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2022 – 2023

IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION IN SECONDARY SCHOOLS OF KERALA: CHALLENGES AND POSSIBLE SOLUTIONS

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Abstract

Continuous and Comprehensive Evaluation (CCE) is not a new phenomenon, but understanding how CCE can be properly implemented may bring about changes in the whole school scenario. Kerala Curriculum Framework (2007) along with the new curriculum also implemented new evaluation practices focusing on Continuous and Comprehensive Evaluation by involving activities, project work and oral expression, which is being introduced right from primary to secondary level from 2008 onwards. However, the state has made every effort to implement CCE in its true spirit, the questions that remain unanswered are whether CCE has been implemented in effectively in schools and what are the challenges faced by teachers in implementing CCE? Thus, efforts are needed to learn how CCE is implemented in schools, and to understand the problems arise while implementing CCE. Hence, the study aims to identify the challenges faced by secondary school teachers while implementing Continuous and Comprehensive Evaluation. The study also aims to codify the suggestions of secondary school teachers to improve the functioning of Continuous and Comprehensive Evaluation in secondary schools. Secondary school teachers constituted the sample for the study and Questionnaire on Challenges in Implementing Continuous and Comprehensive Evaluation was used to collect the data. The results of the study indicated that CCE is still not being implemented properly in secondary schools and challenges related to system related factors are more prominent than other factors, such as teacher related and student related. For the better implementation of CCE in secondary schools, drastic change is needed to the system, as well more efforts should be taken the teachers by incorporating students, parents and community.

Introduction

Evaluation is one of the most important aspects of education. It helps the teachers to check how far the objectives of education are fulfilled and how effectively the curriculum has been transacted. When we examine the history of education in India, we can see various interferences are being made in reducing emphasis on external examination, which begins from the period of the Hunter commission (1882) to National Education Policy (NEP, 2020). The Hunter Commission (1882), Sadler Commission (1917-1919), Hartog Committee Report (1929), the Sargent Plan (1944) and Secondary Education Commission (1952-53) have made recommendations regarding the reformation of evaluation process, even though an admissible step was not

Occupational Aspirations of Fisheries Secondary School Students of Kerala

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Introduction

Education has an immense thrust on the socio-economic development of a nation. Education has to develop in such a manner as to cater to the needs of the society. It is also a well-known fact that people all around the globe have Aspirations and much expectation from education. Education has been a successful tool in the advancement, growth and development of societies in all the continents. As far as an individual is concerned, education influences not only to the academic growth but also to the emotional and intellectual growth which thereby spurs the overall development (Sharma & Chopra, 2020).

The advocates of career development noted that the educational and occupational Aspirations of students influence their educational and occupational achievement in the future (Gottfredson, 1981, as cited in Bakar & Mohamed, 2004). According to Kumari and Gupta (2018) occupational Aspirations is the kind of occupation the students select in their later life without any obstacles or limiting factors. Saharia and Baishya (2022) defines occupational Aspirations as the dreams, goals and expectations of an individual regarding their future occupation. Many researchers in the past and present have been keen in investigation the occupational Aspirations among students (Chen et al., 2022; Hoff et al., 2022; Gehrau et al., 2016; Carter & Stong, 1933; Miner, 1922)

Stoet and Geary (2022) studied the occupational Aspirations of adolescents and found that boys were more aspired towards things oriented occupation where as girls preferred people oriented occupation. A case study by Ozdemir and As (2022) explored occupational Aspirations and career values of adolescent girls and boys and their parents. The results revealed that the Aspirations of girls were to be language teacher, doctor, nurse or architect. In the case of boys, it was observed that they aspired to be military officer, pilot, police officer and doctor. Mozahem et al. (2020) investigated whether gender differences exist among students of secondary schools and the study revealed that male students were less interested in occupational category related to child mentoring-rehabilitation. The study added that female students showed aversion towards technological occupational category.

Certain studies related to Aspirations level have identified that people from the lower strata of the society have lower Aspirations than those people belonging to middle or higher strata (Sewell et al., 1957, as cited in
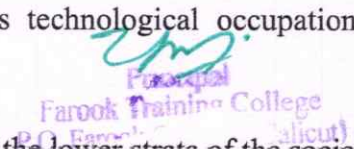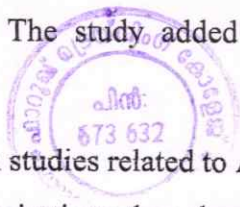
DISCIPLINE-BASED OUTCOMES THROUGH FLIPPED EXPERIENTIAL LEARNING STRATEGIES IN SCIENCE: AN EXPLORATORY STUDY

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Abstract

Science discipline provides a systematic and organised study of the natural world in order to develop scientific knowledge and to apply this knowledge to address real-world problems. The present study used strategies based on Kolb's theory of experiential learning and philosophy of flipped classroom. The objectives of the study were to identify the scope of discipline-based learning outcomes in secondary level Chemistry course books and source books (SCERT, Kerala) and to develop lesson plans with course outcomes based on discipline-based learning strategies through flipped experiential learning approach. Content analysis based on criteria for scientific temper development was carried out and developmental stages of lesson transcript based on flipped experiential learning Strategies were designed.

Keywords: *Discipline-based outcomes, Experiential learning, Flipped classroom, Flipped experiential learning strategy, Lesson transcript.*

INTRODUCTION

"All of Science is nothing more than the refinement of everyday thinking" (Einstein, 1936). Science discipline provides a systematic and organised study of the natural world in order to develop scientific knowledge and to apply this knowledge to address real-world problems. The attainment of scientific temper - one's attitude of scientific, logical, rational thinking - is one of the most important effects of science education along with the discipline-related outcomes. Fostering scientific temper entails encouraging inquiry-based learning, emphasizing evidence-based thinking, promoting scientific skepticism, using experiential learning, and providing opportunities for scientific research. Among these, experiential learning proves an effective way of promoting scientific temper.

Experiential learning

Learning by experience is not a novel concept. The foundation for learning theories that highlight 'learning by doing' or 'learning by experiences' was established by eminent

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Is COVID Lockdown a Reason for Apprehension Among Doctoral Students?

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Abstract

Conducting research in between the chaos of COVID pandemic was indeed a great challenge as doctoral students are concerned. This study focusses upon identifying the common concerns and the extent of difficulty that the doctoral students faced as a result of the pandemic, that had affected their course of work directly or indirectly. The investigator conducted a survey on 37 full-time doctoral students which were obtained through stratified sampling. The data were collected using questionnaire and the responses were analysed using percentage analysis. The study shows that the overall self-confidence of doctoral students in the research activity have been diminished due to the reasons such as lack of concentration on research work at home, increased level of anxiety and procrastination, lack of access to reading materials, unavailability of samples for data collection, diminished relevance of the study, change in methodology and design, lack of face-to-face communication with supervising teachers, lag in crediting the fellowship, spending most of fellowship for tackling familial issues and, as a result, they holds the apprehension that they may need extension of the Ph.D. period. The investigators also provide suggestions based on the findings.

Keywords: doctoral students, apprehension, COVID lockdown

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NARCISSISTIC PERSONALITY TRAITS AMONG PROSPECTIVE TEACHERS AT SECONDARY LEVEL

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Abstract

The present study is a venture to find out the extent of Narcissistic Personality Traits among prospective teachers at secondary level. In this study, the investigator used stratified random sampling technique for selecting the sample from the population. The stratification was done on the basis of gender, locality of students and type of management of the institution. The sample consists of 887 prospective teachers at secondary level drawn from teacher training colleges in Kozhikode, Malappuram and Wayanadu districts under University of Calicut. The tool used to measure Narcissistic Personality Traits in the present study is Narcissism Scale developed by Helode, Hasan & Helode (2008). The seven components of narcissism are identified as Authority, Exhibitionism, Superiority, Vanity, Exploitativeness, Entitlement, and Self-Sufficiency by Raskin and Terry is considered for the scale. The statistical techniques used for analyzing the data for the present study was preliminary analysis and percentile.

Keywords: Narcissistic Personality Traits, Prospective teachers at secondary level

Communication Apprehension of Higher Secondary School Students in English Classrooms

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Abstract : English language has an exceptional place in India as it is entwined in the historical and cultural life of Indians. English, as a second language, has been a part of Indian education catering to the future of its beneficiaries. But the challenges in language learning indeed call for greater attention as there are various and different levels of difficulties. Many researchers have identified communication apprehension in English classrooms as an inhibiting factor in learning the language. Hence, the objectives of the study are to find out the extent of communication apprehension of higher secondary school students in English classrooms and to find out whether there exists any significant difference in communication apprehension of higher secondary school students in English classrooms for the subgroups based on gender, locale, type of management and subject of study. Descriptive survey method was used to collect the data. The sample for the study comprised of 426 students studying in XI standard of various higher secondary schools in Kozhikode district. Results of the study indicated that the higher secondary school students are experiencing moderate level of communication apprehension in English classrooms. The study revealed that there exists no significant difference in the mean scores of communication apprehension of higher secondary school students in English classrooms for the subgroups based on gender, locale and type of management. Further analysis showed that there exists significant difference in the mean scores of communication apprehension of higher secondary school students for the subgroups based on the subject of study.

I. INTRODUCTION

Among the different languages of the world, English has its own prominence being the lingua franca in the globalized context. English is used as a medium of communication by most of the people around the world in the wake of interconnectivity, informatization, progress in scientific knowledge, commerce and trade. People, whether native speakers or non-native speakers of English, prefer the language in most endeavours. The spread of English to the various areas like education, medicine, banking, advertising, film industry, tourism, business and even more showcases the uniqueness of the language (Rao, 2022).

English language has an exceptional place in India as it is entwined in the historical and cultural life of Indians. English, as a second language, has been a part of Indian education catering to the future of its beneficiaries. The students in different schools of Kerala are exposed to English from elementary stage of education to the higher secondary level (Ahmed,2014). Through this the students are expected to communicate well in the target language. But the challenges in language learning indeed call for greater attention as there are various and different levels of difficulties (Sokip, 2020). Many researchers have identified communication apprehension in English classrooms (Nakhalah, 2016; Valdellon & Lovitos,2022; Wang, 2022).

Communication apprehension has been defined by McCroskey (1977) as the fear or anxiety of an individual experiences in real or anticipated communicative situations with other individuals. According to Horwitz et.al (1986) communication apprehension is a relevant component of foreign language anxiety as it emphasized interpersonal interactions. It was defined as a kind of shyness which was characterized by a fear or anxiety regarding communication with people. Communication apprehension would often be manifested through difficulties in speaking whether in dyads, groups or in public. Communication apprehension in second language often arise from the fact that individuals are less competent in using the language as compared to their first language.

Cong and Li (2022) investigated the relationship between communication apprehension, self-efficacy and emotional intelligence of EFL learners and found that communication apprehension and emotional intelligence were positively correlated. Molnar and Crnjak (2018) explored foreign language communication apprehension in English classroom setting of students studying in universities. It was found that the level of Communication apprehension differed between undergraduate and graduate students of English Language classrooms.

Rimkeeratikul (2018) compared the communication apprehension in Thai (L1) and English (L2) of students who were majoring in English and identified that communication apprehension in English was higher than that of Thai. Blume et al. (2013) in their study suggested that communication apprehension was a barrier to successful school education and future job field in this globalized era. It was found that communication apprehension was negatively correlated to leadership qualities, multicultural appreciation and adaptability. Kitano (2001) found that the anxiety that male students experienced was higher than that of female students. All these studies point towards the fact that communication apprehension is a hindering factor that affects people and their interaction in the social context and for the individual development.

2021 – 2022

A SINGULAR COMMUNICATION ART DESIGN FOR THE TWENTY FIRST CENTURY TEACHERS

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Abstract

Teaching skills are complex behaviors used to facilitate teaching and learning in the classroom. These skills can only be effective if they are well complemented and conveyed through appropriate communication methods. Purposeful classroom communication is essential for the success and productivity of the learning process. Students may experience a gap in the classroom due to communication breaks. Pedagogy involves the art of communication that leaves an impression on the mind of the learner so that he/she can have a new and desirable experience. This paper is the report of a research study carried out to find out the communication practices of secondary school classrooms in Kerala. This paper showcases a communication art design for the teachers of the present era.

Keywords: Communication skills, Classroom communication, Teaching skills

Introduction

The alarm announcing the first inhalation of an infant, though universal, has always been wondered at, since the phenomenon has not yet been explained satisfactorily by any theory of medical science, psychology or linguistic communication. The first cry of a new born is perceived as an indicator of 'wellness' of the neonate and we feel 'happy' on it when we interpret that the babe is expressing its 'distress' on its exposure to a new world and that it is in need of care and protection. Later the so called cries start bothering us and we do not feel any 'happiness' on it. Quite soon the tone and intonation, the pitch of the cry become easily interpreted by the mother only; for others it may not be so. A communication bond will be established by the mother and kid, which is too specific just for the two.

Later with the entry of the second mother -the teacher- a communication network between an effective teacher and a successful learner will be established. The style of the teacher especially the communicative style of the teacher when coincides with that of the learner, effective teaching and learning process happen. Theories of communication have put forward adequate explanation for different types of interaction among different components and different modes of teaching learning process in tune with the shifts in pedagogic science.

Twenty first century demands added roles and responsibilities from a teacher. The teacher being a performer plays a key role in the classroom in modifying the modes of thinking among students. Acquisition of competencies allows teachers to perform better in the classroom, and better performances imply, most of the time, higher quality in education. That quality can only be acquired by means of a reflective teaching practice where teaching competencies are developed by

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Effectiveness of Art Integrated Strategy on Achievement in Mathematics among Secondary school students

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Abstract: Education scenario of India is going through an era of constructivism where innovative activities can be incorporated for transacting the content of any subject especially Science and Mathematics. Constructivist strategies are child centred and allow students to construct knowledge their own which is very much suitable to science learning. Some students consider learning subjects like mathematics is a fearful and irritating event which may prevent them from learning the concepts of those subjects properly and rightly. Art integrated strategy is a teaching learning strategy that uses fine arts and performing arts as primary pathways to learning. Art integrated learning practices can be made flexible not only for constructing knowledge but also for feeling and expressing it in the classroom environment with more comfort. Hence, present study is designed to check the effectiveness of Art integrated strategy on Achievement in Mathematics among secondary school students of Kerala. Investigator adopted quasi-experimental pre-test post-test non equivalent group design with sample consists of 67 students of Eighth standard from the two divisions in the same school of Kozhikode District.Lesson transcripts based on Art Integrated Strategy, lesson transcripts based on Constructivist method and achievement test in Mathematics are the tools used for the study. The mean achievement scores were studied and compared using test of significance of difference between means for large sample and ANCOVA. The findings of the study revealed that Art integrated strategy cannot be declared as strategy which is effective than constructivist strategy on Achievement in Mathematics among secondary school students even though it can be used for Mathematics transaction.

Key Words: Art Integrated Strategy, Art Integrated Practices, Mathematics Learning

I. INTRODUCTION

Today, education scenario of India is going through an era of constructivism in which various innovative activities can be included for transacting the content of any subject. Constructivist strategies are child centred and based on developing thinking pattern of a learner. At the same time, brain based learning practices are also becoming popular all over the world based on many ideas put forwarded by Neuroscientists. Brain based learning and related methods are emphasizing the importance of action and activities in the process of learning. A classroom has to be alive with activities which are going to help in modifying overall perception to life along with learning. Art Integrated methods can offer advantages of the above two school of thoughts if necessary refining is made. Art integrated methods can be made flexible not only for constructing knowledge but also for feeling and expressing it.

Mathematics learning is often considered as fearful task to many students and finding more comfortable learning environment for Mathematics Learning is always a topic for research .Art integrated practices open up a vision of learning through expressions which give better space for students to freely interact with teachers. Smith (2004) studied about causes, effects, and preventative measures about math anxiety and found that students who have math anxiety face real and long-lasting consequences. There is always a necessity to experiment innovative practices to teach mathematics to attract all type of students to change the perception about the subject as something give discomfort in classrooms all the times.

In the curriculum framework of two year B.Ed program of National Council for Teacher Education (2014), drama and art education has included as a part of courses on Enhancing Professional Competencies (EPC). It is said that transformational education involves reflection, introspection and action with a deep relationship between the head, heart and hand.Drama based techniques can be helpful in developing many competencies of life and social skills among learners. The National Curriculum Framework (2005) emphasized that the school curriculum must integrate various domains of knowledge so that the 'curricular' encompasses all

Perception of Students on Online Learning at Upper Primary School Level
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Abstract

Background: Online learning allow students to study at their own pace and time. It enables students, teachers and parents to hold a higher level of responsibility for their own learning and to learn independently. The major problem to online learning is the insufficient opportunity for direct interactions and face to face group discussion on subject matter. Online learning is flexible for the students. The influence and relevance of online learning is at its peak in present days. Especially in this Covid-19 pandemic situation, schools were shut all across the world. Globally, over 1.2 billion children are out of the classrooms. As a result, education has changed drastically, with the distinctive shift from traditional learning to online learning, whereby teaching is undertaken remotely and on digital platforms. Studies on various dimensions and advantages and disadvantages of online learning is a need of the hour. In such a context the investigator decided to conduct the study.

Aim: The present study investigates the Perception of Students on Online Learning at Upper Primary School Level

Method: The investigation was carried out using a questionnaire (**afeef 2021**) adopting survey method.

Sample: Consists a total of one hundred students at upper primary level of Malappuram revenue district of Kerala state.

Results: Analysis of the mean scores of upper primary school students on the basis of locale and gender reveals that both subsamples among students differ significantly in their perception on online learning.

Conclusion: Both groups based on gender and locale of upper primary school students differ in their perception on online learning. Rural and girl students require more orientation on the various dimensions, merits and demerits of online learning.

Key words: Perception, Online learning, Upper primary school level.

Online learning allows students to study at their own pace and time. It enables students, teachers and parents to hold a higher level of responsibility for their own learning and to learn independently. The major problem to online learning is the insufficient opportunity for direct interactions and face to face group discussion on subject matter. Online learning is flexible for students. The influence and relevance of online learning is at its peak in present days. Especially in this Covid-19 pandemic situation, schools were shut all across the world. Globally, over 1.2 billion children are out of the classrooms. As a result, education has changed drastically, with the distinctive shift from traditional learning to online learning, whereby teaching is undertaken remotely and on digital platforms. New developments in Information Communication Technology (ICT), globalization of education and the ever-expanding competitive environment is almost revolutionizing the education scenario (Thanji, 2018). Online learning is the type of instruction that is mediated via the internet. Instruction may be synchronous or asynchronous and various technologies can be used to mediate the process (Horvitz, Dabbagh and Bannan-Ritland, 2007). The term online learning implies that "the learner is at a distance from the tutor or instructor, that the learner uses some form of technology to access learning materials" (Anderson, 2008).

Objectives
1. To study whether there exists any significant difference in the perception of upper primary school students on online learning for the sub-samples based on Gender Locale

Hypotheses
1) There exists no significant difference in the perception of upper primary school students on online learning based on the sub-samples gender and locale.

Method

Participants
A total of hundred (100) upper primary school students of various categories from Malappuram revenue district were selected as the sample. Among the students 45 were boys and 55 were girls. Out of the students sample 50 were from urban and 50 were from rural locale.

Instruments
In this study the investigator used a five-point scale questionnaire (Afeef, 2021) consisting thirty (30) items, to find out the perception of students on online learning. The tool was prepared on the basis of pre-pilot study.

Procedure

A Moodle Based Case Library to Foster Ability to Solve Classroom Management Problems for Beginner Teachers

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Abstract

Knowingly or unknowingly, teachers use problem solving skills in the classroom for a range of ill-structured problems as that of classroom management. The researcher was interested to find out whether Case Based Reasoning to foster Ability to solve Classroom Management Problems hosted on a Moodle based virtual learning environment is beneficial to the in-service teacher training of beginner teachers or not? In the present study the Case Library consists of prior experiences as Cases in the form of stories enriched with scaffolds which include cartoons, hint questions, excerpts of underlying theory and expert solutions that help the learner to understand the problem and design their own alternate solutions to the problem. The present study is an experimental study in which pre-test post-test non-equivalent group design is used. The population for the present study is high school teachers teaching in Government and Government-aided schools of Kerala, India. To conduct the experiment, 46 teachers with an experience of 10 years or below were selected conveniently. Out of which 20 teachers were in the control group and 26 were in the experimental group. The teachers in the experimental group were required to take part in an online course on Case Based Reasoning using a Case Based Library on a Moodle platform. The findings of the study revealed that, there was a significant mean difference in Ability to solve Classroom Management Problems between experimental and control groups. The present study suggests the use of Case Based Reasoning instructional module for solving Classroom Management Problems.

Keywords: Moodle, Case Based Library, Ability to solve Classroom Management Problems, Case Library

Introduction

Problem solving is a difficult and an intricate way of learning (Jonassen & Serrano, 2003). It is a cognitive ability in which correct or appropriate processing of mental information is critical to successful performance (Carroll, 1993). Cognitive tasks are mental processes that function to produce a thoughtful response. These tasks may be reasoning, problem solving, planning, organizing, abstract thinking, etc. Therefore, problem solving ability is a person's cognitive capability to understand the nature of problems and take actions to solve them accordingly.

Classroom management, including both instructional and behavioural

2020 – 2021

A Study On The Challenges Of Teachers Who Handle Children With Special Needs In Inclusive Schools.

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Abstract: This paper attempts to investigate the woes of resource teachers in inclusive schools who back the regular teachers to provide additional one to one support for children with various learning difficulties. The data were collected from a sample of 40 resource teachers using questionnaire. Percentage analysis revealed the extent of difficulties faced by them. The major findings of the study show that the resource teachers suffer from various adversities like red-tapism, complicated financial provisions, uncertainty of job and ridicules from other teachers. Due to these reasons some of the resource teachers leave the profession, making qualified teachers harder and harder to come by. Present study aims at presenting the stress and worries of resource teachers in the public which may lead to public discussion and solution.

Keywords: Resource Teachers, Children with special need, Inclusive education, Worries of resource teachers.

INTRODUCTION

Defining who is a child with special need (CWSN) and what is inclusive school the paper shall begin. CWSN is defined as learners with any disability, namely, visual, hearing, loco motor and intellectual (DPEP, 2001). Every child, including special need child has the right to an education which is appropriate to his/her needs. Inclusive education provides special services for exceptional children in the least restrictive environment (Ainscow, 2006). The aims of educating pupils with special educational needs should be equally applied to all children. In line with one's abilities, education should enable everyone to live full and independent lives so that they can contribute to their communities, cooperate with other people and continue to learn throughout their lives. Education is about supporting children to develop in all aspects of their lives – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical. 'Inclusive education' will be defined as the placement of children in the least restrictive environment possible with the ultimate aim of healthy, social and academic coexistence, allowing children with special needs to spend time with their peers and to regain a sense of normalcy. (UNICEF 2005)

Role of Resource Teachers in Inclusive Schools

Resource teacher is a specialized educator who focuses on helping children with physical or educational learning difficulties to develop their reading writing and arithmetic skills. They must be organized, patient, good at motivating students, extremely understanding of pupil's individual needs and able to accept pupil's differences. This category can include teachers who are specialized in educating students who are visually or audibly impaired, and those teachers who concentrate on life skills and basic academic processes to the mentally impaired. Most resource teachers instruct students at elementary or middle schools; however some specialize in working with infants or toddlers.

Children with disabilities often require some kind of modified education in order to keep up with the workload of a specific subject, for example, mathematics or comprehension exercise. Resource teachers do not tend to help individual children on individual subject; they are more likely to work with small groups of children on a wide range of academic subjects. They do not do the children's homework for them or help them, but they will assist with any specific problems that they may encounter.

The majority of resource teachers work with children that have mild or moderate disabilities by using existing traditional teaching methods that have been modified from the general education curriculum to meet each student's individual needs. Part of their job will also be to set individual and realistic targets for each child with the help of the child's regular teacher. They will also be responsible for monitoring, recording and assessing each child's progress, which will also be done alongside their normal teacher. On important days such as parent-teacher conferences, both teachers will meet with the child's parents so that they are able to fully understand their child's educational needs and how they are developing.

Resource teachers are primarily involved in developing the student's behavioural, social and academic skills, and also helping them to progress emotional and teaching them to interact effectively in everyday social situations. Another important aspect of the job is to begin to prepare students for daily working life after they graduate. This can include career counselling or teaching them life skills such as budgeting.

Objectives

*   To find out the extent of stress resource teachers undergo in the schools where they are employed.
*   To find out various challenges resource teachers face in the society.

Role of Parenting Style in Promoting School Engagement among Secondary School Students in Wayanad District

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Abstract

The attitudes and behaviors of parents towards children and the emotional climate under which parental behaviors are expressed is termed as parenting style. School Engagement can be conceptualized as the students' active participation in school related activities like academic and learning related tasks, positive conduct, absence of disruptive behaviors, relationship with teachers, peers and academics which also include a cognitive investment in learning and the readiness to work hard to master difficult tasks. The present study is intended to find out the role of parenting style in promoting School Engagement among secondary school students in Wayanad district. The study was conducted on 358 secondary school students in Wayanad district, Kerala selected from Government and Aided schools. The data was collected using a five point Likert type scale on School Engagement and a Scale of Parenting Style. The results of statistical analysis showed that secondary school students in Wayanad have moderate School Engagement which varies with gender and locale. It was also found that Authoritative and Indulgent parenting styles promote School Engagement significantly than Negligent parenting style.

Keywords: Parenting style, School Engagement, Secondary school students, Wayanad

Education is the most important social investment of any nation, as it promotes lifelong learning and results in the wholesome development of a nation. The maximum development of human resources is possible only through education. The world is run by those who are educated and successful. Education prepares students to acquire knowledge to work, to develop their skills and to socialize themselves. Education is a positive tool in setting the futuristic goals of students. Formal education helps the students to develop their full potential and capabilities to perform their level best and to attain their goals to the fullest.

Schools are the primary agencies which provide formal education to students. It acts as a centre for learning in a disciplined atmosphere. School is considered as the second home of students where a special environment is provided with certain quality of life and certain types of activities for securing a child's development along desirable lines. According to Demarrais and LeCompte (1995), school serves intellectual purposes such as mathematical and reading skills, political purposes such as assimilation of immigrants,

Conscientization On Dimensions Of Mathematical Beliefs Among Prospective Teachers At Secondary Level

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Abstract

The success of all students has an intimate relationship with good teachers and one of the main components of student's success will depend upon the belief about the subject. The method of education must start from the life situation and reality of life and the teacher has a vital role in the development and influence of belief. The effectiveness of teaching depends upon teacher's different types of skills, beliefs, feelings, emotions etc. Beliefs have generally been perceived through the personal experiences and interactions with immediate environmental setting. Our curriculum focuses on the aspects of cognitive development of students but the hidden aspect of teaching and learning activities is 'belief'. This society needs the teachers who are innovative and make changes according to the needs of the students. This study focusses to explore the responses of prospective teachers towards their belief in mathematics. Many researches argued that individual's belief influences in modification of their behaviour and ability to make decisions throughout the life by focusing on these beliefs. The purpose of study is to identify the beliefs about the nature of mathematics, beliefs about mathematics in daily life, beliefs about competence in mathematics, beliefs about mathematics teaching and learning among prospective teachers. The study adopted survey method. Sample for the study consisted of 60 prospective teachers in mathematics. The tool used for collecting the required information is Mathematical Belief Inventory consisting of four dimensions: the beliefs about the nature of mathematics, beliefs about mathematics in daily life, beliefs about mathematics teaching and learning, and beliefs about competence in mathematics. The percentage analysis reveals that prospective teachers have high beliefs that mathematics increase thinking power, includes abstract concepts, develops logical thinking, develops scientific thinking, helps in day today activities, has its own formula, symbols and rules and uses different methods in teaching and learning.

Key words

Mathematical beliefs, Prospective teachers.

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MATHEMATICS ANXIETY AND MATHEMATICAL PROBLEM SOLVING ABILITY OF SECONDARY SCHOOL STUDENTS.

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Abstract: Mathematical Problem Solving Ability is a fundamental skill to be acquired by an individual to enable him to face daily-life situations efficiently. Anxiety is found to be influencing many cognitive outcomes of mathematics education. The paper aims to finding the extent of Mathematical Problem Solving Ability and Mathematics Anxiety as well as finding the type of relationship between them. In this study survey method was adopted. Test of Problem Solving Ability and Mathematical Anxiety Scales were used for collecting relevant data. The data was collected from 400 ninth standard students of five revenue district of Kerala. There exists a significant negative correlation between Mathematical Anxiety and Mathematical Problem Solving Ability. Also 2.69 percent of variation in Mathematical Problem Solving Ability can be explained by variance in Mathematics Anxiety. Problem Solving Ability of high and low Mathematics Anxiety students differ significantly favoring the low anxiety group. There is no gender difference in Mathematical Problem Solving Ability and Mathematics Anxiety among secondary school students. The study reveals that, the students with Mathematics Anxiety perform poorly in test on Mathematical Problem Solving Ability, and hence those factors contributing to Mathematical Anxiety to be minimized.

Index Terms: Mathematical Problem Solving Ability, Mathematics Anxiety, Secondary School Students.

INTRODUCTION

Mathematics assumes a prominent position in modern education throughout the world. Degree of excellence of mathematics education points out the scientific and technological rapport on development of nation. It becomes necessary to groom a child to elicit strong mathematical ideas and skills to face challenges of globalization. A major aim of mathematics education up to secondary level is making a person capable of applying mathematical knowledge in his daily life situations which ensure capability of problem solving and decision making. According to Bhat (2014) problem solving is the keystone and best provider of achievement in mathematics.

Without getting proper mathematical knowledge and associated skills, one cannot function effectively or pursue a better future in science and technology. Board examination results of school students show poor performance of students in mathematics and science which call urgent attention from the part of practitioners. Many studies in the area of mathematics achievement and its correlates highlight the negative impact anxiety plays on achievement (Jackson & Leffingwell, 1999; Steele & Arth, 1998; Sherman & Wither, 2003; Şahin, 2008; Karimi & Venkatesan, 2009; Khatoon & Mahmood, 2010, Bala & Shaafiu,2016). Tobias (1995) defined Mathematics Anxiety as a feeling of tension and anxiety that appears when someone is engaged in the manipulation of figures to solve mathematical problems in both academic and daily-life situations. Marsh and Tapia (2002) in their study found that Mathematical Problem Solving Ability is high in students with low level of Mathematical Anxiety when compared to students who have high Mathematical Anxiety levels. You Kai Kow (2005), In a study on 621 students of 10 secondary schools in Singapore identified a marginal linear negative relationship between Mathematics Anxiety and Problem Solving Ability. Low level negative relationship between Mathematics Anxiety and Mathematical Problem Solving Ability was found among primary school students of Turkey by Karasel, Ayda and Tezer (2010).

Influence of Mathematical Beliefs on Achievement in Mathematics of Secondary School Students

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Abstract

Student's beliefs about mathematics and mathematics learning can have a substantial impact on their interest in mathematics, their enjoyment of mathematics, and their motivation in mathematical class. The learning outcomes of students are strongly related to their beliefs about the nature of mathematics, beliefs about mathematics education and beliefs about the nature of knowledge and the process of knowing. The study intended to understand the influence of mathematical beliefs on achievement in mathematics of secondary school students. Sample for the study consisted of 600 secondary school students studying in Standard IX selected from Kozhikode and Malappuram districts of Kerala state. The study adopted survey method. Data were collected by using Mathematical Beliefs Inventory. The statistical technique used for analyzing the collected data is Test of significance of difference between means of large independent sample (t-test). The results indicated that the influence of Mathematical Beliefs on Achievement in Mathematics is significant and that there exists significant difference in the mean scores of Achievement in Mathematics for High Mathematical Beliefs group and Low Mathematical Beliefs group.

\Introduction

The country needs, today, effective and productive citizens who display scientific and constructive thinking and attitudes in all walks of life. This is possible, to a great extent, with carefully devised educational curricula, especially, on the school Mathematics programme. Mathematics education in school is emphasized as it improves concept development, fosters higher cognitive abilities and skills. Mathematics is a very useful subject for most vocations and higher specialized course of learning and the world of science and technology, mathematics education for all is considered an absolute necessity. Mathematics is a fundamental science subject, which is taught all over the world as an individual's building foundation from pre schooling age. Mathematics is the only subject which is known either by literate as well as illiterate. Mathematics education is essentially a practical discipline, where the underlying goal is always to promote better learning of mathematics by students. It benefits both individual and society through its contribution to the science, economy, engineering etc. It can empower individuals in everyday life and bring them personal fulfilment through studying its beautiful patterns and working on its magnificent problems.

At the same time, successful problem-solving in mathematics requires students to be able to select and use task-appropriate cognitive strategies for understanding, representing and solving problems. Student's beliefs about the nature of knowledge and learning influence the strategies they use for several purposes such as

Effectiveness of Self Regulation Empowerment Programme on Achievement Motivation among Upper Primary Students

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Abstract

Objective of the study is to test the effectiveness of Self Regulation Empowerment Programme (SREP) on Achievement Motivation among upper primary students. Pretest posttest nonequivalent quasi experimental design was used to test the effectiveness of the programme. The program was developed by focusinggoal setting, task analysis and strategy training.   Total sample of the study are 112 upper primary school studentsconsisting 56 boys and 56 girls in experimental and control groups each. The sample consists of 5th, 6th and 7th standard students. The two groups were matched by using intelligence scores obtained from Ravens coloured progressive matrices. Study found that even though the pretest scores of achievement motivation and its components viz., workethics, pursuit of excellence, status aspiration, competitiveness,

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AN OVERVIEW OF EMOTION REGULATION
AMONG HIGHER SECONDARY LEARNER IN
KERALA-AN OVERVIEW

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ABSTRACT: Emotions are physiologically based peoples can n
they experience and also their subsequent expression; this can be
regulation .It has an important effect on learning and because schoolin

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COGNIFICATION OF EDUCATIONAL SPACES: PROBLEMS AND POSSIBILITIES

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Introduction

Considering that we are living in an era of constant discontinuity. An unimaginable world.Disruption has become a global force bringing active change in different sectors of the economy..we are in tryst with a disruptive era, forced to act upon it. By 2025, Two billion people will have their first banking experience on smart phones and 80% of these people will never walk in a bank branch and with the Fintechs coming in to play, will eventually put a nail in the coffin of the great banking sector forever.

It was the Harvard Professor Mr. Clayton Christensen who coined this word for the first time in 1997. Twenty years from Christensen's work "The Innovator's dilemma", this word has becamean influenza in 21st century discourses...alarming than the Great Plague of 1666.

Disruption by means of Technology is not an unfamiliar phenomenon to the pages of history. It has been around a long time. The Industrial Revolutiondisrupted the transportation industry, printing industry and many other industries. But what makes today different from the industrial revolution is the speed of the clock! We are moving from a linear world to an exponential world. In two years 100 Million people will have their doctor assistance in their pockets, an accustomed example, the wearable's.

The Facebook took two and half years to reach 50 Million customers,whatsapp took 15 months and angry birds just 15 days. Leadership of tomorrow is going to be different from the leadership of yesterday. Fourty years of expertise in any field will never be ability but a liability … a certificate of your expertise of the past … the world will be looking forward to how well you anticipate your future.

A disruptive ecosystem offers a possible exponential growth rate to a 100% a year. Cognification or Artificial Intelligence has become one of the most influential developments and trends and drives and direction in our society in next 20 years. We live in time where the world's largest hotel chain Air bnb holds no hotel, the world's largest Taxi Chain Uber holds no Car. The human civilization is threatened by 3 Major Problems … Problems that affect the very existence of human race

1. Global Warming
2. Bio Terrorism
3. Technology Unemployment

Studies shows that there is no compelling scientific argument for drastic action to 'decarbonize' the world's economy. Thanks to climate engineering and innovative "vertical jungles" global warming is no more alarming. Bio-Terrorism is a real threat however dormant in near future. Unlike the other two, the Technology Unemployment in the epoch of cognitive platforms will leave 80% of the currently employed in to the category of the "jobless". In the widely noted study published in 2013, Carl Benedikt Frey and Michael Osborne examined the probability of computerization for 702 occupations and found that 47% of workers in America had jobs at high risk of potential automation.

Economists are already worrying about "job polarization", where middle-skill jobs (such as those in manufacturing) are declining but both low-skill and high-skill jobs are expanding. In effect, the workforce bifurcates into two groups doing non-routine work: highly paid, skilled workers (such as architects and senior managers) on the one hand and low-paid, unskilled workers (such as cleaners and burger-flippers) on the other. With AI Technology at our door steps, IBM Watson advertising computers with 5 senses in 5 years, even the high-skill jobs are under threat of Technological Unemployment.

The World Economic Forum 2017, Switzerland has openly expressed their anxieties on Artificial Intelligence. Economists worry that the disruptive economy will pave way for a Robotic Hegemony in near future. You might have heard about the Apple and Samsung supplier Foxconn replacing 60,000 factory workers with robots in a single day. The dogma is that the Technology has lost its dual nature in the phenomenon of disruption. Though displaces jobs Technology was also keen on creating new jobs within a certain time limit. We were gifted with time to adapt to the new dynamics a disruption cause. . Revisiting

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Culture Integrated E- Learning Resources for Tribal Classrooms: An Initiative in Kerala

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Abstract: Language learning process, like any other psycho-social human amalgamation, has been considered as the resultant of innumerable conscious and subconscious immersions of the individual learner in the biotic and a-biotic environment. Unfortunately, this basic bond between the target group of learners and the language has not been accounted for in the case of foreign language acquisition. English as Second language learning and teaching in Tribe Schools has always been considered as an enigma. For the tribal learners, when their dialect is mother tongue, state language becomes the second language and consequently English happens to be in the third position. The alienation between home culture and culture of the foreign tongue, along with context neutral and culturally insensitive curriculum curtails the interest and boosts the affective filter. The psychological trauma faced by the tribal students and the English language teachers deserve great concern in the pretext of Reaching the Unreached. The objective of the study was to design resources and pedagogy for English language teaching in tribe classrooms in the indigenous local socio-cultural context. The focus group consisted of students of Kattunayaka tribe in Rajiv Gandhi Memorial Residential GHSS, Wayanad. The qualitative research followed ethno methodology. The researchers developed culture integrated e learning resources including course book, activities and evaluation sections, using the socio-cultural panorama. The research paper show-cases the e resources integrating the socio-cultural and linguistic contexts of the tribal learner for teaching of English language with a high degree of learner partnership and autonomy. The resource could be experimented for different target groups.

IndexTerms - Contextualization, Culture Integration, E Resources for ELT, Tribe Classrooms

I. INTRODUCTION

Language and culture the two so complexly intertwined factors play vital role in shaping human identity and personality. Researches in education have proved that culture has sophisticated, deeper and broader scope in the acquisition of foreign languages. Unfortunately, in the available English language learning resources in Kerala, the intertwined relationship between language and culture is not yet established. A longitudinal survey tells that in the beginning stage, the content of the English readers was based on the foreign culture; then shifted to Indian culture. The reverberations of the shift could be sensed in the curricular content of the prescribed English textbooks of SCERT in Kerala but still lacking representation of the cultural and linguistic plurality. The culture of the underprivileged, especially the tribe group of students who are in dire need of educational scaffold do not find any place in the English Language discourse oriented pedagogy.

English as a second language learning and teaching in tribe schools has always been considered as an enigma. For the tribal learners, when their dialect is mother tongue, state language becomes the second language and consequently English happens to be in the third position. The tribal students don't find any example or experience of their context in the books our classroom interaction and feel everything alien and artificial. Alienation between home culture and culture of the foreign language, along with context neutral and culturally insensitive curriculum curtails the interest and boosts the affective filter. The psychological trauma faced by the tribal students and the English language teachers deserve a great concern in the pretext of Reaching the Unreached. Hence integration of indigenous socio- cultural context in teaching English among tribal students becomes the crucial need.

Being an English teacher working in a rural area for the last 16 years the researcher has witnessed the pathetic academic condition of the tribal children lagging far behind the non- tribe students especially in learning English. Moreover, as part of the M.Ed. dissertation work, the researcher had direct experience with the status of teaching - learning process in English classroom of tribal students in Wayanad which intensified the need for the present study. A review of related literature also pointed out the need for adopting a cultural ecological approach and introducing cultural resources for the tribal learners. Use of cultural context integrated resources or even the classroom practices of cultural intervention in pedagogy did not find a place in the review of related literature. All these factors led the researchers in developing 'a culture integrated e- learning resource' including course book, activities and evaluation sections using the indigenous local socio -cultural context.

II. OBJECTIVES

Objectives set for the study were
(i) To explore the cultural and environmental background of Kattunayakan tribe community in Wayanad.
(ii) To identify linguistic objectives related to English language teaching in standard IX English course book.
(iii) To develop tribal culture integrated e- content for the identified linguistic objectives.

III. STATEMENT OF THE PROBLEM

The study 'Culture integrated e-learning resources for tribal classrooms: an initiative in Kerala' was designed to develop content materials for English language teachers based on the linguistic objectives formulated in the SCERT English language curriculum for standard IX. The e- content integrated the cultural resources for making learning of English meaningful and effective.

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SOCIAL COMPETENCE AMONG HIGHER SECONDARY SCHOOL STUDENTS

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Abstract : This study made an attempt to find the relationship between Emotional Intelligence and Social Competence of higher secondary school students of wayanad district of Kerala state. Study conducted on 322 higher secondary school students of wayanad district. Data collected by using Emotional Intelligence scale and Social Competence scale prepared by investigators. Study revealed that level of Emotional Intelligence and Social Competence of higher secondary school students of wayanad district was satisfactory to certain extent and there is a significant positive relationship between Social Competence and Emotional Intelligence.

Index Terms- Emotional Intelligence, Social Competence, higher secondary school students

INTRODUCTION

Emotional Intelligence is a key to high performance. It is the capacity to recognize the feelings of oneself and others as well as effectively managing our emotions and relationship. Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. (Mayer and Salovery 1997). Senad (2017) assessed the Emotional Intelligence of CBSE and ICSE school students. Study revealed that Emotional Intelligence of CBSE students are higher than ICSE. Fatum (2018) identified there is a significant relationship between Emotional Intelligence and academic achievement of elementary school children

Social Competence is the ability to interact appropriately and effectively with others. Social Competence is defined as the possession and use of the ability to integrate thinking, feeling, and behavior to achieve social tasks and outcomes valued in the host setting and culture (Topping, Bremner,& Holmes, 2000). Wentzel (1991) found that Social Competence is related to significantly to early adolescence student's academic performance. Wentzel (1991) in another study he established the Social Competence can helps to knowledge acquisition and cognitive ability development. Zsolnai (2002) also found that Social Competence is related to school achievement and learning motivation

In the present study investigators made an attempt to find the extent of Emotional Intelligence and Social Competence among higher secondary students and to find relationship between Social Competence and Emotional Intelligence

OBJECTIVES OF THE STUDY

1. To find the extent of Emotional Intelligence among higher secondary school students.
2. To find the extent of Social Competence among higher secondary school students.
3. To compare the mean scores of Emotional Intelligence of higher secondary school students based on gender, locale and type of management
4. To compare the mean scores of Social Competence of higher secondary school students based on gender, locale and type of management

Disparity in Educational Status Among Tribal Women : An Insight

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Abstract :

There is however large disparity in the socio-economic parameters of various groups / communities residing in the country. Some groups notably the Scheduled Tribes have been traditionally marginalized and economically backward in relation to the total population of the country. Condition of women is also weaker among scheduled tribes. Education can be a helpful tool for women empowerment. Social and economic status of the scheduled tribe to a great extent depends on the educational accomplishment. Educated women will be capable to face the present day society better than earlier times. Present paper discusses the disparities present in the educational scenario of tribal women. In this article disparities present in the area of literacy rate, enrolment rate and drop out.

Key words : Disparity, Educational Status, Tribal women.

Introduction :

India is home to one of the largest number of tribes in the world. The Scheduled Tribes are notified in 30 States/UTs and the number of individual ethnic groups, etc. notified as Scheduled Tribes is 705. STs as a category of India's population, constituting 8.6 percent of total population (Census, 2011). The scheduled Tribes (STs) which constitutes 1.24 percent of Kerala's total population (Census, 2011) is considered as an excluded community in terms of main economic and non-economic indicators viz. contribution to SGDP, literacy rate, average years of schooling, retention rate and availability of basic amenities (Shyjan & Sunitha, 2008). The tribal population is more concentrated in the district of Wayanad, which houses nearly 37 percent of the total ST population in Kerala.

The status of any social group is determined by its levels of health-nutrition, literacy-education and standard of living. The tribal women, as women in all social groups, are more illiterate than men. The low educational status is reflected in their lower literacy rate, lower enrolment rate and their presence in the school In India women are discriminated due to several historical, religious and other reasons. A girl child is suppressed from the movement she is born in terms of personal development. She is made to undergo the feelings of being inferior and feeble. She is denied the prospects for personal expression (Bhasin, 2007).

The status of women can be measured in terms of degree of equality and freedom enjoyed by them. (Bala, 2004) Equal participation of women with men in decision making, free expression of their views and participation in the community life help them to get recognized in the society. The power of expression and ability to solve problems through their views and ideas, make women capable of getting attention from everyone. The financial independence along with employment opportunity makes a woman capable of asserting her voice in community as well as in the family. (Das, 2012). Education is the key which opens the door of life, develops humanity and promotes national and self development. Education can be an effective tool for women empowerment. It enables the tribal women to acquire knowledge for improving and empowering their tasks in all fields (Lal B. Suresh and Padmaja 2005).

The growth of tribal community cannot be accelerated without women involvement. Therefore the government should focus on developing the literacy rate among the tribal women which would help their economic advancement. Therefore it is most essential in present context to know and identify the disparities in educational status and reasons of educational backwardness among tribal women. The present study is an attempt to study the educational disparities among tribal women's and their empowerment.

Education and Literacy Rate of Tribal Women :

Education is the key to all round human development. A nation's economic, social and cultural progress is determined by the education development of its citizens. India is a pluralist country with rich diversity reflected in the multitude of cultures, religions and languages of various groups. There is however large disparity in the socio-economic parameters of various groups/communities residing in the country. Some groups notably the Scheduled Tribes have been traditionally marginalized and economically backward in relation to the total population of the country. Educational development is the most effective

Influence of Socio Economic Status on Awareness on Lifestyle Diseases Among Parents of Elementary School Students

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Abstract:

The most challenging problem in this revolutionized era is the occurrence of lifestyle diseases. The death by the cause of lifestyle diseases in both developed and underdeveloped countries are increasing at an alarming rate. Drastic changes in the lifestyle as well as lack of awareness or rather misconceptions are the main causes of rapid spreading of lifestyle diseases. The present study intended to understand to influence of socio economic status of parents of elementary school students on awareness of lifestyle diseases. Sample for the study consisted of 300 parents of elementary school students drawn from different schools of Palakkad district of Kerala state. The study adopted survey method. Data were collected by using Awareness Test on Lifestyle Diseases. Statistical techniques used are percentage analysis and one-way ANOVA. The results revealed that among various categories of parents on the basis of their Socio Economic Status i.e., low SES group, average SES group and high SES group, majority of parents are having an average level of awareness on lifestyle diseases in all categories. The results of one-way ANOVA indicated that there exists significant difference in the mean scores of the awareness on lifestyle diseases among parents of elementary school students belongs to high SES group, average SES group and low SES group. The mean score of awareness on lifestyle diseases of parents of elementary school students belong to high SES group is significantly greater than low SES group and average SES group parents of elementary school students.

I. INTRODUCTION

Lifestyle diseases characterize those diseases whose occurrence is primarily based on the daily habits of people and are a result of an in appropriate relationship of people with their environment. Lifestyle diseases are diseases which primarily arise from the abnormal lifestyle of a person or a group of persons. Life style diseases are a result of the inappropriate relationship of people with their environment. With the increase of industrialization and advent of technology the pattern of human life has been altered. Basic activities done by human beings like working, eating, and sleeping have been terribly modified and forcefully meshed with hectic schedules. Some of the common lifestyle diseases are hypertension, diabetes, arteriosclerosis, obesity, stoke, asthma, cancer, depression, liver cirrhosis, cholesterol, kidney diseases etc. London and Glasgow (2009) defines lifestyle diseases as a disease that potentially can be prevented by changes in diet, environment and lifestyle. such as heart disease, stroke, obesity and osteoporosis.

If the main cause of mortality were communicable diseases on ninetieth century, in twenty first century non-communicable diseases or lifestyle diseases are major dangers of human health. The study conducted by Ford, Croft, Posner, and Goodman (2014) conducted reported that the burden of selected major lifestyle related chronic conditions is increased from 2002-2009. The situation in India is quite alarming as the complexity of lifestyle diseases is shooting up rapidly. Moreover, in the near future India is going to be one of the most lifestyle diseases affected nation.

Hiremath, Ghodike, Kumar, and Sinha (2014) conducted a comprehensive lifestyle diseases survey among woman of Ranchi, Jharkhand. A cross sectional study was carried out among the 1373 woman staying in particular community at Ranchi city. The result showed that prevalence of life style diseases was high even though no base line data exist. Sunder (2013) assessed the prevalence of hyper tension among urban school children in Chennai. A cross sectional study was done among 400 adolescent students including government and private schools. The results revealed that the prevalence of hyper tension among the adolescent age group was alarmingly high and there exist difference in the prevalence of hyper tension among students based on type of management of schools. The increase in non-communicable diseases are closely linked to lifestyle factors such as such as unhealthy eating habits and decreased physical activity both of which are occurring largely because of urbanization and globalization. Reason for this are many-lack of playing area, increased T.V watching/Video games, increased purchasing power, unavailability of healthier food options-particularly in canteens and the influence of the media and advertisements promoting junk foods.

Kerala enjoys a unique position in the health map of India. However, the widely acclaimed 'Kerala model of health' has started showing a number of disturbing trends recently. Kerala, so far regarded as a health conscious state, is fast becoming a center of lifestyle diseases. Lifestyle diseases are different from other diseases because they are potentially

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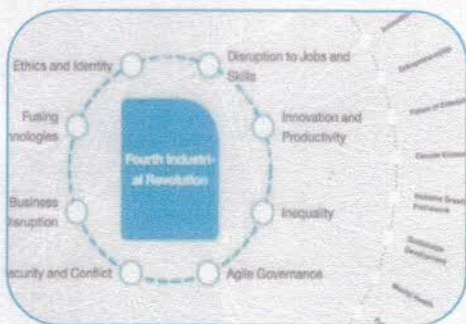[2] Trainer, BRC, Pattambi, Palakkad, Kerala

POLICY THINK TANKS FOR TECHNOLOGY AFFAIRS IN THE CONTEXT OF FOURTH INDUSTRIAL REVOLUTION IN INDIA: REASONS AND OPPORTUNITIES

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ABSTRACT:

As the world advances to a forth industrial revolution, India has a unique opportunity to be the "potential workforce for the globe". However this becomes a momentous responsibility too due to India's growing need for employment in millions in the coming decade. Analyzing the past industrial revolutions, this paper explores the pattern in leadership initiatives who took lead roles in each of these revolutions. Taking insights from this pattern, this exploration proposes the importance of a technology based policy think tank in India that can fundamentally support the nation to assume leadership role in the industrial revolution 4.0.

KEYWORDS: Technology Affairs, Fourth Industrial Revolution.

INTRODUCTION

Every new age is a product of a revolutionary change. The modern age is the result of industrial revolutions driven by tremendous change in technology, society and the economy. Now we are advancing in to the fourth industrial revolution. The First Industrial Revolution used water and steam power to mechanize production. The Second used electric power to create mass production. The Third used electronics and information technology to automate production. Now a Fourth Industrial Revolution is building on the Third, the digital revolution that has been the last century. It is characterized by a fusion of technologies that is blurring the lines between the physical, digital, and biological spheres.

It is quite an evident pattern that the technological changes triggered the industrial revolutions that in result changed the society and economy. The history unfolds that industrial revolutions gave birth to notable international organizations that played a major role in policy making and global governance; the Vienna Congress in 1815 after the first industrial revolution, the Hague Conference in 1899 after the second industrial revolution, European Management Forum in 1971 after the third industrial revolution. International organisation as process has always existed since the international system after the Westphalia Treaty of 1648. But these processes did not yield to an international organisation as institution until the time that the states faced great problems and realised that they had to create some permanent institution to deal with these problems. The first international organization as an institution started to emerge after first industrial revolution in Europe. But the Congress of Vienna was actually oriented to the political and security order in Europe. The Congress itself introduced some novel techniques and habits for the later international organizations. The most important novelty was the agreement by the great powers to make regular consultations on the issues of war and peace in Europe at "fixed intervals. So there developed a