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VISUAL UNDERSTANDING ENVIRONMENT (VUE): A PROFICIENT TOOL FOR UNDERSTANDING NATURAL SCIENCE CONCEPTS



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Abstract

The world is moving through an age of technological explosion. The role of technology is found to be inexorable in the field of education just like in all other aspects of life. The education systems are under great pressure to incorporate new methodologies and information and communication technologies in the process of education. Hence the investigator tries to incorporate ICT into the concept mapping techniques. Concept maps are graphical representations of knowledge that are comprised of concepts and the relationship between them. Concept Maps were developed in the course of Novak's research program in which he sought to follow and understand changes in children's knowledge of science. Novak (1983) suggests concept mapping technique as a better way to achieve meaningful learning. It is a powerful metacognitive learning strategy, which will encourage meaningful verbal learning of the students. Novak's work was based on the learning psychology of Ausubel (1968, 1978). It is grounded in a sound cognitive learning theory, Ausubel's Assimilation Theory (Ausubel, 1968; Ausubel, Novak, & Hanesian, 1978).

VUE (Visual Understanding Software) is used to construct maps with concepts. It is an open Source project based software introduced by Tufts University, Massachusetts. There will be small boxes in different shapes where we can constitute the concepts along with links that carries the labels of relationship between them. The present inquiry wants to establish the effectiveness of VUE- concept mapping software in learning natural science. Pre-test post-test Nonequivalent two group experimental design was selected for the study. Two intact eighth standard classrooms were selected for the comparative analysis. It is found that VUE concept maps are highly proficient in understanding natural science concepts.

Keywords: ICT, Visual Understanding Environment (VUE), Natural Science Concepts

The world is moving through an age of technological explosion. The role of technology is found to be inexorable in the field of education just like in all other aspects of life. The education systems are under great pressure to incorporate new methodologies and information and communication technologies in the process of education. This study is an attempt to incorporate ICT to the Concept Mapping technique which has been already found highly effective for improving academic performance at different levels of education.

Concept Maps are graphical representations of knowledge that are comprised of concepts and the relationships between them. A Concept is defined as a perceived regularity in events or objects, or a record of events or objects, designated by a label. Concepts are usually enclosed in circles or boxes, and relationships between concepts are indicated by connecting lines that link them together. Words on the linking line specify the relationship between the concepts. Concepts are represented in a hierarchical fashion with

42




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Chapter 15

THE FUTUROLOGY OF ECOSOPHY: A SURVEY AMONG PROSPECTIVE TEACHERS

Jasna P. Varijan and Noushad P. P.***

INTRODUCTION

The Blue Planet is suffocating with the ghastly gases evolving from the furnaces of human covetousness. That creates a misty fog before the splendor future of the mother planet. Mostly all the activities of humans accelerates the process of ecological devastation. It is imminent that the planet is going through a trauma and needs intensive care to relieve the pain. Being the most intelligent and dominant species on Earth humans have to care, reflect and act for the deceleration of activities which disturbs the equipoise of the planet. Ecosophy of beings is the prime thing that will play a significant role in these kinds of activities. Because it enable them to know, value nature and how to behave towards nature and its components. All the components of nature living and nonliving are intimately interconnected. According to Guattari (1996) without modifications to the social and material environment, there can be no change in mentalities. Here, we are in the presence of a circle that leads me to postulate the necessity of an "ecosophy" that would link environment ecology to social ecology and to mental ecology. So we need a harmony of all of these for the wellbeing of life on Earth and Ecosophy is the basic thing for such a purpose. Above all, it will enable humans to become aware of the impacts of his avarice on the planet and its evenness.

In the coming decades, humans must have the skills to understand the principles of organization of nature in order to live accordingly. Ecosophy

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E Concept Mapping: An Effective Learning Strategy for Meaningful Verbal Learning at Higher Education

Dr. Noushad P.P. & Jasna P. Varijan***

Abstract

Concept Mapping is a technique for representing Knowledge in graphs. Researches show that concept mapping technique is highly effective for improving academic performance at different levels of education. The techniques of concept mapping can be successfully implemented with the help of ICT to the students. Recently, several softwares are available for developing concept maps on different platforms. One such programme is IHMC C Map tools. The present paper presents the effectiveness of IHMC C Map tool on students' achievement. The method used for the study was pre experimental with pre test - post test non equivalent group design. After administering the pre test on an academic subject, experimental group was given hands on experiences to learn a topic form educational psychology. Control group was exposed with conventional procedure. After the treatment, post test was administered. Pre test and post test scores of experimental and control groups were compared using appropriate statistical techniques. The study concludes that e concept a mapping is an effective tool for enhancing meaningful learning at higher education.

Keywords: e concept mapping, IHMC C Map tool, meaningful learning

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IS COGNIZANCE OF HUMAN RIGHTS A BENEFACTOR OF CRITICAL CONSCIOUSNESS: A SECONDARY SCHOOL SURVEY

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Introduction

The universe equips humans with certain basic rights which ensure them an opportunity and freedom of life. This esteem opportunity provides a protected and physical and awareness for the welfare of physical life and an assurance for the welfare of surroundings, health and educational facilities. A Human Right by definition is a universal right, something which all men, everywhere at all times ought to have, something of which no one may be deprived without a grave affront to justice. Something, which is owing to every human being, simply because he is human (Cranston, 1973). First, it must be possessed by every human being, as well as only by human beings. Second, because it is the same right that all human beings possess, it must be possessed equally by all human beings. Third, because human beings possess it, one might have in virtue of occupying any particular status or relationship. And fourth, if there are any human rights, they have the additional characteristic of being assertable, in a manner speaking, 'against the whole world.' (Wasserstrom 1979: 50)

Simply human rights are the rights which are possessed by only human beings. And because they have to aware of the right to ensure its non violation. The Human Rights Education performs a significant role here to create a cognizance of human rights among people. It will make the people capable to distinguish the activities of their own and others into two groups as allowing and denying human rights. This cognizance allows humans to identify the situation where they are denied human rights. The awareness on human rights may later leads to certain reflections and actions for the no violation of human rights. Because when one recognizes him as a victim of human right violation, he has to reflect and react spontaneously and effectively to protect his right as a human. He has to critically reflect and react against these kinds of exploitation in the social world. Every humans of the universe have to develop such a sense of critical consciousness to make the world by their side and to lead a physically and emotionally protected life.

Critical Consciousness enables man to critically analyze the structural oppression and change inequalities within their sociopolitical environments (Freire, 1973, 1993) through critical reflection and critical action. Taylor (1993) denotes that Conscientization is a process of developing consciousness, but consciousness that is understood to have the power to transform reality. When people develop such a consciousness they attain the capacity to face and solve the problems of real life. They can critically think about the possibilities and alternative aspects of social issue and can alter the situation more favorably. The critical reflection leads to critical action (Freire, 1970, 1972 & 1974). Sanders (1968) reminds that conscientization is an awakening of consciousness, a change of mentality involving an accurate, realistic awareness of one's locus of nature and society; the capacity to analyze critically its causes and consequences, comparing with other situations and possibilities; and action of a logical sort aimed at transformation. Psychologically it entails an awareness of one's dignity.

From the theories and definitions, the investigator intuits certain chances for a relationship between awareness of human rights and the development of critical consciousness. More over the development of critical consciousness is considered as one of the supreme role of education in the state. The whole curriculum of the state is sketched with this paramount contemplation. At the same time, today in the educational scenario, one of the most discussing issues is clustering around human rights as well. In this situation the present study is an attempt to find whether there exists any relationship between awareness on human rights and critical consciousness. The study aims to scrutinize a thing whether the awareness on human rights can contribute to critical consciousness.



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ECOPEDAGOGICAL MODEL: A TENACIOUS TRANSPOSE TOWARDS ECOCENTRISM

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For the glorious perpetuation of life on Earth all organisms are indebted to its altruistic and compassionate environment, which provides the organisms all essentials that they need to satisfy their requirements. Organisms, especially human beings leading a sumptuous life on the Earth enjoying these bountiful benefits from the planet. Even then they considers themselves apparently separate from nature. They considers nature as a separate external place where the other organisms live. This misconception transcends from generations to generations. Investigations of student characterizations of nature also show that most primary school students view nature as a place without people, where only plants and animals live. (Bonnet & Williams, 1998; Little dyke, 2004). And some other studies shows that most primary and secondary school students see nature as pristine, as areas untouched by people or urban environments (Payne, 1998; Alerby, 2000). They don't know much about the dependency and interconnections of beings among themselves and with the environment. According to them human beings are a distinguished group of organisms that sustains independently on Earth. It is a self-sustaining, self-maintaining and self-saturated group. Hence they are contriving their life and life activities without considering anything else in the world. The future generations must be aware of the principle of organization in

nature to plan their life without annoying the steadiness of nature.

The preservation of Earth and its environment depends on an ecological conscience and ecological literacy of its inmates. The shaping of such an ecological conscience depends on the kind of education providing. As only human beings can be educated, the duty of conservation of Earth comes on his shoulder. Education for a particular purpose needs an esteemed pedagogy. Here also the education for ecological conscience and ecological literacy needs a deliberate pedagogy. Ecopedagogy is an efficient methodology that can play a significant role here. It comes to play a role of participative and creative education which is centered on life, love to life and nature. It would be the kind of pedagogy that promotes learning the meaning of things out of everyday life (Gutierrez & Prado, 1999)

Now the whole planet needs an educational discourse that gives prime importance to Earth and its environment, including all kinds of beings on it. In this critical point of environmental issues, the experimentation of a pedagogy which fights against the planetary oppression is recommended, as experiments with new kinds of educational discourses are a common practice today. Ecopedagogy is a new educational practice that can be experimented for this particular purpose.



BECOMING ECOSOPHIC: THE DISCERNMENT OF HIGHER SECONDARY STUDENTS

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Abstract

Ecosophic is a philosophy of ecological harmony. It is a philosophical approach to the environment which emphasizes the importance of action and individual beliefs in the preservation of planet. This paper focuses on the extent of Ecosophy among higher secondary students of Kerala. The respondents involve 144 higher secondary students of Kozhikode district of Kerala. The inventory on Ecosophy prepared by the investigators is used as the instrument for the study. The study reveals an average level of Ecosophy among the higher secondary students of Kerala. Lack of high level of Ecosophy among higher secondary school students indicates the attitude of present generation. This may be a conspicuous reason for existing ecological crisis. A positive change from this attitude itself can play much more in the venture of planetary conservation. Education may be a marvelous tool here to play a significant role to make the inmates capable to enrich the planet for the unborn generations as the first and most important obligation.

Key words: Ecosophy, Higher Secondary School Students.

Introduction

The contemporary issues concerning world peace sketch out reasons like arms race, regional conflicts and abrupt injustice among people and country. But the most prominent one is lack of due respect for nature and fellow beings. The selfishness of humans lead to the pillaging activities which make the nature devastated. Various studies are conducting throughout the world to analyze the problems and causes of ecological devastation. The ecological crisis found today is more over a moral problem that arises out of reckless exploitation of nature and fellow beings. we cannot interfere in one area of the ecosystem without paying due attention both to the consequences of such interference in other areas and to the well-being of future generations (Paul, 1989). All the emerging technologies, of course lays a platform for progress and wellbeing of man but in other way it cause disadvantages to the nature and ultimately to the entire life on Earth. First of all humans have to adapt a life style which wouldn't annoy the balance of nature. In fact a new ecological awareness need to be emerged. Here education can play a descent role. An ecological shift is necessary in the present educational paradigm to make people ecologically wise.

According to Guattari (1996) without modifications to the social and material environment, there can be no change in mentalities. In the coming decades, humans must have the skills to understand the principles of organization of nature in order to live accordingly. Ecosophy pursue man to adopt such a life style without annoying the steadiness of nature. It envisages the fusion of love of wisdom with




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Infusing Ecopedagogical Principles in Teacher Education Curricula

Jasna. P. Varijan* & Dr. Noushad. P. P**

A perturbing contention always exists in the present context about maintaining the quality of nature and quality of life. The conspicuous issue, concerning the general public is the matter of quality of life. When the quality of life increases it adversely affects the quality of environment. They cannot maintain the same quality of life without deterioration of the nature. In the present scenario people will not compromise declension of living standards. The only thing that can administer is to give the general public an awareness to maintain the quality of life without annoying the equipoise of nature, i.e. providing them ecological literacy. The whole humanity has to learn to lead a life preserving the resources of nature, i.e. to become ecoliterate. The most important environmental issue today is one that is rarely mentioned and that is the lack of a conservation ethic in our culture (Nelson, n.d.). Such a conservation ethic depends on the education providing to the next generation. Present society needs a kind of education that can provide the values towards ecocentrism. The first step in this endeavor is to understand the principles of organization that ecosystems have developed to sustain the web of life (Capra, 2000).

The strive for ecoliteracy may start from the classrooms as it is the place where the new generation is moulded and certainly education is the cosmopolitan and easy method to inculcate habits and values. Before thinking about such an endeavor, which aims only success, a tenacious contrive is essential. As the strive starts from schools the resources are absolutely teachers. So the discussions in this area may start from the teachers and their capacity to cater the ecological conscience or ecological wisdom. There is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of society beginning with the child. Environmental consciousness should inform teaching in schools and colleges. This aspect will be integrated in the entire educational process (National Policy on Education, 1986)

Considering the school curricula in Kerala, most of them are incorporated the concepts like environment, planet and its preservation in one way or another with an adorable vision of preservation of the Mother Planet. But its effective transaction is under suspicion as the teacher education curricula prevailing in the state lack the contents, concepts, strategies and methodologies developing ecological conscience. The lamentable fact is that the teachers are not much resourceful to provide a utile ecological wisdom in children. The environmental education is unfortunately

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THE TEACHER EDUCATION CURRICULUM: AN ECOPEDAGOGICAL CIRCUMSPECTION

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Abstract

The quality of a system is as combined effect and concerned effort of all components which constitutes the system. The educational system, a joint venture of pupil, preceptors, administrators, policy, makers etc. The recent modifications in the teacher education system are, no doubt appreciable. But the quality updating needs to be relevant. To be relevant it should cope up with the demands of global society. The most relevant and critical issue in this global context is the severe ecological crisis, which is found to be unprecedented in the history of the blue planet.

As the teacher education is the endeavor that provides the teacher educands with knowledge, skills, content and strategies to become an efficient teacher, this paper aims to canvass the effectiveness of present teacher education curriculum in preparing an ecologically conscious teacher and to pick up the ecopedagogical elements in the new teacher education curriculum, objective wise, content wise and strategies wise and unfortunately the study scrutinizes the fact that the present teacher education curriculum is not at all sufficient to provide the knowledge, skills and strategies that a teacher requires to nurture an ecologically conscious generation.

Keywords: *Teacher education curriculum, Ecopedagogical circumspection, Ecopedagogy*

Introduction

Quality is something that can feel comfortably but difficult to explain. The quality of a thing is determined by certain criteria that have already fixed by the tradition, civilization and norms of the society. Quality is actually determined by the demands of the society, whether the system can fulfill the needs of the society.



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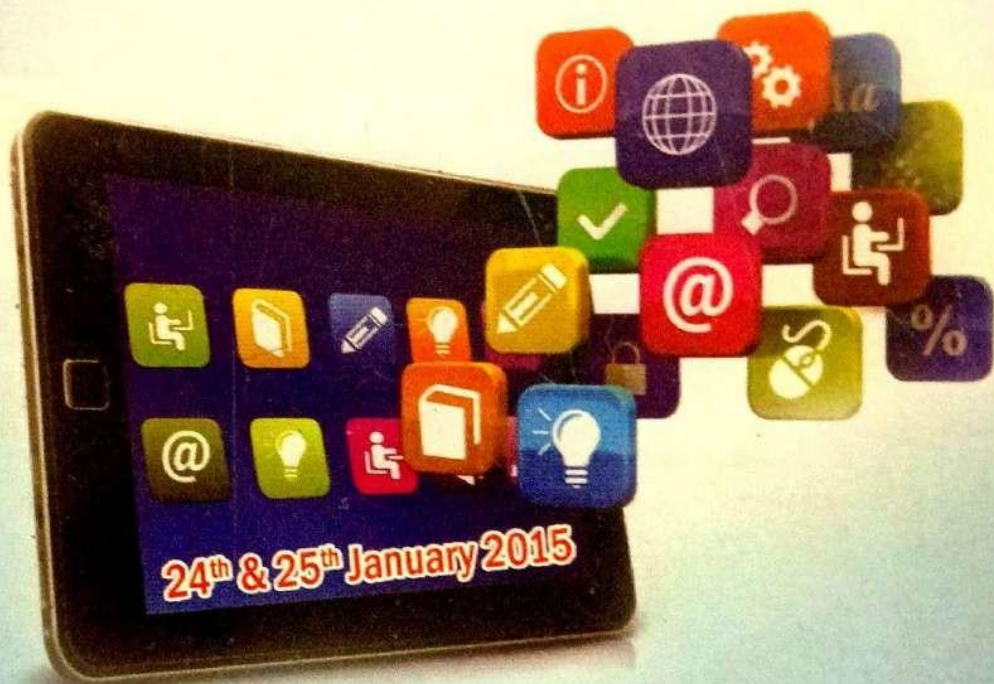
CONTENT

S. NO	TITLE OF THE PAPER	PAGE NO
1	Human Rights and Children: An International Scenario <i>Akshara .B</i>	1
2	Historical Development of Human Rights Education <i>Amutha .B</i>	4
3	Women 'S Rights and Their Slavery <i>Anandhajothi .G</i>	8
4	Reservation Policy and Right to Education <i>Anburaj .J</i>	10
5	Task of Education in Changing Atrocity against Women <i>Dr. Annie Kavitha L</i>	13
6	Teacher and Children Empowerment for Child Rights through Life Skill Education <i>S. Balasubramanian & Dr.S. Karuppaiyan</i>	15
7	மனித உரிமைக் கல்வியும், உயர் கல்வியும் <i>செ. பாலசுப்ரமணியன் முனைவர் ஞா.பழனிவேலு</i>	18
8	Total Literacy – Protection of Child Rights <i>Dr. Bheempally Srikanth</i>	20
9	Transgender Rights as a National Issue <i>Dr.K.C.Bindhu</i>	21
10	Right to Education and Its Implementation <i>V. Charankumar</i>	22
11	Awareness of Human Rights Education among the High School Students <i>Dr. F. Deepa</i>	25
12	A Study on the Awareness of Child Rights among D.El.Ed Students of Kanniyakumari District <i>R. Deva Esther & S. S.Nerlin Dona</i>	28
13	Indian Constitution and Human Rights - An Analysis <i>Dony C Jose & Ann Michael Thayil</i>	30
14	Child Rights and Their Empowerment <i>K. Gangadhara Chary</i>	34
15	Women Empowerment through Higher Education <i>R.Gavoussalya & D.Meenakshi</i>	37
16	Womenrights and Their Empowerment <i>B. Gayathri</i>	39
17	Human Rights in Education <i>A.P.Gowri Priya & S.R.Urmilaa</i>	41
18	Promoting Human Rights In and Through Education <i>Dr. Greta D'Souza, & Aarthi.k</i>	43
19	Women Rights and Their Empowerment <i>V. Indira Prabha</i>	47
20	தமிழ் இலக்கியங்களிலும் இன்றைய சூழலிலும் மூத்தோர் நிலை <i>முனைவர் தே. இந்திரகுமாரி</i>	48
21	திருநங்கைகளின் மனித உரிமைகள் மற்றும் சமூக முன்னேற்றத்தில் தமிழக அரசின் கொள்கைகள் <i>இரா. ஜெகநாத்</i>	50
22	Child Rights Education <i>S. Janaki</i>	52
23	Is Cognizance of Human Rights A Benefactor of Critical Consciousness: A Secondary School Survey <i>Jasna P. Varijan</i>	54
24	Rights of the Senior Citizens and Their Welfare - A Micro Study <i>N. Jayalakshmi</i>	56
25	குழந்தை உரிமையும், உரிமையடைவும் <i>முனைவர் இரா. ஜெயஸ்ரீ</i>	59



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CONTENT

S.No	Title	Name	Page
1	THE TEACHING OF SCIENCE, AN INDEPTH APPROACH	EDIGER, MARLOW	1
2	FLIPPED CLASSROOM FOR ENHANCING INSTRUCTIONAL EFFECTIVENESS	Dr.M.MANIVANNAN	4
3	ENHANCING TEACHING- LEARNING PROCESS THROUGH EMOTIONAL INTELLIGENCE	Dr. K. ANANDAN A.SHANMUGANATHI T. JEYALATHA	7
4	PROFESSIONAL DEVELOPMENT OF TEACHERS IN INDIA	Dr.S.INDIRA	11
5	RESEARCH NEEDS IN TEACHER EDUCATION	MANORATH DAHAL	16
6	INCLUSIVE EDUCATION - CHILDREN WITH SPECIAL NEEDS	R.S.RAJU	27
7	MOBILE LEARNING IN EDUCATOIN	BYRASIDDAPPA. G.E	31
8	IMPACT OF CALL IN LEARNING GRAMMAR	P.BANUMATHI,	35
9	TEACHING TRAINING STUDENTS CROSS CULTURAL COMMUNICATION IN SCHOOLS -AN INNOVATIVE APPROACH	Prof.G.GEETHANJALI	29
10	IMPACT OF EDUSAT ON INDIAN EDUCATION SYSTEM	H.N.NARASINGAPPA	43
11	PROFESSIONAL DEVELOPMENT IN TEACHER EDUCATION	B.R. GURUDEV	47
12	A STUDY ON TOTAL QUALITY MANAGEMENT OF B ED. COLLEGES IN RELATION TO TEACHERS JOB SATISFACTION OF BELGAUM DISTRICT	Dr. A.V. KARABASANAGOUDRA	51
13	ROLE OF INFORMATION TECHNOLOGIES IN TEACHING LEARNING PROCESS	M.N.MADHUMALATHI	60
14	IMPACT OF ICT ON OPEN AND DISTANCE LEARNING	Mrs.A.VIJAYA LAKSHMI, Mrs. E. PRASANNA	64
15	EPLOUGHING THE BENEFITS OF DRUG PROFIT TO PATIENTS WITH CHRONIC DISEASE CONDITIONS THROUGH A VIABLE ORGANIZATION SETUP	Dr.VIVEK M. BALSE	68
16	AWARENESS OF GREEN ICT AMONG UNIVERSITY STUDENTS	PRIYANKA DATTA	70
17	GUIDANCE AND COUNSELING IN THE TEACHER EDUCATION	Dr.RAJESWARI.G.TEGGI. Prof. RAMESH C YANAMASHETTI.	75
18	INNOVATIVE TEACHING TECHNIQUES IN HIGHER EDUCATION	PRASAD ALKA PABBU CHANDRA SHEKAR	79
19	THE ROLES OF INFORMATION COMMUNICATION TECHNOLOGIES IN EDUCATION	Prof. RAMESH C YANAMASHETTI	82
20	EMERGING TRENDS IN ICT IN EDUCATION: MULTIMEDIA, E-LEARNING & VIRTUAL CLASSROOM	SAYAM DEEPATHI	88
21	INCLUSIVE GROWTH: EDUCATIONAL ACCOMPLISHMENT IN RURAL SOCIETY - A STUDY	Mr. A. RAVINDER	94
22	VALUE EDUCATION FIRST - LIFE SKILLS EDUCATION NEXT	Dr.R.YASODA, Mrs.P.KUMARI	102
23	ROLE OF ICT IN SCHOOL EDUCATION	Dr. RAVI T.S	109
24	TEACHER EDUCATION: EMPOWER TEACHERS THROUGH DISTANCE MODE	P. CHITTI BABU	113
25	ECOPEDAGOGICAL MODEL: A TENACIOUS TRANSPOSE TOWARDS ECOCENTRISM	JASNA P. VARIJAN, Dr. NOUSHAD P.P	120
26	RESEARCH NEEDS IN TEACHER EDUCATION	Dr. JAYANNA C.T.	124
27	HEMISPHERICITY DOMINANCE AND CAREER CHOICE OF THE SECONDARY STUDENT	Dr. S.ROBINSON	129
28	PROFESSIONAL DEVOLOPMETOF TEACHERS.	Smt. M. BHARATHI	134
29	IMPACT OF EDUSAT PROGRAMME ON INDIAN EDUCATION SYSTEM	S.S.BHOOMANNAVAR	138

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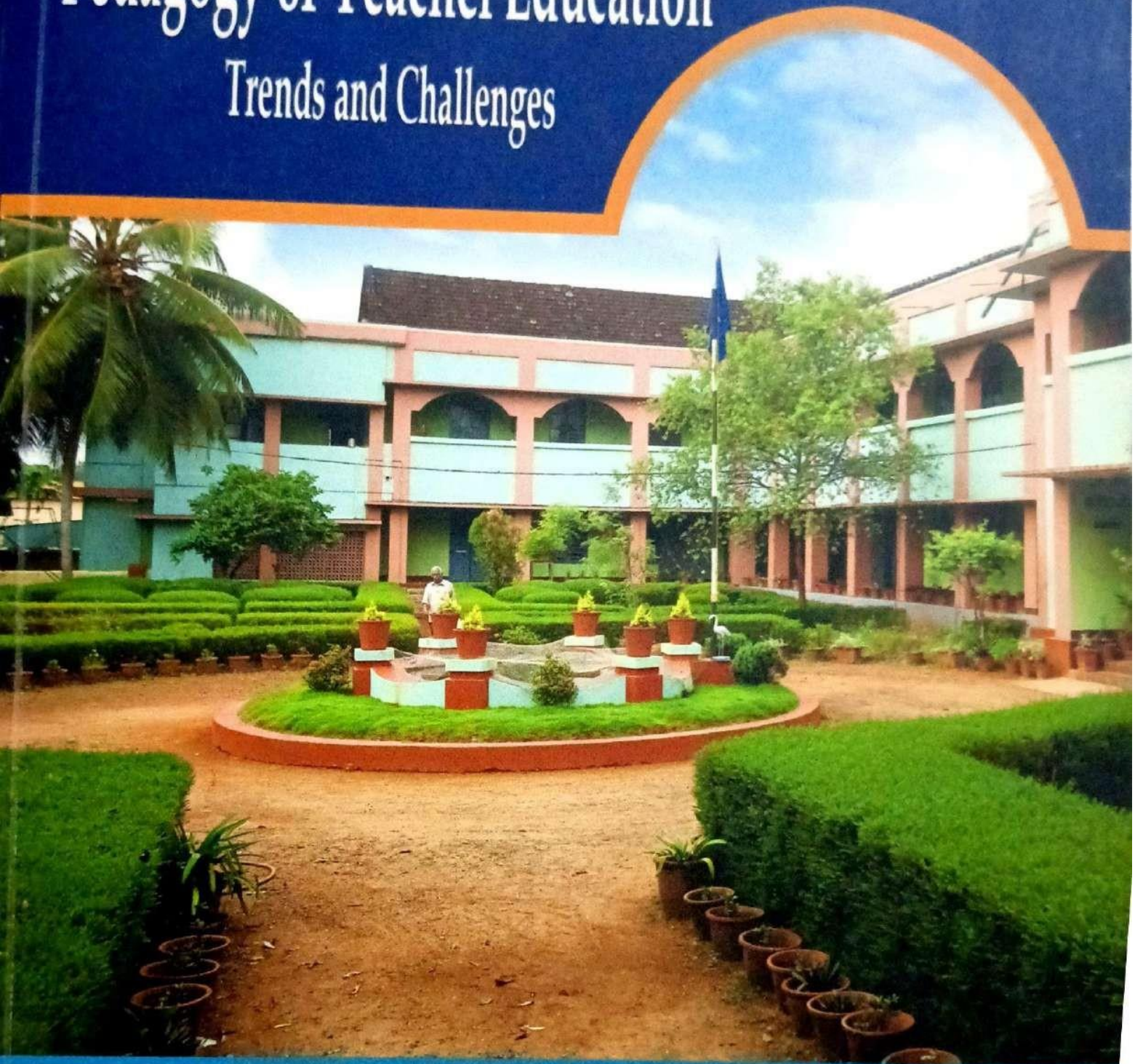
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1. Amala Paul and Rashmi P. : *Effect of environment on memory*
2. Jasna P. Varijan & Dr. Noushad P.P: *Becoming ecosophic : The discernment of higher secondary students*
3. Dr. M. C. Anila Kumari & Sr. Siji John: *Green education for sustainable development*
4. Prasanth P. : *Learning is quite a natural process*
5. Revathy R. and Neji Nelson. : *Sustainable environmental security: Need for consciousness building among teachers*
6. Dr. Priya K.P.: *Thinking ecologically: A guideline for personal growth*
7. Dr. S. Praveen Kumar and Dr. B.C. Sobha: *Naturalistic intelligence for enhancing the performance of autistic children*
8. Haridha R.K. and Remya T.S.: *Campaigning about global warming among B.Ed. student teachers : A need analysis*
9. Leo Francis: *Sustainable engineering : An elixir to encounter the challenges of 21st century*
10. Dr. Padma Priya P.V.: *Deep sustainability in ecopsychological perspective*
11. Basil Abraham & Rashmi P. : *Effect of environment on learning*
12. Deepthy. S. Nair and Femy Francis: *Wake up to nature: Student teacher's awareness for escalating ecopsychological behavior*
13. Tinu Jose, Surabhi P. S. and Amitha E. B : *Awareness of ozone layer depletion among B.Ed. students for planetary and personal well being*
14. D.V. Aswathy : *Ecological footprint: A comparative study*
15. Manju M. and Jinu R. Varghese: *Sustainable life style: Awareness among B.Ed. students*
16. Leema K.M. and Dr. T. Mohamed Saleem: *Developing considerate attitude towards ecological issues: A review on environmental education aspects of elementary teacher education curriculum of Kerala*

Pedagogy of Teacher Education

Trends and Challenges



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24	Can Our Teachers Bridge Theory and Practice? Irshana Shahnaz Ulladan* & Himna. P. A	160
25	Are Teacher Educators Professionally Motivated? An Investigation Nowfal. C & Fathima Jaseena. M. P. M	164
26	Infusing Ecopedagogical Principles in Teacher Education Curricula Jasna. P. Varijan & Dr. Noushad. P. P	170
27	Perception of Student Teachers on Quality Concerns in Elementary Teacher Education Programme Leema. K. M & Dr. T. Mohamed Saleem	175
28	Auditing the Quality of ICT Integration Training in Teacher Education Programmes with Special Reference to Mathematics Education. Midhundas A. M & Dr. K. Vijayakumari	181
29	Strengthening Physics Learning by Integrating Strategies of Instruction in a Higher Secondary School Setting Mini Narayanan & Dr. Abdul Gafoor. K	185
30	Assessing the 'Evaluator': A Way to Reach Competency <i>Muhammedali Palassery Ithikkal</i>	190
31	Teacher Education in India: Contemporory Issues <i>Shahana. P & Dr. Afeef Tharavattath</i>	196
32	Trends and Challenges of Teacher Education Reflected in Doctoral Theses on Education from Universities of Kerala <i>Prasheeda. P & Dr. T. Mohammed Saleem</i>	199
33	Challenges in Developing Self- Concept and Emotional Intelligence of Secondary School Students in Coastal Area <i>Y. M. Preetha Lali & Dr. Bindu R. L</i>	203
34	Adapting Teacher for Tribal Pedagogy: The Pre-requisites Rajula. V. V. & Dr. M. Jesa	207
35	Educating the Educators : Contemporary Dilemmas Rakesh. M. B.	211
36	The Effectiveness of Certain Embedded Strategies on Study Approaches on Gender Groups of Higher Secondary School Students Dr. Remmiya Rajan P.	214
37	Students' Perception of Teacher Effectiveness: A Comparative Study <i>Dr. P. Usha, Munshidha. K & Ramya. K. G</i>	220
38	Some Reflections on Preparing Teachers for Inclusive Classrooms <i>Dr. Hassan koya. M. P & Ranjithlal P. K</i>	227

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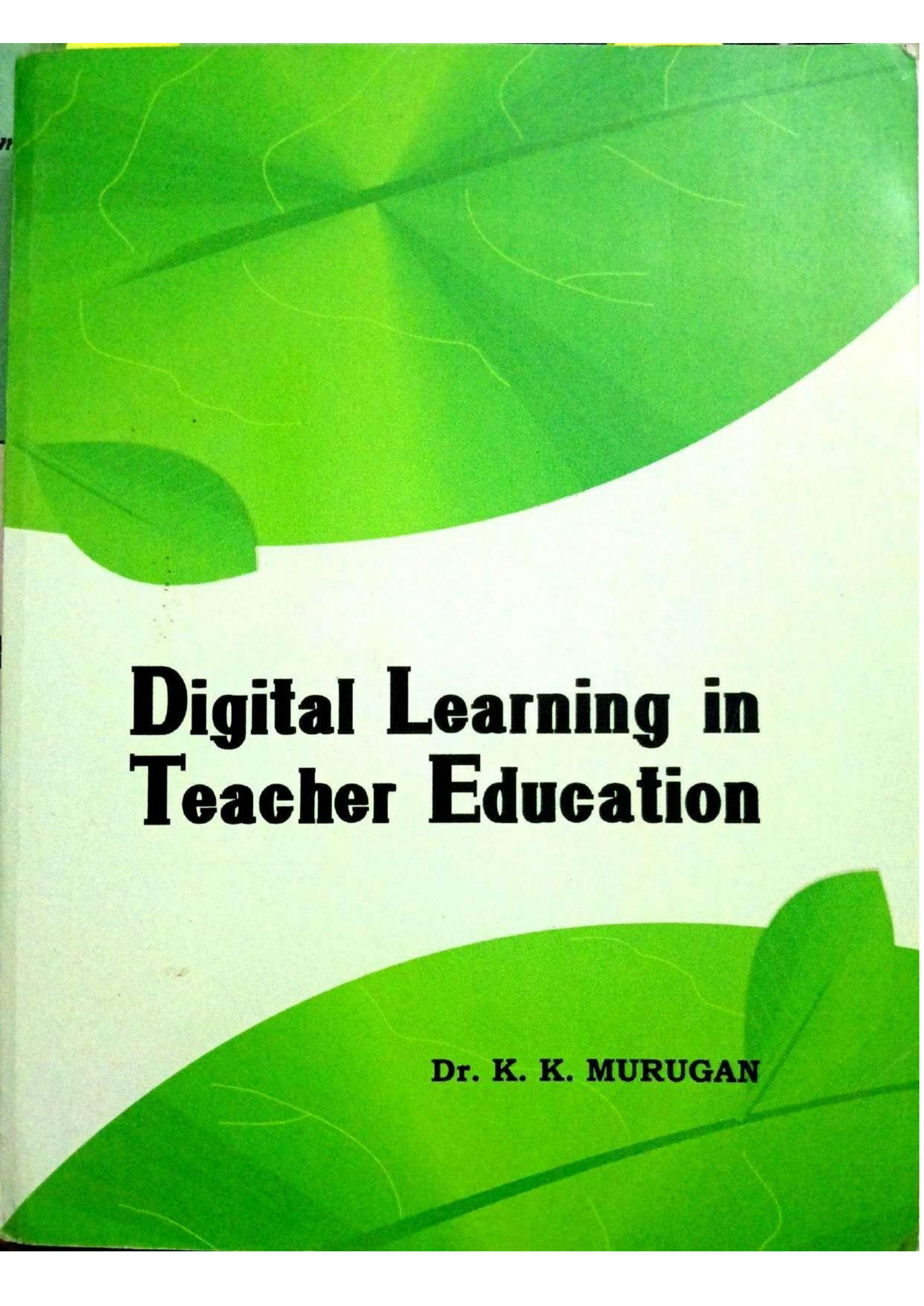
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CONTENTS

Sl. No.	Title	Contributor	Page No.
1.	Teacher Education Curriculum for the 21 st Century classrooms: Concepts and Concerns(Theme Presentation-Abstract)	Dr. K. Y. Benedict	2
2.	Curricular Interventions for Quality Teacher Education(Theme Presentation-Abstract)	Dr. Asha J .V.	4
3.	Evolving Skills Frame work in Curriculum for those Who Teach Under 19-Year Old	Dr. V. Balakrishnan A.John Lawrence	7
4.	Socially Productive Teachers and Teacher Education Curriculum	Rajeswari Sajini K. Dr. Asha J.V.	13
5.	What are the Major Curriculum Issues? The Use of Mind Mapping as a Brainstorming Exercise	Balamurugan S.	26
6.	Current Hot-Button Issues in Curriculum	Dr. U. Pandian Dr. A. Magalingam	29
7.	Assessment and Evaluation in Curriculum	Dr. Ratheeswari	33
8.	The Teacher Education Curriculum: An Ecopedagogical Circumspection	Jasna P. Varijan Dr. Noushad P.P.	38
9.	Challenges in the Implementation of Revised Teacher Education Curriculum: An Evaluation of EPC-ICT Course	M. Sukumaran Dineesh Baby M.	43
10.	A Model for Case Based Problem Solving in Teacher Education	Vijesh K. Dr. Praveen G.	52

The book cover features a white background with large, stylized green leaf shapes in the top-left and bottom-right corners. The leaves have visible veins and a slightly textured appearance.

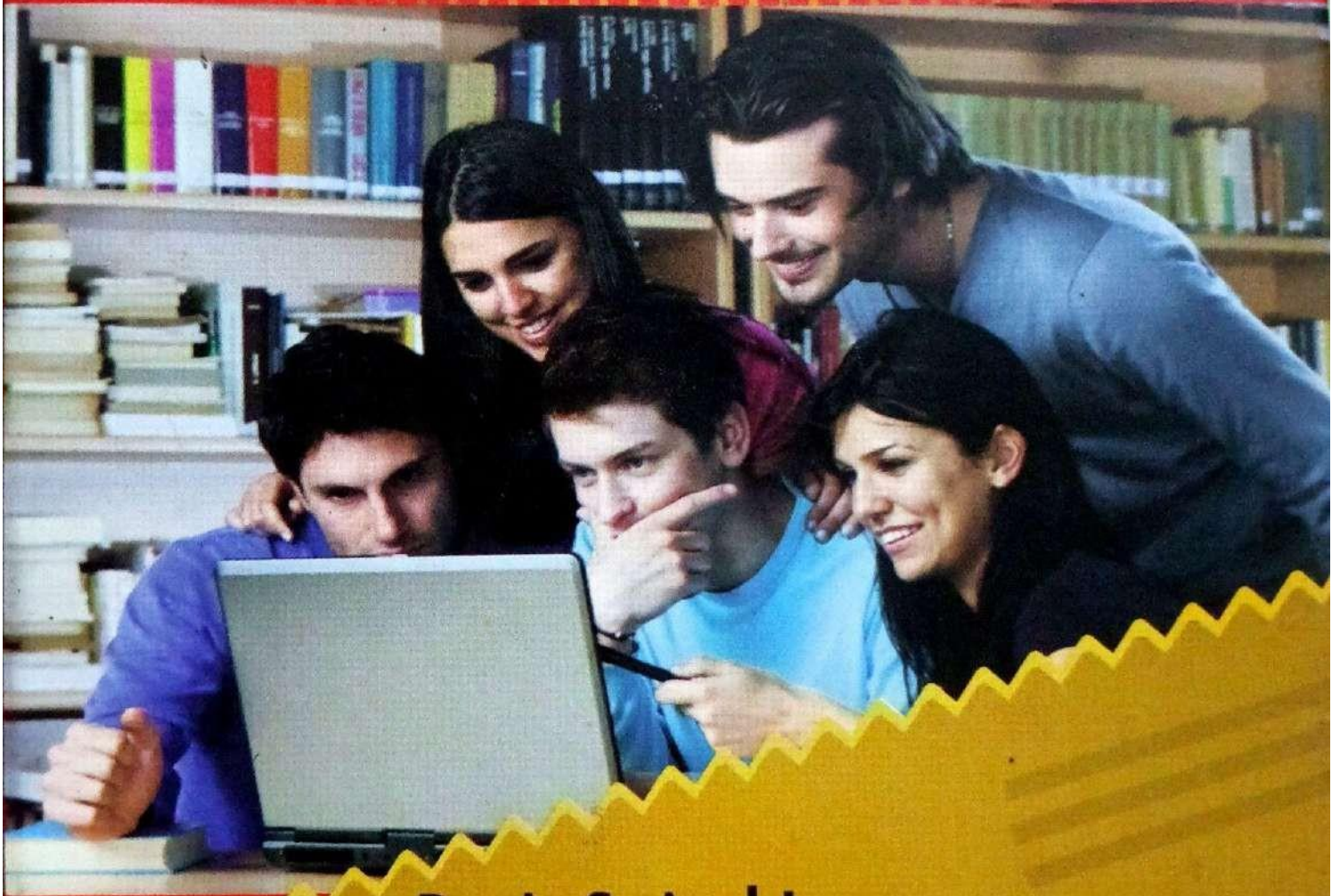
Digital Learning in Teacher Education

Dr. K. K. MURUGAN

CONTENT

S.No.	Title	Page No.
1	An Investigative Study on the Role of Computer Education in Teacher Education Colleges Dr. K.K.Murugan & K. Gangadhara Chary	1
2	Impact of ICT on The Knowledge Sharing Practices of Teachers of Higher Education: An Empirical Analysis Based on the Technology Acceptance Model Dr. Santhosh Areekkuzhiyil	8
3	Enhancing Reading Comprehension of Children with Hearing Impairment through Technology Based Instruction Dr. C. Renuga Devi	18
4	How Frequently Student Teachers are Utilizing Computers? Dr.P.P.Ponnusamy	24
5	Issues and Challenges of Web Based Instruction: Teachers' Perspective B.V. Dharini & Dr. A. Jahitha Begum	30
6	Impact of Multimedia Tools in Teaching Learning Process Dr. R. Bagdhavatchalaperumal, K. Akila & K. Shanthini	38
7	Visual Understanding Environment (VUE): A Proficient Tool for Understanding Natural Science Concepts Jasna P. Varijan	42
8	Awareness and Willingness to Join in MOOCs- A Study among Student-Teachers Dr. Rama. C	48
9	Attitude of Students towards Including Computer Science as a Subject in Secondary Level M. Mirunalini & Dr. A. Sathiyaraj	62
10	A Study on Teacher Educator Effectiveness in Relation to Job Satisfaction, towards the use ICT in Hyderabad District of Telangana State M.Venkatesham	67
11	ICT Makes Classroom as 'Learning Centre' an Experimental Study on Impact of CAI in Classroom Transaction A. David & A. Nambikkaimary	75
12	Integrating the Modern Technology in Teaching and Learning A. Angayarkanni	78
13	Impact of ICT on Teacher Education in the Centre of Globalization A. Vasudevan	81
14	Explorative Study on Attitude towards Smart Virtual Classroom Learning among Teacher Training Students of Nagapattinam District C. Palanisamy & Dr. G. Sivakumar	86
15	Virtual and Augmented Education Ms. J. V. Archana & M. Arun	93
16	Information Seeking Behaviour among the Research Scholars Dr.S.Amutha, C. Sri Supriya & Tehseen Sartaj	98

TRANSFORMATION IN HIGHER EDUCATION



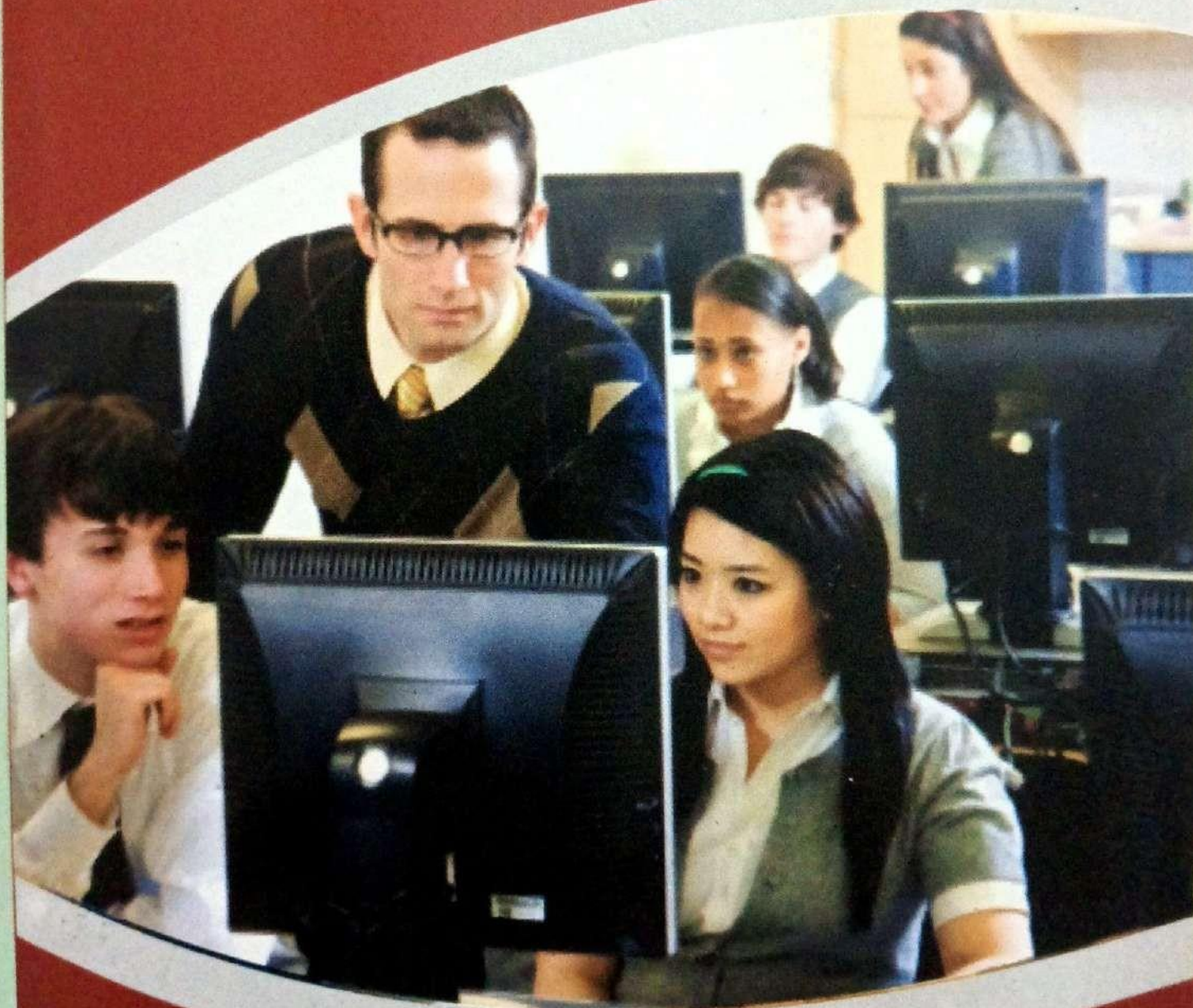
Dr. A. S. Arul Lawrence

Dr. C. Barathi

Dr. P. Pandia Vadivu

Chapter 11	Curricular Transactions in Hindi Language Teaching <i>Chandrika K.</i>	57
Chapter 12	Opportunities and Challenges for Higher Education <i>Vinodh Kumar, D. and Hari Prabhakaran, V.</i>	62
Chapter 13	Application of Library Services Among School Children: A Study with Special References of Matriculation School and Its Library Users <i>Hema Sankari Saravanan S.</i>	67
Chapter 14	Challenges and Opportunities for Higher Education System in India <i>Indira, S.</i>	72
Chapter 15	The Futurology of Ecosophy: A Survey among Prospective Teachers <i>Jasna P. Varijan and Noushad P. P.</i>	77
Chapter 16	Challenges in Higher Education <i>Jayapaul, A.</i>	82
Chapter 17	Enhancing Prosocial Behaviour among Students in Teacher Education <i>Kamalaveni, A. and Chinnathai, A.</i>	88
Chapter 18	Curriculum Reform in Higher Education <i>Karnan, P.</i>	94
Chapter 19	Enhancing the Quality and Accessibility of Higher Education Through Self-Evaluation in Teaching in Teacher Education <i>Kate Dandesh Kumar</i>	100
Chapter 20	The One-Minute Paper as an Appraisal Tool of Both Instructor and Students <i>Komala, A. H. and Praneetha V.</i>	105
Chapter 21	Transformation in Higher Education <i>Lal Kumar, A. C.</i>	110
Chapter 22	Enhancing Teaching Effectiveness <i>Lissy, M. K.</i>	117
Chapter 23	Curriculum Transformation in Higher Education <i>Madhan, J.</i>	120

ICT ENABLED EDUCATION



Dr. P. S. Sreedevi

10	E-Content: A Novel Pedagogy for English Language Teaching <i>Dr. N. Devaki</i>	106
11	ICT for Distance Learning <i>Dr. T V Bindu</i>	114
12	Integration of ICT in Education: A Step Towards Quality Education <i>Himanshu Tripathi & Dr. JE Merlin Sasikala</i>	120
13	Infusion of Techno Pedagogical Skills: A Review of Teacher Education Curriculum of Kerala <i>Leema K. M & Dr. T. Mohamed Saleem</i>	128
14	ICT Enabled Teacher Education <i>G. Parthiban</i>	138
15	Enhancing English Language of Sri Lankan B.Ed. Students Through ICT-Enriched Instructional Approaches <i>A. M. Jazeel,</i>	146
16	Effectiveness of Blended Learning Programme on Academic Achievement of Student Teachers <i>Maria Josephine Arokia Marie & Dr. Sreekala. E</i>	155
17	Role of Image Processing and its Applications to ICT in Medical Education <i>S. Kiruthika & Dr. I. Kaspar Raj</i>	168
18	Assistive Technology to Ensure Inclusive Education for PWDs: Need, Challenges and Remedial Strategies in Indian Context <i>Ratan Sarkar</i>	174
19	The Changing Teacher Education Programmes and Open Educational Resources (OER) Integration <i>Prof. Mushtaq Ahmed I. Patel</i>	184
20	E Concept Mapping: An Effective Learning Strategy for Meaningful Verbal Learning at Higher Education <i>Dr. Noushad P.P. & Jasna P. Varijan</i>	192
21	Information and Communication Technology Enabled Teacher Education in India <i>V. Shanmugasundaram</i>	198

