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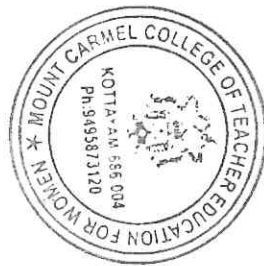
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Muttambalam P.O., Kanjikuzhy, Kottayam-686004

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CRITERION III

3.2.1: CONSOLIDATED LIST OF PUBLICATIONS (ARTICLE OR JOURNAL) PER TEACHER DURING THE YEAR 2018 TO 2023



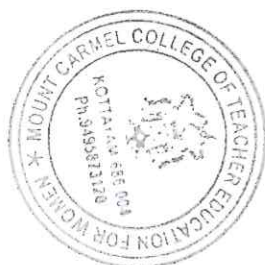
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NUMBER OF RESEARCH PAPERS/ARTICLES PER TEACHER PUBLISHED IN THE JOURNALS NOTIFIED ON UGC WEBSITE DURING THE YEAR 2022-2023

No.	Title of paper	Name of the author/s	Name of journal	Year of publication
1	Efficacy of Embodied Learning in Enhancing Inclusive Education	Bindu Joseph, George Varghese, K.S. Krishnakumar, Sam Thomas Joy, Dr.LizKuriakose &AnuCleetus	RES MILITARIS	May 2023
2	Crossover Learning is an Innovative Strategy for Environmental Education	Bindhu Joseph, Alice Joseph, AnuCleetus, Liz kuriakose , Sam Thomas Joy, Sindhu S.	Journal of Survey in Fisheries Sciences	2023
3	Information Literacy and Research in education	Sr.Rosy Leema	Journal of Emerging Technology and Innovative Research	2023
4	Analysis of sports nutritional Knowledge ,Attitude, and practice of Junior Athletics	Suja Mary George &Prof.Dr. Suma Joseph	IJFANS International Journal of Food and Nutritional Sciences	2022

NUMBER OF RESEARCH PAPERS/ARTICLES PER TEACHER PUBLISHED IN THE JOURNALS NOTIFIED ON UGC WEBSITE DURING THE YEAR 2021-2022

No.	Title of paper	Name of the author/s	Name of journal and link	Year of publication
1	National education Policy - 2020:A Critical Analysis	Dr.Lissykoshy	University News	Jan-21



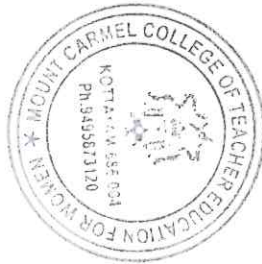

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NUMBER OF RESEARCH PAPERS/ARTICLES PER TEACHER PUBLISHED IN THE JOURNALS NOTIFIED ON UGC WEBSITE DURING THE YEAR 2020-2021

No	Title of paper	Name of the author/s	Name of journal	Year of publication
1	Need and Importance of Physical Education and Sports: A Way to Develop Fitness and Life Skills Among Children;	Prof.Dr. Suma Joseph	Tathapi	Jun-20
2	An Investigation into Demographic Variances in Moral Sensitivity among Higher Secondary Students in the Digital Era	Dr.LizKuriakose	ShodhSarita	Sep-20
3	Exploring the Effect of Device Literacy, Digital Media Literacy and Information Literacy on the Moral Sensitivity of Adolescents	Dr.LizKuriakose	Shodh Sanchar Bulletin	Sep-20

NUMBER OF RESEARCH PAPERS/ARTICLES PER TEACHER PUBLISHED IN THE JOURNALS NOTIFIED ON UGC WEBSITE DURING THE YEAR 2019-2020

No.	Title of paper	Name of the author/s	Name of journal and link	Year of publication
1	Effect of Circuit Training On Selected Physical Fitness Variables of Junior School Boys	Prof.Dr. Suma Joseph	Journal of Emerging Technology and Innovative Research	Jun-19
2	Effectiveness of Life Skills Training on Social Adjustment among Adolescents.	Ms. SreeniVasanSyama&Dr. Pushpa Marian	Review of Research	Apr-19





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NUMBER OF RESEARCH PAPERS/ARTICLES PER TEACHER PUBLISHED IN THE JOURNALS NOTIFIED ON UGC WEBSITE DURING THE YEAR 2018-2019

No.	Title of paper	Name of the author/s	Name of journal	Year of publication
1	“Effect of Selected Resistance Training and Acceleration Drills on Speed Performance of Women Athletes”	Dr. Suma Joseph & Dr. Glory Darling Margaret. J	“Journal of Emerging Technologies and Innovative Research	2018 May
2	Effect of Plyometric Training on Selected Performance Related Variables of HighSchool Female Handball Players	Dr. Suma Joseph& Mr. Anoop Ninan	International Journal of Creative Research Thoughts	Apr-18
3	A Study on the Relationship between Education and Earnings of People Based on Locality Gender and Community”	Dr. Suma Joseph	“Journal of Emerging Technologies and Innovative Research”	Jun-18
4	A Comparative Study on Academic Performance of Higher Secondary Students Among Various Types of Management and Disciplines	Dr. Suma Joseph &Dr. P P Shajimon	International Journal of Creative Research Thoughts (IJCRT)	Mar-18
5	A Relationship Study Between Soft Skills and Academic Achievement of Higher Secondary Students”	Dr. Suma Joseph &Dr. P P Shajimon	Journal of Emerging Technologies and Innovative Research (JETIR)	May-18
6	Analysis of Variations in Tension: Anxiety on the Influence of Speed Training	Dr. Suma Joseph& Dr. Glory Darling Margaret. J	Journal of Emerging Technologies and Innovative Research (JETIR)	Apr-18



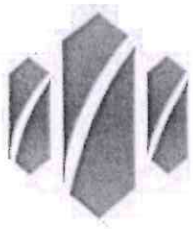

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7	A Study on The Influence of Education on the Earnings of Urban and Rural People	Dr. Suma Joseph & Dr. P PShajimon	Journal of Emerging Technologies and Innovative Research	Jun-18
8	A Study On Mental Health Status Of Prospective Teachers	Anitha K. D. & Dr. Lissy Koshi	Review of Research	Oct-18
9	Critical Thinking Ability Of Higher Secondary Students	Gisha George & Dr. Lissy Koshi	Review of Research	Oct-18
10	Performance Anxiety among Teacher Trainees:A Coherent Study	Dr. Lissy Koshi	IOSR Journal of Research & Method in Education (IOSR-JRME)	Nov-December 2018
11	From Transactional To Transformational Pedagogy	Geni P. J. & Dr. Lissy Koshi	Review of Research	Oct-18
12	Relationship between Academic Stress and Mental Health of Secondary School Students	Jaya P. J. & Dr. Pushpa Marian	Review of Research	Nov-18
13	Digital Literacy among Higher secondary students of Kerala	Dr. Pushpa Marian & Dr. Liz Kuriakose	Review of Research	Nov-18
14	A study on the Effect of process Drama on Achievement in Social Science of secondary school students	Dr. Pushpa Marian & Therese Jose	Review of Research	Oct-18



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Suma Joseph
Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam-686 004

Efficacy of Embodied Learning in Enhancing Inclusive Education

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Keywords:

Embodied Learning, Inclusive Education

Bindu Joseph, George Varghese, K.S Krishnakumar, Sam Thomas Joy, Liz Kuriakose, Anu Cleetus

Abstract

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

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Kottayam-686 004

Efficacy of Embodied Learning in Enhancing Inclusive Education

By

Bindu Joseph

Associate Professor, St. Joseph College of teacher Education for Women, Ernakulam
Email: drbindu@stjosephcte.in

George Varghese

Assistant Professor, Mount Tabor Training College, Pathanapuram, Kollam
Email: georgesurfs@gmail.com

K.S Krishnakumar

Associate Professor, SNM Training College Moothakunnam, Ernakulam
Email: drksksnmtc@gmail.com

Sam Thomas Joy

Assistant Professor, Titus II Teachers College, Thiruvalla
Email: joydrsam@gmail.com

Liz Kuriakose

Assistant Professor, Mount Carmel College of Teacher Education for Women, Kottayam
Email: Liz.vinsoncl@gmail.com

Anu Cleetus

Assistant Professor, St. Joseph College of teacher Education for Women, Ernakulam
Email: anucleetus@stjosephcte.in

Abstract

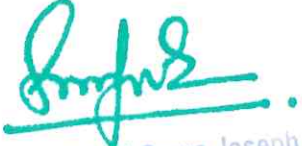
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Key Terms: Embodied Learning, Inclusive Education

Introduction

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

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Prof. (Dr.) Suma Joseph
Principal
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Crossover learning is an innovative strategy for environmental education

B Joseph, A Joseph, A Cleetus, L Kuriakose, ST Joy

Journal of Survey in Fisheries Sciences, 2023 - sifisheressciences.com

Abstract

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

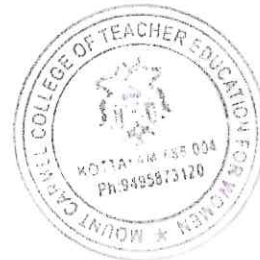
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Crossover Learning is an Innovative Strategy for Environmental Education

Bindu Joseph^{1*}, Alice Joseph¹, Anu Cleetus¹, Liz Kuriakose², Sam Thomas Joy³,
Sindhu S⁴

¹ St .Joseph College of Teacher Education for Women ,Ernakulam

² Mount Carmel College of Teacher Education for Women,Kottayam

³Titus II Teachers College ,Thiruvalla

⁴NSS Training College , Changanassery

Abstract

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

Keywords: Crossover Learning , Environmental Education.

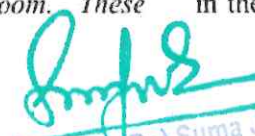
1. Introduction

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

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

2. Need and Significance of the Study

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


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Title

Information Literacy and Research in Education

Authors

Rosy Leema P W
Dr.Sibu G Netto

Abstract

This article explores the intersection of information literacy and research, highlighting how information literacy skills are essential at each stage of the research process. We will delve into the importance of formulating research questions, planning the research process, conducting literature reviews, evaluating information sources, managing information, addressing ethical considerations, and synthesizing and communicating research findings. By understanding and developing information literacy skills, researchers can enhance their ability to navigate the vast sea of information, critically evaluate sources, efficiently manage information, and communicate their research findings effectively. Information literacy empowers researchers to conduct rigorous and meaningful research that contributes to the advancement of knowledge in their respective fields.

Key Words

Information Literacy ,Research in Education ,Information Literacy Skills

Cite This Article

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INFORMATION LITERACY AND RESEARCH IN EDUCATION

Rosy Leema P W

Research Scholar

Dr. Siby G Netto

Assistant Professor

School of Pedagogical Sciences

Mahatma Gandhi University

Kottayam, Kerala

Abstract

This article explores the intersection of information literacy and research, highlighting how information literacy skills are essential at each stage of the research process. We will delve into the importance of formulating research questions, planning the research process, conducting literature reviews, evaluating information sources, managing information, addressing ethical considerations, and synthesizing and communicating research findings.

By understanding and developing information literacy skills, researchers can enhance their ability to navigate the vast sea of information, critically evaluate sources, efficiently manage information, and communicate their research findings effectively. Information literacy empowers researchers to conduct rigorous and meaningful research that contributes to the advancement of knowledge in their respective fields.

Introduction

In today's information-rich world, conducting research has become both easier and more challenging. The ease of access to a wide range of information sources presents researchers with a vast sea of data, but it also requires them to navigate through the abundance of information to find reliable and relevant sources. This is where information literacy comes into play. Information literacy is the ability to identify, locate, evaluate, and effectively use information from various sources. It encompasses a set of skills that researchers need to acquire to conduct successful research. In the context of research, information literacy is crucial for ensuring the quality, accuracy, and credibility of the information used, as well as for avoiding plagiarism and adhering to ethical guidelines.

Concept of Information

The concept of information literacy revolves around the ability to access, evaluate, and effectively use information in various contexts. It is a critical skill set needed to navigate today's information-driven society. Information literacy goes beyond simply finding information; it involves the ability to think critically, analyze information sources, and make informed judgments about the credibility and relevance of the information obtained.



Suma Joseph
Prof. (Dr.) Suma Joseph

Mount Carmel College of Teacher Education for Women
Kottayam-686 004



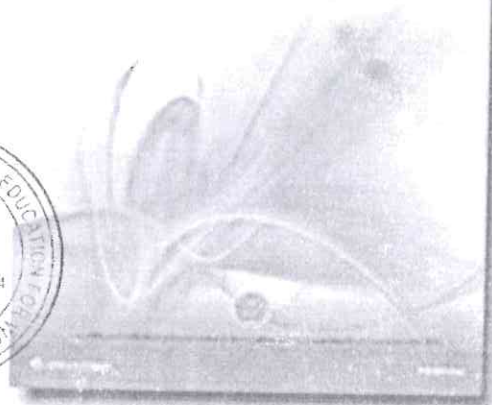
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Prof. (Dr.) Suma Joseph
Faculty
Mount Carmel College of Teacher
Education for Women
Kottayam-686 004, Ph: 9495873120

**ANALYSIS OF SPORTS NUTRITIONAL KNOWLEDGE,
ATTITUDE AND PRACTICE OF JUNIOR ATHLETES**

¹MS. SUJA MARY GEORGE,²DR. SUMA JOSEPH

¹Associate Professor, Assumption College, Changanacherry & Research Scholar,
School of Physical Education and Sports Sciences, Mahatma Gandhi University,
Kottayam, Kerala.

²Principal & Professor in Physical Education
Mount Carmel College of Teacher Education Kottayam Kerala

Abstract: The aim of this study is to examine the nutritional knowledge, attitudes and practices of young athletes. 100 young athletes (male and female) from Mahatma Gandhi University in Kottayam, Kerala, India were selected for this study. The only age limit for participants is 18 to 23. Male athletes (n=50) and female athletes (n=50) were selected as two groups of 50 each. Standard questionnaire to evaluate participants' knowledge, attitudes and practices on sports nutrition. The data obtained for the selected variables were subjected to the 't' test at a significance level of 0.05. The findings showed that there was a significant difference between boys and girls in choosing good nutritional knowledge, attitudes and practices. This finding suggests that boys outperformed girls in all aspects of the survey, including healthy eating habits, attitudes, and practices.

Keywords: Nutritional Knowledge, Attitude, Practice, Junior Athletes

INTRODUCTION

Nutritional literacy refers to an individual's understanding and knowledge of all aspects of nutrition, including the role of different foods, nutritional processes, the food supply of nutrients, and the impact of food on health and well-being. It includes understanding the concepts of healthy eating and being able to make decisions about food choices and eating habits [1]. Behavior in nutrition is concerned with one's beliefs, thoughts, and feelings about food, nutrition, and culture. Healthy eating habits often lead to a desire to adopt healthy eating habits and make dietary changes to improve overall health. On the other hand, negative attitudes can lead to resistance to change and adherence to unhealthy eating patterns [2]. Culture refers to the actual behavior and actions of people regarding food and food-related activities. It includes the food choices they choose, the frequency and size of meals, their meal plans, and the general eating patterns they follow. Behavior varies from person to person and can be influenced by factors such as culture, personal preferences and nutritional knowledge [3]. Nutritional knowledge, attitudes and practices play an important role in nutritional behavior, simultaneously affecting the nutrition and general health of people, including young athletes. Evaluation and development of these areas can help improve nutrition and improve sports performance [4] A young athlete is someone who participates in sports and athletics at a young age, usually from childhood to adolescence. This period is important for physical and mental development, and participation in sports can have a significant impact on their health, well-being and productivity.



Suma Joseph
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Prof. (Dr.) Suma Joseph
Mount Carmel College of Teacher
Education for Women
Kottayam-686 004, Ph: 9495873120



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on

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and Professional Education*

on the occasion of

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hosted by

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on

January 28-29, 2021

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Principal
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Suma Joseph

Prof. (Dr.) Suma Joseph
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National Education Policy—2020: A Critical Analysis

Lissy Koshi*

Education has been one of the foundational sectors in the national developmental planning. A National Education Policy (NEP) is a comprehensive framework to guide the development of education in the country. It is a document which provides a vision for education both at school and Higher education level. The first was promulgated in 1968 the second in 1986, which was later modified in 1992. And now in 2020, it has come with some major changes. A panel of experts led by the former ISRO chief Dr. Krishnaswamy Kasturirangan after a vivid study have come out with the National Education Policy 2020 which is a 60 page document refined from a 484 page draft.

The Major Changes Coming With NEP- 2020

- HRD Ministry is renamed as Ministry of Education
- GDP investment on education is planned to be raised from 3 per cent to at least 6 per cent. From 3-4 per cent of GDP to 6 per cent of GDP being invested into education is a very welcome change. It used to be quite low as compared to developed and developing countries.
- The policy aims at universalisation of education from pre-school to secondary level with 100 per cent Gross Enrollment Ratio (GER) in school education by 2030.
- The New Education Policy proposes to follow “5+3+3+4” design wherein the formal education of the child starts at the age of three. The stage from 3-8 years will be the foundation stage, that from 8-11 shall be named the preparatory stage, ages 11-14 the middle stage and a student from 14-18 years shall belong to the secondary stage. Free and compulsory education is thus extended from 6-14 to 3-18 years.
- According to the New Education Policy, from the age of 3, children will be part of Early Childhood Care and Education (ECCE). This would recruit teachers specially trained in the curriculum and pedagogy of ECCE.
- The mother tongue or local or regional language will be the medium of instruction in all schools up to Class 5 (preferably till Class 8 and beyond). Local language keeps students at advantage at understanding concepts.
- Vocational integration is planned to initiate from Class 6 onwards. Every child will come out of school adept in at least one skill. Skill development would be emphasized based on child’s aptitudes and interest. Coding shall be taught from class 6. This may be with an aim to make the learners computer savvy by the time they finish schooling.
- Curriculum will integrate 21st Century Skills, Mathematical Thinking and Scientific temper. Attaining Foundational Learning & Numeracy Skills through National Mission by 2025. The NEP 2020 aims at uplifting the learner to achieve application level of learning. Academic, vocational and extra-curricular activities shall be given equal footing.
- According to the NEP, Sanskrit will be offered at all levels and foreign languages will be offered from the secondary school level. Other classical languages to be offered too. Inclusive & Equitable Education System by 2030. Universalisation from ECCE to Secondary Education by 2030, aligning with SDG4 (an educational goal that aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all)
- The new NEP focuses on overhauling the curriculum and making board exams easier. The board exams for class 10 and 12 will continue. However, they will primarily test core concepts, competencies application of knowledge rather than memorization. It has focused on a reduction in the syllabus to retain core essentials and has put thrust on experiential learning and critical thinking. Common Standards of Learning will be set in Public and Private Schools.
- A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teachers Education (NCTE). The policy also lays down that

* Assistant Professor, Mount Carmel College of Teacher Education for Women, Kottayam- 686004 (Kerala). E-mail: lissykoshi@gmail.com



Suma Joseph
Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004

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Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam-4, Ph: 0481-2573120

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Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam-686 004

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NEED AND IMPORTANCE OF PHYSICAL EDUCATION AND SPORTS: A WAY TO DEVELOP FITNESS AND LIFE SKILLS AMONG CHILDREN

DR. SUMA JOSEPH, B.Sc., B. PED., M.A (EDU), M. PED., M. Phil., PhD

Associate Professor in Physical Education

Mount Carmel College of Teacher Education for Women

Kanjikuzhy, Kottayam-686004

+91 9447242260

drsumajoseph@gmail.com

ABSTRACT

Physical education plays a critical role in educating the whole student. Research supports the importance of movement in educating both mind and body. Physical education contributes directly to the development of physical competence and fitness. It also helps students to make informed choices and understand the value of leading a physically active life style. A good exercise program includes a warm-up, aerobic activity, exercise to improve muscular fitness and flexibility and a cool down. Rest and sleep are basic to fitness.

Physical activity reduces morbidity and mortality from many of the leading causes of ill health, notably coronary heart diseases, atherosclerosis, hypertension, certain types of cancers, type II diabetes and have positive effects on aspects of health including control of body fat and weight and counteracting depression and anxiety.

Key Words: Fitness, Life Skills.

Introduction

In the early years when schooling was confined to the three R's of reading, writing and arithmetic, the home and the community had the responsibility of providing holistic experience and education in other areas. In today's busy world, the home as an educational institution and child life in the home had been reduced the dimensions symbolised by a forty-foot or even twenty five-foot lot and the tidy cramp of a bungalow, flat or apartment. The home has become an adult dressing room, a refreshment centre, with numerous devices to convert the sideboards into beds. The educational juice has been squeezed out of the home.

Play- nature's method of education- has no chance, and only the unusual parent can organise educational activities under such conditions. Child life and home education have been sacrificed on the altar of an organisation of adult life. Hence we have seen the shifting of the old educational functions of the home and community to the school in the form of manual education, home economics, vocational education, social education, moral education, health education, physical education etc.





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Suma Joseph

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004



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D. Litt. - Gold Medalist

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AN INVESTIGATION INTO DEMOGRAPHIC VARIANCES IN MORAL SENSITIVITY AMONG HIGHER SECONDARY STUDENTS IN THE DIGITAL ERA

Dr. Liz Kuriakose*

ABSTRACT

In the contemporary era, the rapid advancement of digital technology has profoundly shaped the lives of individuals, particularly the younger generation. The pervasive presence of digital technologies can uniquely impact an individual's moral behaviour. This study investigates the demographic variances in moral sensitivity among higher secondary students in the digital era, focusing on how gender, locale, type of management, stream of study and socio-economic status impact their moral decision-making and ethical perceptions. Survey method was adopted for the study. The findings reveal significant variations in moral sensitivity linked to demographic factors among Higher Secondary Students of Kottayam.

Keywords : Moral Sensitivity, Digital Era, Higher Secondary Students

Introduction

The rapid integration of digital technologies into the fabric of contemporary society has given rise to a generation often referred to as the "digital youth." This cohort, comprised of individuals who have grown up in an era dominated by digital devices, the internet, and social media, exhibits a unique set of characteristics and behaviours that distinguish them from previous generations. Twenty-first century learners live in an interconnected, diverse and rapidly changing world where drastic transformations in digital technologies have moulded young people's outlook on themselves, their interaction with others and the world they live in. This complex environment bestows both opportunities and challenges.

Online networks, interactive technologies and social media are giving rise to novel types of learning and at the same time, digital lives may make young people disconnected from themselves and the world itself, and they also ignore the impact of their actions on others. In this digital age, new advancements in the field of information and communication technology have

transformed our society. New technologies have limitations as well as profound social consequences. The entry of new scientific and technological fields is accompanied by ethical issues along with the scientific gains. Moral dilemmas related to digital technology become ever more in the present society (OECD, 2018).

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. Social media and technology has transformed our thinking, our connections and affinity to others, and how we think, organize and act (Davis, 2011). Individuals are "alone together", always connected via technology, but in fact isolated (Turkle, 2013). Boyd (2014) and Livingstone (2018) have delved into the intricate dynamics of online interactions, highlighting the complexities of privacy, identity, and social relationships in the digital era. Social media sites where moral values are put to test can certainly lead to moral and immoral behaviours, based on the context. As digital natives, these young individuals navigate a complex landscape where information flows incessantly.

*Assistant Professor - Mount Carmel College of Teacher Education for Women, Kottayam, Kerala, India



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Authored by

Dr. Liz Kuriakose
Assistant Professor
Mount Carmel College of Teacher Education for Women
Kottayam, Kerala, India

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+91-94155 78129 | +91-79051 90645

serfoundation123@gmail.com | serresearchfoundation.in



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Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher Education for Women
Kottayam-686 004



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EXPLORING THE EFFECT OF DEVICE LITERACY, DIGITAL MEDIA LITERACY AND INFORMATION LITERACY ON THE MORAL SENSITIVITY OF ADOLESCENTS

Dr. Liz Kuriakose*

ABSTRACT

The rapid integration of digital technologies into everyday life has significantly influenced various aspects of adolescent development, particularly in terms of literacy and moral sensitivity. Device literacy, digital media literacy, and information literacy are critical competencies that enable adolescents to navigate and utilize digital environments effectively. This study explores the effect of device literacy, digital media literacy, and information literacy on the moral sensitivity of adolescents. Survey method was adopted for the study. The findings reveal that Digital Media Literacy significantly influences Moral Sensitivity more than the other two literacies.

Keywords: Digital Literacy, Digital Media Literacy, Information Literacy, Moral Sensitivity, Adolescents

Introduction

In today's digital age, the proliferation of technology and digital media has significantly transformed the way adolescents interact with information and navigate their social environments. This shift has brought about a growing interest in understanding the various literacies that influence young people's ethical and moral development. Device literacy, or the ability to effectively use and understand digital devices, is foundational for engaging with the digital world. Research indicates that higher levels of device literacy can enhance adolescents' ability to access and process information, thereby influencing their moral decision-making processes. For instance, a study by Livingstone and Helsper (2010) found that adolescents with higher device literacy are more adept at recognizing and critically assessing digital content, which can heighten their moral sensitivity when encountering ethical dilemmas online. Additionally, Calvani et al. (2012) emphasize that device literacy extends beyond technical skills to include critical thinking and ethical considerations, which are essential for moral development.

Digital media literacy encompasses the ability to critically analyze media content, understand its context, and create media responsibly. This literacy is crucial for adolescents as they are frequently exposed to a wide range of media messages that can shape their moral perspectives. A study by Hobbs and Jensen (2009) highlights that digital media literacy education can significantly enhance adolescents' critical thinking skills and their ability to discern ethical issues within media content. Furthermore, research by Martens and Hobbs (2015) suggests that adolescents who are more media literate are better equipped to understand the implications of media representations and the potential for media to influence moral values and behaviours.

Information literacy, the ability to locate, evaluate, and use information effectively, is another critical competency affecting moral sensitivity. According to Eisenberg et al. (2004), information-literate adolescents are more capable of evaluating the credibility and reliability of information sources, which is crucial for making informed moral judgments. Moreover, a study by Head and Eisenberg (2010) found that information literacy skills enable adolescents to navigate the

*Assistant Professor - Mount Carmel College of Teacher Education for Women, Kottayam, Kerala, India



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Dr. Liz Kuriakose
Assistant Professor
Mount Carmel College of Teacher Education for Women
Kottayam, Kerala, India

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Suma Joseph

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher Education for Women
Kottayam-686 004
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Title

EFFECT OF CIRCUIT TRAINING ON SELECTED PHYSICAL FITNESS VARIABLES OF JUNIOR SCHOOL BOYS

Authors

Dr. Suma Joseph
ANOOP NINAN

Abstract

ABSTRACT The purpose of the study was to find out the effect of circuit training on selected physical fitness variables of junior school boys. The investigator selected a total of thirty (N=30) male students between the age group of 12 - 15 years from Government Higher Secondary School, Vayakkara, Payyannur. 15 subjects each were assigned to the experimental groups and control group respectively. The experimental group had to undergo circuit training programme. Total duration was for 6 weeks with 3 days per week. The total duration of each workout session including warming up, training & cooling down was of seventy minutes. An experimental group was followed circuit training and control group acted as the control group and was not involved in any training. All the subjects were tested on the selected physical fitness variables such as strength, flexibility, agility, speed and endurance before and after six week of circuit training programme. Endurance was tested by ACSM 3 minutes' step test, flexibility was measured by sit and reach test, agility by 9mtsX4 shuttle run and Speed by 50 Mt dash. The data pertaining to the selected physical fitness variables were analyzed by paired 't' test to determine the difference between initial and final mean for experimental and control groups. The level of significant chosen was 0.05 levels. In experimental group, significant different were seen in strength, flexibility, speed and in the case of. recovery heart rate on endurance and no change in case of agility. In the case of control group there found to be no significant changes in their selected physical fitness variables for the same period.

Key Words

Key Words: Circuit Training, Physical Fitness Variables

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Principal
Mount Carmel College of Teacher
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Kottayam-686 004



EFFECT OF CIRCUIT TRAINING ON SELECTED PHYSICAL FITNESS VARIABLES OF JUNIOR SCHOOL BOYS

**Dr. Suma Joseph, **Mr. Anoop Ninan*

**Research Supervisor, Mount Carmel College of Teachers Education for Women
M.G University, Kottayam, Kerala, India*

***Research scholar, School of Physical Education and Sports Sciences,
M.G University, Kottayam, Kerala, India*

ABSTRACT

The purpose of the study was to find out the effect of circuit training on selected physical fitness variables of junior school boys. The investigator selected a total of thirty ($N=30$) male students between the age group of 12 - 15 years from Government Higher Secondary School, Vayakkara, Payyannur. 15 subjects each were assigned to the experimental groups and control group respectively. The experimental group had to undergo circuit training programme. Total duration was for 6 weeks with 3 days per week. The total duration of each workout session including warming up, training & cooling down was of seventy minutes. An experimental group was followed circuit training and control group acted as the control group and was not involved in any training. All the subjects were tested on the selected physical fitness variables such as strength, flexibility, agility, speed and endurance before and after six week of circuit training programme.

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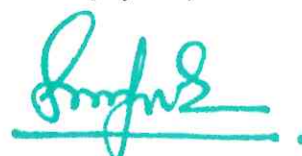
Key Words: Circuit Training, Physical Fitness Variables.

INTRODUCTION

Physical fitness is defined as the state or condition of being physically sound and healthy, especially as the result of exercise and proper nutrition. It is, thus, a state of general well-being, marked by physical health as well as mental stability. Physical fitness is not just about having a lean body; it is about having cardiovascular and overall muscular endurance, as well as a strong immunity system, and most importantly, a satisfied and happy state of mind.

OBJECTIVES OF THE STUDY

The purpose of the study was to find out the effect of six weeks of circuit training on selected physical fitness variables of junior school boys.



Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004





EFFECTIVENESS OF LIFE SKILLS TRAINING ON SOCIAL ADJUSTMENT AMONG ADOLESCENTS

Ms. Sreeni Vasam Syama¹ and Dr. Pushpa Marian²

¹Research Scholar, Department of Education, Bharathiar University, Coimbatore and Principal, Navdeep Public School, Kollam.

²Research Supervisor, Department of Education, Bharathiar University, Coimbatore and Principal, Mount Carmel College of Teacher Education, Kottayam.

ABSTRACT:

The study attempts to find out whether there is any effect on Social Adjustment among adolescents after giving Life Skills Training. The method adopted for the study was Experimental method with Pretest-Posttest Non-equivalent group design. The sample consisted of 60 adolescents selected from MD Seminary School in Kottayam, Kerala. Bell's Adjustment Inventory was used to measure the variable under study. Life Skills training was given as an intervention programme. The statistical techniques used was t test, The results revealed that there was significant difference denoting the effectiveness of Life Skills training programme on Social Adjustment among the adolescents.

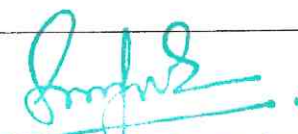
KEYWORDS: Life Skills, and Social Adjustment.

INTRODUCTION:

Adolescence is a period of storm and stress and the adolescent struggles to achieve his needs. The main goal of education is to develop the students' personalities and it is essential to develop them into well-adjusted and least frustrated persons. Life Skills are the abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of everyday life (WHO, 2004).

In my experience at school, I have noticed that there are major issues related to ineffective social adjustment among students, especially the adolescents, leading to unhealthy behaviour. Since only few studies have been done in this area, the researcher made an attempt to find out whether life skills training has any impact on the social adjustment among adolescents.




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EFFECT OF PLYOMETRIC TRAINING ON SELECTED PERFORMANCE RELATED VARIABLES OF HIGH SCHOOL FEMALE HANDBALL PLAYERS

Dr. Suma Joseph

Associate Professor (Research Supervisor)

Mount Carmel College of Teacher Education for Women

M.G University, Kottayam, Kerala

&

Mr. Anoop Ninan

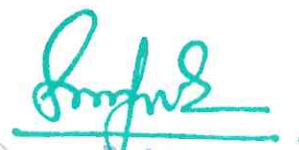
Research scholar, School of Physical Education and Sports Sciences,

M.G University, Kottayam, Kerala

Abstract

The purpose of the study was to assess the "Effects of Plyometric Training on Selected Performance Related Variables of High School Female Handball Players". To achieve the purpose of the study, forty female hand ball players (N=40) of the Government Higher Secondary School, Vayakkara were selected as the subject. They were equally divided (N=20) into an Experimental group and Control group. Purposive random group design was employed for the study. The age ranged from 14 to 17 years. Explosive strength, strength endurance, flexibility, agility and speed were the performance related variables selected. The experimental group had to undergo plyometric training for three days in a week. i.e., on Monday, Tuesday and Friday for a period of six weeks. The plyometric training included exercises for the whole body, an intensity of the exercise was gradually increased by the use of more vigorous exercise after every two weeks. The data was statistically analyzed by applying Independent 't'-test. The 't'-test shows that there is a significant mean difference between the initial and final scores of experimental and control groups. The level of significance chosen was 0.05. level of confidence throughout the study with 19 degrees of freedom. Handball is a team game which requires a balance of all fitness quality. All the subjects of the experimental groups had undergone six weeks of plyometric training for seventy minutes, three days per week. From the statistical analysis it is evident that in the case of performance related variables such as explosive strength, strength endurance, flexibility, agility and speed significant changes were noticed after six-week of plyometric training.

Keywords: Performance Related Variables, Handball, Plyometric Training



Prof. (Dr.) Suma Joseph

Principal

Mount Carmel College of Teacher Education for Women

Kottayam- 686 004



INTRODUCTION

Sports are timeless activities; one's that human have enjoyed since at least from ancient times, as exemplified by the Greek Olympic Games. Indeed, ethnographic and archeological evidence such as cave paintings and the accounts of early European explorers indicate sports may well go back to the very beginning of humankind. The physical education profession is entering one of the most exciting and dynamic eras in its history. Today's education not merely deals with mental enhancement of an individual, but also a source of physical activities that leads to all-round development of an individual. The best individual is one who is physically fit, mentally sound and sharp, emotionally balanced and socially well adjusted. It is therefore, said that: 'physical education' is an integral part of 'Total education'. Generally physical education is misunderstood as merely physical activities or merely mass physical training or just drill. It is important to overcome this misconception of physical education.

Plyometrics is a type of exercise training designed to produce fast, powerful movements, and improve the functions of the nervous system, generally for the purpose of improving performance in sports. Plyometric movements, in which a muscle is loaded and then contracted in rapid sequence, use the strength, elasticity and innervations of muscle and surrounding tissues to jump higher, run faster, throw farther, or hit harder, depending on the desired training goal. Plyometrics is used to increase the speed or force of muscular contractions, providing explosiveness for a variety of sport-specific activities.

OBJECTIVES OF THE STUDY

The purpose of the study was to find out the **"Effect of Plyometric Training on Selected Performance Related Variables of High School Female Handball Players"**.

HYPOTHESIS

It was hypothesized that there will be a significant effect of plyometric training on selected performance related variables of high school female handball players.

METHODOLOGY

The purpose of the study was to prepare the **"Effect of Plyometric Training on Selected Performance Related Variables of High School Female Handball Players"**. To achieve the purpose of the study Total forty (N=40) female hand ball players Government Higher Secondary School Vayakkara. was selected as the subject of the study were equally divided (n=20) into an Experimental group and control group. Purposive random group design was employed. The age ranged from 14 to 17 years. Following performance related variables are selected. The experimental group had to undergo plyometric training for three days in a week. i.e., on Monday, Tuesday and Friday for a period of six weeks. The plyometric training included exercises for the whole body an intensity of the exercise was gradually increased by the use of more vigorous exercise after every two weeks. The data was statistically analyzed by applying Independent t-test. The 't' test brought out the significant mean difference between the initial and final scores of experimental and control group. The level of significance



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A COMPARITIVE STUDY ON ACADEMIC PERFORMANCE OF HIGHER SECONDARY STUDENTS AMONG VARIOUS TYPES OF MANAGEMENT AND DISCIPLINES

*DR. SUMA JOSEPH, ** DR. P. P. SHAJIMON

*Associate Professor, Mount Carmel College of Teacher Education for Women, Kottayam, Kerala, India

**Assistant Professor, St. Thomas College of Teacher Education, Pala, Kerala, India

ABSTRACT

The purpose of the present study is to compare the Academic Performance of Higher Secondary Students among various types of management and disciplines using Descriptive Survey Method. The sample consisted of 400 Higher Secondary Students selected from six Higher Secondary Schools of Kottayam District. The technique used for selecting the sample is Stratified Random Sampling giving due representation to Type of Management and Discipline. The investigator considered the marks obtained by students in the terminal examinations for measuring the Academic Performance of students. The study reveals that Type of Management has no significant influence on the Academic Performance of Higher Secondary Students but Discipline of Study has significant influence on the Academic Performance of Higher Secondary Students

Key Words: Academic Performance, Type of Management, Discipline, Higher Secondary Students.

INTRODUCTION

Education is the imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution. It is considered as the light meant for enlightening the world. Education provides opportunities to develop the inborn potentialities in man and is an internship in community life. Education encompasses teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge, positive judgments and well-developed wisdom. Attainment of high Academic Performance is the foremost aim of education.

STATEMENT OF THE PROBLEM

The purpose of the present study is to compare the Academic Performance of Higher Secondary Students among types of management and disciplines.



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A RELATIONSHIP STUDY BETWEEN SOFT SKILLS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

Authors

DR.P. P. SHAJIMON
DR. SUMA JOSEPH

Abstract

ABSTRACT Education is the process of modification of the behavior of the pupils in a desirable and useful direction. Soft Skill is an intangible skill set which is all about how people learn and think. They are basically traits, behavior, personality, attitude, preferences, personal integrity, communication style, leadership aptitude and style. The present study is to find out the relationship between Soft Skills and Academic Achievement among the Higher Secondary students, using Descriptive Survey Method. The sample consists of 400 Higher Secondary Students selected from six Higher Secondary Schools of Kottayam District using Stratified Random Sampling technique. The investigator used a scale- Soft Skills Scale for measuring Soft Skills among Higher Secondary Students. The marks obtained by students in the terminal examination is used for measuring the Academic Performance. The study reveals that there exists a significant relationship between Soft Skills and Academic Achievement.

Key Words

Key Words: Soft Skills, Academic Achievement.

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* DR. P. P. SHAJIMON, **DR. SUMA JOSEPH

* Assistant Professor, St. Thomas College of Teacher Education, Pala, Kerala

**Associate Professor, Mount Carmel College of Teacher Education for Women, Kottayam, Kerala, India

ABSTRACT

Education is the process of modification of the behavior of the pupils in a desirable and useful direction. Soft Skill is an intangible skill set which is all about how people learn and think. They are basically traits, behavior, personality, attitude, preferences, personal integrity, communication style, leadership aptitude and style. The present study is to find out the relationship between Soft Skills and Academic Achievement among the Higher Secondary students, using Descriptive Survey Method. The sample consists of 400 Higher Secondary Students selected from six Higher Secondary Schools of Kottayam District using Stratified Random Sampling technique. The investigator used a scale- Soft Skills Scale for measuring Soft Skills among Higher Secondary Students. The marks obtained by students in the terminal examination is used for measuring the Academic Performance. The study reveals that there exists a significant relationship between Soft Skills and Academic Achievement.

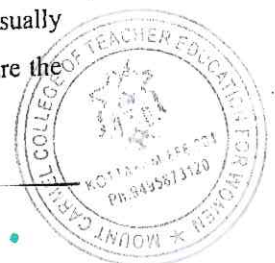
Key Words: *Soft Skills, Academic Achievement.*

Introduction

Education is the process of modification of the behavior of the pupils in a desirable and useful direction. . The main purpose of education is empowerment enabling one to earn one's livelihood and live a life of dignity. Skill-based education can provide this empowerment to our huge, unemployed labor force and help India emerge as key contributor to global skill-based economy, team building, influencing skills, etc. Our education system must focus equally on knowledge and skills .School education should embrace Soft Skills, also called '21st century skills'. These skills are essential for positive, workplace ready, sought after social behaviors.

Soft Skills are "associated with a person's Emotional Intelligence, the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people., Soft Skill is an intangible skill set which is all about how people learn and think. Academic Achievement is the knowledge obtained or skill acquired in the school subjects usually designated as marks assigned by the teachers. Soft Skill development and Academic Achievement are the primary goals of education.

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REVIEW OF RESEARCH



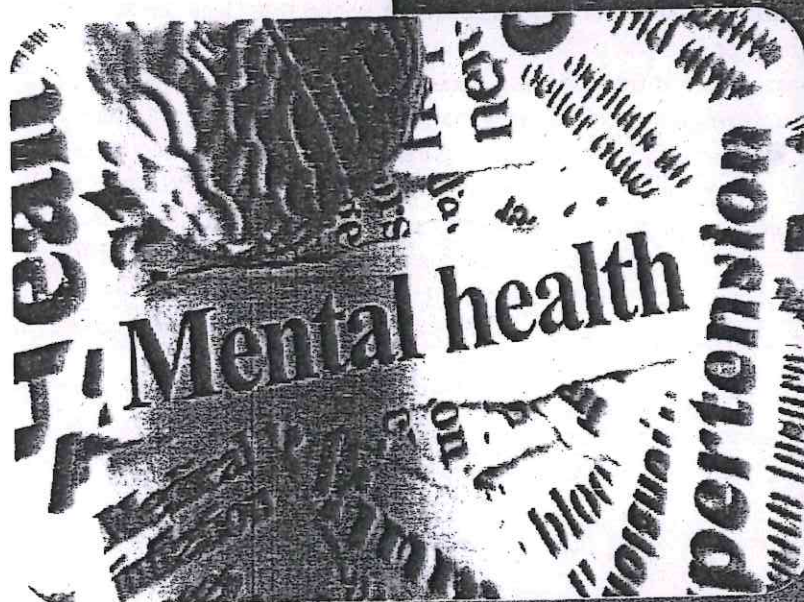
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A STUDY ON MENTAL HEALTH STATUS OF PROSPECTIVE TEACHERS

FINALS



Anitha K. D.

Research Scholar, Department of Education, Bharathiar University, Coimbatore, Tamil Nadu.

ABSTRACT:- Mental health is an expression of our emotion and signifies a stressful adaption to a range of demands. It is the ability to make adequate adjustments to the environment.

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A STUDY ON MENTAL HEALTH STATUS OF PROSPECTIVE TEACHERS

Anitha K. D.¹ and Dr. Lissy Koshi²

¹Research Scholar, Department of Education, Bharathiar University, Coimbatore, Tamil Nadu.

²Assistant Professor, Research Supervisor Mount Carmel College of Teacher Education for Women, Kottayam, Kerala.

ABSTRACT

Mental health is an expression of our emotion and signifies a stressful adaption to a range of demands. It is the ability to make adequate adjustments to the environment. The purpose of the study was to find out the mental health status of prospective teachers. Survey method was adopted for the study. The sample consisted of 130 prospective teachers randomly drawn from teacher education colleges of Thrissur district. Results found that the locale of residence, qualification and economic status of the family has no significant effect on mental health status of prospective teachers.

KEYWORDS: *Mental Health Status, Prospective Teachers.*

INTRODUCTION

The world is changing with incredible rapidity. The major problem today is the constant adjustment the individuals must make to rapidly changing conditions and change himself. In recent years, incidents of mental ill health have tremendously increased and have posed a serious problem before the nation.

For efficient functioning, an individual should possess sound bodily health and sound mental health. Mental health hazards significantly increase in number and complexity, also affected the physical efficiency of individuals hence mental health is recognised as an important aspect of individual total development.

Mental health describes as a level of psychological well-being or an absence of mental disorders. The WHO describes mental health as "a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community". Erickson (1963) suggests that students are psychologically developing to feel competent rather than inferior. Knowing these strivings enable teachers to identify ways they can influence student's healthy psychological development.

NEED AND SIGNIFICANCE OF THE STUDY


Maintaining good mental health is the most crucial factor for living a healthy life. Mental health also includes a person's ability to enjoy life, to attain a balance between life activities and efforts to achieve psychological resilience. Every human is susceptible to develop mental health problems, irrespective of age, sex, economic background or ethnic group. Mental health can affect daily life, in relationships and even physical health.

About 20% of the world's children and adolescents have mental disorders and problems (WHR 2000). National Mental Health Survey of India, 2015-16 reported that prevalence of mental disorders in age group 13-17 years was 7.3% and nearly equal in both genders, 9.8 million of young Indians aged between 13-17 years are in need of active




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Abstract :

The purpose of this study was to find out the critical thinking ability of higher secondary students. Survey method was conducted on a sample of 300 students in Alappuzha District, Kerala. Data was analyzed percentage and t-test. Result found that there is significant difference in critical thinking ability of higher secondary students with reference to gender.

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004



Keywords :

- Critical Thinking, Higher Secondary Students.,



CRITICAL THINKING ABILITY OF HIGHER SECONDARY STUDENTS

Gisha George¹ and Dr. Lissy Koshi²

¹Research Scholar, Department of Education, Bharathiar University, Coimbatore, Tamil Nadu.

²Assistant Professor & Research Supervisor, Mount Carmel College of Teacher Education for Women, Kottayam, Kerala.

ABSTRACT

The purpose of this study was to find out the critical thinking ability of higher secondary students. Survey method was conducted on a sample of 300 students in Alappuzha District, Kerala. Data was analyzed percentage and t-test. Result found that there is significant difference in critical thinking ability of higher secondary students with reference to gender.

KEYWORDS: Critical Thinking, Higher Secondary Students.

INTRODUCTION

Thinking skills can be developed in the classroom by providing an intellectual environment that encourages the spirit of discovery. Critical thinking is a mode of reflective thinking that attempts to reason a problem or any situation at its highest level of quality. Critically thinking people are keenly aware of their surroundings and make use of intellectual tools to analyze and assess them.

SIGNIFICANCE OF THE STUDY

The attitude in approaching problems and challenges of life decides the quality of life. But young people are not sufficiently equipped with life skills to help the deal with the increased demands and stresses they experience. Life skills education lays the foundation for learning and thinking skills that are in great demand in today's job markets. It will be effective only when youth are trained to act and think critically on what they learned. The ability to reason logically and critically is a fundamental skill of rational agents, hence educational system should be modified to include innovative ways to improve critical thinking.

OBJECTIVES

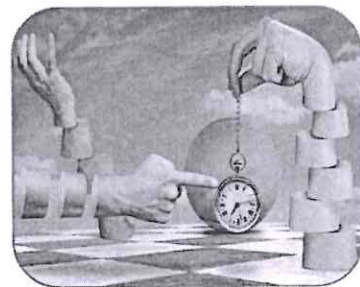
- To assess the level of critical thinking ability among higher secondary students.
- To find out the difference in critical thinking ability of higher secondary students based on gender.

HYPOTHESES

1. There is no significant difference in critical thinking ability of higher secondary students in terms of gender.

METHOD & SAMPLE

Survey method was adopted for this study. A sample of 300 students (150 boys and 150 girls) was selected from 6 schools.



Suma Joseph

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004





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सैलानिक बुद्धि के संदर्भ में विद्यार्थियों की प्रभावकारिता एवं शैक्षिक उपलब्धि का अध्ययन

Suma Joseph

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College for Women
Education for Women
- 686 004



Performance Anxiety among Teacher Trainees:A Coherent Study

Anitha.KD¹ and Dr Lissy Koshi²

¹Research Scholar, Department of Education, Bharathiar University, Coimbatore

²Asst.Professor, Research Supervisor, Mount Carmel College of Teacher Education for Women, Kottayam, Kerala

Corresponding Author: Anitha.KD

Abstract: Stress and anxiety about performing in front of others causes performance anxiety. Most performers have experienced performance anxiety in some form and to various degrees. This fear may be experienced while performing or while preparing for the performance. It maybe apparent as apprehension (fear of what could happen) and negative anticipation. This paper focuses on performance anxiety among teacher trainees.

The sample consisted of 130 teacher trainees randomly drawn from teacher education colleges of Thrissur district in Kerala. The investigator prepared performance anxiety scale for assessing the performance anxiety among teacher trainees. The findings of the study revealed that the locale of residence, qualification and economic status of the family has no significant effect on the performance anxiety of teacher trainees.

Keywords: Performance anxiety, locale of residence, qualification, economic status

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I. Introduction

Education is a powerful source in bringing desired change in every sphere of an individual's personality, particularly one's mental health, confidence and the functional productivity. Quality of education depends upon several factors such as home, inherited traits, parental attitude, environment, financial support, materials and equipments, curricula and methods of instruction. The academic growth and intellectual advancement of a nation is shaped by the quality of education provided to the students.

A teacher trainee's performance in turn is considerably related to the professional training imparted to prospective teachers. The identification of qualified and efficient teaching personnel constitutes one of the most important factor of all educational concerns.

Teacher Education programs aim to develop prospective teachers with necessary knowledge, skills, attitudes and for shaping the behaviour of younger generation in tune with the demand of ever changing socio-cultural environment.

Need and significance

Life depends on the harmony between the demands made by the environment and the ability of the individual to deal with such demands. Every individual has experienced situations which have posed challenges. These challenges and problems are likely to create stress which result in anxiety.

According to Oxford dictionary, Anxiety is a feeling of worry, nervousness or unease about something with an uncertain outcome. WHO (2017) reported that 38 million Indians suffer from anxiety disorders. Anxiety is expected to have a negative effect on any performance. Performance anxiety is a widespread phenomenon among student population at all levels. These include formal public speaking, informal and spontaneous speaking in public, performing arts, sports, social interaction, conversation and a relationship development.

The teachers should be aware of the practical strategies to help their students to deal better with many aspects of performance anxiety. We need to reduce the performance anxiety among students. The temperament of the teacher trainees need to be properly tuned, so that they can establish a pleasant atmosphere in their class. This will in turn have a positive influence on the overall performance of the teacher trainees and hence the harmonious development of their students. In this study the investigator tries to find out the level of performance anxiety among teacher trainees.

Objectives of the study

- To find out the level of performance anxiety among teacher trainees
- To compare the mean scores of the performance anxiety among teacher trainees with respect to

- Locale of residence
- Qualification
- Economic status

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REVIEW OF RESEARCH

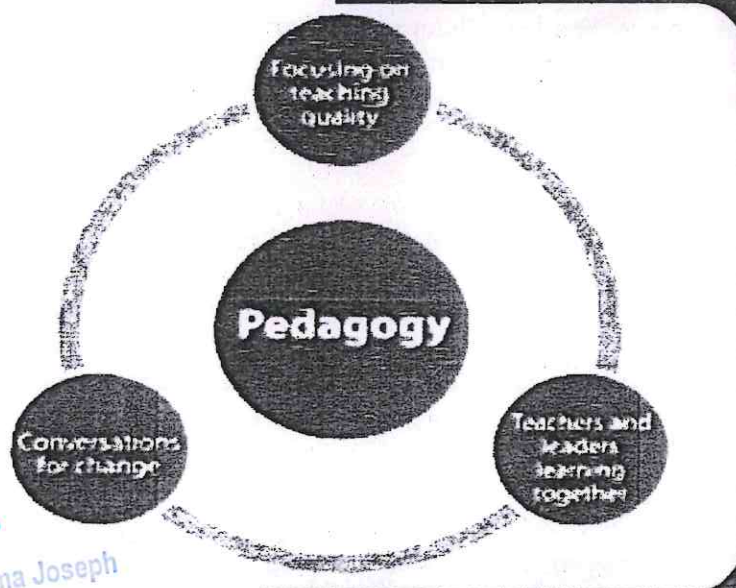


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FROM TRANSFORMATIONAL TO TRANSFORMATIONAL PEDAGOGY



Suma Joseph

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam-686 004



Geny P. J.

Research Scholar, Department of Education, Bharathiar University, Coimbatore Tamil Nadu.

ABSTRACT:-Unfortunately a growing number of students are becoming victims of stress and depression. They are taking to harmful habits like drugs, cigarettes and alcohol.....

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Editor - In - Chief - Ashok Yakkaldevi



FROM TRANSACTIONAL TO TRANSFORMATIONAL PEDAGOGY

Geny P. J.¹ and Dr. Lissy Koshi²

¹Research Scholar, Department of Education, Bharathiar University, Coimbatore, Tamil Nadu.

²Assistant Professor, Research Supervisor, Mount Carmel College of Teacher Education for Women, Kottayam, Kerala.

ABSTRACT

Unfortunately a growing number of students are becoming victims of stress and depression. They are taking to harmful habits like drugs, cigarettes and alcohol. Those of them who cannot overcome stress incline to harming their life committing suicide. Depression is an alarming health problem in India, leading to morbidity, disability, mortality and significant socio economic losses. Education should mould our students to look upon a problem not as a hurdle to be overcome but as a challenge to be effectively handled. Every teacher should strive to strengthen their responsibility with commitment and love.

KEYWORDS: Transaction, Transformation, Depression.

INTRODUCTION

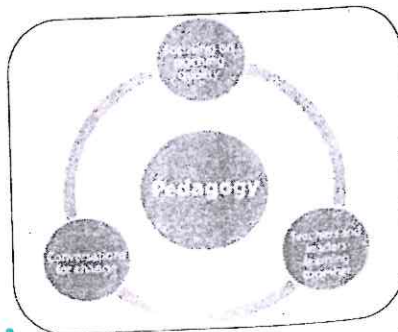
The present world of technology is characterized by excellence and quality along with stress and strain of life. Today children and teenagers are subjected to tremendous pressures. Ever revolutionary technology, high academic expectations and bombardment of hyper sexualized media are some of the stressors that teens face today. Most teens experience more stress when they perceive a situation as dangerous, difficult or painful and it has been proven as an indirect cause of disorders, depression in life. Depression can lose focus of our priorities and goals in life which in turn devalues our self worth and self esteem leaving us with a feeling of hopelessness and despair. Prolonged depression can have more serious impacts on one's health, leading to even suicide.

The most shocking and devastating outcome of depression in young people is suicide. Suicide is currently the third leading cause of death among young people. WHO reports that one in four children in the age group of 13-15 years in India suffer from depression: Informing that India has highest suicide rate among 10 South East Asian countries, the WHO released "Mental Health Status of Adolescents in South East Asia: Evidence for Action" report which said in 2012, the estimated suicide rate per 1 lakh people in India, in the age group of 15 to 29 years, was 35.5.

Depression occurs in persons of all genders, ages and backgrounds. In 2015, about 3 million teens ages 12 to 17 have had at least one major depressive episode in the past year, according to the Department of Health and Human Services. More than 2 million report experiencing depression that impairs their daily function. About 30% of girls and 20% of boys totaling 6.3 million teens have had an anxiety disorder, according to data from the National Institute of Mental Health.

Surveys and research reports over the past two decades reveal that

- 43% of all adults suffer adverse health effects due to stress.
- 75-90% of all visits to primary care physicians are for stress related complaints or disorders.



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RELATIONSHIP BETWEEN ACADEMIC STRESS AND MENTAL HEALTH OF SECONDARY SCHOOL STUDENTS

Jaya P. J.¹ and Dr. Pushpa Marian²

¹Assistant Professor, Mount Carmel College of Teacher Education for Women, Kottayam and Research Scholar, Bharathiar University, Coimbatore.

²Principal, Mount Carmel College of Teacher Education for Women, Kottayam and Research Supervisor, Bharathiar University, Coimbatore.



ABSTRACT

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 5056 students of various schools of Kottayam District was selected for the study. The findings of the study reveal that there exists significant negative relationship between Academic Stress and Mental Health of Secondary School Students. This shows that as Academic Stress increases Mental Health of Secondary School Students decreases. The present study leads to the conclusion that there is significant difference in the relationship between Academic Stress and Mental Health of Secondary School Students.

KEYWORDS: : 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 is a state of full and harmonious functioning of the total personality and it reflects maximum success, satisfaction and excellence. It is the ability of a person to adjust to the world and those around with maximum effectiveness.

NEED AND SIGNIFICANCE

We experience stress in every walks of life and one such area is academic environment. Students perceive academic life as demanding and stressful (Hammer, Grigsby & Woods, 1998). They experience emotional and cognitive reactions to their stress, especially due to external pressures and self-imposed expectations (Misra. R., & McKean, M. 2000).



Present age is the age of competitions, where each person is facing challenges in one way or another. Each has good aspirations, but lack of time to achieve this goal requiring hard labour and strategies that

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004





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DIGITAL LITERACY AMONG HIGHER SECONDARY STUDENTS OF KERALA

Liz Kuriakose¹ and Dr. Pushpa Marian²

¹Assistant Professor, Mount Carmel College of Teacher Education for Women, Kottayam and
Research Scholar, Bharathiar University, Coimbatore.

²Principal, Mount Carmel College of Teacher Education for Women, Kottayam and
Research Supervisor, Bharathiar University, Coimbatore.

ABSTRACT

The present study is an attempt to determine Digital Literacy of Higher Secondary Students of Kerala across the sub-disciplines namely Device Literacy, Digital Media Literacy and Information Literacy. The present study is also an attempt to know whether the Digital Literacy of students differ according to Gender, Locality of school and Stream of Study. The findings of the study revealed that there exists a significant difference between the mean scores of Digital Literacy with respect to Gender and Locale.

KEYWORDS: Digital Literacy

INTRODUCTION

Advancement in the field of Information Communication Technology (ICT) has created an ever-expanding digital arena for the development of human innovation, education, expression, communication and interaction. Digital media defines the lives of children growing up in the digital age in remarkable ways. Digital technologies are the present and the future of the 21st century children. Digital Literacy has gradually become a part of basic literacy. The skills, knowledge and understanding of Digital Literacy are therefore becoming crucial as students living in a society in which digital technology and media play an important role. Digital Literacy equips students to play an active part in social, cultural, economic, civic and intellectual life now and in the future.

NEED AND SIGNIFICANCE

The Digital age brings opportunities never envisaged before. Digital Literacy is the skills, knowledge and understanding required to use digital technology and media appropriately and to navigate in the digital world safely. Digital Literacy will facilitate empowerment of students with necessary technological skills for living, preparation and transition to higher education. Without critical Digital Literacy students will not flourish in this knowledge society where Digital Literacy and competence are given supreme importance. UNESCO (2011) has identified Digital Literacy as one of the most important "life skills". The incapability to access or use ICT has become a barrier to social integration and personal development. Developing Digital Literacy is important because it helps young people to be confident and competent in their use of technology and in turn enables them to develop their subject knowledge and to make intelligent use of the multitude of digital resources available. An understanding of Digital Literacy of Higher Secondary Students will help administrators, Government and teachers to focus on Digital Literacy across the curriculum and in equipping students with the skills needed to make informed choices and think critically about the opportunities offered by digital technologies. The study attempts to make the world more



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Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam - 686 001





A STUDY ON THE EFFECT OF PROCESS DRAMA ON ACHIEVEMENT
IN SOCIAL SCIENCE OF SECONDARY SCHOOL STUDENTS

Therese Jose¹ and Dr. Pushpa Marian²

¹Research Scholar, Bharathiar University, Coimbatore.

²Research Supervisor, Bharathiar University, Coimbatore.

ABSTRACT

The present study tries to find out the Effect of Process Drama on Achievement in Social Science at Secondary School level. For this study investigator used experimental method and selected pre-test, post-test non- equivalent group design. Sample for the study consisted of 82 Secondary School students of Kottayam District. Findings of the study revealed that Process Drama Method is found to be more effective than the Existing method on Achievement in Social Science among the Secondary School Students..

KEYWORDS: *Process Drama*

INTRODUCTION:

The major purpose of teaching Social Science is to promote learning which is validated by the learner's achievements, particularly with regard to social skills which make her a responsible and socially productive citizen. Process Drama is an effective instructional tool in the social science classroom. It is a dynamic teaching method in which the teacher and the students work together to create an imaginary dramatic world with reference to the reality learnt and work within that world to explore a particular problem, situation, theme, or series of related themes, not for a separate audience, but for the benefit of the participants themselves. No single instructional tool is used in isolation but a union of tools like debate, discussions, role play, miming, graffiti, forum theatre, enquiry projects, panel discussion, diary writing, poster designing etc. are used to provide the relevant experience. A dynamic and effective method of teaching-learning should provide the learner with multi-perspective view of persons, things, incidents and situations. Such a classroom will enable the learner to create the learning environment which is a miniature of the relevant social reality, formulate the learning content in a co-operative and collective way, delve deep into the learning content in the appropriate learning environment to arrive at dynamic and socially acceptable conclusions.

NEED AND SIGNIFICANCE

Drama in education has been increasingly recognised among educators as an effective teaching-learning tool in establishing the said goals with regard to social science learning. Among all the Dramatic methods, the Process Drama stands apart as one of the more effective methods in generating and maintaining the specific skills, attitudes and achievement connected with Social Science among students. Process Drama as a teaching- learning tool is highly relevant to both students and teachers of Social Science. It is advantageous for teachers so much so that they are able to create social realities, geographical situations and historical facts in the class room to provide a first hand experience to the students. It is advantageous to students as it provides them with multiple possibilities of the given situation to be experienced



Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004



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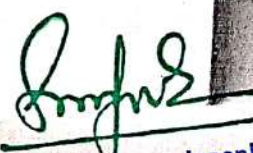
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Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004

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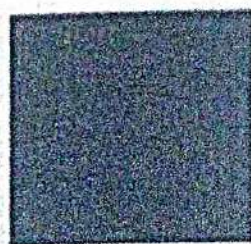
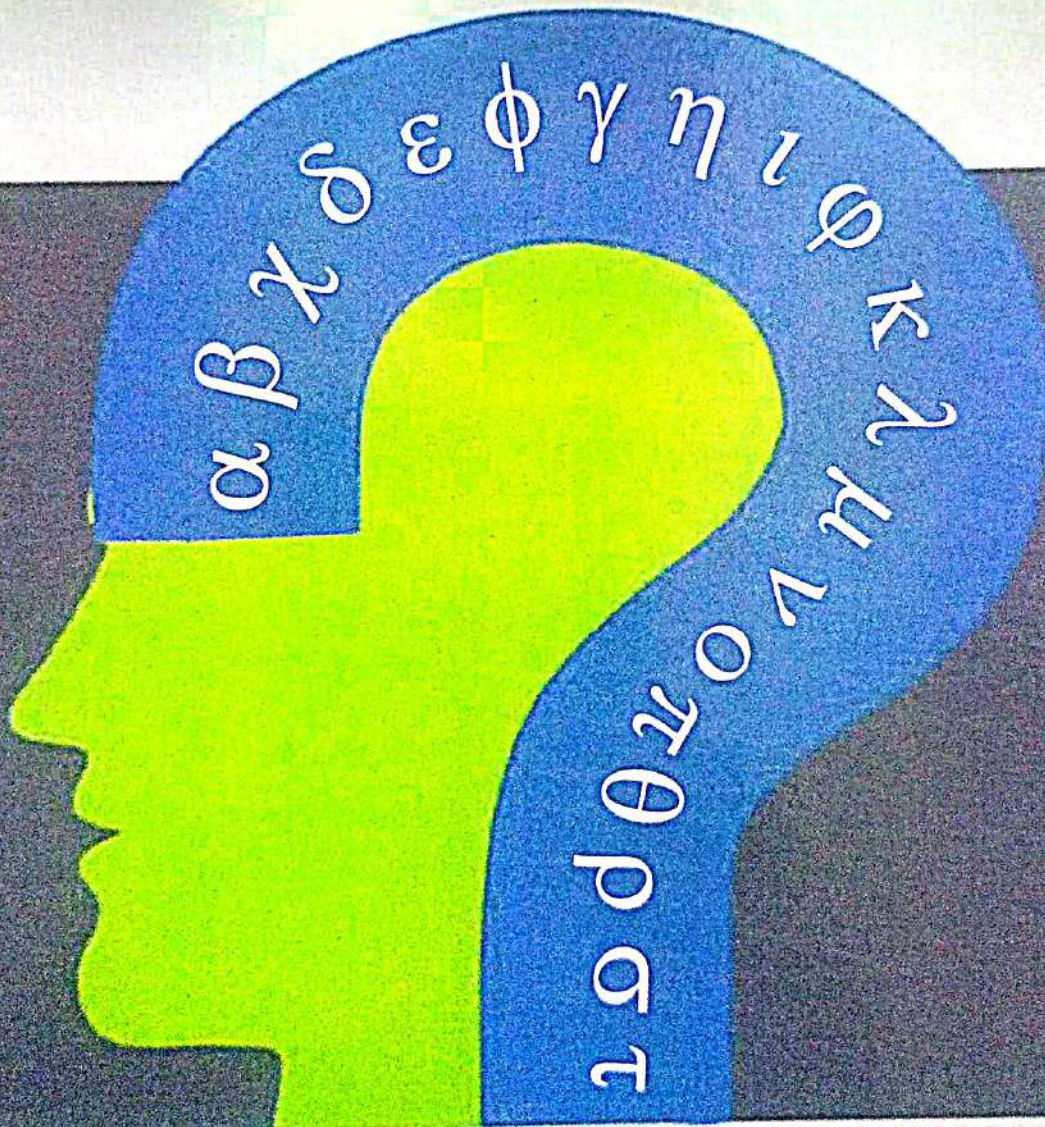
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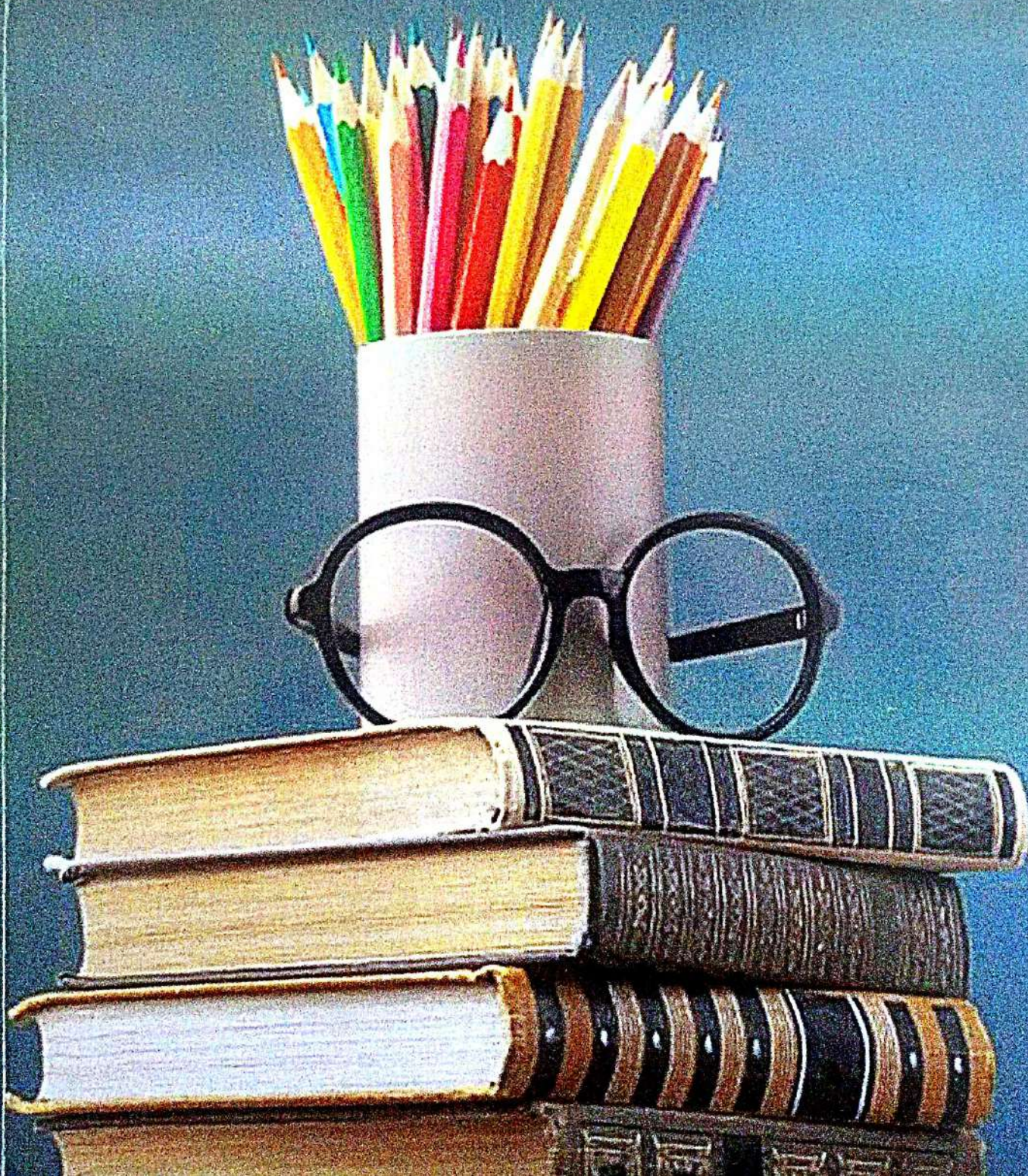
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