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EDITORIAL

Research plays an important role in the field of education as well as for the professional development of teachers, scientists and research scholars. A good research study has the qualities of significance, originality and feasibility. Through research, teachers and students develop critical thinking abilities as well as effective analytical research and communication skills that are globally beneficial. One of the most difficult tasks facing by the researcher during the beginning of the research study is the choice of selecting a suitable problem. Graduate academic experience helps to promote the problem solving awareness of the classroom activities, by reading the reviews of related research studies and with the interactions with the supervisors, research scholars and fellow students. Many research articles suggest problems for further investigations which may be fruitful for them.

Technological changes and curricular developments are constantly bringing forth new problems and opportunities for research. Research articles often suggest techniques and procedures for the attack on other problems. The present academic system is pupil centered and demands mostly on digital system. The research studies in this journal are based on the reports of academic projects, experiences, studies, discussions and review of related literature concerned with various aspects of education. All the authors have a sustainable experience as teachers in the field of education and also class room teaching from high school to college level.

It is expected that our International Journal 'Carmel Graphics' plays an important role in the professional development for the entire fraternity of education to reload themselves with the self-attained knowledge and critical thinking from the research studies. I express my sincere thanks to Principal, editorial board members and also to the authors who contributed their valuable ideas, experiences and studies to this scholarly published international journal in the field of education.

Dr. Suma Joseph
Editor-in-Charge

CONTENTS

1. GENDER DIFFERENCES IN MORAL SENSITIVITY AMONG ADOLESCENTS IN THE DIGITAL AGE <i>Ms. Liz Kuriakose & Dr. Pushpa Marian</i>	05
2. HEALTH AND COMPETITIVE SPORTS EDUCATION AMONG STUDENTS OF ASSUMPTION COLLEGE, CHANGANACHERRY THROUGH THE EFFECTIVE USE AND PRACTICE OF SOCIAL MEDIA <i>Dr. Jimmy Joseph & Suja Mary George</i>	09
3. IDENTIFICATION OF PRESENT STATUS OF TEACHING PHYSICS IN HIGHER SECONDARY SCHOOLS <i>Dr. Miliya Susan Joseph</i>	16
4. BENEFITS OF AQUA AEROBICS OR AQUA ZUMBA ON HEALTH <i>Dr. Suma Joseph</i>	20
5. HARMONIZING THE PAST AND THE PRESENT IN THE KOREAN SERIES ROOFTOP PRINCE <i>Ms. Niranjana Marian George</i>	23
6. INFLUENCE OF FAMILY ENVIRONMENT ON THE MORAL VALUES OF HIGH SCHOOL STUDENTS <i>Dr. Lissy Koshi</i>	28
7. MAN'S NEED TO PLACE HIMSELF IN THE STORY OF THE WORLD <i>Ms. Merin Sabu</i>	32
8. RELATIONSHIP BETWEEN ACADEMIC STRESS AND MENTAL HEALTH AMONG SECONDARY SCHOOL STUDENTS <i>Ms. Jaya. P.J.</i>	36
9. POTENTIAL OF ICT IN YOUTH EMPOWERMENT: ATTITUDE OF POST GRADUATE STUDENTS <i>Dr. Anjana B.Nair</i>	41
10. INNOVATIVE MILESTONES IN THE SCENARIO OF ENGLISH LANGUAGE RESEARCH <i>Dr. Mary Sheba Jose</i>	46
11. INTELLECTUAL PROPERTY RIGHTS IN INFORMATION SOCIETY <i>Sr. Rosy Leema P.W.</i>	50

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GENDER DIFFERENCES IN MORAL SENSITIVITY AMONG ADOLESCENTS IN THE DIGITAL AGE

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Abstract

Digital technology being an innate aspect of contemporary teenagers' lives, affects how they communicate, how they socialize, and finally what they are. Digital technology is ubiquitous, accessible anywhere at any time and new applications are emerging day by day with their consequences unpredicted. The increased application of technologies in present society provides a range of possibilities for learners both inside and outside of school. Children inhabit a world that flawlessly flows between online and offline. Digital technologies may affect in unique ways one's moral behaviour. The present study is an attempt to identify whether there exists any gender gap in Moral Sensitivity of Higher Secondary Students of Kottayam living in the current digital age. The findings of the study revealed that girls possess more Moral Sensitivity than boys.

Keyword: Moral Sensitivity

Introduction

Today's children are growing up in a digital age. Digital media defines their lives in remarkable ways. Digital technologies are the present and the future of the 21st century children. Digital life links children to people, knowledge, education and entertainment anywhere globally at any time in an affordable manner. The essence of digital life is connectivity. The internet and the connectivity it provides have a pervasive influence in our lives.

The web has transformed significantly over the past years. Social networking and microblogging sites such as Facebook, Twitter, Pinterest, and Instagram have dominated the online chat rooms. Smartphones and high-speed internet connectivity make it easy to take and share videos and images. As a result of these advancements, young people are more detectable online, their online lives more intertwined with their offline lives. Certainly, today's young generation rarely make a distinction between their online and offline identities. Although there may be uniformity between youth's online and offline selves, it's not essentially a one-to-one resemblance (Gardner and Davis, 2013).

Digital technologies teach adolescents a number of immoral and anti-social values which are incompatible with a civilised world. The over dependence on technology has led to degeneration of social skills by changing the way individuals interact with each other and how they form and maintain relationships. Cybercrime rates are increasing rapidly and have emerged out as one of the biggest challenges to our society, making more adolescents offenders than ever before. The rise in unethical sites providing fast, cheap and convenient access to inappropriate materials result in high-risk sexual behaviour, mental and psychological problems. Violent computer games stimulate antisocial behaviour. The abuse of personal data and privacy violations in the field of information technology is increasing. Illegal downloading of software, films and music is common especially among students. Social media sites where moral values are put to test can certainly lead to moral and immoral behaviours, based on the context. Hence Moral Sensitivity, an awareness of the moral issues involved in digital world situation is necessary for the young.

Moral Sensitivity is the first component in the Model of moral behaviour. The Four Component Model of moral behaviour (Rest, 1979) represents the internal processes, necessary for a moral act to ensue: moral sensitivity, moral judgment, moral motivation, and moral action. Crowell, Narvaez and Gomberg (2008) found that technology can impact each of the four components of moral behaviour. Recognition of the potential deleterious impact of technology on each of the four components leads to a better understanding of how specific educational interventions can be devised to strengthen moral sensitivity, judgment, motivation and action within the context of our increasingly digital world. The present generation of adolescents, being digital natives, having greater access to information are extremely at risk when they are confronted with ethical decisions because they lack the necessary knowledge and experiences to make the right decisions. As young people immerse themselves in digital environments, they must be furnished with the capabilities to act responsibly and ethically. Innumerable examples of ethical misconduct and confusion online recommend a pressing need for the development of ethical minds (Gardner, 2007).

Regardless of the extensive participation of youth in digital media, not much research has concentrated on the ethical perspectives and online pursuits of young people. It is expected that this study will provide insights into whether new frameworks of ethics are required to address the opportunities and risks of our digital lives.

Objectives of the Study

1. To assess the level of Moral Sensitivity of Higher Secondary Students in the Digital age.
2. To compare the mean scores of Moral Sensitivity of Higher Secondary Students in the Digital age with respect to gender.

Hypothesis

1. There is no significant difference in the mean scores of Moral Sensitivity of Higher Secondary Students in the Digital age with respect to gender.

Methodology

Survey method was adopted for the study. The sample consists of 931 students of XI standard selected from Higher Secondary Schools belonging to Kottayam district using stratified random sampling technique. To assess Moral Sensitivity of Higher Secondary Students in the Digital age the investigator prepared and standardized a Moral Sensitivity test.

Analysis and Interpretation of Data

1. Classification of Higher Secondary Students with respect to their level of Moral Sensitivity

Higher Secondary Students were divided into three groups namely High, Average and Low based on their Moral Sensitivity Scores. Table 1 gives the details of students falling under each group.

Table 1

Classification of Higher Secondary Students with respect to their level of Moral Sensitivity

Level	Scores	Count	Percentage
High	≥ 23	210	22.6%
Average	Between 13 to 23	619	66.5%
Low	≤ 13	102	11.0%

Table 1 shows that majority of Higher Secondary Students (619) belong to the average level. The percentage of students who belong to the low group is only 11 and 22.6 % of students belong to high group.

2. Comparison of the mean scores of Moral Sensitivity with respect to gender

The subsamples on the basis of gender are compared with respect to the mean scores of Moral Sensitivity using t-test. The details are given in table 2.

Table 2

Data and results of the test of significance of difference in mean scores of Moral Sensitivity with respect to gender

Subsample	N	Mean	SD	t-value	Level of significance
Gender	Boys	490	14.65	2.42	48.77 p<0.01
	Girls	441	22.59	2.53	

From table 2, the calculated value of 't' for significance of difference between the mean scores of Moral Sensitivity with respect to Gender is $t = 48.77$. The calculated t- values are greater than the table value at 0.01 level of significance and therefore significant at 0.01 level. This indicates that there exists a significant difference between the mean scores of Moral Sensitivity with respect to gender. From the mean scores it is evident that girls possess more Moral Sensitivity than boys.

Findings and Conclusion

The findings of the study reveals that majority of Higher Secondary Students possess an average level of Moral Sensitivity. A significant difference between the mean scores of Moral Sensitivity with respect to gender is also found. Girls exhibited more Moral Sensitivity than boys. As Digital technologies plays a major part in the digital life of students and significantly affect their moral character, efforts to improve the moral sensitivity of students especially boys through the judicious use of digital media is essential in schools. Furthermore, the revision of traditional psychological theories of moral development in the light of digital participation by youth at their younger ages is recommended. Attempts to enhance Moral Sensitivity of the students are needed so that they may act effectively and with responsibility for the good of one and all online.

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HEALTH AND COMPETITIVE SPORTS EDUCATION AMONG STUDENTS OF ASSUMPTION COLLEGE, CHANGANACHERRY THROUGH THE EFFECTIVE USE AND PRACTICE OF SOCIAL MEDIA

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ABSTRACT

The development of web 2.0 helped to create, reuse, send, share, collaborate and comment more healthy and fruitfully. The new version of web 2.0 termed as social media was used in the sports and physical education sector to expertise sports skills and performance more effectively and thereby the active participation of students in the use of Social Media (SM) resources is then ensured. The traditional mode of teaching of sports and physical education concept is challenged and replaced with social media. This paper attempts to study and evaluate the use of social media by the student groups to promote the sports and physical education activities more effectively.

Key Terms: Competitive Sports, Social Media

Introduction

The fantabulous developments in the ICTs in the digital environment have brought various tools and techniques to soften information share and distribution in various means. The social media is one of tools used for collaboration between the academic communities and, students and scholars. In the higher education sector, especially in the sports sector, the social media play vital role in the personal, professional, health, and teaching and learning process. The Babson Survey Newman T. (2013) identified that more than 8000 teaching faculties have been regularly using the social media and positive impacts were created in them on personal and professional outputs. The internet acts as mediator of information and influence of internet created platform for social and academic interaction by the web 2.0, which supported social media tools to interact for best use of information resources and user alert services in the sports activities. The social media tools are now widely practiced in the digital environment of the sports and physical education sector, in the college level education. The platforms for the social media covers blogs, wikis, Podcasts, Twitter, LinkedIn, facebook, WhatsApp etc which are commonly used for the academic purpose among hundreds of social media tools on the Net.

Even though the social media tools play vital role in the all sphere of life, the importance of using in the sports and physical education has been very robust in the recent era. Hence the sectors in the higher education sector like colleges and other research institutions realized the use of social media tools tie-up with sports related services has been treated as an innovative services for the personal physic, academic and research purposes in the sports science.

The way of the world is social media and today there is no question of whether or not people are going to use social media, it's a question of what types of social media one will use. There are many different forms of social media used by businesses, government and the general public. Parents want the best health for their children and having the ability to access some form of social media may promote better nutritional habits and overall health. Today social media is the common way of giving and receiving information. In fact, in 2013 it has been reported that 1 in 4 people worldwide used social media. The total number of people using social networks increased from 1.47 billion in 2012 to 1.73 billion in 2013, which is an 18% increase. It is also predicted that by the year 2017, the global social network audience will total 2.55 billion people with the leading social network being Facebook with a reported 1.1 billion registered users. Twitter sits 5th in the rankings with 232 million registered users. There are many others as well. These statistics provide insight as to how many people are using various types of social media.

Social media can be used for personal communication and general information. Businesses, government and schools also use it for marketing, education and communication. This type of access affords consumers up-to-date information and allows individuals to browse sites anytime of the day or night worldwide. Have you ever found yourself aimlessly looking through Pinterest to plan your next meal or to find the next weight loss diet? Statistics show, that 89 minutes per month are spent on Pinterest compared to that of 21 minutes spent on Twitter, 17 minutes on LinkedIn, and 3 minutes on Google. According to these statistics, it is likely that sites such as, Pinterest, Twitter and LinkedIn can sway attitudes, beliefs and habits. But, is the information reliable? Knowing where to access accurate, science-based information is key to having a healthy lifestyle. Not all nutrition information found on blogs is accurate, giving the consumer science-based nutrition advice, which may lead to inaccurate or misleading information. It is important for consumers to understand nutritional science based on evidence, such as the information distributed by the Academy of Nutrition and Dietetics or the United States Department of Agriculture (USDA). Also we can use websites which includes Supertracker and Choose MyPlate to plan healthy meals or plan for weight loss focusing the sport students.

Definition- Social Media

The term “social media” derived from two words, like social and media (Neti, 2011). The “social” has to do interaction with individuals, within groups or communities; and the “media” which communicates the ideas through channels or communication technologies or specific medium of tools. The social media bridges between the groups of people through some internet tools and it allows them to communicate and collaborate for some sort of personal and professional benefits.

The social media is a broader term which embodies a large range websites and online tools (Riese, Pennisi& Major, 2010). As it is open and transparent, the level hierarchy in the profession is totally removed so that the interaction between persons and groups is very healthy and prosperous. The time consuming process prevailed in the traditional methods has been challenged and overthrown.

The interaction even in the remote places can possible to share and establish the ideas within few minutes. The developments have been going forward and finally the ‘YouTube’ is the advanced version of the social media which shares and distributes interesting facts and figures with audio-visual support.

Methodology

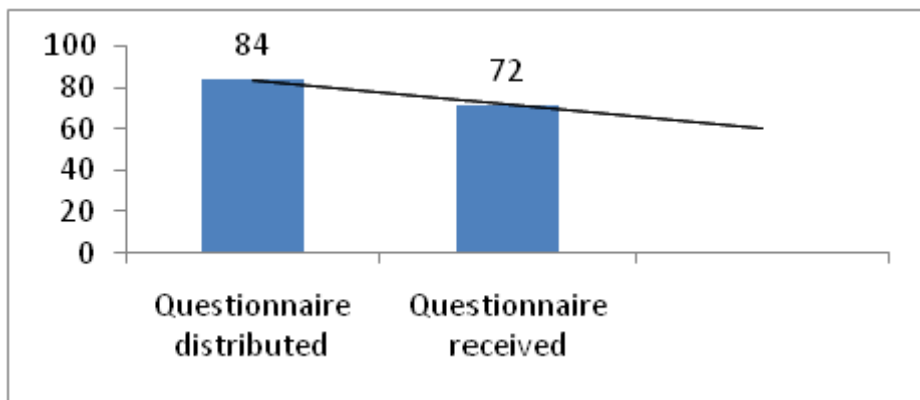
The total number of the users is 84 selected by random model, of which 72 students were filled and returned the questionnaire. They belong to Assumption College Changanacherry. A structured questionnaire method was used to collect the data from the students and research scholars in the campus and conducted interviews and personal talks with the students associated with sports activities various levels of degree course to draw the ultimate findings. The structured questionnaire prepared and distributed to the user group in the campus covering all subject disciplines. Based on available information in the questionnaire, the study was conducted.

Data Analysis and Findings

Population study

Out of 84 questionnaires distributed, 72 users were responded by 86% which means that the user group in the campus is more curiosity to know, evaluate and implement the social media tools in the sports education environment.

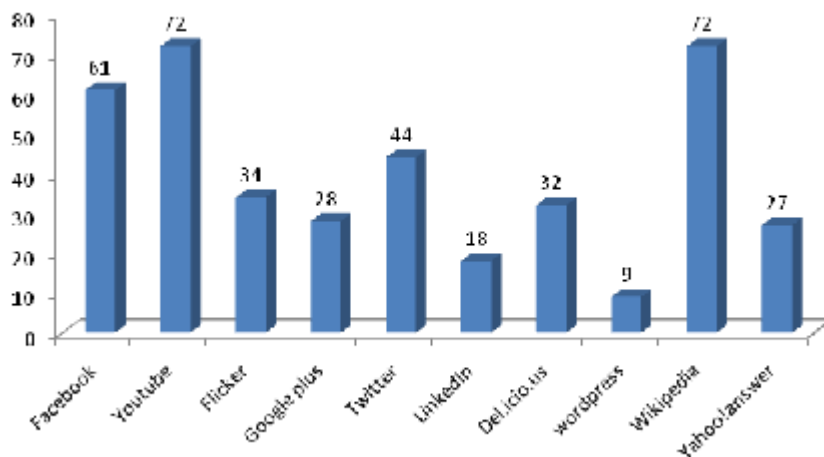
Figure 1: The Graphical representation of the students participated in the study presented.



Perception, knowledge and registered user of various SM tools

The knowledge and perception over the Social Media is an important factor to decide whether particular SM can be followed or abundant, so that the registered users in various SM tools are preferred for the study. More than 72% of users are Youtube and Wikipedia followers, and followed by the Twitter mostly used by the people those who are having sports interest. The Flickr (34%) and delicious (32%) are in the third place as these are not as much as popularized and familiarized among the students. The remaining items like Goolge plus (28%) and Yahoo!answer (27%) are having less importance in use by various reasons and very least importance is given to Wordpress by 9% which doesn't mean that the SM is not viable or other negative impact in it.

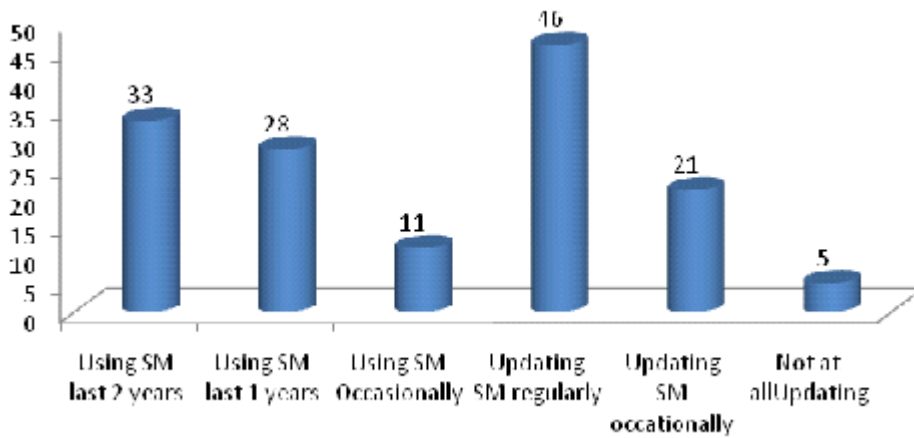
Figure 2: The Graphical representation of Perception, Knowledge and registered user of various Social Media tools presented



The time factor involved in using the SMs

The time factor consists of the period of time has been used for various purposes of the Social Media in which the regular and pertinent interaction with the people/ community ensures the interaction. It is a tool for social interaction so that it requires some sort of publishing techniques for easy access (Khan and Bhatti, 2012). Such interaction can be had not simply by one or two days. It requires and takes much time to follow up and then the co-operation and interaction. More than 33 users have been using SM by 46% and followed by one year amounts to 28 (39%) and 11 users use very occasionally. Also, the more than 46 users regularly update their profiles and postings which mean an active involvement in SM interaction. Nearly 30% of users do not give much importance for the updating and postings.

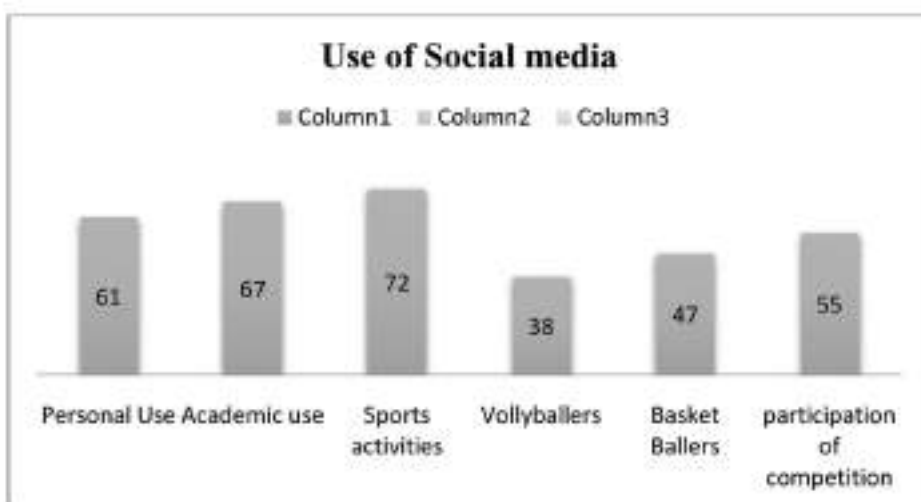
Figure 3: The Graphical representation of the time factor involved in using the Social Medias presented



The purpose of the Use of Social Media

Generally the social media used for entertainment purposes by 100% followed by the sports education purpose by 93% which means the use of SM is too much beneficial and widespread in sports education. The general use does not limit anything but the combination all other facets of purposes in which 61 users practicing general purpose and nearly 73% users then using the SM for some academic purposes. The sports activities is seen much higher than the personal use by 61%. And the use of volleyball Players and basketball Players and other competition purpose goes on 38%, 47% and 55% respectively.

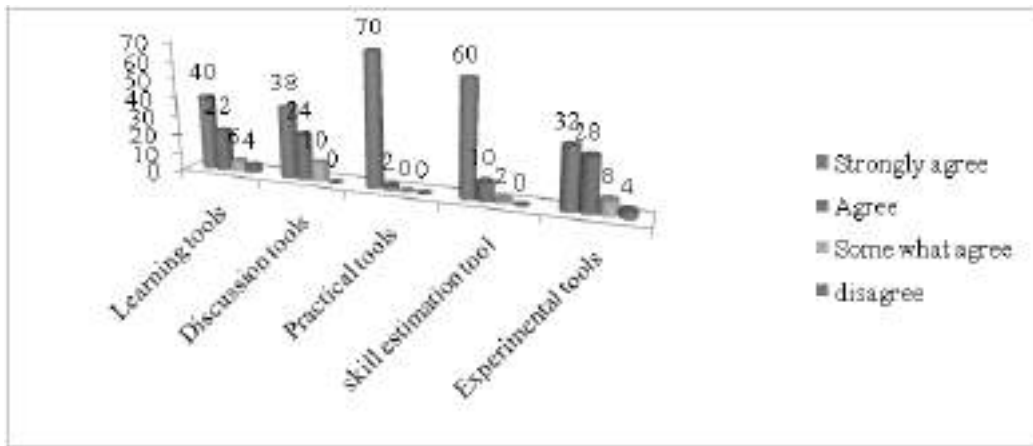
Figure 4: The purpose of the use of Social Media presented



Using SM as learning tools for sports activities

The SM tools can be used as learning tools for academic purpose in which 40 students strongly agreed with by 56% and nearly 5% of users disagree as they might not been practiced for academic purposes. As a discussion tool nearly 38 students by 52% were strongly agreed and no person was voted to disagree. As the case of practical tool, all students were much aware and practicing with the SM for discussion tool purposes by 45% cent percent. It is also noted that the use of SM in practical tool for the sports activities purpose was well understood by the user group by 83% and nobody was disagree. As an experimental tool, it was strongly agreed by 32 students and agreed by 28 persons which means that it is an unavoidable factor in the skill estimation tool evaluated by 71% of students.

Figure 5: The Graphical representation of the use of Social Media as learning tools for sports activities presented



Conclusion

The Social Media (SM) is user centered and user-generated content which can be shared and collaborated with many groups associated with special purpose. Most of SM used for the teaching, learning, participation, skill estimation, consumption of nutrition and better practice etc. It replaced the traditional mode learning techniques and traditional style of practice methods in the sports activities in the college level education. It provides a mechanism for keen learning and assessment for improving sports skills and achievements. The remote online access to these social media tools provide qualitative information for interaction with sports athletes and sports teachers or coaches for better results. The sports skill, health, nutrition, type of practices, mode of action, understanding of new rules and perspectives of the sports items, etc can be simply taught to them online very effectively, even in the absence of the coaches in the real time action in the sports track. It develops critical action- based learning skills, peer sharing, informal learning and participatory learning in all sphere of sports enthusiasm.

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IDENTIFICATION OF PRESENT STATUS OF TEACHING PHYSICS IN HIGHER SECONDARY SCHOOLS

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ABSTRACT

Among different subjects in Science, Physics brings people to the world of reality. It is intimately involved in one's life which is the practical application of its principles. But students are losing interest in Physics. From her experience, the investigator understood the major causes of this disinterest as the lack of enough time to cover the bulk syllabus, the practice of rote learning, the difficulty in solving numerical problems in Physics and the difficulty to apply the learned concepts to new and unfamiliar situations. This research study is an attempt to prove this and to find out the present status of teaching Physics at Higher Secondary level.

Key Terms: Teaching Physics.

Introduction

Science education is essential for National development and for the contributions of people at various levels. Among different subjects in science Physics brings people to the world of reality. Knowledge of Physics is essential as it is the part and parcel of the Physical world. Even though the subject Physics is related to our everyday life, it is considered as a difficult subject and due to its abstractness, we cannot bring the whole world into the classrooms. Nijru and Karuku (2015) identified that the factors that lead to Poor performance in Physics were lack of background knowledge in mathematics, teacher factor, assessment methods and administrative factors. Also, the investigator understood the major causes of this disinterest based on her experience in teaching Physics in Higher Secondary Classes. They are mainly the lack of enough time to cover the bulk syllabus, the practice of rote learning, the difficulty in solving numerical problems in Physics and the difficulty to apply the learned concepts to new and unfamiliar situations.

It is rightly reported in the Education Commission (1964-66) that “if science is poorly taught and badly learnt, it is little more than burdening the mind with dead information and it could degenerate even into new superstitions.” Teachers are still following the lecture method, which never makes the abstract concepts clear. So the investigator decided to conduct a survey among Higher Secondary School Teachers to find out the present status of teaching Physics at Higher Secondary Level.

Objective of the Study

To identify the present status of teaching Physics at Higher Secondary Level.

Methodology in Brief

The investigator adopted Normative survey method to conduct the study. The study was conducted among 35 Higher Secondary School Teachers selected randomly from Four districts (Kottayam, Alappuzha, Pathanamthitta, Idukki) of Kerala state. The sample consisted of teachers from Government, Aided and Vocational Higher Secondary Schools. Data was collected using a Questionnaire on present status of Teaching Physics at Higher Secondary Level prepared for the purpose.

Analysis and Interpretation of Data

The investigator analysed the data using Percentage Analysis and the details are presented below.

Analysis of the Responses of Higher Secondary School Physics Teachers regarding the Present Status of Teaching Physics in Higher Secondary Schools

The investigator collected data from 35 Higher Secondary School teachers from four districts of Kerala regarding the present status of teaching Physics in Higher Secondary Schools with the help of a questionnaire. The responses were subjected to Percentage Analysis and the results of the analysis are given in Table 1.

Table 1

Analysis of the responses of Higher Secondary School Physics Teachers regarding the Present Status of teaching Physics in Higher Secondary Schools

Sl.No	Items	Yes (%)	No (%)
1	Do you find the time period to teach Physics in Higher Secondary is sufficient?	12.5	87.5
2	Do you utilize web resources to make the learning meaningful?	21.83	71.87
3	Does your school provide facilities to use PowerPoint in Classrooms?	21	79
4	Do you concentrate more on theories while teaching?	84.4	15.60
5	Do your students try to memorize the concepts without understanding it?	62.5	37.5
6	Do you get enough time to solve numerical problems in Classrooms?	86.5	13.5
7	Do you give individual attention to students while solving Problems?	62.5	37.5

8	Do you feel that majority of students are avoiding problems during exams	87.5	12.5
9	Do you feel that students can excel in Problem solving when they get individual help?	75	25
10	Do you spend time to solve extra problems in class?	37.5	62.5
11	Do you wait till all the students in the class to solve the given problem ?	43.75	56.25
12	Do you feel the need of a software for solving numerical problems in Physics?	62.5	37.5
13	Do you spend time to solve application level questions in Physics while teaching?	75	25
14	Do you feel that application level questions are difficult for your students to answer?	90.6	9.4
15	Do you feel that Critical Thinking is necessary to apply the learned concepts in Physics to new situation?	96.9	3.1
16	Do you prefer a strategy to enhance the critical Thinking of Students?	81.25	18.75
17	Which method do you follow in teaching physics		
	a) Activity Oriented Method	21.9%	
	b) Lecture method	3.1%	
	c) Lecture cum Demonstration	71.9%	
	d) Brainstorming	0	
	e) Questioning	3.1%	

From the table it is clear that about 87.5% teachers responded that the time period to teach Physics in Higher Secondary is not sufficient. About 71.87% do not utilize any web resources to make the Physics learning more meaningful. 79 % of teachers reported that the school does not provide facilities to use Power point in Classrooms. 84.4% of teachers concentrate more on theories while teaching and 62.5 % of teachers reported that their students always try to memorize the concepts without understanding it . About 86.5 % of teachers reported that they do not get enough time to solve numerical problems in Classrooms and 62.5% of the teachers give individual attention to students while solving problems. 87.5% of teachers feel that majority of students are avoiding problems during exams and about 75% of the teachers responded that the students can excel in Problem solving when they get individual help. 62.5% of teachers do not spend time to solve extra problems in class and only 43.75% of teachers wait for all the students in the class to solve the given problem. About 62.5% of teachers find the need of an easy problem solving software for solving numerical problems in Physics. About 75% of teachers spend time to solve application level questions in Physics while teaching but 90.6% of teachers reported that application level questions are difficult for their students to answer. About 96.9% feel that Critical Thinking is necessary to apply the learned concepts in Physics to new situation and 81.25 % prefer a

strategy to enhance the Critical Thinking of Students. About 71.9% of teachers are still following the Lecture cum Demonstration method to deliver the content and only 21.9% tried Activity Oriented method. Only 3.1% of teachers are following Lecture method and Questioning Technique.

Through the open-ended questions majority of the teachers responded to the difficulty in time management of the bulk syllabus. They responded that the difference in the ability among students affects their performance in Physics. Bright students feel bored when the same types of problems are repeated and poor students could not follow when we go little fast. They reported that syllabus is very vast and about 90% of the topics are abstract in nature. It is difficult for the students to understand. They reported that Technology enabled learning will minimize this drawback. Also the teachers reported that they never get time to practice problems. Majority of teachers were of the opinion that the method currently following was inadequate to satisfy the demands of the learners. Also the teachers expressed the need for developing a new strategy comprising both the theoretical and problem solving section for enhancing Achievement in Physics among higher secondary school students. From the discussions, the investigator got a clear picture about the limitations of the existing strategies and the need for developing a new strategy that supports technology enabled learning.

Conclusion

The Survey conducted by the investigator among Higher Secondary School Teachers revealed the difficulties faced by them while teaching Physics. The syllabus is bulk and majority of the teachers rarely uses the Activity Oriented Method due to the lack of time and abstract nature of the concepts. A teacher cannot explain such abstract concepts through activities, but can effectively deliver through technology assisted learning. Therefore change is necessary and inevitable. So the authorities should take necessary steps to reframe the curriculum and restructure the Activity Oriented Method with technology assisted strategies as it promotes meaningful concrete learning.

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BENEFITS OF AQUA AEROBICS OR AQUA ZUMBA ON HEALTH

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ABSTRACT

Aqua aerobics is a mix of strength and cardio exercises which is done in the medium of water resistance. Keeping in mind factors like cardio activity such as aqua aerobics or aqua zumba, weight, water temperature, volume and buoyancy can burn between 350 and 500 calories per hour of exercise. Working out in water is one of the most therapeutic activities that one can take part in. Water aerobics builds cardio endurance, strength endurance, muscle strength and resistance all while being on the joints and also in a cool and relaxing atmosphere. Water aerobics is not limited to any age group or skill level. The sport water aerobics appeals to all ages with younger generations naturally enjoying the fun to be had in swimming pools while still appealing to older generations and their need to maintain a moderate level of physical fitness.

Key Terms: Aqua Aerobics, Aqua Zumba, Cardio Exercises and Strength Training

Introduction

Water aerobics is the performance of aerobic exercise or workouts done in the medium of shallow water such as in a swimming pool. It is a form of aerobic dance or exercise where the participants are immersed in water. It is mostly done vertically and without swimming typically in deep waist or deeper water and it is also a type of resistance training. Aqua zumba can reduce the inflammation in the joints, bronchial cough and asthma as the water acts like a massage due to the hydrostatic pressure. During this type of aerobic activity the body parts hips, back and knees will not feel any jerks, but still it gives low impact of strength training.

Fitness benefits of aqua aerobics

1. Burn calories
2. Increase muscle strength
3. Build endurance
4. Reduces joint pressure
5. Increases flexibility

HEALTH BENEFITS OF WATER AEROBICS

1. Increase in muscle strength

Water is a flowing and constantly changing product of nature, and as such can be every unpredictable in its movements. The resistance in swimming pool can change from 4 to 42 times greater than air, ensuring the body's muscles get a rigid work out due to the water lows in multiple directions. A polish study conducted in 2007 found that after 12 weeks of regular aquatic aerobic exercise, the participants had made significant gains in strength, flexibility and agility.

2. Building endurance

Water resistance is a more natural resistance which requires the body to strain through the water rather than against it. Usually traditional weights are required or the human body to push and pull against the weight plus gravity.

3. Increases flexibility

During water aerobics as the body is subject to water resistance which requires movement in various directions while adjusting to the push and pull of water. Hence the joints naturally increase their range of motion which is known as flexibility. In fact a polish study conducted in 2007 found that after 12 weeks of regular aquatic aerobic exercise, the participants had made significant gains in strength, flexibility and agility.

4. Low-impact exercise

The traditional impact we place on our joints during a "land workout" can be taxing, but in water aerobics , the buoyancy of the water helps to reduce some of the impact we tend to place on our body, due to our own body weight. Our body is not subject to gravity in water, hence the impact on our joints is less when running in water , and not equal to the impact while running on land. This is particularly appealing to those with joint conditions such as arthritis or those currently undergoing physical rehabilitation.

5. Alleviates pressure on the joints

Hydrotherapy is one of the leading form of therapy for those who are suffering from joint problems such as arthritis and ligament tear of ankle and knees. Studies have shown water based exercises such as water aerobics or aqua zumba relieve pressure placed on joints from normal wear and tear and arthritis.

6. Relieves stress and anxiety

Watching bodies of water in motion can be one of the most soothing activities one can take part in to reduce stress, which is why vacations to the beaches and island paradises are so popular. Being in water is one of the most relaxation technique. A Polish study conducted in 2007 found that aquatic exercise significantly decreased anxiety and negative mood stress in women.

7. Burn Calories

The combination of strength and cardio workouts mixed with water resistances in aquatic exercise ensures the body is getting a full work out. Depending on cardio activity, weight, water temperature, volume and buoyancy, the body can burn between 400 and 500 calories in an hour of exercise.

8. Reduces blood pressure

Water resistance is not a buoyancy feature to help in the working of muscles. The water pressure actually works with your blood as well and enables one's blood flow to circulate more effectively throughout the body, effectively decreasing blood pressure, and decreasing resting heart rate in long run. This benefit means the heart is maintaining its productivity while less stress on the heart.

9. Cooling Exercise

Water aerobics can satisfy that need to feel cool in warmer temperatures while still enabling an athlete to exercise. As temperature gets warmer during summer the desire to do exercise is difficult but so naturally by dipping the body into water becomes alluring.

10. Popular Activity

Water aerobics is not limited to any age group or skill level. Hence water aerobics is known to be one of the most popular bonding activities for friends and family. This sport is for all the age groups younger and older generations and their need to maintain their fitness without any difficulties.

Conclusion

Pool exercises like water aerobics or aqua zumba is very good and it is a low stress exercises which helps to reduce weight. Water aerobics strengthens muscles and build stamina. It improves flexibility and range of motions. Several studies have proved that there will be a good relief from chronic pains in joints and also support bone health by increasing bone density. Aqua aerobics rectifies the body posture, treats spine problems and also encourages weight loss. A polish study conducted in 2007 found that after 12 weeks of regular aquatic aerobic exercise, the participants had made significant gains in strength, flexibility and agility.

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HARMONIZING THE PAST AND THE PRESENT IN THE KOREAN SERIES ROOFTOP PRINCE

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ABSTRACT

The past, the present and the future are three relative concepts that explore the contemporaneity of existence. Despite the extensive research being done in historical studies, there has been no definite conclusion regarding the working of the world back in time. The few possible ways of making sense of the past do not provide a complete picture of history. The future too remains an obscure speculation. But where science flounders literary imagination conquers. The growing number of art works on time travel results from man's attempt to master the uncertainties of the times past and time unknown. Time travel has always been a fascinating topic for both scientific scholars and literature lovers. Great number of works builds on the theme of time travel into the future. Cinematic expression, that is, the visual presentation of the imaginative world also explores this uncertain yet alluring idea of being able to make that leap into the unknown frame of one's own future in an advanced space and time. Rooftop Prince is a Korean television drama series that unfolds the adventures of a Joseon crown prince, who in an attempt to solve the mystery of his wife's death, time travels into the future. This paper is an endeavour to analyse how this Korean television drama series, by making a temporal travelogue through Korea, gives the audience a glimpse of the spectacle of the exotic culture and landscape of the country and in doing so attempts to reclaim and reshape the past. The elements of historical fiction inspire and motivate the spectators to explore a new destination i.e. the Korean history and understand better, the past and present/future as a harmonious continuum.

Key Terms: Time travel, Korean Culture, Joseon era, haan

Introduction

Travelling and exploring the world has, for a long time, been recognised as a means of education. Travelogues and other travel writing make it possible for the audience/readers to share the ecstasy of experiencing an unknown land, by humanising distant places. If traversing geographical space is so intriguing, how much more overwhelming and enlightening would it be to travel across time! Surprisingly, Einstein's special theory of relativity simplifies the bemusement and warrants the possibility of such an endeavour. The presence of wormholes can take human beings through space-time connecting them to very distant parts of the universe. Only delimiting factors being our inability to travel faster than light, and our failure to assemble the gasoline, which is necessary to energize a time machine.

Even though there is no scientific proof for explorers who have travelled forward or back in time, there are numerous accounts of literary characters who have made the impossible possible. Literary imagination that time-shifts the protagonist not only unveils an imaginary time zone but also explores other places, or the same places at other times, thereby seeking the audience's attention to certain details that the narrator wants to highlight. This paper attempts to analyse how the Korean television drama series *Rooftop Prince*, by making a temporal travelogue through Korea, enables the audience to experience the changed culture and landscape of the country, and thereby have a better understanding of the country's past and present/future as a harmonious continuum.

HARMONIZING THE PAST AND THE PRESENT BY MAKING A TEMPORAL ODYSSEY THROUGH KOREA

Rooftop Prince is a Korean television drama series of 20 episodes that unfolds the adventures of a Joseon (last and longest ruling Confucian dynasty of Korea which ruled from 1392 to 1910 until Japan annexed the land) Crown Prince (Lee-gak), who in an attempt to solve the mystery of his wife's death, time travels into the future along with his royal scholar, bodyguard and royal eunuch. All four of them fall onto the female protagonist Park-ha's rooftop house. Three hundred years forward in time, the crown prince meets many familiar faces; among them is Se-na, the spitting image of his beloved wife who was found drowned in the eighteenth century. Despite some known faces, the new world appears to be a completely strange place for the four men with the changed geographical settings and a new way of life. They aren't even able to realise whether it's Earth or after world and mistake the people for ghosts, for they appear in strange clothes and style. Though astonished and perplexed in the beginning, the crown prince soon believes that there is a reason for his coming to the future and believes that some cosmic force is playing part in trying to solve the question of his wife's murder. The story then progresses with how Lee-gak pretends to be his look alike Tae-yong, a rich heir of a business conglomerate who had been missing for two years, so that he might be able to get close with Se-na (who he believes is his wife's reincarnation), solve the mystery of his wife's death and return to Joseon. However as the story proceeds, Lee-gak and Park-ha fall in love with each other and with that, a number of events and revelations follow. Finally, in the last episode the crown prince along with his attendants, return to Joseon after having found out the truth about his wife and his sister-in-law who happens to be Park-ha in her past life. Arriving back in Joseon, Lee-gak solves the murder and punishes the traitors. The ending, though ambiguous, pictures the crown prince from Joseon and Park-ha from the present, together and reunited.

Rooftop Prince does not fit into the strict category of a travelogue, for the primary motive of the drama is not to make a travel commentary on the protagonist's experiences. Nonetheless, by providing the audience with different cultural contexts and geopolitical setting, the work becomes a virtual, heritage voyage. The travel that the protagonist undertakes is not a spatial one but a temporal one. Therefore the travel experience of the crown prince differs from that of the audience.

For the crown prince life in future Korea discloses a world of surprise and wonderment with the drastic changes brought about by industrialisation and globalisation; and for the audience Joseon represents a cherished yet lost world. There is no shared experience of awe here. The series attempts a hyper realistic picturization of South Korea's development over a long 300 years of time so as to emphasise the changes.

Even though most part of the drama is set in the present times, the short glimpse of the past provides a spectacle of a fascinating culture, landscape and social life. Filmmakers created an imagery of Joseon Korea aimed at attracting international audience by showing the exoticism of a culturally and geographically distant people. By combining elements of historical fictional narrative, the drama re imagines the past and thereby reclaims and re presents 'his- torical' narratives on Korea. Despite its rise in global market and its recent political progress, Korea is still an understudied country according to Joo, Min & Kwak. "From misinformed stereotypes to outdated information, Korea has been treated as an addendum to China or Japan" (Joo et al. 12). Therefore repainting the past in their own terms as a means of resistance is an important attempt from the part of Korean filmmakers.

Rooftop Prince deliberately defies the concept of 'haan' that defines the Korean ethos. Kwak defines haan as a "concept of emotion, variously described as some form of grief or resentment among others that has been said to be a characteristic of Korean culture." Be that as it may, the idea of haan is a relatively new one which originated during the Japanese occupation of Korea. The idea of haan, as proposed by the Japanese philosopher Yanagi Soetsu, reflects the colonial stereotypes and the characterisation of Korean art and culture as sorrowful. No English thought holds the exact depth and extent of the sorrow, spite, rancour, regret, resentment, and grief that haan embodies. At the best, haan can be compared to African-American blues in terms of oppression and emotional expression. This theory called the 'beauty of sorrow' is increasingly being criticised both in Korea and Japan dismissing it as 'undertheorised' and prejudiced. The melancholic nature of Korean art, according to this popular theory, arises from the inferior status of Koreans and their inability to be independent and self-reliant. *Rooftop Prince* subverts this very notion of Korean culture as a representation of helplessness and resentment.

The plot does not permit a detailed observation of the historic setting, but the limited sequence that develops in Joseon Korea presents a positive and confident Korean state as opposed to the weak and unstable land as argued by the Japanese invaders. Through constant aestheticisation of the past and characters aestheticisation of others, new memories are made of the past. This picture of the past is that of a politically contentious but socially and economically stable state. Therefore by presenting the otherness of the past as a form of spectacle, the historical fiction offers a compelling means for re-appropriating and reformulating the past. The Korean drama series by reclaiming the past restores a new perspective and history to the nation as well as the world to counteract the colonial cultural hegemony and its attempt to misrepresent nation's past.

However, in the attempt to recover the submerged history, *Rooftop Prince* does not glorify the past as it's not free from social evils such as class division, slavery, and women's oppression strictly decreed by Confucian teachings. The audience are not forced to adopt the seemingly naturalistic social orders. Rather the drama makes an attempt to harmonize the past and the present (i.e the future for the Joseon people) by showing the people from the past easily adapting to new world order where the values of equality and democracy reigns. Though with much difficulty, the Joseon men let go of their superstitious adherence to past customs after living for some time in the present world. Their adaptation to the modern life and integration of the new age Korean culture reaches a high point when even after getting back to the Joseon Korea, they follow ways of modern Korean life. The three royal attendants take back the memories of preparing a modern dish 'omurice' and lay foundation for the idea of an eatery that was unlikely during those times. The king and the attendants share room and food, which was also unimaginable during the rigidly hierarchical Joseon times. *Rooftop prince* not only reclaims the past but also attempts to reshape it to better the picture and understanding of the nation's history by reworking the traditions.

Conclusion

Rooftop Prince is thus an attempt to annul the distortion of Korean history as that of melancholy and misery owing to the uncivilised people of the territory. The drama presents the temporal travel of four Joseon men who takes a leap into the future, and their quick adaptation to the modern globalised world which is a deliberate attempt to emphasise that Korean past, present and future are a harmonious whole and there was absolutely no necessity for a colonial power to civilise the people and establish the continuity as claimed by the coloniser. Thus by painting the concept of a self-reliant nation, *Rooftop Prince* artistically questions the history of ideological oppression and subjugation.

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INFLUENCE OF FAMILY ENVIRONMENT ON THE MORAL VALUES OF HIGH SCHOOL STUDENTS

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ABSTRACT

The well being of society, the success and the prosperity of the nation depends upon the manners and morals of the youth growing up around us. Family is a powerful determinant of child development because of the love, warmth, security, attention, acceptance, happiness and discipline that is expected to hail in a family. Moral value is treated as a core value which entails having integrity, conviction, a personal sense of what feels wrong and right. These are values related to an individual's character and personality confirming to what is right and virtuous. The present study attempts to examine the Influence of Family Environment on the Moral Values of High School Students. The study reveals that the family environment influences the moral values of high school children significantly.

Key Terms: Family Environment, Moral Values

Introduction

Family is the first informal agency to initiate the child into the social and cultural milieu. The Secondary Education Commission (1952-53) observes that home and school are so bound up together that it is important for teachers and parents to have real understanding of one another. Family is a powerful determinant of child development because of the love, warmth, security, attention, acceptance, happiness and discipline. Roberts, Manolis, and Tanner (2003) have demonstrated that people from divorced homes were more likely than those from intact homes to express values that view material possessions as a means of achieving happiness. The social milieu includes the attitudes and general dispositions of the parents towards their children. With the progress of modernity and fast changing role of the parents, it has not been very easy for the parents to impart relevant values in their wards. Moral value is treated as a core value. These entail having integrity, conviction, a personal sense of what feels wrong and right.

Statement of the Problem

In this study, the investigator took family and its relationship with value system among high school students. The study therefore, is entitled as "Influence of Family Environment on the Moral Values of High School Students".

Objectives

1. To study the relationship between Family Environment and Moral Values of high school students.
2. To study the relationship between Family Environment and Moral Values of high school students with respect to gender.

Hypotheses

1. There is no significant relationship between Family Environment and Moral Values of high school students.
2. There is no significant relationship between Family Environment and Moral Values of high school students with respect to gender.

Methodology

The present study adopted normative survey method. The study was conducted on a sample of 300 IX standard students for which random sampling technique was used.

Tools Used For The Study :-

- Family Environment Scale developed and standardized by Dr. Herpreet Bhatia and Dr.N.K. Chandha.
 - Moral values Scale developed and Standardized by the investigator.
- Statistical Technique Used:- .
- Karl Pearson's product moment coefficient of correlation 'r'

Analysis and interpretation

1. To study the relationship between family environment and moral values of high school students, correlation analysis was carried out and the summary of the result is given in Table I.

Table I Correlation between family environment and moral values of high school students

Variables	Correlation coefficient	SEr	Confidence level of ratio0.01 level		Shared variance
Family environment	0.61	0.37	Upper limit	Lower limit	37.55
x Moral values			0.69	0.53	

It is found that there exists significant positive correlation between family environment and moral values of high school students. The positive index of correlation shows that with a change in the family environment, there will be a corresponding change in the moral values of high school students. Hence the Hypothesis 1 is not accepted The confidence interval of "r" indicates that if the correlation is worked out between the same variables, the whole population of the study, the

resulting correlation will be between the values 0.69 and 0.53 with 0.99 probability The value of shared variance shows that 37.55 percent of the variance of moral values attributable to the variation in the variable Family environment.

2. To study the relationship between Family Environment and Moral Values of high school students with respect to gender, correlation analysis was carried out and the summary of the result is given in Table 2.

Table 2. Correlation between Family environment and Moral values of high school students with respect to Gender

Sample	N	r	t	Table value		Level of significance
				0.01	0.05	
Boys	150	0.610	4.17	2.58	1.96	P<0.01
Girls	150	0.615	4.2	2.58	1.96	P<0.01

From the table the value of r is found to be 0.610 which shows above average correlation. So, there is a positive correlation between Family Environment and Moral Values of high school boys. The obtained table value is 4.17 which is more than the table value 2.58 and thus it is significant at 0.01 level. Hence the hypothesis is not accepted. Hence it can be concluded that there is significant correlation between Family Environment and Moral values of high school boys.

From the table, the value of r is found to be 0.615 which shows above average correlation. So, there is a positive correlation between Family Environment and Moral Values of high school girls. The obtained table value is 4.2 which is more than the table value 2.58 and thus it is significant at 0.01 level. Hence the hypothesis is not accepted. Hence it can be concluded that there is significant correlation between Family Environment and Moral values of high school girls.

Conclusion

On the basis of the obtained results, it can be stated that the family environment influences the moral values of high school children significantly. Family is the first school which plays a vital role in the development and growth of a child. The family is an agency that influences the child's behaviour as its manifestation can be accentuated effectively. Moral values thus has a direct bearing on the family environment in which the children are brought up.

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MAN'S NEED TO PLACE HIMSELF IN THE STORY OF THE WORLD

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ABSTRACT

Man has always considered himself to be a supreme part of the world. Despite being just one of the beings that inhabit the planet, man is keen on stamping his presence everywhere possible, even space. In that sense, man's achievements cannot be undervalued. They are indeed commendable. But all this comes with a great price, to the planet and its inhabitants.

In our greed to surpass ourselves, mankind has done deplorable things that may lead to another 'cleansing'. Man is aware of it, and fears it to an extent that he includes this fear in his fiction. He is sure of a day when the planet finally tries to get rid of him. The apocalypse he knows is bound to come is featured in a number of ways in literature and in visual media. But while such awareness exists, man still wants to see himself in the aftermath as well. Could this be an overreach on his part? Or is he hoping for a new beginning where he can rectify his past sins to the planet?

This paper intends to take certain movies like 2012, The Matrix, and I Am Legend, to talk about man's inability to see a future without him. This forceful insertion into the future of the world, his God complex as well as his awareness of his own evil will be discussed in this paper.

Key Terms: Calamity, Mankind, Natural World, New beginning

Man's Need to Place Himself in the Story of the World

For the longest time, nature has been that unto which man retreats to find himself, his peace. He often glorifies nature once he reclaims himself after having lost parts of him in human jungles and emotional mazes. Nature becomes his mother, teacher, companion and even a mystic force. There has been no end to man's portrayal of his love for nature in literature. The reality is far from it.

For ages now, man has involved himself in activities that benefit him, solely him, while affecting the planet, its ecosystems and all the beings in these ecosystems. In his greed he has put parts of himself everywhere from oceans to mountain tops to prairies and jungles. It's not news anymore when one finds a fish or bird that has choked to death due to the oil dumped in the water, or because it has had a piece of plastic clamping its mouth shut. It's not news anymore when an

entire species becomes extinct due to encroachment made into its natural habitat or poaching. It's not news anymore that the earth is slowly warming up either. While some argue that global warming is natural, they do acknowledge that humans are responsible for accelerating it.

One can never undervalue the achievements that man has made in understanding his existence. After creating civilisations that thrive not only on agriculture and fishing, but also on trade, education and technology, humans have ventured into space. In his belief of his own superiority he has achieved that which the other beings never could. His thirst for knowledge and his quest to create his own mark in his race's history pushes man further. However, with this sense of self-imposed superiority should have come a sense of responsibility to his fellow beings. But man is unapologetically selfish in his deeds. Even as he strives forward, he knowingly leaves behind destruction and pain.

This knowledge of his destructive footprint is what prompts man to talk about a cleansing that nature might bring about. Man identifies himself as the problem that might be wiped out as nature carries on with her cleansing. And this awareness has manifested itself through a number of fictional works.

When the Roland Emmerich movie *2012* hit the theatres in 2009, many believed it to be what future held in store for us. Even as the production house took advantage of the collective fear of a people and their belief in a misinterpreted Mayan calendar, one saw how believable the movie itself was. In the movie, all that man had made is destroyed by nature. His machines are unable to outrun the apocalypse. Cities collapse into the earth or are swallowed by the oceans. It was as though nature had unleashed all her wrath onto the life on earth. Even in such a situation, we see how man, true to his selfish self, pays for his survival as his brethren die. He had made arks to save himself from the impending disaster. The irony lay in the fact that unlike Noah who was supposedly the best of mankind, only those select few who could afford to pay 1 billion Euro to save their lives are allowed on the arks. Another clear instance of man's love and unending attachment for himself and his achievements is when one realises that man had made provisions for articles of value and various other species (to preserve them and his antiquated role as the guardian of all creatures), but not other men. One must applaud his effort to preserve the elements of nature. However giving more value to man-made objects than man himself is an act only man can do. And one can't help but wonder if saving these beings were a truly selfless act or if there were some devious motive behind it.

The 1999 movie, *The Matrix*, is about how the AI (Artificial Intelligence) created by the humans, had created a computer-generated dream-world built to keep the humans in control, as they used them as batteries, and the humans' fight for their liberation. One of the main characters, Morpheus, explains to Neo, the supposed Messiah referred to as the One, how the humans scorched the skies in an effort to block out the sun which had been the machines' source of energy. However, the plan backfires as the machines realise that they can have as much energy as

required from the human population. Morpheus describes how human beings are no longer born, but ‘grown’. He describes the foetus fields where humans are grown in womb-like cocoons. The machines disintegrate the dead ‘batteries’ and feed the humans intravenously to sustain them and create bioelectric power from them. The Matrix is where their minds are connected to, making them believe they are living in the real world, leading real lives, unaware of their true existence. In this movie, one can see how clearly man sets himself up for his downfall. He created machines that would serve him, and kept moving forward in that thirst to find better alternatives, only to finally create the Artificial Intelligence. It was, in Morpheus’ words, ‘a singular consciousness that spawned an entire race of machines’. Here, man is displaced from his supreme position by his own creation. He causes his own undoing. But more importantly, in a bid to win a war against his own creation, one sees how readily man scorched the skies. This is disregarding all the other creatures that depend on the sun. To achieve his goals, to win a war waged by his own creation, man is willing to destroy the earth. In the movie, because of the humans’ actions, the surface had become uninhabitable. The few humans who were freed from the Matrix live underground, near the Earth’s core, in a city by the name of Zion. But again, it’s all about man’s survival. One can feel the irony when one comes to know of how all of mankind had united to celebrate their ‘magnificence’ when they created the AI.

This awareness displayed is one that creates, but never forceful enough to restrict man from his destructive ways. So, even as man accepts that nothing good may come of his self-serving deeds, man seems to show an aversion to a future without him. Every apocalyptic movie must end with his survival. Every post-apocalyptic movie must show him saving the world. He shows a fear to put an actual end to the world as we know it. Even though the stories are about mass destruction and death, caused by both natural and man-made entities, man does not seem to find it fair to cut himself out of the equation. It is hard for man to imagine such a world. His insertion into these narratives as the hero or saviour can only be a clear sign of his inability to imagine such a world. He is unable to leave the pedestal he has given himself. Because of his belief in his own superiority, he is unable to imagine a future where he isn’t given that place. The thought that the world just might not need his assistance, that nature can survive on her own if not for him, escapes man. This inability to see the world without the man prompts him to play the saviour, and even hope for a better future. However it is at the expense of other life and resources, because even as he plays the saviour, it is mostly for his own kind and not for the collective good. At the end of *2012*, the viewer is shown the water receding and how man has overcome the great disaster to be at the helm again. In *The Matrix*, the people wait for The One. Only in the Franchise’ later installation is it revealed that even the freed population were freed to maintain a balance. Only a very small percent of the people are freed. The last city, Zion, holds 250,000 people whereas the foetus fields are supposed to contain billions of humans to generate bioelectric power. And this periodic liberation of humans and their wait for the One is all a part of the program. However, Neo becomes a true saviour when he sacrifices himself in a deal to free the human population cooped up in Zion and the ones in the field. They enjoy a better future thanks

to Neo, the final 'One', who saved them. His sacrifice also opens up a choice for all the humans in the Matrix to leave it if they wanted to. To take another example, one may look at *I Am Legend*(2007). In the post-apocalyptic science fiction movie, a man-made virus intended to cure cancer becomes lethal when it kills 90 percent of those who took it and mutates 9 percent of its takers into predatory nocturnal beings. Only 1 percent is immune to it and the protagonist, Robert Neville, is the only survivor in New York city where the movie is set. The viewer is made to believe that there are no survivors. One is made to watch Neville's numerous attempts at discovering a cure for the disease. He succeeds only at the very end following his dog's death and a mutant attack, and sacrifices himself to ensure that the cure reaches other survivors of the calamity. Only then can the apocalypse end. Man likes playing saviour because man must be a part of the narrative even when it may seem impossible in the real world. He forcefully inserts himself into such narratives playing the hero or the saviour, even when he is partly or fully responsible for the calamity in the first place.

Finally, one must note the ray of hope that the end of such calamities are shown to bring. The future is always supposed to be a happier place with a corrected society, a corrected life. Man wants to make the viewer believe that he intends to create a Utopia, having learned from his past mistakes. He wants a chance at righting his wrongs. But the problem with this hope is that it is still centred on man. What of the planet? What is to become of the other inhabitants of the planet? Such questions are made to seem irrelevant citing man's problems, which take a higher priority for him. The irony lies in man's awareness of the impossibility of a Utopia. This is manifested through post-apocalyptic fiction. Most post-apocalyptic fiction portrays a future where societies are either deviant and corrupt or non-existent. Either there is no order, or behind the smoke-screen of order, there hides tyranny. This is the biggest evidence of man's knowledge of his self and his people. However one may deduce that such hope, however little or fake, lie in man's hope that human kind can be better, that it can yet redeem itself. It is the hope that intends to see man as a better guardian of nature and the planet. One can only hope that someday man may realise all he need be is responsible to find himself a solid part in the future stories of the world.

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RELATIONSHIP BETWEEN ACADEMIC STRESS AND MENTAL HEALTH AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

Tomorrow's world will be shaped by today's adolescents. In the adolescent age, a child faces complex questions of future vocations, occupations etc. The existing fierce competitions and unemployment adds to the difficulties of adolescents and consequently becomes a constant source of stress being experienced by adolescents. Stress is a complex phenomenon and the term was first used by medical researcher Selye (1984) to describe body's biological response mechanisms. Mental Health is the ability of a person to adjust to the world and those around with maximum effectiveness. It is a condition and level of functioning that is socially acceptable and personally satisfying. The present study is an attempt to explore the relationship between Academic Stress and Mental Health among Secondary School students of Kottayam District by using survey method. A sample of 5000 students of various schools of Kottayam District was selected for the study. The study reveals that Academic Stress is higher in Secondary School Students hailing from Urban and Rural area compared to their Mental Health and the mean scores of Academic Stress among Secondary School Students having high, moderate and low mental health do not differ significantly. The analysis also shows that there is no significant difference in the mean scores in the Urban and Rural subjects in their Academic Stress but the mean scores of Mental Health of Secondary School Students from Urban and Rural areas differ significantly.

Key Terms: Academic Stress, Mental Health

Introduction

Stress is the first and foremost problem of people's life in the present scenario. It is an unavoidable consequence of life. Though science and technology has invented a lot of ways and things of convenience and advancement but the remarkable growth of economy and resources has affected the lifestyle of the people. Mental health of the learners is very essential for effective learning and overall development of personality. School has a great responsibility in the process of harmonious development of children's mental health.

A learning child needs certain degree of stress to learn all its materials without delay. Moderate stress creates possible motivation to acquire knowledge, awareness about the happenings and ultimately leads to problem solving and creativity.

Need and Significance

When students perceive and interpret academic environment and demands as stressful conditions it may interfere with their normal psychological and physical functioning. Stress, if exceeds limits, may lower their adaptive capacity, health, happiness and academic efficiency. It may disrupt psychological equilibrium and produce disturbance in experience and behaviour.

Quality mental health is salient for all students. Each student needs to focus on achieving worthwhile learning rather than worrying or be distracted by an ineffective class/ school environment. Thus the emotional facet of a learner needs adequate attention to achieve worthwhile knowledge, skills and attitudinal objectives.

Objectives of the Study

- To find out the level of Academic Stress and Mental Health of Secondary School Students with respect to Locale
- To find out whether there is any significant difference in Academic Stress among Secondary School Students having High, Moderate and Low Mental Health.
- To find out the relationship between Academic Stress and Mental Health of Secondary School Students with respect to Locale

Hypotheses of the study

1. There is no significant difference in Academic Stress among Secondary School Students having High, Moderate and Low Mental Health.
2. There is no significant relationship between Academic Stress and mental Health of Secondary School Students with respect to Locale

Methodology

The present study is a descriptive study using survey method. The investigator has collected data from the Secondary School Students of Kottayam District. The Academic Stress and Mental Health of the students are measured with a questionnaire constructed by the investigator.

Population and Sample

A sample of 5000 students of various schools of Kottayam District was selected for the study. Urban and Rural schools were differentiated on the basis of locale of the school and not on the basis of place of residence of the pupils. 26 schools from urban area and 22 schools from rural area were selected for the present study.

Analysis and Interpretation

To test the significant relationship between Academic Stress and Mental Health among Secondary School Students were carried out using t-test and ANOVA.

OBJECTIVE 1: The distribution of Academic Stress and Mental Health of Secondary School Students with respect to Locale were computed and the details are given in Table-1

Table:1

Data and result showing the distribution of Academic Stress and Mental Health of Secondary School Students with respect to Locale

Variable	Sub Variable	Group	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Academic Stress	Locale	Urban	2580	261.22	260	258	28.16	0.661	2.550
		Rural	2476	261.95	259	258	29.71	0.989	2.259
Mental Health	Locale	Urban	2580	148.44	154	56	18.08	-0.284	-0.515
		Rural	2476	153.90	156	162	15.13	-0.383	0.220

From the above table it is clear that Academic Stress of Secondary School Students hailing from Urban and Rural area is higher compared to their Mental Health

OBJECTIVE 2: To find out whether Academic Stress is significant among Secondary School Students having High, Moderate and Low Mental Health.

The significance of difference of Academic Stress among Secondary School Students having high, moderate and low mental health was subjected to ANOVA and is represented in Table- 2

Data and result showing the comparison of the mean scores of Academic Stress among Secondary School Students having high, moderate and low mental health

Source of Variance	Sum of Squares	df	Mean Square (Variance)	F Value	Level of Significance
Between Groups	2781.20	2	1390.60	1.66	P>0.05
With Groups	4226872.87	5053	836.51		
Total	4229654.07	5055			

Table-2 indicates that the mean scores of Academic Stress among Secondary School Students having high, moderate and low mental health do not differ significantly. Therefore the hypothesis that there is no significant difference exists in the Academic Stress among Secondary School Students having High, Moderate and Low Mental Heal this accepted.

OBJECTIVE 3: To find out whether there exist any significant difference in the Academic Stress and Mental Health among Secondary School Students with respect to Locale

The objective was to compare the mean scores of Academic Stress and Mental Health of Secondary School Students with respect to Locale. The data were analyzed with the help of t-test and the result is given in Table -3

Table: 3

Data and result showing the comparison of the mean scores of Academic Stress and Mental Health of Secondary School Students with respect to Locale

Variables	Group	N	Mean	S.D	t-value	Table Value		Level of Significance
						0.05level	0.01 level	
Academic Stress	Locale Urban	2580	261.22	28.16	0.89	1.96	2.58	P>0.05
	Rural	2476	261.95	29.71				
Mental Health	Locale Urban	2580	158.70	25.95	6.93	1.96	2.58	P<0.01
	Rural	2476	153.88	23.36				

From the table-3 it is evident that there is no significant difference in the mean scores in the Urban and Rural subjects in their Academic Stress. Therefore the hypothesis that there is no significant difference in the Academic Stress of Secondary School Students with respect to Locale is accepted. But the mean scores of Mental Health of Secondary School Students from Urban and Rural areas differ significantly. Therefore the hypothesis that there is no significant difference in the Mental Health of Secondary School Students with respect to Locale is rejected. By comparing the average Mental Health of Urban and Rural Secondary School Students it is evident that average Mental Health is more for Students coming from Urban area.

Conclusion

The study reveals that Academic Stress is higher in Secondary School Students hailing from Urban and Rural area compared to their Mental Health and the mean scores of Academic Stress among Secondary School Students having high, moderate and low mental health do not differ significantly. The analysis also shows that there is no significant difference in the mean scores in the Urban and Rural subjects in their Academic Stress but the mean scores of Mental Health of Secondary School Students from Urban and Rural areas differ significantly.

In order to manage stress, first and foremost one need to understand how it is currently affecting them physically, psychologically, behaviourally, vocationally; then need to take action to minimize these effects. The students have to associate with the teachers, peers, parents and community at large for the successful completion of their studies. They need a stress- free

environment and good mental health to fulfil their studies. They need a stress- free environment and good mental health to fulfil their responsibilities.

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POTENTIAL OF ICT IN YOUTH EMPOWERMENT: ATTITUDE OF POST GRADUATE STUDENTS

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ABSTRACT

A successful nation, in modern times, requires that the citizens must be participants in its social, cultural, economic and political activities, well-informed and influential. This requirement can be satisfied only by making the masses, especially the youth, prepared for an effective commitment to a sense of unity. Swami Vivekananda is also given more importance to the youth. "Give me 100 energetic young men and I shall transform India", Vivekananda had said. In this 21st century youth are very much influenced by Information and Communication Technology (ICT). Across the globe, countries have recognized ICT as an effective tool in catalyzing the economic activity in efficient governance, and in developing human resources. Hence youth empowerment and ICT is very much linked to each other.

The present study aims to find out the attitude of post graduate students towards the potential of ICT in youth empowerment. A representative group of post graduate students from various institutions was randomly selected as sample. A questionnaire constructed by the investigator was used to find out the attitude of post graduate students towards the potential of ICT in youth empowerment. The study reveals that post graduate students have an average attitude towards the potential of ICT in empowering the youth.

Key Terms: Youth Empowerment, ICT

Introduction

It is an established fact that major sectors of the World's economy are already utilizing the capacity of information technology to improve life generally. It is common knowledge that globalization brought about by information and communication technology (ICT) has reduced the whole World to village without boundaries or borders. ICT has been acknowledged as a powerful engine of development (Rayport and Jaworski, 2002).

Across the globe, countries have recognized ICT as an effective tool in catalyzing the economic activity in efficient governance, and in developing human resources. Hence youth empowerment and ICT is very much linked to each other. Today's youth gives more importance to ICT in their social life for different activities. IT together with Communication Technologies has brought about

unprecedented changes in the way people communicate; conduct business, pleasure and social interaction. “Youth empowerment is an attitudinal, structural, and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youth and adults” (Youth empowerment).

The International Youth Foundation (IYF) recognizes the enormous roles of ICTs in youth empowerment and concluded as follows:

- That children and young people are very appropriate target group for ICTs initiatives as they are very enthusiastic about new technologies and quick to learn new skills.
- Despite their motivation, it is suitable for knowledgeable adults to support their experience with ICTs
- Provision of access of ICT and ensuring its effective use for teaching and learning.
- ICTs to be utilized as delivery mechanisms for remote areas.
- Youths ICTs initiatives could be used to address issues ranging from basic education and HIV/AIDS prevention amongst others.

Need and significance of the study

Youth are the back bone of every nation be it a developed nation, under developed or developing nation. Giving youth the liberty and the empowerment coupled with tremendous amount of zeal holds the secret of successful nation. Today there are many ways for empowering the youth. But in this 21st century the youth are in close relation with the different ICT tools in their daily life. ICT offer them better ways for faster communication, a medium for expressing their views, a space for their recreational activities and for many other opportunities for them. Swami always trusts on youths and he also specifies the importance of youth empowerment for the development of the nation. In this context the investigator tries to find out the attitude of Post Graduate Students towards the potential of ICT in youth empowerment.

Objectives

1. To find out the attitude of post-graduate students towards the potential of ICT in youth empowerment
2. To test whether there exists any significant difference in the attitude of post-graduate students towards the potential of ICT in youth empowerment for the subsamples based on
 - (a) Gender: Male/Female
 - (b) Subject: Science/Arts

Hypotheses

1. Post-graduate students have an average attitude towards the potential of ICT in youth empowerment.
2. There is no significant difference in the attitude of post-graduate students towards the potential

of ICT in youth empowerment for the subsample based on

- (a) Gender: Male/Female
- (b) Subject: Science/Arts

Methodology

Survey method was adopted to collect data from the Post graduate Students. The present study was conducted on a representative sample of 78 post-graduate students from various institutions. The sample was selected by using stratified random sampling technique giving due representations to factors such as gender and subject of the post-graduate students. The tool used for the collection of data was a questionnaire which was prepared and validated by the investigator.

Statistical Techniques used

- Basic statistical techniques such as arithmetic mean, median and standard deviation.
- Percentage analysis.
- Significance of difference between the means.

Analysis and Interpretation of the data

The analysis and interpretation of the data collected from 78 post-graduate students selected by means of a validated questionnaire was done to check the attitude towards the potential of ICT in youth empowerment and to compare the attitude of post-graduate students towards the potential of ICT in youth empowerment based on gender and subject.

Attitude of Post Graduate Students towards the potential of ICT in youth empowerment.

The mean, median and standard deviation of the total sample based on the attitude of post-graduate students towards the potential of ICT in youth empowerment were calculated. The values are given below.

Table 1: Results of descriptive statistics about the attitude of post-graduate students towards the potential of ICT in youth empowerment.

Total sample	Mean	Median	Standard Deviation
78	36.81	38	5.02

Percentage analysis

The sample was classified into three groups based on their scores in the attitude of post-graduate students towards the potential of ICT in youth empowerment. The values are given below. As per this table most of the Post Graduate Students (67%) belongs to the average category. 15% students possess low level of attitude and 18% Post Graduate Students had high level of attitude towards the potential of ICT in youth empowerment.

Table 2: Results showing number and percentage of Post Graduate Students with high, average and low attitude towards the potential of ICT in youth empowerment.

Level of attitude	Number	Percentage
High	14	18%
Average	52	67%
Low	12	15%

Comparison of the attitude of Post Graduate Students towards the potential of ICT in youth empowerment.

The next section of analysis was based on the objective to test whether there exists any significant difference in the attitude of Post Graduate Students towards the potential of ICT in youth empowerment based on variables such as subject and gender. To study whether there exists any significant difference in mean scores between two categories; the data were analyzed by test of significance for difference between mean scores. The results obtained are presented in Table 3.

Table 3: Comparison of the attitude of Post Graduate Students towards the potential of ICT in youth empowerment.

Variables	Sub samples	N	Mean	S.D	Critical ratio	Level of significance
Gender	Male	36	36.33	5.34	0.855	P>0.05*
	Female	42	36.36	4.76		
Subject	Science	38	37.26	5.19	0.781	P>0.05*
	Arts	40	36.36	4.83		

(* not significant at .05 level of significance)

The mean and standard deviation of the attitude of Post Graduate Students towards the potential of ICT in youth empowerment of male students are 36.33 & 5.34 and that of female students are 36.36 & 4.76 respectively. When their differences in means were tested for significance of difference between means, we get a t- value of 0.855 which is less than the values for .01 and .05 levels of significance. Hence it is inferred that there is no significant difference between the attitudes of Post Graduate Students towards the potential of ICT in youth empowerment based on their gender. Hence hypothesis 2 (a) is accepted.

The mean and standard deviation of the attitude of Post Graduate Students towards the potential of ICT in youth empowerment of students studying science subjects are 37.26 & 5.19

and that of arts students are 36.36 & 4.83 respectively. When their differences in means were tested for significance of difference between means, we get a t- value of 0.781 which is less than the values for .01 and .05 levels of significance. Hence it is inferred that there is no significant difference between the attitudes of Post Graduate Students towards the potential of ICT in youth empowerment based on their gender. Hence hypothesis 2 (b) is accepted.

Major findings

- ❖ The Post Graduate Students have an average attitude towards the potential of ICT in empowering the youth.
- ❖ There is no significant difference between the attitudes of Post Graduate Students towards the potential of ICT in youth empowerment based on their gender.
- ❖ There is no significant difference between the attitudes of Post Graduate Students towards the potential of ICT in youth empowerment based on their subject of study.

Conclusion

From the study it is clear that the Post Graduate Students have an average attitude towards the potential of ICT in empowering the youth. Today technology becomes an important factor in the socio-economic growth and development of regions across the globe. Adequate steps must be taken to ensure that our youths are empowered by the access of ICT and effectively participate in policy process and implementation in order to achieve sustainable socio-economic development.

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INNOVATIVE MILESTONES IN THE SCENARIO OF ENGLISH LANGUAGE RESEARCH

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ABSTRACT

The paper explores the wide array of innovative trends and milestones in the emerging scenario of English language research. An awareness of the different avenues in the field of teaching and learning will lead to inquisitiveness and research-mindedness to learn more about the innovative frontiers in educational research. Researchers in the field of language education can improve their knowledge as well practical components by delving into new innovative platforms and strategies.

Key Terms: Gamification, English language platforms

Introduction

Educational innovations play a pivotal role in English language teaching and learning. The novelty of some innovations will diminish, as there are growing concerns about individualization and inclusion. Only the innovations that are connected with appropriate and effective teaching practices will be able to withstand the test of time. Similarly when the teachers combine digital media with more traditional forms of teaching, their course materials and resources will reflect more innovative trends.

Mobile learning

Learners have come into the trend of accessing more online resources using mobile apps or mobile friendly versions. *Wordable* (Cambridge University Press) ensures vocabulary-building by utilizing a fun-filled competitive environment. It makes use of built-in spaced repetition and active-recall learning, so as to memorize the new words. *Essential English* (Oxford University Press) uses mobile technology to provide free resources for teachers and students, including flashcards, lesson plans and activities.

Gamification

Gamification plunges the learners into interactive and exciting game modes, eventually helping them to learn the language. Appealing to football-lovers, *LearnMatch* makes use of training sessions and friendly matches to make vocabulary learning interesting for learners. *Get Set, Go! Phonics* (Oxford University Press) uses songs and games to develop the phonological awareness of pre-school children. *Learn Languages With Ruby Rei* enables learners to negotiate, collaborate and build friendships.

Content and Language Integrated Learning

CLIL (Content and Language Integrated Learning) helps to make a link between language learning and content development. That is to say, English learning is more oriented around school subjects (History, Science, Geography etc.) development. The underlying principle is that English should not be the end of a language programme, but the means through which learners will acquire knowledge in other fields. This is a more academic and scientific orientation for which teachers have to be well-prepared. The approach demands not only the mastery of English and the management of ELT methods but a certain degree of specialization in some disciplines.

E-learning

E-learning is learning using electronic technologies to access educational curriculum outside a traditional classroom. In most cases, it refers to a course, programme or degree delivered completely online. There are many descriptions to it like learning that is delivered online, via the internet, ranging from distance education, to computerized electronic learning, online learning, internet learning and the like. Research can be made on areas like Computer-mediated English, web-based learning, e-mailing, blogging etc.

Blended learning

Blended learning is the approach that is at the cutting edge in education and with a wide range of possibilities for ELT. It helps teachers optimize language learning and teaching by using ICT (Information and Communication Technology) resources (internet, web-based tools, CD-ROMS, etc.) in combination with face-to-face sessions. E-learning that encompasses the use of technological and electronic support for educational purposes embraces blended learning.

Embodied learning

It is based on the idea that learning is not just about remembering, but it involves using the mind and body, collaborating, discussing and exploring. Learners need to be emotionally, intellectually, physically and socially engaged. Courses such as *Doodle Town* (Macmillan Education) use visual, audio and hands-on activities to stimulate and inspire learning by engaging learners to draw and create.

Task-based and Situated Language Learning and Teaching

Task-based and Situated Language Learning and Teaching are among the latest research trends in ELT nowadays. Utilizing these approaches in Multi-User 3D virtual environments, users can have varieties of learning experiences in life-like environments which is said to change the nature of the learning experience.

Edutainment

Edutainment (Entertainment-Education or Educational Entertainment) is an entertainment form that has been created to educate and amuse the learners. Furthermore, it assists the progress of

social interaction in its audience by inserting lessons in any familiar form of entertainment such as television programmes, computer, video games and films. Edutainment is any entertainment that also delivers educational content in an entertaining format.

Corpus Linguistics

It is an approach for investigating language structure and use through the analysis of large data bases of real language examples stored on computer. Issues open to corpus linguistics include the meaning of words across registers, the investigation of lexical-grammatical associations (associations of specific words with particular grammatical constructions), register variations and issues in language acquisition and development.

English for Specific Purpose (E.S.P.)

It is a method of teaching English language to meet the specific needs of the learners. It is centered on language appropriate activities in terms of grammar, lexis, register, study skills, discourse and genre. It also includes psychological aspects of second language learning; second language speech learning, including oral fluency development and pronunciation; cross-linguistic influence in L2 acquisition; bilingual and multilingual code-switching; cognitive processes underlying problems in reading comprehension; integrating English language with content areas; and discourse-oriented pedagogy.

Change in teaching content and test design

Teachers use a range of local texts or English translations of literature in the classroom. The use of language as well as the use of a variety of accents in listening activities or tests is encouraged in the English language classroom.

Strategic teaching and learning

Teaching in English language classes focuses on fostering the students' thinking as well as language content, outcomes and learning activities. There are significant and complex student-teacher interactions inside and outside the classroom. Present research trends focuses on making language learning more engaging and relevant to the younger generation.

Changing roles and professional competencies for teachers

In the 21st century, teachers have multiple roles and responsibilities as facilitators of student learning and creators of a productive classroom environment. Hence we can include a collaborative, content-based, project-based curriculum which will help the students to develop higher order thinking skills, communicative skills and knowledge of technology.

Multi-literacy and Trans-linguaging

This is applicable in global communities where English is a common language of communication alongside other languages. Hence knowledge of other languages is indeed an asset. Rather than diminish the learners' first language, teachers are encouraging learners to use their own languages.

Supporting learners of specific needs

As globalization has emerged, the need has come to adapt innovative methods to match what people want in their particular country or culture. This implies that the more we understand individual learners' needs, the more we should modify our teaching strategies to suit them.

Syllabus design and materials development

There has been a tendency towards more locally relevant, intercultural and less stereotyped publishing of courses and materials. Some programmes and apps allow learners to produce their own content and share what they have created with others, through mind-mapping sites, comic-strip creation sites and movie-editing/ movie-making sites.

Learning and teaching management platforms

Learning management platforms like Edmodo provide learners an online option to find handouts, continue classroom discussions and submit homework. There are also online platforms to communicate with parents and other stakeholders, to give teachers and administrators a better overview of the curriculum and to manage lesson plans and materials.

Research is required in any field to come up with new theories or modify, accept or nullify the existing theory. From time immemorial, it can be seen that so many discoveries and inventions took place through research. Thus the world has formulated so many new theories which would help human beings to solve their problems.

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INTELLECTUAL PROPERTY RIGHTS IN INFORMATION SOCIETY

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ABSTRACT

Intellectual property includes ideas, designs, symbols, writings and creations. It also refers to digital media such as audio and video clips that can be downloaded online. Since intellectual property is intangible, if it is stolen, it may be difficult to recover. Copyright originated in an age where the expression of the intellectual product in physical form, such as a book. Today, in the information age where digital information can be easily copied at minimal cost this natural physical limitation to unauthorized copying is removed. . The purpose of copyright law is to balance the rights of copyright holders and users. Existing copyright law is applicable in the digital age also. As more and more information becomes available in digital format, libraries must be ensure that public can enjoy the same access rights as with printed information. This paper deals with scope and coverage of various concepts connected with IPR, such as intellectual product, patents, copyright, designs, trademarks, computer software, databases, Internet and cyber laws.

Key Terms: Intellectual Property Right, Information Society, Library.

Introduction

The word intellect originates from the root “intellectus” in Latin which means the power of knowing as distinguished from the power to feel. Man has own capacity to acquire knowledge and increase his knowledge bank by gathering knowledge throughout his life time. An intellectual product is nothing but the brain child of his original idea, creative thought, which forms a special kind of property known as intellectual property. The intellectual property is ownership of something intangible. A right is legally protected interest and object of the right is the thing in which the owner has interest. The object in intellectual property right is immaterial

Intellectual property (IP)

Intellectual property (IP) is a term referring to a number of distinct types of creations of the mind, both artistic and commercial, for which a set of exclusive rights are recognized—and the corresponding fields of law (Raysman et al, 2011).

Features of Intellectual Property:

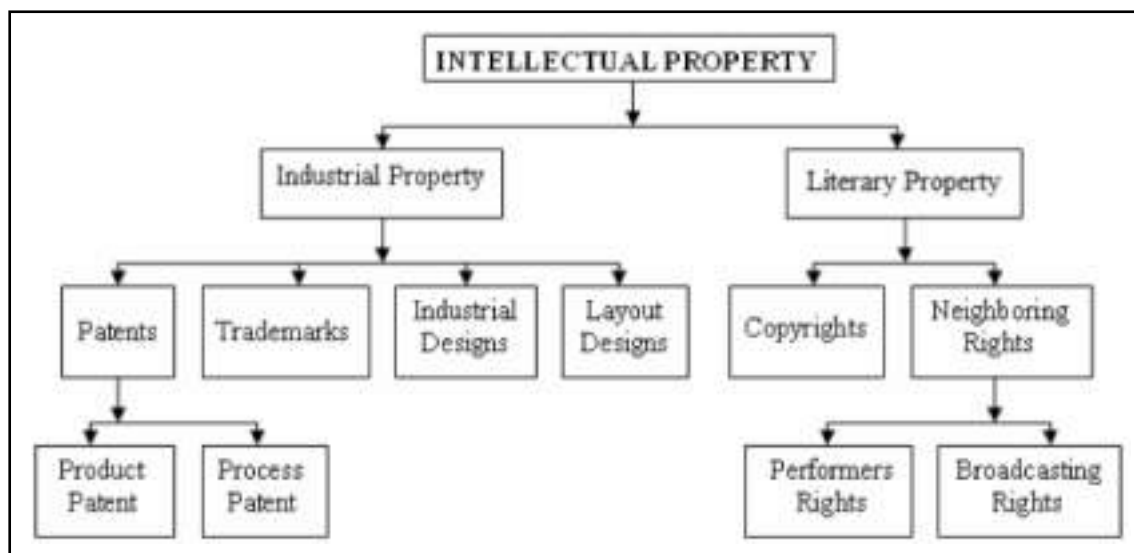
1. It is a form of intangible property.
2. It's existence distinct from the physical articles or goods which contain the rights.
3. In some cases the rights are capable of existence and enforcement with no tangible form.
4. The various rights might subsist in the same things. For example, a document might be subject to patent, design rights and trademarks. A pictorial trademark might also be subject to copyright.

Taxonomy of Property

According to the World Intellectual Property Organization (WIPO) intellectual property is divided into two categories, namely industrial property and literary property. Industrial property includes patents of inventions, trademarks, industrial designs and geographical indications, whilst literary property includes copyright for literary and artistic works such as novels, poems, plays and computer programs, films, musical works, artistic works such as drawings, paintings, photographs and sculptures, and architectural

designs and neighboring rights for performance and broadcasting. The artistic creation is covered by copyright laws, which protect creative works, such as books, movies, music, paintings, photographs, and software, and give the copyright holder exclusive right to control reproduction or adaptation of such works for a certain period of time. All Intellectual Properties are given protection to the creators, except the trademark which can be renewed in unlimited time, for a defined period of time.

Intellectual Property Rights



Need of IPR

- 1.To provide incentive to the individual for new creation.
2. Providing the recognition to creators and inventors.
3. Ensuring material reward for intellectual property.
4. Ensuring the availability of genuine and original products.

Taxonomy of Intellectual Property Rights

Although many of the legal principles governing intellectual property have evolved over centuries, it was not until the 19th century that the term intellectual property began to be used, and not until the late 20th century that it became commonplace in the majority of the world (Lemley, 2005).The British Statute of Anne 1710, granted sole right and liberty of printing books to authors and their assigns for a period of 14 years (Cornish, 1996)¹⁴, and the Statute of Monopolies 1623 are now seen as the origins of copyright and patent law respectively (Brad and Bently, 1999).

History of Intellectual Property Rights in India

Modern usage of the term Intellectual Property began with the establishment of the World Intellectual Property Organization (WIPO) in 1967. IPR laws in India had a very docile and stagnant existence ever since the related laws were framed. The inadequacies prevalent in the acts were exploited commercially by opportunists all over the world. Cases like the Basmati, Turmeric, Tamarind sounded warning bells and alerted the IPR community in India to the reality that along with the continuation of our heritage of resources, products and devices. A statutory protection and preservation is necessary to prevent their transfer into the hands of other countries.

Types of Intellectual Property Rights

According to WTO¹⁶ there are 7 types of Intellectual Property Rights and the same are given below.

1. Copyright – Expression of an Idea
2. Patent- Idea – Invention which is New, Useful & Non obvious
3. Trademark – Signs like Logo ,Symbol, Brand etc; used to identify goods or services
4. Designs – Pattern or Structure
5. Geographical Indication – Goods known for its geographic origin
6. Lay out Designs for Semiconductor Integrated circuits
7. Undisclosed information (Trade secret) – Innovation or Know How

Copyright Act

Copyright is a bundle of exclusive rights granted by statute to the author of the works to exploit or authorize the exploitation of the copyright work, based on international norms like Berne Convention, Trade Related Aspects of Intellectual Property Rights (TRIPs) Agreement and WIPO Copyright Treaty (WCT). The copyright works in which rights subsist are 'original' Literary, dramatic, musical and artistic works, and cinematography films and sounds recording. Copyright Act was enacted in 1957 and amended in the year 1999.

Patents Act

A patent is a legal monopoly granted for a limited time to the owner of an invention. It empowers the owner of an invention to prevent others from manufacturing, using, importing or selling the patented invention. Patent Act was enacted in the year 1970 and recently amended in 2005.

Trademarks Act

Trademark means any mark used to represent or identify a product or its maker. In a market economy trademarks are most important because it is the biggest assets of a company that really sells the products. This page gives information as to Indian Law on trademark and has full texts of Legislation's, Cases and International Conventions. A Trademark can be generally defined as a sign or mark that individualizes and distinguishes the goods of a given enterprise from the goods of other enterprises. The Trademark Act was enacted in the year 1999.

Designs Act

Design means any features of shape, configuration, pattern, ornament or composition of lines or colours, industrially applied to an article or to a part that gives aesthetic value to such article. Designs Act was enacted in India in the year 2000 which deals with protection of industrial design in India. Design can be described as the totality of the ornamental or aesthetic aspects of a useful article. Manufactures of diverse products such as shoes, clothing, consumer appliances, automobiles, furniture and computer software invest billions of dollars to develop industrial designs to make their products more attractive to consumers.

Geographical Indications Act

Geographical indication is an indication that identifies a good as originating in a territory where a given quality, reputation or other characteristic of the good is essentially attributable to its geographical origin.

Semiconductor Integrated Layout Design Act

A semiconductor chip is a device that gives effect to program instructions through a circuit fixed on a semiconductor material in a layered form. Popular examples of such chips are ROMs, RAMS etc. that form the basis of computer software. This Act was enacted in the year 2000.

Trade Secret Act

Trade secret is a formula pattern, physical device, idea, process, compilation of information or other information that provides the owner of the information with a competitive advantage in the marketplace, and is treated in a way that can reasonably be expected to prevent the public or competitors from learning about it.

The law relating to Trade Secrets/Confidential Information/ Commercial Secrecy is not well developed in India. There is no legislation regulating this area of law. India follows common law approach of protection based on the case laws. However, there is no decision of the Honorable Supreme Court laying down the law. The decisions of the High Court involving the issues of Trade Secret were decided based on the Copyright/Design protection laws also.

IPR and Digital Rights:

In the digital age the issue of privacy is an important subject where unauthorized data sharing, data integration, unethical data utilization and unauthorized public disclosure are the major areas of concern. The major issues are to be considered as follows:

1. Is digitization to be considered as similar to reproduction, for example using Xerox machine?
2. Is digitization a creative activity such as translation from one language to another?
3. Can transmission of digitized documents through Internet be considered as commercial distribution or public communication similar to broadcasting?
4. Can we consider database as a special collected work that should be protected by the copyright law?
5. What can be considered as fair use in the Internet environment?
6. What are the concerns of the library community?
7. In the digital context if access restricted by the copyright owner, how could the public exercise fair use with those work?

The above issues are specific to the library. The libraries have allowed their users to read a document, to browse through the whole collection; to search through the library catalogue; to supply Xerox copy for research and education purpose; to procure photocopies of articles from other libraries or clearing centers; to widely distribute the re-produced copies of documents for public awareness and to provide inter library loan service. Whether all these activities will continue in the digital age? If digitization is considered as reproduction work, it is quite clear that in digitization the initial work is merely changed into the digital form and the process of changing is accomplished by a machine, without any creativity. If it is considered as a translation from one language to another, the digitization is also a change from natural human language in to machine language. However in digitization, there is no creativity involved and it could be considered as a similar

activity to reprography. The copyright protects only creative works. Simply transformation in to the digital form of an original document cannot be considered as creative work. The transmission of information on Internet can be considered similar to broad casting; hence copyright law cannot be applied

Ways for Protection of Digital / Intellectual Property

Digital Rights Management (DRM) technologies (also known as Electronic Rights Management Systems) ensure copyright through identifying and protecting the content, controlling access of the work, protecting the integrity of the work and ensuring payment for the access. DRM technologies prevent illegal users in accessing the content. Access is protected through user ID and password, licensing agreements. Another way to protect digital content is through Technical Protection Measures (TPM). These technologies allow publishing companies in securing and protecting content such as music, text and video from unauthorized use. If an author wishes to collect fee for use of his or her work, then DRM technology can be used. The TPM and DRM technologies are increasingly employed to sell and distribute content over the Internet.

1. Cryptography

Cryptography is the oldest mechanism employed to ensure security and privacy of information over networks. This involves scrambling (or encryption) of the information to render it unreadable or not understandable language, which only the legitimate user can unscramble (or decrypt). However cryptography protects the work during transmission or distribution only. After the work is decrypted, it does not provide any protection.

2. Digital Watermark Technology:

A digital watermark is a digital signal or pattern inserted into a digital document. It is similar to the electronic on-screen logo used by TV channels. A unique identifier is used to identify the work. The message might contain information regarding ownership, sender, recipient etc or information about copyright permission. The system consists of a watermark generator, embedder and a watermark detector decoder. The legal user can remove these watermarks with a predetermined algorithm. The watermarking technology is extensively used in protecting multimedia works.

3. Digital Signature Technology:

Digital signature includes identity of the sender and/or receiver date, time, any unique code etc. This information can be added to digital products. This digitally marks and binds a software product for transferring to a specified customer. Digitally signed fingerprints guarantee document authenticity and prevent illegal copying.

4. Electronic Marking:

In this technique, the system automatically generates a unique mark that is tagged to each of the document copies. This technique is used to protect copyright as well as in electronic publishing where documents are printed, copied or faxed.

5. Security Features of Operating System:

For protection of files, data etc the operating system of computer such as Windows 2000 Professional, Windows 2000 Server, MS-SQL Server has some unique special security and integrity features.

Conclusion

A number of issues are associated with the usage of digital information i.e. issue of single articles versus full issues of e-journals, user-friendliness, incompatible hardware and software, formatting, graphics, scholarly recognition and obsolescence. While it is important to protect the copyright of the publishers, it is equally important to protect interest of the libraries and the user. In digital environment it is difficult to draw a boundary line between what is permissible, to what extent and what is infringement. Small – scale violations which do not conflict with owner’s rights may be accepted as a part of fair use. In the context of digital information, it is difficult to judge, comprehend fair use, access and control the infringement of copyright law. It is almost impossible for a copyright owner to know which person used his/her work. In this context it is necessary to modify the copyright law. The librarians in the digital environment have some responsibility to collect information and help the readers by giving it even if it is an electronic form. The copyright protection should be encouraging the creativity and not for creating hurdles in the use of information. The Librarians should work as a catalyst for the free flow of information between the owners of copyright and the users of the information.

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