerals and fossil fuels for transportation activities. Excessive usage of water for agriculture and other activities is also harmful. Our comfort has led to the destruction of nature. Deforestation, global warming, wildlife destruction, Environmental pollution, Ecosystem imbalance etc., are the consequences that threaten biodiversity and life on earth. At any cost we need to conserve our nature.

Earth is possibly the only planet in the whole of the universe capable of sustaining life. Naturalistic Intelligence refers to a person's interest in the nature, world of animals, plants, and the natural work around them. It is the ability to identify and classify patterns in natural environment. Such individuals have a sensitivity to and appreciation for nature. Naturalists are inspired and rejuvenated by nature. Naturalistic Intelligence has to do with observing, understanding, and organizing patterns in the natural environment. Gardner added Naturalist Intelligence to his list as the eighth Intelligence in 1999. He designated site locations by using findings from research in neurophysiology. Gardner's theory



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ARTICLE 14

EFFICACY OF INFUSION APPROACH IN AUGMENTING CRITICAL THINKING SKILL OF LANGUAGE STUDENTS AT SECONDARY LEVEL**Dr. Bindu Joseph (Principal author)**

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Abstract

Promotion of critical thinking skills in the classroom is a great challenge for an educator. Usually educators try different strategies to enhance critical thinking skills among which Infusion approach was found of great influence which involves the incorporation of thinking skills into of the instructional process. In this study the investigator tried to test the efficacy of infusion in augmenting critical thinking skill of secondary school students. Experimental method was adopted for the study. Lesson transcript based on infusion approach and critical thinking test were the tools used for the study. The study was conducted on a sample of 40 students of two groups including 20 each for experimental and control group from a secondary school in Ernakulam district, Kerala state. Findings of the study revealed that infusion approach is an effective strategy for enhancing critical thinking skill of secondary school students

Keywords: Infusion Approach, Critical Thinking Skill

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**ANTHROPOLOGICAL APPROACH ENHANCING ECOLOGICAL AWARENESS AND
ECOLOGICAL VALUES OF SECONDARY SCHOOL STUDENTS**

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Abstract

In recent times environmental issues have become globalized due to their existence and impacts on human life. This study aimed to test the effect of Anthropological Approach for enhancing Ecological Awareness and Ecological Values of secondary school students. This study was conducted among hundred secondary school students in Ernakulam district. Experimental method was adopted for the study. The statistical method used in this study was test of significance of difference between means. The findings of the study revealed that Anthropological Approach is effective for enhancing Ecological Awareness and Ecological values among school children. The conclusion of the study revealed that Anthropological approach is an effective and interesting method for enhancing all environmental aspects among school children.

Introduction

Teaching learning process not merely aims at the academic development of children but also aims to enhance the cultural, social and emotional dimensions of the students. Nowadays we are facing many environmental threats in our life. Government has instituted commissions and committees for studying the causes of environmental problems in our country. All the committees recommend that we need to take care of our environment and adopt measures for patching up the deterioration made by the people. Anthropological approach is an innovative approach in the field of value education.

Anthropology has been concerned with the process that transforms an infant with indefinite potential into an adult with a specific role in a specific group (family, society, class nation). As we all know, learning takes place not only in schools but also at home, community, religious places and so on. Anthropologists investigate the psychological process of enculturation and social processes involved in ensuring that the various human roles that form the web of a complex society are reproduced over the generations.

Ecological consciousness is not only the knowledge about the environment but the love of nature. It also includes the perception, experience and approach on environmental factors. In our education stream, we have included Environmental education as a stream of study but that is not enough to inculcate all the above-mentioned values in children.

Need and significance of the study

Environmental awareness can be developed among school children through seminars, workshops and camps. But these ways are not enough to develop environmental values in children. Some innovative and interesting pedagogical ways need to be adopted for the fruitful transaction of environmental awareness and values. We know that environmental awareness is positively correlated to ecological behaviours. Investigators found that the anthropological approach is the most suitable method for enhancing environmental awareness. It is presumed that a study of this type will be helpful for curriculum planners.



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**EFFICACY OF MARZANO METHOD FOR ENHANCING VOCABULARY AT
PRIMARY LEVEL**

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Abstract

Marzano method is an innovative method developed by Robert J. Marzano for enhancing vocabulary. The goal of this research is to see if the Marzano technique is effective at increasing Malayalam vocabulary in elementary school students. Study of this type will be helpful for curriculum planners, because the age old strategies can be replaced by this innovative method for enhancing vocabulary in all levels of education. The study's main goals were to create a lesson transcript based on the Marzano Strategy and to examine the impact of the Marzano Method on vocabulary development. The study found that the Marzano Method is an excellent method for teaching Malayalam vocabulary to primary school children.

Key words: Marzano Method, Vocabulary



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DIALOGIC LEARNING IS AN INNOVATIVE STRATEGY FOR VOCABULARY ENHANCEMENT AT PRIMARY LEVEL

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Abstract

Dialogic learning is a method where the teacher encourages and facilitates discussion in order to develop understanding through dialogues. The major objectives of the study were to prepare instructional material based on the dialogic learning strategy for enhancing vocabulary in English at primary level. The investigator adopted Experimental method for the present study. Sample selected for the study was 80 students at primary level following Kerala state syllabus. The findings of the study revealed that teaching of English Vocabulary through Dialogic Learning Strategy is more effective than Activity Method.

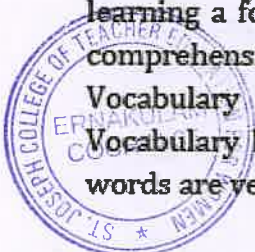
INTRODUCTION

Language is the armory of the human mind, and at once contains the trophies of its past and the weapons of its future conquests. Samuel Taylor Coleridge

Language is the most remarkable invention and valuable possession of the human race. It is a powerful and important device for communication and social interaction. Using Dialogic Learning strategies in language classrooms will make language learning more interesting and effective. Dialogic Learning is learning that takes place through dialogue. It is typically the result of egalitarian dialogue. Dialogic teaching harnesses the power of talk to stimulate and extend pupils' thinking and advance their learning and understanding. Dialogic teaching pays as much attention to the teacher's talk as to the pupil's. Dialogic teaching is grounded in research on the relationship between language, learning, thinking and understanding and in observational evidence on what makes for good learning and teaching. In effect, dialogic education takes place through dialogue by opening up dialogic spaces for the co-construction of new meaning to take place within a gap of differing perspectives

Need and Significance of the Study

Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms.



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Crossover Learning is an Innovative Strategy for Environmental Education

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Abstract

In this study the investigators tried to test the effectiveness of crossover learning for enhancing environmental education among secondary school students. The major objectives of the study were to prepare lesson transcript based on crossover learning strategy for enhancing environmental awareness and to test the efficacy of crossover learning strategy for enhancing environmental awareness. For these objectives two hypothesis were formulated ie, there will be significant difference in Analysis of Variance between experimental group (cross over learning group) and Control group (Activity method group) in Pre-test scores and there will be significant difference in Analysis of Co-Variance between experimental group (cross over learning group) and Control group (Activity method group) in Post -test scores. The tool used was environmental awareness test. The study revealed that crossover learning is an effective strategy for enhancing environmental education.

Keywords: Crossover Learning, Environmental Education.

1. Introduction

The 2015 Innovating Pedagogy report highlights 'crossover learning' as one of ten innovations that are on the brink of having a profound influence on education. The key concept of crossover learning refers to a comprehensive understanding of learning that connect formal and informal learning situations. Over the next 2-5 years, the authors expect that traditional learning settings (school, university, professional development) will increasingly support learners in linking diverse learning events that connect the classroom with informal and incidental learning: "These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These

connected experiences spark further interest and motivation to learn". ((Crossover Learning | 8 | Connect Formal and Informal Learning | Sharpl, n.d.)).

2. Need and Significance of the Study

An effective way for crossover learning involves educator insisting a question or problem in the classroom to be solved in natural environmental setting. Children can learn by collecting photos, taking down notes, or asking other people for their own thoughts. They are presenting what they learned back in the classroom to further illuminate the given problem. (Panke, 2017) Being able to learn outside of formal schooling supports the development of a child's skills in a variety of topics and subjects, while also helping them do better in their school requirements and activities.



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COMPARATIVE STUDY ON AWARENESS OF CONSTITUTIONAL VALUES AMONG INSERVICE TEACHERS AND PRE SERVICE TEACHERS AT SECONDARY LEVEL

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Abstract

The Indian Constitution has certain core Constitutional Values that constitute its spirit and are expressed in various articles and provisions. The Indian Constitution contains the values that are the universal, human and democratic of the modern age. The constitutional values are reflected in the entire Constitution of India, but its Preamble embodies 'the fundamental values and the philosophy on which the Constitution is based'. The present study is carried out to assess the level of awareness on constitutional values among inservice teachers and pre service teachers at secondary level. The sample of the study was 113 inservice teachers and 162 preservice teachers at Secondary level from Ernakulam district. The major objective of the study was to compare inservice teachers and preservice teachers regarding awareness on constitutional values. Survey Method was adopted for this study. The conclusion drawn from the analysis revealed that inservice teachers possess constitutional values awareness in a higher level than preservice teachers. Necessary steps should be taken by the curriculum planners for including constitutional values as a special subject in the teacher education curriculum.

Keywords: Constitutional Values, In-Service Teachers, Pre-Service Teachers

Introduction

Education as a fundamental human right lies at the heart of United Nation's mission and is enshrined in the Universal Declaration of Human Rights (1948) and many other international human rights instruments. Education has been hailed for its intrinsic value, as an enabler, as a foundation for developing human capital, which increases productivity for human beings, and as a way to foster a deeper and more harmonious form of human development.

Education has both intrinsic as well as instrumental value for the maintenance of other human rights. The framers of the Indian Constitution were aware of this and therefore inserted in Part IV of the Constitution after rigorous deliberations. However, education did not receive the attention it deserved in spite of a framed time limit, education has been least prioritised in the political agenda. The destiny of education was therefore, reshaped by the judiciary through its judgement although numerous criticisms of overstepping of power.

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Efficacy of Embodied Learning in Enhancing Inclusive Education

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Abstract

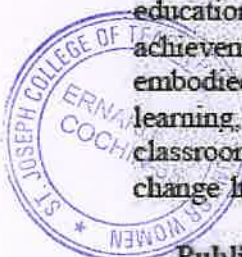
Embodied Learning is an educational method that has been around for a while in school education. In this method, one does not only offer an intellectual way of teaching, but also involve the whole body. In this study the investigators tried to test the efficacy of Embodied Learning in enhancing Inclusive Education. For this purpose, the investigators prepared training modules on Communicative English Skills based on the principles of Embodied Learning and administered it to a group of 30 students in Ernakulam district, among them 6 were physically challenged students. Pre-tests and Post-tests were administered and scores were analyzed statistically. The findings of the study revealed that Embodied Learning is equally effective for normal students and physically challenged students.

Key Terms: Embodied Learning, Inclusive Education

Introduction

Embodied Learning is an educational method that has been around for a while in education. The relationship among bodily movements, cognitive abilities, and academic achievement in children is receiving considerable attention in the research community. The embodied learning is based on the idea of an inseparable link between body and mind in learning, aiming for teaching methods that promote children's active engagement in the classroom. The theory of embodied learning claims that body interaction with the environment change how we think and constitute learning. Accordingly, active learning enriches learning.

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NATURE BASED LEARNING: EFFECT ON PRO-ENVIRONMENTAL ATTITUDE OF SECONDARY SCHOOL STUDENTS

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Abstract

The present study investigated the effect of nature-based learning activities in augmenting the pro- environmental attitude of secondary school students. The study adopted pre-test post-test experimental research design with a sample of sixty secondary school students. The pro- environmental attitude scores were compared and the significant differences were determined using paired t-test. The findings of the study revealed that diverse nature-based learning activities significantly increased the pro- environmental attitude of the students with regard to the various sub components also. The study concluded that permitting students to be exposed to different nature-based learning activities significantly increased students' environmental spirit.

Key words: Nature based learning, Pro- environmental, Attitude, Secondary students

Introduction

Humanity is currently facing an unprecedented catastrophe in the form of environmental problems. Today's environmental problems, to some extents are the result of direct or indirect consequences of people's daily behaviours. Consumption, conservation, waste disposal and the use of energy are all environmentally domineering behaviours that must be changed in an environment friendly direction. Today children are disconnected from the natural world, their experiences are mainly determined in media, written language and visual images. They are losing the understanding that disconnection from nature has to pay the price. Regular positive interactions with nature help children to develop the values and attitudes which are indispensable to care the environment. It is education that can make the students aware and conversant about environment and its problems. Considering that the future of the planet lies in the hands of children and their actions, research on pro- environmental attitude in children has become more significant. Children are important agents who could alleviate some of these challenges in their actions and in the relationship, they have with the natural environment.

Need and Significance of the Study

Education is considered as an important instrument in changing behavior to become more environment friendly. Regarding the environment, education should cover not only knowledge but also attitude and behaviour. The connection with nature plays a key role in the environmental education that it is necessary to increase awareness, knowledge and concern for environment among students and as a result promote pro- environmental behaviour. In order to support the development of students' skill and knowledge for the future, education should attempt to include outdoor experiences that incorporate the development of a personal environmental ethos. It is the need of the hour to inculcate positive environmental attitudes, values, knowledge, concern and awareness among the students through greater exposure, increased knowledge and better scientific understanding of the environment.

As the need for each individual to develop an awareness of protection and preservation towards environment is inexorable, it is essential to improve students' environmental behavior in the classroom, the need to employ nature-based teaching strategies arises. Studies conducted by Ballantyne and Packer (2002) affirmed that learning experiences in the natural environment are extremely important in developing students' environmental knowledge, attitudes, and responsible actions. Wilson (1984) in his biophilia hypothesis proposed that people's emotional relationship with nature may influence their environmentally stable behaviours. Though plentiful researches are conducted stipulating that

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Abstract

Promotion of critical thinking skills in the classroom is a great challenge for an educator. Usually educators try different strategies to enhance critical thinking skills among which Infusion approach was found of great influence which involves the incorporation of thinking skills into of the instructional process. In this study the investigator tried to test the efficacy of infusion in augmenting critical thinking skill of secondary school students. Experimental method was adopted for the study. Lesson transcript based on infusion approach and critical thinking test were the tools used for the study. The study was conducted on a sample of 40 students of two groups including 20 each for experimental and control group from a secondary school in Ernakulam district, Kerala state. Findings of the study revealed that infusion approach is an effective strategy for enhancing critical thinking skill of secondary school students

Keywords: Infusion Approach, Critical Thinking Skill



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INQUIRY APPROACH IN ACHIEVING COGNITIVE GOALS IN LEARNING HISTORY

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ABSTRACT

The affairs of man and nations are persistently in motion. There has been an essential change in recent years on the appropriate nature and scope of History. In earlier times it was merely a catalogue of events serialized in a descriptive manner. Nowadays it is necessary to study the subject in a critical and scientific way, wherein the historian thinks for himself/herself rather than simply repeating the stories found in old books. The purpose of the historian is to master the times of yore with the intention of realizing its effect on the present. A modern historian is not a passive narrator but an active interpreter of facts belonging to the ancient times. The present study points out the significance of learning History in a scientific way and also proves the domination of Inquiry Approach, in enhancing cognitive goals in teaching and learning History over the traditional text book approach.

INTRODUCTION

'Inquiry' is a process whereby the inquirer tries to find out the truth, gather information or knowledge through the act of questioning. This process happens from the time an individual is born to the time when he/she dies. This is a reality even if the person does not think about it consciously. All the five senses are involved in this collection and analysis of information. It has been said that a person can forget if he/she is told something; a person can remember if the same thing is shown, but a person can understand the same thing much better if the person is involved in the process. This means that learning is through 'inquiry,' which in turn implies involvement. The critical factors of developing skills and attitudes that result in finding solutions to problems when knowledge is constructed can only happen through involved learning.

NEED OF THE STUDY

History is always in the making involving both a process and a product. Therefore, each generation has to learn it anew. It is through the learning process that the past can be understood better, filtering out the events and clearing the concepts. This process builds a more formed picture which itself can be further analyzed and modified through further research. Thus history becomes a channel for training students to intellectually apply themselves so that they can apply their minds, rationalize their thoughts and express their understandings in a structured and meaningful way. Hence, with the exception of being a discipline, it needs to be considered as an associate to any discipline concerning analysis and reasoning.

The researcher is convinced that if the methods like providing the pupils opportunity to gather facts, analyze and present these facts with their own views, enabling them to develop a scientific point of view. This will make the students aware of the need for objective analysis and encourage their various capabilities in research skills, critical thinking, problem solving, judicial thinking, attitudes and values. The problem at hand is how to make History teaching inquiry oriented.

INQUIRY APPROACH

Inquiry learning means involving students in learning through the application of research methods with the assistance of teachers, giving them training at a level suitable to their preliminary skills.

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CONCEPT LEARNING IN CHEMISTRY INTEGRATED WITH BHAGAVAD GITA VERSES FOR PROMOTING LIFESKILLS AT SECONDARY LEVEL

3062

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Abstract

The cognitive dimension among the people is critically preferred in order to face the challenges and problems in human life. The fully fledged knowledge can avoid the dilemma in choosing the appropriate solution for the disputes along with the enhancement of certain essential lifeskills. The needs of lifeskills are more prior to lead a comfort life in the society with reduced attempts of violence and suicides. The cognitive life skill enables the human to be courageous and confident. Hence, the investigator analyzed the life skills promulgated in the song by God, the most revered Holy Scripture referred to as Shrimad Bhagavad Gita that highlights the advices given by Lord Krishna to His friend Arjuna at the battlefield of Kurukshetra. Bhagavad Gita encompasses the role of a mentor and an adviser in everyone's life. Therefore, it becomes more relevant in the field of education for promoting life skills. Hence, the investigator conducted an in-depth study on Integrating Bhagavad Gita Verses in learning Chemistry concepts for Promoting Cognitive Dimensions in Lifeskills Learning at Secondary Level by using an appropriate qualitative method called hermeneutics. The present paper prioritized on the relevance of imparting lifeskills by integrating the holy verses with the concepts in Chemistry among students at secondary level.

Keywords: *Life Skills, Cognitive Dimension, Bhagavad Gita, Concept learning in Chemistry*

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INTRODUCTION

The life undergoes its completion when the people are overcoming their issues while travelling through the life. The problems and challenges are actually remaining without any reliable solution is due to the lack of values and lifeskills based on cognitive dimension especially among the young generation. All such skills can be acquired through the best tool called 'Education' more specifically, 'Quality Education'. Such a valid process can definitely re-frame each one of them and help to define

the personality. It maximizes the human potential and helpsto face the transitions from childhood to adulthood, from education to work, and from unreflective development to a responsible one. Thus, the quality in education is possible through integrating the ancient and ever relevant Scripture Shrimad Bhagavad Gita with the concepts in Chemistry to promote life skills among secondary school students. The simultaneous mastering over the science discipline and life skills promote the cognitive dimensions laid by the UNICEF in 2015 for constructing a well advanced society.



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GITA VERSES INTEGRATED WITH SCIENTIFIC CONCEPTS TO PROMOTE SURVIVAL SKILLS BASED ON INSTRUMENTAL DIMENSION

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Abstract

The study aims to promote Survival skills or life skills among the secondary school students who are intensely become a major part of certain issues in life due to the scarcity of confidants and inability to meet the challenges. Therefore, the need of survival skills is very crucial for the well-being of the society. Hence, the one and only way to reframe such a meaningful community is provided by quality education. The quality can be elevated through integrating a holy book, Shrimad Bhagavad Gita within the current education system. The survival skills based on instrumental dimension possesses an important role in human life. Hence, the investigator analyzed Gita where the these skills are clearly alluded in the form of an advice between Shree Krishna and Arjuna followed by an integration of life skills on instrumental dimension with the scientific concepts. It indicates the significant role of holy book in the education field of 21st Century. For a deep analysis on integration of Gita verses with the concepts in chemistry for developing survival skills based on instrumental dimension among secondary school students, the researcher utilized the qualitative research method named, hermeneutics as an appropriate way.

Keywords: *Gita verses, Scientific Concepts, Survival Skills, Instrumental Dimension,*

INTRODUCTION

Considering several challenges that the future generation has to face, education appears to be an indispensable tool in humankind's attempt to attain the ideals of peace, freedom, equality and social justice. It plays a fundamental role in personal and instrumental development. All people with a sense of responsibility should turn their attention to developing instrumental efficiency to live, adjust and co-operate with people of varied cultures and backgrounds. While education is an ongoing process of improving one's knowledge and perhaps primarily the best means of building relationships among individuals, groups and

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VALUE INTEGRATED CHEMISTRY LEARNING PACKAGE: TO FOSTER SOCIAL SKILLS AMONG STUDENTS OF KERALA

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Abstract

Education helps the child to acquire new skills and knowledge that will impact development in life. Kerala Secondary School Curriculum gives due importance to science education. Normally the content selected is taught by linking it with its scientific value. Education in Kerala, give importance to religion together with science learning. Considering Science and religion separately, promotion of science is considered as the duty of teachers in the school while value inculcation is considered as the responsibility of religious people. This responsibility sharing actually supporting the social life of people in Kerala. But the investigator as a religious preacher and as a Chemistry teacher was always attracted with the studies related to inculcation of social values and social skills in schools through the learning of various school subjects. If the Value Integrated Chemistry lessons are planned in an intellectually honest manner, it will help in promoting Social Skills in secondary school students. Here comes the importance of Value Integrated Chemistry Learning Package. Hence the present study aims to develop a Value Integrated Chemistry Learning Package for Fostering Social Skills among School Students of Kerala. The investigator employed experimental method and the design used was pre-test post-test single group design. The population of the study consists of secondary school students of Kerala state syllabus and the sample of the study was 35 students from one secondary school in Ernakulam district. The findings of the study highlight the fact that the developed learning package is helpful in fostering Social Skills in school students of Kerala.

Key Words: Value Integrated, Chemistry Learning Package, Fostering Social Skills.

Introduction

Today when individuals have a large way of life, a greater variety of choices than any time in the past, the formation of appropriate character, has always become an important aspect as far as the purpose of education is concerned. Schools are expected to bring about the inculcation of the cultural, aesthetic and social value for the young generation. These important aspects need more attention in the present system of education. The Kothari commission report (1966) suggests that value should be taught to students. Education is expected to play a major role in promoting national development of all the faculties towards adequate preparation of life. The value education should produce citizens with sound character and a healthy personality. Value education has a positive impact on an individual's life, character, value, ideals and beliefs. A value educated society can help everyone to grow and develop as individuals in their respective fields. And also a value educated person is able to identify right from wrong and good from the bad. A proper value education should provide a meaning for life. Through value education the whole personality of an individual is developed physically, intellectually, morally, logically, socially, aesthetically and spiritually. When society gives due importance to scientific innovation and take benefit out of it, a proportionate appreciation for Science and Life value become an identity of an educated person.

The Science education will develop the positive attitudes like open-mindedness, logical reasoning and it helps in solving problems in life and thereby help in leading a happy life. Knowledge of Science develops truthfulness and reasoning. These qualities make the life worthy. So it is quite clear that Science is a subject which is so closely associated with our daily life and the world which surrounds us. Physical Sciences include Physics and Chemistry which deal with the fundamental nature of matter and energy. Chemistry is often called the Central Science because of its role in connecting the Physical Sciences, with the life Sciences and applied Sciences. Chemistry has been of immense service to man



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MINDFULNESS AND ECO SPIRITUALITY AMONG PROSPECTIVE TEACHERS

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Abstract

Mindfulness and Eco spirituality would help in healing the earth from the wounds inflicted upon it as a result of man's greed and thoughtless deeds. The present study is to find out whether Mindfulness and Eco spirituality are related. A normative survey was carried out among 300 prospective teachers to find their level of Eco Spirituality and Mindfulness. Pearson Product-Moment Correlation was calculated. It was found that the prospective teachers were average in their Eco spirituality scores, and were high in their Mindfulness. The relation between Mindfulness and Eco Spirituality though only a slight one in value yet is found to be significant.

Keywords: Mindfulness, Eco Spirituality, Prospective Teachers

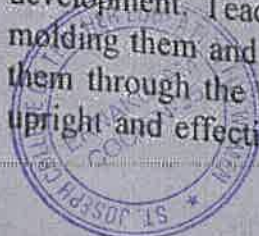
Introduction

Education is considered to be a vehicle for change and development. But the happenings around like the COVID - pandemic, climate change, war and disunity in the world shows that something is lacking in our education system. We over emphasize on creating knowledge and awareness but we often forget the fact that until and unless we human beings opt for a radical change in our life style and attitude, we are all doomed. The deteriorating state of affairs of the world is the result of man's insatiable desire to amass material wealth and his innate intense desire for consumerism, and the tendency of man to ward off the facts that does not suit their likings. We have heavily depended on green technological solutions for sustainable living and our emphasis has been in finding newer green technology solutions and the results are bleak. The value system of the people needs a modification. Values like empathy, sensitivity, conscious living, and thoughtfulness is to be promoted. Integrating value education into the main stream education is absolutely necessary. Mindfulness and Eco spirituality would go a long way in affecting a change and healing the mother earth. Mindfulness would help one to be sensitive and to attend to the needs of others. Eco spirituality would help to fight consumerism and ego centrism.

Need and Significance

Kothari Commission said "The Destiny of India is being shaped in the classroom." This signifies the pivotal role of the teachers in mentoring students to be rightful and productive citizens. John Adams says "Teacher is a maker of Man. He is the foundation of all Education and thus of the whole of civilization of mankind, present and future. No nation reconstruction is possible without the active cooperation of the teacher. Again, Kothari commission points out that the quality and competence and character of teachers are the decisive factors determining the quality of education and national development. Teachers influences the attitudes and habits of the students and play a pivotal role in molding them and in affecting a positive change. They stand as role models for their students guiding them through the right path. This confers in them the responsibility of being knowledgeable just and upright and effective communicators. Hence a teacher who is mindful and has love and reverence

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VALUE INTEGRATED CHEMISTRY LEARNING PACKAGE: TO FOSTER SOCIAL SKILLS AMONG STUDENTS OF KERALA

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Dr. Joby Joy Kurian, Assistant Professor, St. Joseph College of Teacher Education for Women, Ernakulam

Abstract

Education helps the child to acquire new skills and knowledge that will impact development in life. Kerala Secondary School Curriculum gives due importance to science education. Normally the content selected is taught by linking it with its scientific value. Education in Kerala, give importance to religion together with science learning. Considering Science and religion separately, promotion of science is considered as the duty of teachers in the school while value inculcation is considered as the responsibility of religious people. This responsibility sharing actually supporting the social life of people in Kerala. But the investigator as a religious preacher and as a Chemistry teacher was always attracted with the studies related to inculcation of social values and social skills in schools through the learning of various school subjects. If the Value Integrated Chemistry lessons are planned in an intellectually honest manner, it will help in promoting Social Skills in secondary school students. Here comes the importance of Value Integrated Chemistry Learning Package. Hence the present study aims to develop a Value Integrated Chemistry Learning Package for Fostering Social Skills among School Students of Kerala. The investigator employed experimental method and the design used was pre-test post-test single group design. The population of the study consists of secondary school students of Kerala state syllabus and the sample of the study was 35 students from one secondary school in Ernakulam district. The findings of the study highlight the fact that the developed learning package is helpful in fostering Social Skills in school students of Kerala.

Key Words: Value Integrated, Chemistry Learning Package, Fostering Social Skills.

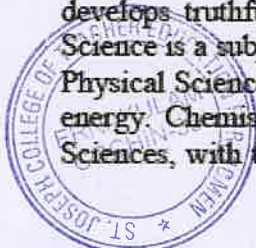
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Rosy Tintu M. P.

In Recognition for Publication of the Paper Titled

**Study on Green Preparation and Characterization Nano Zinc Oxide:
An Alternative Pathway for Sustainable Development**

Editor : **Vinay S. Hatole**

Ajanta Prakashan
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MINDFULNESS AND ECO SPIRITUALITY AMONG PROSPECTIVE TEACHERS

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Dr Sicily A. A. Assistant Professor in Physical Science Education, St Joseph College of Teacher Education for Women, Ernakulam
Dr Alice Joseph. Assistant Professor in English Education, St Joseph College of Teacher Education for Women, Ernakulam

Abstract

Mindfulness and Eco spirituality would help in healing the earth from the wounds inflicted upon it as a result of man's greed and thoughtless deeds. The present study is to find out whether Mindfulness and Eco spirituality are related. A normative survey was carried out among 300 prospective teachers to find their level of Eco Spirituality and Mindfulness. Pearson Product-Moment Correlation was calculated. It was found that the prospective teachers were average in their Eco spirituality scores, and were high in their Mindfulness. The relation between Mindfulness and Eco Spirituality though only a slight one in value yet is found to be significant.

Keywords: Mindfulness, Eco Spirituality, Prospective Teachers

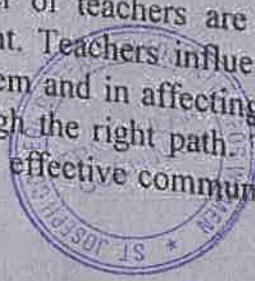
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Need and Significance

Kothari Commission said "The Destiny of India is being shaped in the classroom." This signifies the pivotal role of the teachers in mentoring students to be rightful and productive citizens. John Adams says "Teacher is a maker of Man. He is the foundation of all Education and thus of the whole of civilization of mankind, present and future. No nation reconstruction is possible without the active cooperation of the teacher. Again, Kothari commission points out that the quality and competence and character of teachers are the decisive factors determining the quality of education and national development. Teachers influences the attitudes and habits of the students and play a pivotal role in molding them and in affecting a positive change. They stand as role models for their students and guide them through the right path. This confers in them the responsibility of being knowledgeable just and upright and effective communicators. Hence a teacher who is mindful and has love and reverence





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1. Study on Green Preparation and Characterization Nano Zinc Oxide: An Alternative Pathway for Sustainable Development

Rosy Titu M. P.

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Abstract

In recent years the synthesis of nano crystalline metal oxides is an important subject due to their unique properties such as high surface area, unresidual free energies and wider band gap between valence and conduction band when they are divided to near atomic size. Zinc oxide nano particles are one of the promising candidates for wide range of application due to its wide band gap of 3.37eV. Synthesis of nano particles are usually carried out various physical and chemical methods which are not environmentally friendly. In this work we are introducing green simple and environmentally benign synthetic approach to obtain metal oxide nanoparticles from Averrhoa bilimbi juice extract without any purification or special treatment of juice. It really an alternative pathway for Sustainable development

Key words: Averrhoa bilimbi, Green approach, ZnO Nano Particles

Introduction

Modern world is fast moving to urbanization. Urbanization faces many threats regarding environment. Pollution is the important threat. The needs of necessity things increase day by day. Industries are increasing and their product of hazardous chemicals, badly affect the environment. Society cannot move to progress without medicines, fertilizers, pesticides, and other things. Increased industrialization leading to releasing hazardous chemicals to the environment. In this scenario scientific community think about ways of reducing the hazardous byproducts leading to the development of green technology. Every field of science gives importance to green technology. Green Chemistry is an initiative that promotes the design and application of chemical products and process that are compatible with human health and preserve environment.

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synthesis of nano particles are usually carried out various physical and chemical methods which are not environmentally friendly. During past several years, production of metallic nano particles using low cost biological resources such as plants, algae, fungi and bacteria are reported. As an alternative to synthetic chemicals, in the synthesis of nanoparticles fruit extracts are used successfully. In this work we are introducing a green, simple and environmentally benign synthetic approach to obtain metal oxide nano particles from Averrhoa bilimbi juice extract without any purification or special treatment of juice. Oxalic acid is the main acid present in A. bilimbi juice. It is ranged between 8.57-10.32 mg/g.

Averrhoa bilimbi (oxalidaceae, common name Bilimbi) is a common plant in Asia growing up to 15m tall and 30cm in diameter. Fruits are fairly cylindrical with five broad rounded longitudinal lobes and produced in clusters. During maturity stage the weight and size of the fruit increase to the maximum and their external green colour changes into light yellow. Bilimbi fruits are very sour and used in the production of vinegar, wine and pickles and preparation of traditional dishes. The mature fruits can be eaten as such or processed into jams and jellies. The constituents of A. Bilimbi have been identified to include oxalic acid and vitamin C. It is widely used in traditional medicine as cure for cough, mumps, and rheumatism and pimples scurvy and also as an antioxidant. In the present work, a simple, low cost, and green method for the synthesis of zinc oxide nano particles using the fruit extract of A. Bilimbi was investigated synthesized nano particles were characterized by various methods, such UV /VIS, FTIR, and SEM-EDX.

Zno nano particles have a variety of applications. It is used in the manufacture of rubber as activator. Commonly Calamine lotion is made out of Zno powder. It is also used in a host of other creams and ointments that are used to treat skin diseases. Zno shows antimicrobial property. Photo catalytic degradation of methylenen blue using Zno can be study easily, because of the above applications, synthesis of Nano Zno using green method is very much relevant in present situation.

Scope and Objectives of the Work

Among the metal oxides, ZnO nano powder is one of the most attractive materials, because of their excellent performance in field such as high corrosion resistant nano coating, highly transparent composites, semiconductors, cosmetics, sensors etc. various synthesis routes have been developed in recent years for the preparation of nano particles. However, the release



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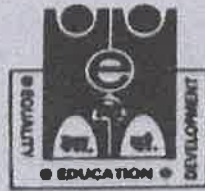
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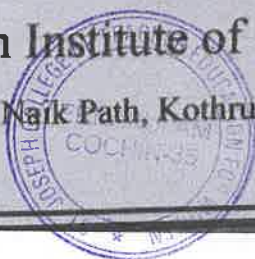
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Indian Institute of Education

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ARTICLE 31

EFFICACY OF INFUSION APPROACH IN AUGMENTING CRITICAL THINKING SKILL OF LANGUAGE STUDENTS AT SECONDARY LEVEL**Dr.Bindu Joseph (Principal author)**

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Abstract

Promotion of critical thinking skills in the classroom is a great challenge for an educator. Usually educators try different strategies to enhance critical thinking skills among which Infusion approach was found of great influence which involves the incorporation of thinking skills into of the instructional process. In this study the investigator tried to test the efficacy of infusion in augmenting critical thinking skill of secondary school students. Experimental method was adopted for the study. Lesson transcript based on infusion approach and critical thinking test were the tools used for the study. The study was conducted on a sample of 40 students of two groups including 20 each for experimental and control group from a secondary school in Ernakulam district, Kerala state. Findings of the study revealed that infusion approach is an effective strategy for enhancing critical thinking skill of secondary school students.

Keywords: Infusion Approach, Critical Thinking Skill

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DIALOGIC LEARNING IS AN INNOVATIVE STRATEGY FOR VOCABULARY ENHANCEMENT AT PRIMARY LEVEL

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Abstract

Dialogic learning is a method where the teacher encourages and facilitates discussion in order to develop understanding through dialogues. The major objectives of the study were to prepare instructional material based on the dialogic learning strategy for enhancing vocabulary in English at primary level. The investigator adopted Experimental method for the present study. Sample selected for the study was 80 students at primary level following Kerala state syllabus. The findings of the study revealed that teaching of English Vocabulary through Dialogic Learning Strategy is more effective than Activity Method.

INTRODUCTION

Language is the armory of the human mind, and at once contains the trophies of its past and the weapons of its future conquests. Samuel Taylor Coleridge

Language is the most remarkable invention and valuable possession of the human race. It is a powerful and important device for communication and social interaction. Using Dialogic Learning strategies in language classrooms will make language learning more interesting and effective. Dialogic Learning is learning that takes place through dialogue. It is typically the result of egalitarian dialogue. Dialogic teaching harnesses the power of talk to stimulate and extend pupils' thinking and advance their learning and understanding. Dialogic teaching pays as much attention to the teacher's talk as to the pupil's. Dialogic teaching is grounded in research on the relationship between language, learning, thinking and understanding and in observational evidence on what makes for good learning and teaching. In effect, dialogic education takes place through dialogue by opening up dialogic spaces for the co-construction of new meaning to take place within a gap of differing perspectives

Need and Significance of the Study

Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms.

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ARTICLE 33

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**A STUDY ON NATURALISTIC INTELLIGENCE, ENVIRONMENTAL AWARENESS AND
ECO-FRIENDLY CHOICES AMONG STUDENT TEACHERS AT SECONDARY LEVEL**

Dr.Siji John, Assistant Professor, St.Joseph College of Teacher Education for Women Ernakulam
Dr.Betty PJ, Assistant Professor, St.Joseph College of Teacher Education for Women Ernakulam

Abstract

Nature underpins our Economy, our society, indeed our very existence. Our forests, rivers, oceans and soils provide us with the food we eat, the air we breathe, the water we irrigate. Features of development like industrialization and urbanization as well as increase in population can be observed in all parts of our country. Environmental Awareness develops an understanding and spirit of competence to recognize Environmental resources and the interdependence between biotic and abiotic components of the environment. Man is a part of nature and his survival is very much dependent on the quality of the environment. Most people are unaware importance of nature and its protection. Technological advancement even though it is inevitable, it leads to wastage of natural resources and Environmental pollution. Organic products reduce public health risks to farm workers, their families, and consumers by minimizing their exposure to toxic and persistent chemicals on the farm and in food, the soil in which they work and play, the air they breathe, and the water they drink. Children are especially vulnerable to pesticides. Using Eco-friendly products, green products in your daily life will have a good effect on the environment by reducing the pollution and that will directly impact your health and make it better. In the present study the investigators try to find the relationship between Naturalistic Intelligence, Environmental Awareness and Eco-Friendly Choices.

Key Words: Naturalistic Intelligence, Environmental Awareness and Eco-Friendly Choices

Introduction

We have entered the new millennium looking forward to the expectations and excitement this millennium is going to offer. We would like to think that we are better off today than we were hundred years ago. It is possible that the future may be more marvelous and hilarious than the past and it is quite certain that our lives will change accordingly keeping pace with the technological advancement and new discoveries. Man cannot exist without nature. It is one of the greatest blessings for human life; however, nowadays humans fail to recognize it as one. Nature has been an inspiration for numerous poets, writers, and artists. The resources provided on the earth are limited. If we continue to deplete the resources at this pace, then they will soon exhaust. Urbanization and modernization have resulted in excessive use of resources. We cut trees to make houses, roads and railway tracks and mine minerals and fossil fuels for transportation activities. Excessive usage of water for agriculture and other activities is also harmful. Our comfort has led to the destruction of nature. Deforestation, global warming, wildlife destruction, Environmental pollution, Ecosystem imbalance etc., are the consequences that threaten biodiversity and life on earth. At any cost we need to conserve our nature.

Earth is possibly the only planet in the whole of the universe capable of sustaining life. Naturalistic Intelligence refers to a person's interest in the nature, world of animals, plants, and the natural work around them. It is the ability to identify and classify patterns in natural environment. Such individuals have a sensitivity to and appreciation for nature. Naturalists are inspired and rejuvenated by nature. Naturalistic Intelligence has to do with observing, understanding, and organizing patterns in the natural environment. Gardner added Naturalist Intelligence to his list as the eighth Intelligence in 1999. He designated site locations by using findings from research in neurophysiology. Gardner's theory



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NATURE BASED LEARNING: EFFECT ON PRO-ENVIRONMENTAL ATTITUDE OF
SECONDARY SCHOOL STUDENTS

ARTICLE 34

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Dr. Smitha Jose, Assistant Professor, St. Joseph College of Teacher Education for Women,
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Abstract

The present study investigated the effect of nature-based learning activities in augmenting the pro-environmental attitude of secondary school students. The study adopted pre-test post-test experimental research design with a sample of sixty secondary school students. The pro-environmental attitude scores were compared and the significant differences were determined using paired t-test. The findings of the study revealed that diverse nature-based learning activities significantly increased the pro-environmental attitude of the students with regard to the various sub-components also. The study concluded that permitting students to be exposed to different nature-based learning activities significantly increased students' environmental spirit.

Key words: Nature based learning, Pro-environmental, Attitude, Secondary students

Introduction

Humanity is currently facing an unprecedented catastrophe in the form of environmental problems. Today's environmental problems, to some extents are the result of direct or indirect consequences of people's daily behaviours. Consumption, conservation, waste disposal and the use of energy are all environmentally domineering behaviours that must be changed in an environment friendly direction. Today children are disconnected from the natural world, their experiences are mainly determined in media, written language and visual images. They are losing the understanding that disconnection from nature has to pay the price. Regular positive interactions with nature help children to develop the values and attitudes which are indispensable to care the environment. It is education that can make the students aware and conversant about environment and its problems. Considering that the future of the planet lies in the hands of children and their actions, research on pro-environmental attitude in children has become more significant. Children are important agents who could alleviate some of these challenges in their actions and in the relationship, they have with the natural environment.

Need and Significance of the Study

Education is considered as an important instrument in changing behavior to become more environment friendly. Regarding the environment, education should cover not only knowledge but also attitude and behaviour. The connection with nature plays a key role in the environmental education that it is necessary to increase awareness, knowledge and concern for environment among students and as a result promote pro-environmental behaviour. In order to support the development of students' skill and knowledge for the future, education should attempt to include outdoor experiences that incorporate the development of a personal environmental ethos. It is the need of the hour to inculcate positive environmental attitudes, values, knowledge, concern and awareness among the students through greater exposure, increased knowledge and better scientific understanding of the environment.

As the need for each individual to develop an awareness of protection and preservation towards environment is inexorable, it is essential to improve students' environmental behavior in the classroom, the need to employ nature-based teaching strategies arises. Studies conducted by Ballantyne and Packer (2002) affirmed that learning experiences in the natural environment are extremely important in developing students' environmental knowledge, attitudes, and responsible actions. Wilson (1984) in his biophilia hypothesis proposed that people's emotional relationship with nature may influence their environmentally stable behaviours. Though plentiful researches are conducted stipulating that



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Presence of Women in the Administrative Setup of Higher Education Institutions in India

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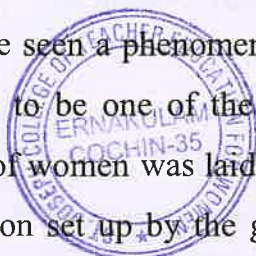
Abstract

India has emerged out to be one of the largest education systems of the world. The government of India realising that providing equal access to education, health care, decent work, and representation in political and economic decision-making processes to women and girls would accelerate sustainable economies and help societies and humanity at large have laid special emphasis on the education of women. Focus is given to involve women as equal partners in Universities, colleges and various institutes in India. Often only a very few women reach at top levels like Vice-Chancellor, Pro-Vice-Chancellor, Registrar and Dean, even though there are a large number of women who choose teaching as their profession. The reason behind this backdrop in women representation as we move up the ladder of the education system is studied in this paper. There are complex and multi-dimensional barriers to women's leadership in higher education, resulting from social, cultural and economic factors of each country, the organisational culture in universities, discrimination in recruitment and selection, and unequal power relations.

Introduction

The last seven decades have seen a phenomenal development in the Education system of India and India has emerged out to be one of the largest education systems of the world. Special emphasis on the education of women was laid by University Education Commission (1948), the first commission in education set up by the government of free India realising that providing equal access to education, health care, decent work, and representation in political and economic decision-making processes to women and girls would accelerate sustainable economies and help societies and humanity at large. Significant strides have indeed been made during the past six

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EFFECTIVENESS OF DRAMATIC LEARNING PACKAGE IN ENHANCING ENVIRONMENTAL AWARENESS AMONG SECONDARY SCHOOL STUDENTS

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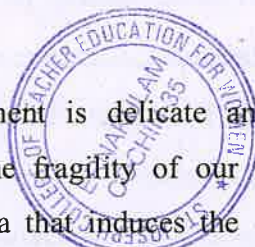
Abstract

Dramatic learning Package is a collection of drama script using various drama techniques like, creative drama, role play, mime, freeze frames etc, This is possible when education is linked to the development of environmental awareness which will help them to adapt to the changing situations in a positive way and care and protect environment. When education is related to the development of environmental awareness, it will help in developing generic skills in the learner, which are related to the social needs of the learner for the sustainable development. Drama can be used as one of the important technique for developing environmental awareness among adolescence. The result of the study proved that drama is effective for enhancing environmental awareness among secondary school students.

Keywords: Dramatic Learning Package, Environmental Awareness

Introduction

The physical environment is delicate and crucial for every human being. Environmental awareness is to understand the fragility of our environment and the importance of its protection. Environmentalism is an dogma that induces the obligation and responsibility of humans to respect, protect, and preserve the natural world from its afflictions caused by humans. UNESCO suggests that



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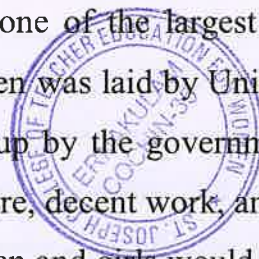
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EFFECTIVENESS OF DRAMATIC LEARNING PACKAGE IN ENHANCING ENVIRONMENTAL AWARENESS AMONG SECONDARY SCHOOL STUDENTS

ARTICLE 38

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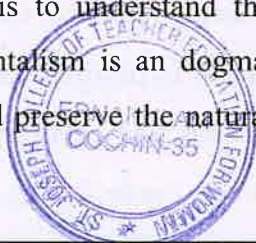
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Graphic Organizers: An Effective Brain Based Learning Strategy for Learning Social Science among Students at Secondary Level.

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ABSTRACT

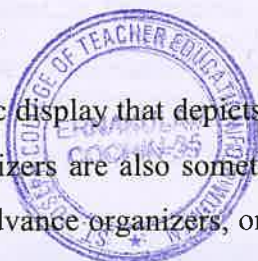
Brain engagement of strategies based on principles derived from solid scientific research based learning is also known as Brain-compatible learning. It is simply the engagement of strategies based on body/mind/brain research. It is the purposeful explicit acknowledgement that learning is fundamentally linked to the biological and chemical functioning of the brain. Knowledge gained about how the brain processes information has been instrumental in the development of teaching techniques and learning strategies. The present study focussed on Graphic Organizers which is one of the important strategies for teaching learning process. Graphic organizers come in many different forms, each one best suited to organizing a particular type of information. The study was intended to test the effectiveness of graphic organizers in teaching Social Science at Secondary Level. The findings of study would be useful for teachers and students as a method of teaching and learning their academic excellence.

INTRODUCTION

Brain-Based Education is the purposeful engagement of strategies that apply to how our brain works in the context of education. This theory is based on what we currently know about the actual structure and function of the human brain at varying stages of development. This type of education provides a biologically driven framework for teaching and learning, and helps explain recurring learning behaviour. Brain Based learning refers to teaching methods, lesson designs and school programs that are based on the latest scientific methodology about how the brain learns. It is the duty of teachers to shake up and shock learners into a new state of consciousness by creating an environment that is brain friendly and learner centric an environment that will cause learners to sit up pay attention and become actively involved to their own learning, while taking ownership and responsibility for their learning outcomes. In conclusion, understanding how the brain learns by actually capturing, scoring, sorting and holding information enables teachers to implement the kinds of classrooms that capitalize on the brains natural abilities and thus promote student learning.

TYPES OF GRAPHIC ORGANIZERS.

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams. There are several types of graphic organizers. The following are the important types of graphic organizers.



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Assessing Environmental Awareness of Higher Secondary School Students - A Comparison

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ABSTRACT

Environmental awareness is an inevitable factor to understand about the protection of environment. The present study is an effort to examine the Environmental Awareness among higher secondary school students of Thrissur district of Kerala state. The investigator adopted survey method for the present study. The sample consisted of 150 higher secondary school students. Environmental Awareness Scale prepared by the investigator was used for collecting the data. The findings of the study indicated that there exists significant difference in Environmental Awareness of rural and urban higher secondary students. But no significant difference was noticed for the subsamples gender and type of school.

Key words: Environmental Awareness, Higher Secondary School Students

INTRODUCTION

Environment can be defined as the sum total of all living and non-living components that influence human life. In literal sense, 'environment' means 'surroundings'. Hence the environment of an individual, object or system includes all the entities with which it is encircled. So the 'environment' may be considered as a 'space' or a 'field' in which webs of relationships, interconnections and interactions between entities occur. It consists of the interrelating systems of physical, biological and cultural components which are interlinked both individually and collectively. It influences the growth and development of living organisms.

The environment plays a substantial role in maintaining life on earth. But there are many problems that are causing tribulations to life and ecosystem. Over the last few decades, it is an undeniable fact that the environment is exposed to various dangers. These dangers are obviously increased due to population explosion, expanding industrialization, unplanned urbanization etc. A lot of threats and problems are happening to the environment such as global warming, ozone depletion, drought, soil erosion, flood, deforestation and pollutions which are degrading the environment. Most of these scorching environmental problems are occurring mainly by human activities. The daily activities of humans are frequently degrading the quality of the environment which eventually results in the loss of survival from the earth. Each and every individual could play a major role to fight against this problem. Hence, educating about environment and creating environmental awareness among common people is very important.

Environmental education is an important fragment of education process. It is a process in which individuals gain awareness of their environment and acquire knowledge, skills, values, experiences and also the determination, which will empower them to act individually and collectively, to resolve present and future environmental problems.

Awareness is knowledge or understanding of situations or realities. Environmental awareness is concern to the environment, environmental problems and understanding about factors associated with environmental consequences. Simply, it means knowledge and understanding of facts and concepts related to environment and consequences of various environmental problems.

Need And Significance Of The Study

The entire world is facing a lot of environment problems now a days. Population explosion, increasing industrialization, unjustifiable urbanization, pollutions, natural calamities etc. have accelerated environmental degradation. In order to solve these problems proper awareness is necessary. Today's students are the citizens of tomorrow who play a very vibrant role in the development of society. In order to save environment from these dilemmas, the students need to gain environmental awareness through education and training. Fostering students with understanding and awareness about environment and its conservation is the need of the hour. Therefore, the present study is intended to find out the environmental awareness among Higher Secondary students.

REVIEW OF RELATED LITERATURE

Bhowmik and Verma (2019) conducted a study on environmental awareness among senior secondary school students

ANALYSIS OF SHRIMAD BHAGAVAD GITA WITH REFERENCE TO TEACHER QUALITIES TO PROMOTE LIFE SKILLS AMONG STUDENTS

ARTICLE 41

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Abstract

Indian culture is deeply rooted with ethical and moral values. It is the source of wisdom and has the answer to all problems faced by humanity in the modern times. Among the prominent scriptures, the Bhagavad Gita is considered as the most influential, universally accepted philosophical text, which can act as a guide, a mentor and moreover, a perfect psychologist who can handle the new generation issues of coping with stressful situations in relation with absence of life skills. Since morals and values remain static for all human beings, it can be truly termed as the book of wisdom. Its acceptance, even in the west shows that it has the power to cross boundaries of culture and tradition. Bhagavad Gita acts as a guiding principle for mankind, which determine each and every action taken by the Lord Krishna himself. Similarly, Bhagavad Gita has lot of implications on educational system. It is necessary to impart and understand the relevance of such guiding principles especially in the field of education. Hence, the researcher conducted an Analysis of Shrimad Bhagavad Gita with reference to Teacher Qualities to Promote Life Skills among Students. The present study is based on the qualitative research methodology known as hermeneutics. The study analyzed the qualities of teachers revealed by Lord Krishna himself through the teachings of Bhagavad Gita to promote life skills in students. The present paper focuses on the significance of imparting life skills education for developing social, emotional & thinking skills in students, who can cope up with future challenges, become responsible citizens and survive well.

Key terms: Teacher Qualities, Life skills

Introduction

In today's modern world, due to the influence of technology and globalization, the living style, attitudes and beliefs of youth have undergone tremendous changes. Recent studies and newspaper reports say that, our new generation have lost the sense of responsibility and courage to face difficult situations in life. Today's youth lack life skills and moral values. Moreover they are not mentally equipped to face challenges in their lives. As a result, many commit suicides and even self-poisoning. This pathetic condition aroused as today's educational system focuses merely on transforming individuals to intellectuals and professionals. We have made considerable progress in terms of literacy, but ignored the holistic development of the individual as human beings. In order to strengthen the upcoming generation mentally, there arises a need to restructure our present educational system by introducing life skills that focuses on problem solving, critical thinking and decision making. As teachers are the back bone of a successful educational system, it is the need of the hour to equip them with necessary life skills so that they can impart these skills to the upcoming generation.

Need and significance

We are familiar with the educational principles and theories developed and propagated in the West. However, we don't have much awareness about our own historical and traditional thoughts in relation to education. The researcher noticed that, the basic components of educational philosophy are presented in the Bhagavad Gita. Understanding the teachings of Bhagavad Gita will help both the teachers and the students

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TEACHING-LEARNING TECHNIQUES AS EXPLORED FROM SHRIMAD BHAGAVAD GITA

Dr. Hemalettha P. K.*

ABSTRACT

Shrimad Bhagavad Gita is an exceptional ancient scripture which has its implication in the field of education. It has an outstanding as well as distinctive views about the teacher, student as well as life skills. In the Present Education System, most of the educational theories and thoughts are adapted from the West. Even though we have sufficient information about our historical and cultural thoughts regarding education System, we are still in the preliminary stage to accept them and include in our curriculum despite their impact and comprehensiveness. In Shrimad Bhagavad Gita, the basic components for our educational system are explained. There are various dimensions of educational theories and thoughts in this holy text. The interpretation and comprehensive meaning of pure education System laid down in Shrimad Bhagavad Gita can contribute and inspire the educationists and policymakers to think about the history for searching valuable knowledge. Bhagavad Gita has philosophies which can aid students fight issues like anxiety, doubts and uncertainty in their life. Since Shrimad Bhagavad Gita is more inclined towards the dialogues between free-will and predestination, or the well-integrated and disintegrated personality. The teachings in the scripture can be explained as very beneficial for a teacher and student in their life. The present paper deals with the analysis and interpretation of some of the verses in Shrimad Bhagavad Gita related to the objective of the study and based on Sri Krishna - Arjuna dialogues which are significant in the context of classroom verbal communication between the teacher and student.

Keywords: Teaching-Learning Techniques, Shrimad Bhagavad Gita

Introduction

Teachers are the basic unit of education in the teaching-learning process. They are best known for the role of educating, guiding and moulding the students who are placed in their care. Moreover, teachers serve many other roles in classroom. They are accountable for creating a positive mood of the classrooms, maintain a warm environment, guide and nurture students, become role models, and listen and look for signs of trouble and support them in crises. Shrimad Bhagavad Gita sets Lord Krishna as an example and points out professional ethics of a teacher. Lord Krishna

was a great teacher as well as a psychotherapist. HE gave perfect counselling to Arjuna when he was in the state of extreme anxiety, confusion and indecisiveness or especially in a state of depression. Krishna's guidance as an ideal teacher removes all obstacles and mind blocks of Arjuna and he was able to perform his duty.

In Shrimad Bhagavad Gita, Arjuna symbolizes the qualities of an ideal student. His readiness to accept the words of his guru Lord Krishna, even if it involves raising his weapons against his family and relatives, shows his ideal devotion to Guru. Since the world is going uncertainly, the future generation should have

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**EXPLORING THE POSSIBILITIES OF SHRIMAD BHAGAVAD GITA
FOR ACTIVE CITIZENSHIP EDUCATION :
A QUALITATIVE ANALYSIS**

Dr. P. K. Hemalettha*

ABSTRACT

'Bharatiya Culture' has deep-rooted traditions of education. The knowledge about the institutions of a nation and also an awareness that the rule of law applies to social and human relations, obviously form part of any Citizenship education. was not included in the school curriculum until the British rule. Citizenship education appeared in the Indian school curriculum in the British colonial period. The British aimed to transmit a sense of loyalty and respect to British Empire and Indians were taught to be subjects rather than citizens (NCERT, 2005). After Independence, Indians worked to replace teaching for subjugation with new curricula that would inculcate a sense of belonging and loyalty to independent India. In the Present Education System, the educational theories and thoughts are adapted from the West. Although we have ample information about our historical and cultural thoughts concerning education system, we are still in the early stage to accept them and include in our curriculum regardless of their importance and comprehensiveness. Bhagavad Gita, the ancient scripture has wisdoms that range from exceptional along with distinctive views on spiritual awakening to lessons on education, leadership and management. The present study through hermeneutic method, analyses and interprets the verses from Bhagavad Gita that develop understanding about the largest and dominant community of India and explain orientation to social life, Indian moral values and show how attention is paid to the level of the individual. The noble thoughts and teaching of the Bhagavad Gita will make the younger generation better citizens and elevate their personality.

Keywords : Shrimad Bhagavad Gita, Citizenship education


Introduction

'Bharatiya Culture' is the manifestation of righteousness or dharma which is the lifestyle that discusses eternal happiness. All through the ages, this culture has been providing spiritual guidance in a responsive and productive manner. The way a confused and illusion-struck friend and disciple is led to the state of clarity of vision so as to establish himself in balance, self-control and righteousness is an incredible achievement of Indian spiritual heritage specifically preserved in the form of Shrimad Bhagavad Gita for such a long period of time.

Need and significance

Citizenship education means educating children, from early childhood, to become intelligent and enlightened citizens who take part in decisions in relation to society. 'Society' is here understood in the particular sense of a nation with a confined territory which is recognized as a state (UNICEF, 2017). Hence, human rights and citizen rights are interdependent. Citizenship education supports in the formation of civic competencies. The education permits a citizen to effectively deal with the social role, specified for citizens of that country. It helps citizens to completely utilize their civil rights and civil freedoms.

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ONLINE LEARNING AND ACADEMIC STRESS AMONG
HIGHER SECONDARY SCHOOL STUDENTS
IN ERNAKULAM DISTRICT

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Bindu D. V**

ABSTRACT

Online learning is a method of delivering educational programmes to students who are isolated from instructors or teachers by space. It makes use of the internet, computers, networks, and multimedia. Today, students and schools all over the world use online learning as a valuable resource. Many educational establishments have had to adapt to a modern way of teaching. Despite school closures, several educational institutions shifted their teaching practices online. Online schooling has become an effective tool to continue the teaching learning approach through school closures as an alternative to no schooling. Online learning has its own set of benefits and drawbacks. The sudden shift from conventional classroom to online learning is causing distraction among students as they are not accustomed to the new way of learning. Recently this pandemic crisis attracts a number of initiatives and researches in this area. The present study focuses on academic stress faced by higher secondary school students during current online education. The normative survey method was followed to collect data from Higher Secondary School students. The sample selected for the study was 213. A Rating Scale was prepared to collect data and analyse the responses of the students regarding their academic stress. The present study has revealed that majority of higher secondary students have moderate academic stress and the different streams of study has no significant influence on academic stress in online learning. The type of management also has no significant influence on academic stress in online learning among higher secondary students.

Keywords : Online learning, Academic Stress

Introduction

In the present COVID-19 Pandemic situations, the conventional classroom learning has been changing drastically to virtual mode of learning. Transition to online learning has influenced not only teachers who have to modify their pedagogical methods, but also to students who have to switch on to new learning environment. Through this new online learning environment, students are exposed with multi-functionality characteristics of learning situation.

Need and Significance of the study

Online learning has opened up varied opportunities for students to interact in more diverse

instructional experiences. Although it's advantages, there are risks too. The scholars are experiencing pressure of academics in online classroom learning like lack of understanding and interactions, assignment submission, lack of individual mentoring and motivation, obligation of success, uncertain future and inadequate resources & facilities and technical problems. Other stress factors include struggle to satisfy educational standards, time management and considerations over grades and scores. School teachers often encounter the difficulties faced by students while imparting online education. Poor internet access usually resulted in disrupted learning. This results in discontentment in understanding the content among

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AN INTERNATIONAL BILINGUAL PEER REVIEWED REFEREED RESEARCH JOURNAL

ONLINE LEARNING AND ACADEMIC STRESS AMONG HIGHER SECONDARY SCHOOL STUDENTS IN ERNAKULAM DISTRICT

Dr. Hemalatha P.K.
Blada D. V**

ABSTRACT

Online learning is a method of delivering educational programmes to students who are isolated from instructors or teachers by space. It makes use of the internet, computers, networks, and multimedia. Today, students and schools all over the world use online learning as a valuable resource. Many educational establishments have had to adapt to a modern way of teaching. Despite school closures, several educational institutions shifted their teaching practices online. Online schooling has become an effective tool to continue the teaching learning approach through school closures as an alternative to no schooling. Online learning has its own set of benefits and drawbacks. The sudden shift from conventional classroom to online learning is causing distraction among students as they are not accustomed to the new way of learning. Recently this pandemic crisis attracts a number of initiatives and researches in this area. The present study focuses on academic stress faced by higher secondary school students during current online education. The normative survey method was followed to collect data from Higher Secondary School students. The sample selected for the study was 213. A Rating Scale was prepared to collect data and analyse the responses of the students regarding their academic stress. The present study has revealed that majority of higher secondary students have moderate academic stress and the different streams of study has no significant influence on academic stress in online learning. The type of management also has no significant influence on academic stress in online learning among higher secondary students.

Keywords : Online learning, Academic Stress

Introduction

In the present COVID-19 Pandemic situations, the conventional classroom learning has been changing drastically to virtual mode of learning. Transition to online learning has influenced not only teachers who have to modify their pedagogical methods, but also to students who have to switch on to new learning environment. Through this new online learning environment, students are exposed with multi-functionality characteristics of learning situation.

Need and Significance of the study

Online learning has opened up varied opportunities for students to interact in more diverse

instructional experiences. Although it's advantages, there are risks too. The scholars are experiencing pressure of academics in online classroom learning like lack of understanding and interactions, assignment submission, lack of individual mentoring and motivation, obligation of success, uncertain future and inadequate resources & facilities and technical problems. Other stress factors include struggle to satisfy educational standards, time management and considerations over grades and scores. School teachers often encounter the difficulties faced by students while imparting online education. Poor internet access usually resulted in disrupted learning. This results in discontentment in understanding the content among

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VISUAL SCAFFOLDING FOR ENHANCING ENGLISH LANGUAGE WRITING SKILLS OF STUDENTS AT PRIMARY SCHOOL LEVEL

Dr. Alice Joseph
Dr. Josephine Joseph
Ms. Feena C Babu

ABSTRACT

English language being one of the chief languages of communication, its mastery in writing and speaking greatly influences an individual's academic success. Proficiency in language contributes to the future academic success of an individual as the individual becomes more capable of comprehending the academic subjects better as well as presenting the ideas he has in his mind. Right and appropriate training in reading, writing and speaking skills in English is therefore necessary to help and improve the English Language. The focus of the present study titled Visual Scaffolding for enhancing English Language Writing Skills of Students at Primary School Level is to analyse the effectiveness of Visual Scaffolding in enhancing Writing Skills in English Language among Students at Primary School level. The investigator employed an experimental method with a pre-test post-test single group design. English language lessons were taught to students at primary level by Visual Scaffolding strategy to teach them the following components of writing skills - the ability to use grammar, spelling, punctuation, spacing of words, word order, and sentence structure, organization of ideas in paragraphs, originality, relevance and clarity. The sample consisted of 192 students of Standard VII of Ernakulam District. The data was analysed during mean, standard deviation and t-test. The findings of the study highlight that Visual Scaffolding is effective in enhancing Writing Skills in English Language among Students at Primary School Level irrespective of the gender differences.

Keywords: Visual Scaffolding, Writing Skills, Students at Primary School Level

INTRODUCTION

Mastering of English language holds prominence in education. It is considered to be one of the chief means of communication whether it is spoken or written. English is a foreign language and needs to be taught unlike the mother tongue which a child imbibes naturally. English is not taught in classrooms by Indian students hence English teachers need to put an extra effort to make the English language classes more interesting and lively. Writing is an essential communication skill as it helps one to express their ideas in the visual form. Writing is the graphical representation of speech. Bacon (1989)

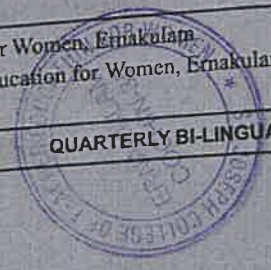
rightly said, "Reading makes a full man, conference ready man, and writing an exact man". In the field of education writing plays a dominant role for writing projects, assignments, examinations etc. In the Indian educational systems, assessing academic abilities are closely linked with proficiency in writing. The writing exercise has a powerful effect on the child's mind and provides a very good way of fixing vocabulary, spelling and patterns of all kinds. Writing is a more involving and comprehensive linguistic activity. Writing fixes speech and reading patterns in a child's mind. It is the ultimate of the linguistic process. Students can write

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SHODH SARITA 217

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EFFECTIVENESS OF NARRATIVES IN INCULCATING CERTAIN SELECT VALUES AMONG STUDENTS AT PRIMARY SCHOOL LEVEL

Dr. Josephine Joseph
Dr. Alice Joseph
Ms. Shibu Babu

ABSTRACT

The inclusion of value education in school curricula is crucial because it teaches children the underlying values they need to grow into good citizens and human beings. Every child's education begins in school, therefore including value based education into the curriculum can aid students in understanding the fundamental moral principles from the very beginning of their academic careers. The fundamentals of human values must be taught to pupils. Storytelling in particular is a useful tool for teachers as it helps students to concentrate better, comprehend the lesson more easily, and remember important details for longer time. The use of narrative in value education would help teachers to recognize and foster values in students. Present study is an attempt to inculcate certain select values among the students at primary school level through narratives in English language teaching and to find its effectiveness for the same. A pretest test experimental single group design was used on a sample 40 students of standard V from a Primary School following Kerala State Syllabus in Ernakulam District. Narratives for teaching English were used to impart and inculcate Moral values, Social Values and Personal values. The data was analysed using mean, standard deviation and t- test and ANOVA it was found that Narratives are effective in imparting and enhancing the Moral values, Social Values and Personal values among the students at Primary School Level. Value Education in schools must become an integral part of teaching different subjects by interweaving values into all facets of subject areas and teachers must be oriented to doing the same.

Keywords: Narratives, Values, Students at Primary School Level

Introduction

Education in values is crucial for everyone. Moral principles must be ingrained in a person's psyche beginning in early childhood. Although it begins at home, value education lasts a lifetime. A person's life is greatly impacted by the value education received in schools. Their lives can be shaped and given purpose by a values-based education. To develop citizens anchored in morality and ethics, value must be instilled in children from an early age. Teachers play an important role in developing values in children by way of their words and actions. Teachers must use a variety of pedagogical

approaches to impart values and the idea of "student edutainment" would be fruitful in this regard. Storytelling is one of the ways of student edutainment and is considered to be very engaging. Hearing a story helps students learn because they concentrate better, comprehend the lesson more easily, and remember important details longer. Students' vivid inventiveness is stimulated by stories. As they listen to a story, kids create mental pictures, make conclusions and projections, and fill voids. hence using narratives would be helpful for the students to imbibe values.

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ABSTRACT

English language being one of the chief languages of communication, its mastery in writing and speaking gains prominence. An individual becomes proficient in a language depending upon the quality of the exposure he gets. Proficiency in language contributes to the future academic success of an individual as the individual becomes able of comprehending the academic subjects better as well as presenting the ideas he has in his mind. Right appropriate training in reading, writing and speaking skills in English is therefore necessary to help and individual master the English Language. The focus of the present study titled Visual Scaffolding for enhancing English Language Writing Skills of Students at Primary School Level is to analyse the effectiveness of Visual Scaffolding in enhancing Writing Skills in English Language among Students at Primary School level. The investigator employed experimental method with a pre-test post-test single group design. English language lessons were taught to students at primary level by Visual Scaffolding strategy to teach them the following components of writing skills - the ability to use grammar, spelling, punctuation, spacing of words, word order, and sentence structure, organization of ideas in paragraphs, originality, relevance and clarity. The sample consisted of 192 students of Standard VII of Ernakulam district. The data was analysed during mean, standard deviation and t-test. The findings of the study highlight that Visual Scaffolding is effective in enhancing Writing Skills in English Language among Students at Primary School Level irrespective of the gender differences.

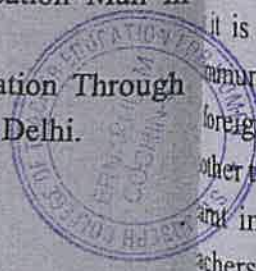
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EFFECTIVENESS OF DRAMA BASED INSTRUCTION FOR ENHANCING THINKING SKILLS IN ADOLESCENT BOYS

Dr. Smitha Jose*
 Dr. Hemaletha P.K.**

ABSTRACT

This study has been undertaken using Drama Based Instruction in order to enhance thinking skills of adolescent boys. Drama Based Instruction was incorporated in school curriculum for enhancing thinking skills, the classroom was turned into a joyful place of learning. Students become more participative, interactive and creative. To carry out the study the investigator used experimental method. Thinking Skills Inventory was used to find out the change in thinking skills after using drama based instruction. The findings confirmed that using drama in teaching significantly affected on the experimental group than the students of the control group who were taught with traditional methods as the experimental group achieved better results than the control group. In the present study the investigator followed both structured and unstructured Drama Based instruction method. A sample consisting of 92 adolescent boys, 46 each in experimental and control groups from one school, in Ernakulam district was selected to carry out the experiment. The present study will provide data on how the adolescent boys uses drama lessons to tiger their thinking abilities like critical thinking, creative thinking and problem solving.

Keywords : Drama Based Instruction, Thinking Skills

Introduction

Education is that process which will help in bringing about an appropriate change in the behaviour of all human beings. It is one of the means which provides children with the knowledge and skills they need to lead an effective life. Modern education system aims at the development of communication skills, creative, aesthetic and critical abilities, social growth and cooperation, inculcation of socio-cultural values and above all knowledge of the self. Only through proper school education the learner gets varied experiences in their formative years which will help in the development of thinking skills especially critical thinking, creative thinking and problem solving which are components of life skills.

Need and Significance of the Study

Students who participate in extracurricular activities develop vital tools to develop and maintain

thinking skills. Thinking Skills can be taught through School curriculum by Incorporating Dramatized experiences to the school curriculum, giving importance to art education like drama, music, and dance and like art forms in the common curriculum will help in the development of child's personality and Thinking Skills. The main concept behind using drama in education as a part of teaching and learning process is that children should connect their play instincts as a means of learning in school.

Drama paired with education can offer students a comprehensive and innovative base for future experiences in theatre, as well as strengthen their thinking abilities. The dynamics of engaging in various modes of creative activity can be a long-term benefit. Drama base instruction will help to enhance such talents in students.

Statement of the Problem

Drama Based Instruction is a multi-sensory

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EFFECTIVENESS OF DRAMATIC PLAY FOR ENHANCING SOCIAL SKILLS AMONG ADOLESCENT GIRLS

Dr. Smitha Jose*
Dr. Hemalatha P.K**

ABSTRACT

Drama is a vital tool for preparing students to live and work in a world that is increasingly team-oriented instead of hierarchical. Drama also supports students develop tolerance and empathy. Dramatic play is where children act out fictitious situations and stories, turn into different characters, and pretend they are in diverse sites and times. Children use dramatic play to explore their personal thoughts & feelings. In the present study the investigator followed both structured and unstructured dramatic play which also provided adolescent girls with the freedom to choose their own roles and play scenarios. A sample consisting of 92 adolescent girls, 46 each in experimental and control groups from one school, in Ernakulam district was selected to carry out the experiment. The present study will provide data on how the adolescent girls are physically and mentally experiencing the drama lessons. It also gives an insight on the learner's relationship with tensioning during their time on stage. All these experiences derived through this study may give more information how to implement dramatic play in classroom for promoting social skills among children. It is hoped that the results of this study will help teachers in designing their use of different techniques of drama as a focused activity in an inclusive classroom set up with diverse students. It is hoped that these findings will also give some common answers about the value of well-being improving fundamentals of drama for persons learning to cope with stress in their new and diverse settings.

Keywords : Dramatic Play, Social Skills

Introduction

Student's everyday experiences are the foundation of their subject learning. 'Dramatic Play' can help them grow in social understanding and cooperation." (Diener, 2010). Dramatic play imparts and helps to promote expressive language in classrooms. Children are motivated to communicate their needs and requirements to their peers and therefore, must learn to speak from the perspective of their pretend roles. Dramatic play is every so often a worthy way for teenagers who are shy or with low self-esteem to participate in a group. It will in turn support them to enhance their social skills.

Need and Significance of the Study


Applying drama in the class- room forms

community, involves students in content, builds focus and attentiveness, and creates actual and meaningful experiences that benefit students understand abstract concepts. While the students engage in dramatic play, he is dynamically experimenting with the social and emotional roles of life. Through cooperative play, he studies how to take chances, share accountability and responsibility, and creatively solve problems.

Statement of the Problem

Dramatic Play is a multi-sensory method of learning, and enhances social skills. So the investigator selected the area for this experimental research and entitled as, 'Dramatic Play for Enhancing Social Skills among Adolescent Girls'.

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Drama is a vital tool for preparing students to live and work in a world that is increasingly team-oriented instead of hierarchical. Drama also supports students develop tolerance and empathy. Dramatic play is where children act out fictitious situations and stories, turn into different characters, and pretend they are in diverse sites and times. Children use dramatic play to explore their personal thoughts & feelings. In the present study the investigator followed both structured and unstructured dramatic play which also provided adolescent girls with the freedom to choose their own roles and play scenarios. A sample consisting of 92 adolescent girls, 46 each in experimental and control groups from one school, in Ernakulam district was selected to carry out the experiment. The present study will provide data on how the adolescent girls are physically and mentally experiencing the drama lessons. It also gives an insight on the learner's relationship with tensioning during their time on stage. All these experiences derived through this study may give more information how to implement dramatic play in classroom for promoting social skills among children. It is hoped that the results of this study will help teachers in designing their use of different techniques of drama as a focused activity in an inclusive classroom set up with diverse students. It is hoped that these findings will also give some common answers about the value of well-being improving fundamentals of drama for persons learning to cope with stress in their new and diverse settings.

Keywords : Dramatic Play, Social Skills

Introduction

Student's everyday experiences are the foundation of their subject learning. 'Dramatic Play' can help them grow in social understanding and cooperation." (Diener, 2010). Dramatic play imparts and helps to promote expressive language in classrooms. Children are motivated to communicate their needs and requirements to their peers and therefore, must learn to speak from the perspective of their pretend roles. Dramatic play is every so often a worthy way for teenagers who are shy or with low self-esteem to participate in a group. It will in turn support them to enhance their social skills.

Need and Significance of the Study

Applying drama in the class- room forms

community, involves students in content, builds focus and attentiveness, and creates actual and meaningful experiences that benefit students understand abstract concepts. While the students engage in dramatic play, he is dynamically experimenting with the social and emotional roles of life. Through cooperative play, he studies how to take chances, share accountability and responsibility, and creatively solve problems.

Statement of the Problem

Dramatic Play is a multi-sensory method of learning, and enhances social Skills. So the investigator selected the area for this experimental research and entitled as: 'Dramatic Play for Enhancing Social Skills among Adolescent Girls'.

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EFFECTIVENESS OF DRAMATIC PLAY FOR ENHANCING SOCIAL SKILLS AMONG ADOLESCENT GIRLS

Dr. Smitha Jose*
Dr. Hemalatha P.K.**

ABSTRACT

Drama is a vital tool for preparing students to live and work in a world that is increasingly team-oriented instead of hierarchical. Drama also supports students develop tolerance and empathy. Dramatic play is where children act out fictitious situations and stories, turn into different characters, and pretend they are in diverse sites and times. Children use dramatic play to explore their personal thoughts & feelings. In the present study the investigator followed both structured and unstructured dramatic play which also provided adolescent girls with the freedom to choose their own roles and play scenarios. A sample consisting of 92 adolescent girls, 46 each in experimental and control groups from one school, in Ernakulam district was selected to carry out the experiment. The present study will provide data on how the adolescent girls are physically and mentally experiencing the drama lessons. It also gives an insight on the learner's relationship with tensioning during their time on-stage. All these experiences derived through this study may give more information how to implement dramatic play in classroom for promoting social skills among children. It is hoped that the results of this study will help teachers in designing their use of different techniques of drama as a focused activity in an inclusive classroom set up with diverse students. It is hoped that these findings will also give some common answers about the value of well-being improving fundamentals of drama for persons learning to cope with stress in their new and diverse settings.

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EFFECT OF DIALOGIC INSTRUCTION FOR PRACTISING CORE TEACHING SKILLS

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ABSTRACT

Dialogic instruction is a term used by a growing number of scholars, practitioners and policy-makers to describe learning processes in which teacher and pupils critically interrogate the topic of study, express and listen to multiple voices and points of view, and create respectful and equitable classroom relations. In this study the investigators tried to test the effectiveness of dialogic instruction for enhancing core teaching skills of student teachers at secondary level. The findings of the study revealed that this strategy is equally effective for enhancing teaching skills of student teachers with specialization in Malayalam and English. It is also revealed that this method is more effective than microteaching method. Study also concluded with the merits and demerits of Dialogic Instruction .

Key Words:Dialogic Instruction,Core Teaching Skills

Introduction

“Teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the latter.” - (H.C. Morrison, 1934)

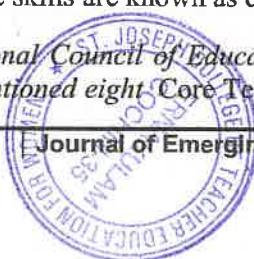
Dialogic instruction is multi-dimensional, a range of different aspects of classroom communication and interaction is included in this theory . These include communicative forms, interpersonal relations, the exchange and development of ideas, power, pupil and teacher identities, and aesthetics. This multi-dimensional analysis locates classroom communication within broader contexts of pedagogic activity and educational and social structures. Dialogic instruction looks beyond classroom talk to consider additional factors such as the use of space, organisation of the curriculum, design of learning tasks and assessment all that needed for teaching profession

Need and significance of the study

Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Now a days the field of education is not only limited with books but has broadened in various new horizons.

Teaching has gone a long way from the traditional lecturer-listener system. Today, teachers are not just lecturers, but guides; students are not just listeners but co-explorers of knowledge. Education has become more interactive and experiential for both parties. Thus, teaching skills have also evolved, with more techniques available for teachers to use. It is not possible to train all the pupil teachers in all these skills in any training programme because of the constraints of time and funds. Therefore a set of teaching skills which cuts across the subject areas has been identified. They have been found very useful for every teacher. The set of these skills are known as core teaching skills

NCERT (National Council of Educational Research and Training) in its publication *Core Teaching Skills* (1982) has mentioned eight Core Teaching Skills



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Z-A APPROACH FOR ENHANCING CREATIVE WRITING ABILITY OF LANGUAGE LEARNERS

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ABSTRACT

Language education refers to any form of schooling that make use of the language or languages that children are most familiar with. One of the prime aim of language education is the enhancement of creativity. In this study the investigators tried to test the effectiveness of Z-A approach for enhancing creativity of secondary school students. It is also studied that whether there is any significant difference between English medium students and Malayalam medium students in the enhancement of creativity. The study revealed that Z-A approach is an effective method for enhancing creativity of secondary school students and it is also proved that there is no influence for the medium of instruction in the enhancement of creativity.

Key terms: Z-A Approach, Creativity

Introduction

Education is modification of behavior and it should be for the betterment of the individual and the society. It is a life long process and any additional modification is a blessing. So we can say that education is a deliberate and systematic influence extended by a mature person through instruction, discipline and thus the harmonious development of physical, intellectual, aesthetic, social and spiritual powers of a human being. For acquiring this aim teachers should apply different methods and approaches in their teaching. Enhancement of creativity is a challenge for language teachers.

The investigators found that Z-A approach is suitable for enhancing creativity of Secondary School Students. This approach attempts to explain the application part of a particular concept first. The teacher should explain the application of a particular concept first and explain the effects of such applications. Theme should be presented first and then ask the students to imagine on it. Imagination will lead the students to creative writing.

Need and Significance of the Study

Creativity enhancement is a prime objective of language education. But there is no sufficient methods for enhancing creativity of secondary school students. Teachers are struggling with outdated methods for enhancing creativity. Students are not even aware of creative writing and development of language skills. Dictionary meaning of creativity is "the use of imagination or original ideas to create something; inventiveness". Studies revealed that extensive reading stimulate creativity. Some persons born as creative persons. We can train students to be creative in some extent. Creativity enhancement is an inevitable part of language education.

Every person has an innate ability of creativity. The dimensions of creativity is different in each individual. The best way to enhance creativity is to train the students in imagination. Imagination is the stepping stone to creativity. In this study the investigator tried to check the effectiveness of Z-A Approach for enhancing creativity of secondary school students. A study of this type will be helpful for the secondary school teachers and curriculum planners for their teaching and planning.

Statement of the problem

EFFECTIVENESS OF Z-A APPROACH FOR ENHANCING CREATIVITY OF LANGUAGE LEARNERS AT SECONDARY LEVEL

Definition of key terms

Definitions of the key terms used in the present study are given below for the sake of clarity.



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SEMANTIC MAP FOR ENHANCING MALAYALAM VOCABULARY OF PRIMARY SCHOOL STUDENTS

Dr. J. Exemmal

SicityAA

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Education

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Thiruvanthapuram

Introduction

Language teaching involves the development of language skills. The learning and teaching of language skills put different demands on both the teacher and students. . Acquisition of language skills are normally expected from a child at the primary level of education. In order to develop the language skills development of vocabulary is essential. Vocabulary expansion is the base of reading, writing, and speaking. Once a firm educational foundation is laid in the child's first language, the child can expand her experience and learn more even through other languages spoken in her wider environment. That would be especially true in a multilingual setting.

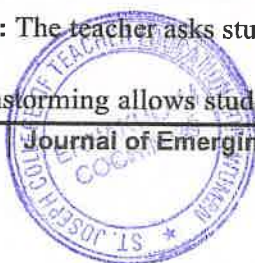
Semantic Mapping is a technique developed by Johnson and Pearson in the year 1978. It is a graphic arrangement of words and it shows how words and ideas are related to each other within a text. It is "a graphic arrangement showing the major ideas and relationship in text or among word meanings"(Sinatra, et.al., 1984)

The purpose of creating a Semantic map is to visually display the meaning-based connections between a word or phrase and a set of related words or concepts. Semantic Maps help students, to identify, understand, and recall the meaning of words they read in the text. With direct instruction and repeated practice, students find that using Semantic Maps is a very good way of expanding their vocabulary.

Procedure adopted in semantic mapping is given below:

1. **Introducing the topic:** The teacher studies the topic and determines lessons where semantic mapping strategy can be adopted. Then the teacher announces the topic and writes it on the chalkboard.
2. **Brainstorming:** The teacher asks students to think of ideas that might be related to this topic.

This brainstorming allows students to make use of their prior knowledge or experience. The brainstorming



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Thematic Approach for Enhancing Pedagogic Competency of Student Teachers at Secondary Level

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Abstract: *Thematic learning is a newer concept in Pedagogy. It is proved to be a powerful instructional method for integrating various concepts in curriculum by daily life examples and experiences. This study attempted to test the effectiveness of Thematic Approach for enhancing pedagogic competency of student teachers at secondary level. It is also proved that there is no significant difference between teachers with T.T.C and teachers with B.Ed training. It can be concluded from the study that Thematic Approach can be adopted in pre-service and in-service training programmes of teachers for enhancing pedagogic competencies*

Keywords: Thematic Approach, Pedagogic Competency

1. Introduction

Thematic learning (often synonymous with **thematic instruction**) is an instructional method of teaching in which emphasis is given on choosing a specific theme for teaching one or many concepts. Thematic Approach takes place when different disciplines are all centered towards one definite concept. This is a creative and exciting form for learners, enabling them to notice the inter-relatedness of various subjects. It is based on integrating variety of information and using it to demonstrate the topic. Thematic learning is based on the idea that knowledge acquisition is efficient among students when they learn in the context of a coherent and holistic way and when they can associate whatever they learn to their surrounding and real life examples.

Thematic learning helps in promoting learning with understanding and discourages rote learning

- The method connects subjects, topics and themes naturally. Learning opportunity thus is extended beyond one class, to throughout a whole day or week.
- Learning becomes a continuing process, which is not limited to books or guidelines prescribed by the curriculum or time bound.
- The emphasis is not on the product, but the process of learning.
- The contribution of the learners becomes an essential part of the curriculum.
- The focus of the group activity is problem solving, critical and creative thinking.
- It marks the beginning of community of learners
- Differentiation into units makes assessment accurate and relevant.

Pedagogic skills

Pedagogy refers to the teaching skills teachers use and the activities. These skills generate to enable students to learn the knowledge and skills related to different subject areas

Pedagogical competence refers to educational and teaching qualifications. When assessing pedagogical competence, the quality of teaching should be the primary consideration.

Scope, breadth and depth are also important, as should the ability to plan, initiate, lead and develop education and teaching, as well as the ability to provide research-based teaching on the basis of research in the relevant subject, subject didactics and teaching and learning in higher education. The ability to interact on issues related to teaching and learning in higher education with individuals active both within and outside the university is also included in the concept of pedagogical competence.

Pedagogical competence is based on sound, broad and current knowledge within the subject area, as well as knowledge of student learning and subject-based teaching and learning issues. It also presupposes a reflective and critical approach to teaching, learning and pedagogical development over time, as it is tied to one's own professional role.

2. Need and Significance of Study

Thematic learning is a newer concept in pedagogy. It is proved to be a powerful instructional method for integrating various concepts in curriculum by daily life examples and experiences. Thematic learning is geared towards accommodation of interests of individual learners and abilities. Thematic learning techniques foster teamwork and support in the group since the group is a heterogeneous mixture being taught by a team of two facilitators. Thematic learning comprises teams with varied sizes, and work using problem solving techniques and project methods. The individual is made to progress at one's own pace, and thus develop decision making skill and responsibility. Thematic learning does not have a fixed upper limit.

In the case of secondary school teachers they need to handle different subject at a time. Special pedagogic competencies are needed in this context. But most of the teachers fail to

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A Comparative Study on Carbon Footprint among Higher Secondary School Students

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Abstract

A comparative study was done to find out the difference in the Carbon Footprint of science and commerce stream Higher Secondary School Students. To gather necessary data an online Carbon Footprint Calculator was adapted. The study was conducted on a representative sample of 60 Higher Secondary School Students. The Survey method was selected for the study. For analysis of data the statistical techniques such as arithmetical mean, standard deviation and critical ratio were used. The result showed that there is no significant difference in the Carbon Footprint for both Higher Secondary School Students of science and commerce stream. So without bothering about subject of study, teachers have to make their students aware on how to reduce Carbon Footprint for future of our planet.

Introduction

Carbon is ubiquitous in environment that human beings cannot separate it from his day today life. From simpler to even complex things carbon forms an important component. Over the years we have come across the concepts of climate change, ozone depletion, green house effect etc and the role of carbon here also is indispensable. Carbon in its limits is rewarding but beyond it is, destructive. Hence the new concept of Carbon Footprint has taken up headlines in the conservation strategies.

Background of the Problem

A definite amount of carbon is released into our environment as a part our daily day today activities, which counts to our CARBON FOOTPRINTS. The greater the foot print,

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Environmental Justice in Classrooms

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ARTICLE 59

Abstract

Environmental justice is a movement towards a healthy environment, which is a necessary component of a healthy life. Here discussing environmental justice and its efforts to make everyone's environment clean, safe and healthy. There are several issues related to Environmental Justice like environmental pollutants, lack of healthy food etc. Federal agency called the National Institute of Environmental Health Sciences (NIEHS), National Institutes of Health, and Department of Health and Human Services, are dedicated to doing much of the research to spot environmental agents that cause illnesses and death. Here also discussing the Environmental Justice in classrooms and role of teachers to promote the same.

Key Words: Environmental Justice and Environmental Sustainability.

Introduction

When you think about the environment, your mind might call up images of rambling rivers, peaceful woodlands or scenic mountains. However, in broader concept of environment is the surroundings or conditions in which a person lives. By this concept, the environment would include your home, schools, place of work, and community parks etc. These are the places you spend your time, and they play a big role in your overall health, happiness and well-being.

Environmental justice is a movement towards a healthy environment, which is a necessary component of a healthy life. Here discussing environmental justice and its efforts to make everyone's environment clean, safe and healthy.

Environmental Justice is a newer term which simply means making sure that everyone has a fair chance of living the healthiest life possible.

The opportunity to have a healthy life often depends on where someone lives, plays, and works, and also it depends on their environment. So it is important that all environments are free of unhealthy materials because these can cause illness and sometimes even death. Environmental Justice consider to being sure that everyone has a fair chance of finding their living in a safe and protected environment.

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DEVELOPING AN INTERVENTION PROGRAMME FOR ENHANCING AWARENESS ON DRUG ABUSE AMONG SECONDARY SCHOOL STUDENTS

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Abstract

The epidemic of substance abuse in young generation has assumed alarming dimensions in India. Changing cultural values and increasing economic stress are leading to initiation into substance use. Drug use, misuse or abuse is also primarily due to the nature of the drug abused, the personality of the individual and the addict's immediate environment. The present study is aimed at developing and finding out the effectiveness of the Intervention Programme in enhancing awareness on Drug Abuse among secondary school students. Experimental method was followed. Thirty 9th standard students from a vocational higher secondary school in Ernakulam District were treated as the sample. The Intervention Programme was proved very effective in promoting awareness on drug abuse among secondary school students.

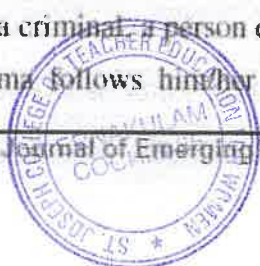
Key terms: Intervention Programme, Drug Abuse Prevention.

Introduction

Alcohol and substance abuse have become common in schools nowadays, among both boys and girls. Schools are no longer safe zones for children. The extensive use of narcotics within and outside educational institutions has become a serious concern. Drug dealers target students both as carriers as well as clients. A well-developed drug network functions around schools to hook adolescents. There is an ever increasing need to be vigilant against this anti-social force. It's high time for teachers and parents to work against and eradicate this evil force.

The highly energetic youth can be guided by educating and at the same time by warning against the adverse effect of narcotics. Prevention is better than cure should be the motto in this endeavour. Anti-Narcotic activities are to be formed propagated by the community for this purpose.

It is very difficult to change the mindset of those who had turned criminals at a young age. Once branded a criminal a person can do little to get back his dignity and the respect of society. For a child, the stigma follows him/her throughout life. So it is very important to spread anti narcotic



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WOMEN RIGHTS AWARENESS AMONG STUDENT TEACHERS AT SECONDARY LEVEL

ARTICLE 61

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Abstract

Women rights awareness and women rights education are essential to all citizens to reduce violence against women. Most of the women and girl children are not aware of laws on violence against women and their legal rights. To impart this awareness, the student teachers must be aware of these rights. Hence this study is an attempt to find out the awareness of student teachers on women rights. A representative sample of 200 student teachers from various training colleges in Ernakulam District was selected and Women Rights Awareness Scale was employed to find out the awareness of student teachers on women rights. The Study reveals that majority of the student teachers have medium level of awareness on women rights and there is significant difference in the awareness regarding women rights among student teachers in relation to their gender.

Introduction

Today violence against women is increasingly recognized as a threat to democracy, a barrier to lasting peace, a burden on national economies, and an appalling human rights violation." Seven in ten women is too high a proportion, to call this an issue, a crisis or a global phenomenon. If the root causes are not addressed, whether in terms of "condoned cultural" behavior leading to domestic violence or leaving crimes of sexual violence as a weapon of war unprosecuted, violence against women will continue to spread and scourge generations. It is therefore a **pandemic**, an epidemic of global proportion. The session of the UN Commission on the Status of Women from March 4-15 in 2013, focused on the elimination and prevention of violence against women and girls. To combat this pandemic, this is a unique opportunity to mobilize and join efforts with different groups in putting forward new initiatives! It is a pandemic spreading and affecting both men and women and their respective communities which in need of a clear and strategic set of policies for its prevention, treatment and care

Need and Significance of the Study

Women are treated unequally in respect of men throughout the world; Atrocities against women are increasing day by day. They are forced into early marriage, have children too young and eventually have to sell their bodies in order to survive. Many of them become HIV patients and more numbers suffer from physical problems relating to childbirth or rape.

Fear of violence is an important factor in the lives of most women which is a cause of women's lack of participation in activities beyond the home as well as inside it. Women and girls may be subjected to



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Influence of Nature Based Learning Strategies on Nature Relatedness of Primary School Children: A Globalization Perspective

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Abstract

Globalization has widespread effects on the life of a person which led to quicker admittance to technology, better communication and modernism. It has ushered a new epoch in the economic richness and opened up vast channels of development. But it has also produced some areas of concern and important among these is the effect it had on the environment. It is essential to put some efforts to sustain harmony with the environment. This paper explores the effect of nature based strategies on the nature relatedness of primary school students in the context of globalization.

Keywords: Nature Based Learning, Nature Relatedness, Primary School Children, Globalization

1.0 Introduction

Globalization has become a prominent feature of modern age. According to Giddens (2011) living in a globalized world that is being altered at every level and is affecting every aspect of our life. Technological advancement is one of the most important effect of globalization. Children are the future of every nation and childhood is a fragile stage where one needs appropriate care along with correct guidance at every step to be able to live successfully. Children today are much more acquainted with technology. The over-dependence and overuse of technological devices by children made them more connected to the virtual world than the natural world.

2.0 Need and Significance of the Study

Globalization has made significant impact on every aspect of student life. The media coupled with technology are significant in determining values, beliefs and lifestyle of children. Long hours in front of technological devices made the children media saturated which



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deleteriously affect children's contact with nature. Urbanization also contributes to the reduction of green space available for recreation which also affects children's connection to nature.

Globalization has transfigured the lifestyle of children by giving them more possibilities for learning, jobs and other facilities in life. Children are more aware of the advancement happening in and around the world due to the easiness of access to internet and related technologies. The internet has extended the skyline of thought as children don't just depend on books and direct experiences in nature but favor smart learning methods. Here lies the significance of the present study on examining the influence of nature based strategies on the nature relatedness of primary school children in the perspective of globalization.

3.0 Review of Literature

Dey (2017) examined the impact of globalization on the children and find out the source of this influence. The sample consists of twenty children of a selected ward of Madhyamgram Municipality. The findings revealed that food habit, dress and consumer approach of children are primarily affected by globalization. The study concluded that peer group, perception of parents about social status, mass media, urbanization and commercialization are the main source of this influence.

Sharma (2016) reviewed the basic social and psychological determinants of mental health from a life-course angle which activate at micro and macro levels in the context of globalization. The study examines how globalization-induced changes connect social and psychological variables that influence inequalities in mental health and well-being. The result shows that core elements have malicious effects on mental health and well-being. The study recommended that mental health protection and preferment efforts are necessary to equip people to cope well with stressors formed by the globalized world.

4.0 Objectives of the Study

The major objectives of the study are as follows:-

- (1) To test the effect of nature based learning strategies on the nature relatedness of primary school children
- (2) To test the effect of nature based learning strategies on the nature relatedness of primary school children based on the following sub samples

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SUSTAINING POSITIVE INTERPERSONAL SKILLS AMONG ADOLESCENCE THROUGH DRAMA

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Abstract

Adolescence is a period of multiple complex changes in a child . The core period in personality development of an individual is Adolescence . The aim of the present study was to find out the effectiveness of Drama in Education for developing sustainable interpersonal skills among adolescence. The method adopted for the study was experimental method. In the present study, the investigator used pretest-posttests one group design. The independent variable selected for the present study was Drama intervention programme . The dependent variable selected for the present study was change in interpersonal relationships . Tool used for the study was interpersonal questionnaire . Sample selected for the study include 150 secondary school students from two schools of Ernakulam district in Kerala. The different method of Drama were employed. The results indicate that the drama is effective in sustaining positive interpersonal skills among students .

Key Words : Positive Interpersonal Skills , Adolescence , Drama

Introduction

Human beings are social animals and live in a world of interdependence right from the birth either at home, school, or at work. These interdependence and inter-relationships starts from birth . Adolescence is a challenging time, as children go through the biggest changes both physiological as well as psychological. It's this stage of life that child develops positive sustainable interpersonal relationships. It is a time where child discover a sense of self - worth and expanded cognitive abilities. Developing positive interpersonal relationships are part of life skills development of the learner . Developing positive interpersonal relationships with others will promote social skills. Teenagers will often develop independence, positive mental health and self -confidence through friendships and the result will be positive interpersonal skills. Interpersonal skill is the capacity to interact successfully with people through effective listening and communication. It is essential for the adolescents to have interpersonal skills because it helps them connect with people and benefits in their personality development .

Students absorb interpersonal skills at school itself with their teachers and classmates. One such activity which help in the development of interpersonal skills is drama. Drama in education is a method of teaching through which the teacher can develop a positive inter personal relations in the classroom . The Drama can have a positive impact on child development, from birth through adolescence. Menzer (2015) opined that engaging in different forms of arts activities (such as singing, dancing, play acting, and doing crafts) at a young age is directly related with positive social and emotional behaviours, including empathy, sharing, and mood control.

Need and Significance of the Study

Personal and social interactions have an important role in an individual's everyday life. Social interactions evoke both cognitive and affective responses within individuals. Individual cannot live in isolation. Lichtenste (2000) in Azeez (2008) suggests that interactions lead to relationships, which create knowledge and develop intelligence, which in turn, gives meaning to the organization. But in classroom as a

teacher . if we implement a sociometry we can identify isolates among students . This isolation among students is mainly because of lack of interpersonal skills , which should be developed during school years. Drama in Education is such a strategy which will in enhancing interpersonal skills among students .

Some specific benefits that can be through achieved in Drama in Education among children include reducing feelings of isolation, engaging new coping skills and patterns, widening the range of expression of feelings, go through improved self-esteem and self-worth. According to Erikson, play allows children to gain mastery over conflicts and anxieties.

Statement of the Problem

From psychological standpoint, positive interpersonal relationship within an environment/organization will bring about a stimulating environment in which love, trust, cooperation and collaboration can be built towards the betterment of every individual therein and the success of the environment. Interpersonal behaviours that contribute to the effectiveness of the individual as a part of a large group of individuals.

This study, intends to investigate Sustaining Positive Interpersonal Skills among Adolescence through Drama.

Definition of Key Terms

Interpersonal Skills : Interpersonal skills can be defined as the skill of maintaining relationship as a 'conscious, direct, psychic union, based on a complex reverse connection – union comprising at least two people' .

Adolescence can be defined as the period of time in a person's life when they are developing into an adult.

Drama can be defined as a configuration in verse or prose intended to depict life or character or to tell a story usually involving conflicts and emotions through action and dialogue and typically designed for theatrical performance.

Objectives of the Study

To find out the effectiveness of Drama in Education for enhancing interpersonal skill among adolescence.

Hypothesis

Drama in Education will have a significant effect on enhancing interpersonal skill among adolescence.

Method

The method adopted for the study was experimental method. In the present study, the investigator used pretest-posttests one group design. This type of experimental design use only single group, which resembles the experimental group. Pretest will be administrated to group at first. Then groups are provided to treatment. After the treatment post -test will be administered.

The independent variable selected for the present study was Drama intervention programme . The dependent variable selected for the present study was interpersonal skills .Population of the study was secondary school students in Kerala. Sample selected for the study include 150 secondary school students from two schools of Ernakulam district in Kerala. The method of Drama employed includes role play, mime , docudrama , poetry performance etc. Material used for the study was drama script developed by the investigator . Duration of the programme was 12 hrs.



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Tool used for the present study was questionnaire on interpersonal skills prepared by the investigators. The questionnaire consists of 35 statements, in the form of statements in-built with a 5-point scale for the respondent to check the appropriate response which is most descriptive of him/her like „ Always true, Very true, Sometimes true, Occasionally true and Not at all true .It has both positive and negative items. Test retest and split half method was used to establish the reliability whereas face and content validity was tested for the questionnaire for interpersonal skills. Duration of the questionnaire was 40-45 minutes. Statistical techniques employed for the present study was t -test.

Procedure for data collection was carried out in the following way .In the first phase the investigator herself administered the pretest to assess the entry behavior of pupils. Students were given instructions as necessary, about the investigator , the study and the drama techniques to be employed . Confidentiality of the response was ensured to the student, The pre- test scores were collected from the response scripts and subjected to statistical analysis. In the second phase treatment was provided to the experimental group. After the completion of drama intervention programme a post test was conducted to the same experimental group using the same questionnaire .

Results

The data collected are processed and analyzed for scientific conclusions and for ensuring that, all relevant data are used for making comparisons and analysis. The results are discussed and analysed with the help of the SPSS package. The statistical analysis included descriptive and inferential analysis.

The pre-test scores obtained by the students were organized. Mean, Median, Mode, standard deviation were calculated to get a clear picture of the performance of students .

To find out whether there is significant difference between the pre test and post test scores of questionnaire on interpersonal relation , the mean and standard deviation of the pre - test and post test scores of the students from two schools were obtained and their 'paired t' value is calculated. The data and the result of the test of significance of difference between means are given in the table 1

Table 1

Result of the significance of level of pretest and post test scores of questionnaire on interpersonal relation before and after intervention among secondary school students

	Group	N	Mean	Standard deviation	Paired t value
Interpersonal Skills	Pre test	150	76.89	14.26	19.68**
	Post test	150	113.78	17.98	

** indicates the significance at 0.01 level

From the above table it can be seen that the Mean and Standard Deviation of Pre -Test is 76.89 and 14.26 respectively and that for posttest is 113.78 and 17.98 respectively. The table shows that the t value is 19.68 it is greater than the table value 1.96 at 0.05 and 2.56 at 0.01 levels of significance. It means that there is significant difference in the pre test post test scores of questionnaire on interpersonal Skills . This shows that Drama -in -Education as an intervention programme is effective to sustain positive interpersonal skills among secondary schools students.

Discussion

Changes in society and environment of young people have created various problems in their growth and development. For example, change in family size from joint family to nuclear family effect interpersonal relationship skills .The outcome of this study has established the effectiveness of Drama in

fostering sustainable positive interpersonal skills among adolescents, evidenced by enhancement in interpersonal skills of the participants in their pre-test post-test scores.

Educational Implications

The analysis of data reveals that drama in education is effective in fostering interpersonal skills in secondary school students

- In drama students actively engage in situations which make sense to them in terms of their past experiences and their present levels of understanding. Because of this, each drama activity provides them with new experiences and fresh perspectives. This kind of activity causes self actualization in adolescents, which will help them to develop sustaining positive interpersonal skill.

- The use of Dramatics by teachers in classrooms provides opportunities to help students to engage in positive activities. The teacher's primary aim is to devise dramatic situations which encourage students to engage in independent thinking in order to gain fresh insights about themselves and their world.

- Dramatics lead to the development of broader understanding through generalizing and making connections via the personal involvement that initially engages and motivates students in their learning.

Conclusion

The findings have effectively demonstrated that Drama could be used as veritable tools in equipping adolescents with necessary skills that can foster good relationship with selves and others. It can bring about better future and peaceful existence among the people. It is therefore necessary for the teachers to use drama as a method of teaching in the classroom to train and enhance students for sustaining positive interpersonal relationships.

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SUSTAINING POSITIVE INTERPERSONAL SKILLS AMONG ADOLESCENCE THROUGH DRAMA

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Abstract

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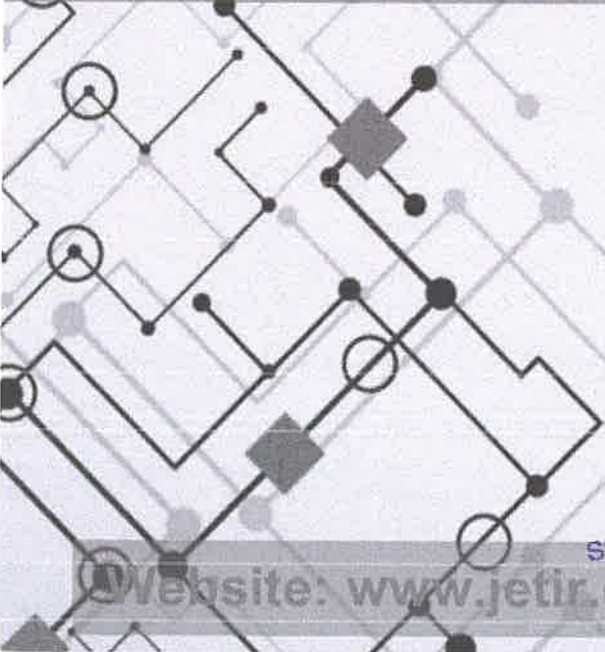
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ST. KURIAKOSE ELIAS CHAVARA: THE PROPHETIC PRACTITIONER FOR WOMEN EMPOWERMENT

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Abstract

Women empowerment is one of the main concerns of our country today. St. Kuriakose Elias Chavara was a greatest leader, social reformer and educationalist of Kerala who lived in the 19th century. Women were grossly under privileged religiously, socially, economically and educationally during his time. The education of women is more important for the development of human resources, improvement of homes and character development of children. This was realized by St. Kuriakose Elias Chavara in the middle of the 19th century. The great vision of St. Chavara was that women themselves should become agents of their progress. He started the first indigenous religious congregation for women. The convent was meant for enabling the sisters to devote themselves to prayer and meditation to provide education and social service to the women in the locality. The starting of boarding schools and the vocational training given for the girls were the important attempts to actualize the vision of St. Chavara for the empowerment of women.

Keywords: Women Empowerment, Social Reformer Religious Congregation, Vocational Training.

Introduction

Women play a prominent role in the cultural, social, political and economic life of a country. Therefore women empowerment is one of the main concerns of our country. In fact women education was encouraged in ancient Indian society. According to *Vedas*, women should have the opportunity to get the knowledge about *Vedas*. Separate organizations had been setup to provide education to women during Buddhist period. But after that there is a declining stage for women education and empowerment in the history. Evil traditions like child marriage, *sati*, *devadasi* system were also prevalent in this period of time. But at the middle half of the 19th century onwards some progressive Indian as well as English men like Rajaram Mohan Roy, Iswar Chandra Vidya sagar, Gandhiji, David Hard and Annie Besent etc: worked for making women aware of their rights and empowerment and it was mainly through education. In this line of great social reformers St. Kuriakose Elias Chavara has a unique and special mission for the upliftment of the women.

Women Empowerment does not mean challenging man or taking his place: the man- woman relationship must always be health, complementary, compatible and equal in order to build an ideal family and there by a better society. St. Kuriakose Elias Chavara was one of the greatest leader, social reformer and educationalist of Kerala who walked ahead of the time and prophesied the need of the time. St. Chavara cultivated a culture of universal brotherhood or unity through various services and pioneering activities in the society of Kerala.

This is an attempt to analyse and highlight the charisma of women empowerment in St. Kuriakose Elias Chavara's contributions. Through this the investigator try to bring out the essentials of true spirit of empowering women and depict St. Kuriakose Elias Chavara as the man of empowering the weak session of the society.

Objectives of the study

1. To bring out the vision and mission of St. Kuriakose Elias Chavara on the empowerment of women



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REFLECTIONS ON ARTICLE 65 THE PEDAGOGIC POTENTIALS OF KERALA CULTURE WITH SPECIAL REFERENCE TO MATHEMATICS EDUCATION

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Abstract

Mathematics is the study of numbers, sets of points, and various abstract elements, together with relation between them and operation performed on them. Mathematics deals with size, order, shape and other relationships among quantities. Mathematics is variously considered as a language, an art, a science, a tool and a game. This mathematics can be transacted to the new generation in a more meaningful way if we attempt to correlate it with the life experiences gained from one's own culture. This paper is a reflection on some experiences the principal author received from the childhood in Kerala, which is being analysed as a teacher educator to search for the pedagogic potentials of these experiences. Meaningful Mathematics learning that helps to realise the cultural aim of education is the theme on which the paper is focused.

Mathematics

Mathematics is the study of numbers, sets of points, and various abstract elements, together with relation between them and operation performed on them. Mathematics deals with size, order, shape and other relationships among quantities. *Mathematics* is variously considered as a language, an art, a science, a tool and a game. (Lexicon Universal Encyclopedia)

It is a language because it has its own symbols or sounds to express size and order. Equations and statements of inequalities are mathematical sentences. Mathematical elements such as constants and variables are analogous to parts of speech. (Lexicon Universal Encyclopedia)

It is seen as an art, as notions of artistic beauty and harmony exist in the patterns, relationships and symmetries of arithmetic and geometry (Lexicon Universal Encyclopedia).

Mathematics is also considered as a science of logical reasoning in which conclusions are arrived at. It involves a search for truth (Lexicon Universal Encyclopedia).



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A SURVEY ON THE PERCEPTION OF SECONDARY SCHOOL STUDENTS ON THE IMPLEMENTATION OF SOCIAL CONSTRUCTIVIST APPROACH IN THE LEARNING OF ENGLISH LANGUAGE AND ITS EFFECTIVENESS

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Abstract

Language is a powerful tool for the empowerment of the individual. The present curriculum of English language learning and teaching is grounded on the theoretical foundation of social constructivism. The present study is conducted with an objective to make a survey on the perception of Secondary School Students regarding the implementation of Social Constructivist Approach in English Language learning and its effectiveness.. Data was collected using survey method from 300 Secondary School Students of Ernakulam district following the state syllabus. A questionnaire prepared by the investigators was used for the same. Semi structured interview was used to collect information from English language teachers regarding the enhancement of English Language of Secondary School Students taught through Social Constructivist Approach. The marks obtained in the second term examination in English were considered as their achievement in English language. The study proved that Social Constructivist Approach is followed in the teaching of English Language. The classes are learner centered. Activity and discourse oriented pedagogy is followed. The secondary school English language teachers opined that the students are poor in their grammar and spellings skills. Writing skills are also poorly developed. Language Learning has not borne fruit as was proved by the results in their second term examination. But students are creative though they cannot express their ideas without errors in the target language. So it is the need of the hour that the teachers adopt effective measures to improve the basic skills in English language.

IndexTerms: Social Constructivist Approach, Secondary School Students.

Language is a powerful tool for the empowerment of the individual. This tool becomes more powerful and effective in the hands of a person who has mastery over an international language like English besides his mother tongue. In schools it is introduced as a compulsory subject and is taught from the first standard itself. The present curriculum of English language learning and teaching is grounded on the theoretical foundation of social constructivism. Social constructivism emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding (Derry, 1999; McMahon, 1997). Vygotsky emphasized the critical importance of culture and the importance of the social context for cognitive development. Vygotsky's Zone of Proximal Development is probably his best-known concept. It argues that students can, with help from adults or children who are more advanced, master concepts and ideas that they cannot understand on their own. Learning and development is a social,



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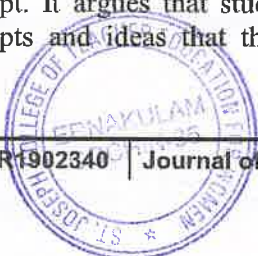
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EFFECT OF BRAIN BASED LEARNING STRATEGY IN ECONOMICS AMONG STUDENTS AT HIGHER SECONDARY LEVEL

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ABSTRACT

Learning is the central focus of education. Brain based learning environment provides significant cognitive advantages for students and teachers in contrast with traditional learning situations. Both teachers and students have a lot to gain by moving away from the traditional educational paradigms and student centred class rooms. The present study focussed on the brain based learning strategy which is one of the important components in the teaching learning process. It plays a significant role in the achievement and retaining ability of the students. Knowing how the brain works best allows educators to create an environment that gives the student a higher probability of success in learning. The study was intended to test the effectiveness of brain based learning strategy in teaching Economics at higher secondary level. The findings of study would be useful for teachers and pupils as a method of teaching and learning their academic excellence.

INTRODUCTION

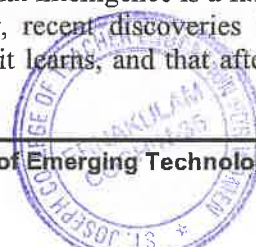
Education today, more than ever before, must see clearly the dual objective: education for living and educating for making a living. Besides going information education also helps to develop social adjustment to the environment and have a control over it. So a well-organized and purposeful education is inevitable for human progress and social development progress of a nation depends up on the education system of the country. The quality of education is determined by various factors like aim and objective of teaching, well planned curriculum, innovative teaching methods, effective use of technology and healthy classroom climate. Quality of education can be defined it as by who and how students are taught rather than by what students learn.

Recent developments in neuroscience have enabled scientists to understand and see inside the brain. Brain researchers are now more able than ever before to understand how the brain works, what affects the brain, and what implications these discoveries have for education. Neuroscience is an exploding scientific field bursting forth with new information that could transform the classrooms of the future.

The process of education is never ending. Besides going information education also helps to develop social adjustment to the environment and have a control over it. So a well-organized and purposeful education is inevitable for human progress and social development progress of a nation depends up on the education system of the country. The quality of education is determined by various factors like aim and objective of teaching, well planned curriculum, innovative teaching methods, effective use of technology and healthy classroom climate.

NEED AND SIGNIFICANCE OF THE STUDY

Brain-based learning is motivated by the general belief that learning can be accelerated and improved if educators base how and what they teach on the science of learning, rather than on past educational practices, established conventions, or assumptions about the learning process. For example, it was commonly believed that intelligence is a fixed characteristic that remains largely unchanged throughout a person's life. However, recent discoveries in cognitive science have revealed that the human brain physically changes when it learns, and that after practicing certain skills it becomes increasingly easier to



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SUSTAINING POSITIVE INTERPERSONAL SKILLS AMONG ADOLESCENCE THROUGH DRAMA

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Abstract

Adolescence is a period of multiple complex changes in a child . The core period in personality development of an individual is Adolescence . The aim of the present study was to find out the effectiveness of Drama in Education for developing sustainable interpersonal skills among adolescence. The method adopted for the study was experimental method. In the present study, the investigator used pretest-posttests one group design. The independent variable selected for the present study was Drama intervention programme . The dependent variable selected for the present study was change in interpersonal relationships . Tool used for the study was interpersonal questionnaire Sample selected for the study include 150 secondary school students from two schools of Ernakulam district in Kerala. The different method of Drama were employed. The results indicate that the drama is effective in sustaining positive interpersonal skills among students .

Key Words : Positive Interpersonal Skills , Adolescence , Drama

Introduction

Human beings are social animals and live in a world of interdependence right from the birth either at home, school, or at work. These interdependence and inter-relationships starts from birth . Adolescence is a challenging time, as children go through the biggest changes both physiological as well as psychological. It's this stage of life that child develops positive sustainable interpersonal relationships. It is a time where child discover a sense of self - worth and expanded cognitive abilities. Developing positive interpersonal relationships are part of life skills development of the learner . Developing positive interpersonal relationships with others will promote social skills. Teenagers will often develop independence, positive mental health and self -confidence through friendships and the result will be positive interpersonal skills. Interpersonal skill is the capacity to interact successfully with people through effective listening and communication. It is essential for the adolescents to have interpersonal skills because it helps them connect with people and benefits in their personality development .

Students absorb interpersonal skills at school itself with their teachers and classmates. One such activity which help in the development of interpersonal skills is drama. Drama in education is a method of teaching through which the teacher can develop a positive inter personal relations in the classroom . The Drama can have a positive impact on child development, from birth through adolescence. Menzer (2015) opined that engaging in different forms of arts activities (such as singing, dancing, play acting, and doing crafts) at a young age is directly related with positive social and emotional behaviours, including empathy, sharing, and mood control.

Need and Significance of the Study

Personal and social interactions have an important role in an individual's everyday life. Social interactions evoke both cognitive and affective responses within individuals. Individual cannot live in isolation. Lichtenste (2000) in Azeez (2008) suggests that interactions lead to relationships, which create knowledge and develop intelligence, which in turn, gives meaning to the organization. But in classroom as a



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teacher, if we implement a sociometry we can identify isolates among students. This isolation among students is mainly because of lack of interpersonal skills, which should be developed during school years. Drama in Education is such a strategy which will in enhancing interpersonal skills among students.

Some specific benefits that can be through achieved in Drama in Education among children include reducing feelings of isolation, engaging new coping skills and patterns, widening the range of expression of feelings, go through improved self-esteem and self-worth. According to Erikson, play allows children to gain mastery over conflicts and anxieties.

Statement of the Problem

From psychological standpoint, positive interpersonal relationship within an environment/organization will bring about a stimulating environment in which love, trust, cooperation and collaboration can be built towards the betterment of every individual therein and the success of the environment. Interpersonal behaviours that contribute to the effectiveness of the individual as a part of a large group of individuals.

This study, intends to investigate Sustaining Positive Interpersonal Skills among Adolescence through Drama.

Definition of Key Terms

Interpersonal Skills : Interpersonal skills can be defined as the skill of maintaining relationship as a 'conscious, direct, psychic union, based on a complex reverse connection – union comprising at least two people'.

Adolescence can be defined as the period of time in a person's life when they are developing into an adult.

Drama can be defined as a configuration in verse or prose intended to depict life or character or to tell a story usually involving conflicts and emotions through action and dialogue and typically designed for theatrical performance.

Objectives of the Study

To find out the effectiveness of Drama in Education for enhancing interpersonal skill among adolescence.

Hypothesis

Drama in Education will have a significant effect on enhancing interpersonal skill among adolescence.

Method

The method adopted for the study was experimental method. In the present study, the investigator used pretest-posttests one group design. This type of experimental design use only single group, which resembles the experimental group. Pretest will be administrated to group at first. Then groups are provided to treatment. After the treatment post -test will be administered.

The independent variable selected for the present study was Drama intervention programme. The dependent variable selected for the present study was interpersonal skills. Population of the study was secondary school students in Kerala. Sample selected for the study include 150 secondary school students from two schools of Ernakulam district in Kerala. The method of Drama employed includes role play, mime, docudrama, poetry performance etc. Material used for the study was drama script developed by the investigator. Duration of the programme was 12 hrs.



Tool used for the present study was questionnaire on interpersonal skills prepared by the investigators. The questionnaire consists of 35 statements, in the form of statements in-built with a 5-point scale for the respondent to check the appropriate response which is most descriptive of him/her like .. Always true, Very true, Sometimes true, Occasionally true and Not at all true. It has both positive and negative items. Test retest and split half method was used to establish the reliability whereas face and content validity was tested for the questionnaire for interpersonal skills. Duration of the questionnaire was 40-45 minutes. Statistical techniques employed for the present study was t-test.

Procedure for data collection was carried out in the following way. In the first phase the investigator herself administered the pretest to assess the entry behavior of pupils. Students were given instructions as necessary, about the investigator, the study and the drama techniques to be employed. Confidentiality of the response was ensured to the student, The pre- test scores were collected from the response scripts and subjected to statistical analysis. In the second phase treatment was provided to the experimental group. After the completion of drama intervention programme a post test was conducted to the same experimental group using the same questionnaire.

Results

The data collected are processed and analyzed for scientific conclusions and for ensuring that, all relevant data are used for making comparisons and analysis. The results are discussed and analysed with the help of the SPSS package. The statistical analysis included descriptive and inferential analysis.

The pre-test scores obtained by the students were organized. Mean, Median, Mode, standard deviation were calculated to get a clear picture of the performance of students.

To find out whether there is significant difference between the pre test and post test scores of questionnaire on interpersonal relation, the mean and standard deviation of the pre - test and post test scores of the students from two schools were obtained and their 'paired t' value is calculated. The data and the result of the test of significance of difference between means are given in the table 1

Table 1

Result of the significance of level of pretest and post test scores of questionnaire on interpersonal relation before and after intervention among secondary school students

	Group	N	Mean	Standard deviation	Paired t value
Interpersonal Skills	Pre test	150	76.89	14.26	19.68**
	Post test	150	113.78	17.98	

** indicates the significance at 0.01 level

From the above table it can be seen that the Mean and Standard Deviation of Pre -Test is 76.89 and 14.26 respectively and that for posttest is 113.78 and 17.98 respectively. The table shows that the t value is 19.68 it is greater than the table value 1.96 at 0.05 and 2.56 at 0.01 levels of significance. It means that there is significant difference in the pre test post test scores of questionnaire on interpersonal Skills. This shows that Drama -in -Education as an intervention programme is effective to sustain positive interpersonal skills among secondary schools students.

Discussion

Changes in society and environment of young people have created various problems in their growth and development. For example, change in family size from joint family to nuclear family effect interpersonal relationship skills. The outcome of this study has established the effectiveness of Drama in



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fostering sustainable positive interpersonal skills among adolescents, evidenced by enhancement in interpersonal skills of the participants in their pre-test post-test scores.

Educational Implications

The analysis of data reveals that drama in education is effective in fostering interpersonal skills in secondary school students

- In drama students actively engage in situations which make sense to them in terms of their past experiences and their present levels of understanding. Because of this, each drama activity provides them with new experiences and fresh perspectives. This kind of activity causes self actualization in adolescents, which will help them to develop sustaining positive interpersonal skill.

- The use of Dramatics by teachers in classrooms provides opportunities to help students to engage in positive activities. The teacher's primary aim is to devise dramatic situations which encourage students to engage in independent thinking in order to gain fresh insights about themselves and their world.

- Dramatics lead to the development of broader understanding through generalizing and making connections via the personal involvement that initially engages and motivates students in their learning.

Conclusion

The findings have effectively demonstrated that Drama could be used as veritable tools in equipping adolescents with necessary skills that can foster good relationship with selves and others. It can bring about better future and peaceful existence among the people. It is therefore necessary for the teachers to use drama as a method of teaching in the classroom to train and enhance students for sustaining positive interpersonal relationships.

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