

e-IJEAS

e-Journal of NSS Training College, Ottapalam

Volume 3, Issue 2 – December 2022

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Published by: NSS Training College, Ottapalam, Kerala, India

Volume 3, Issue 2 – December 2022

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ABOUT THE JOURNAL

e-IJEAS is a peer-reviewed Inter Disciplinary e-Journal Published by NSS Training College, Ottapalam. This journal aims to publish innovative and quality papers in a wide range of topics diverse and subjects. The journal also intends to help researchers, scholars, students and everyone else who are interested in academic research activities, in publishing papers on various issues across multiple disciplines. This journal invites original contributions as well as Review articles in important methodological and substantive areas in education, humanities, social sciences.

The Journal, started in 2020, is published twice a year. One issue during January to June, and another issue during July to December.

JOURNAL DETAILS :

Title	e-IJEAS (Interdisciplinary e-Journal of Education and Allied Subjects)
Frequency	Half-yearly
ISSN	Not assigned
Publisher	Principal, NSS Training College, Ottapalam.
Chief Editor	Dr. Seema Menon K.P.
Copyright	NSS Training College, Ottapalam.
Starting year	2020
Subject	Education and Allied Subjects
Language	English
Publishing Format	Online
Phone no.	0466-2244359
Email id	nsstcottapalam@gmail.com
Mobile no.	9447455051
Website	https://www.eijeasnsstc.in/
Address	NSS Training College, Ottapalam, Kerala – 679 101
Author Guidelines & Submission details	https://www.eijeasnsstc.in/guidelines.php
Plagiarism policy	https://www.eijeasnsstc.in/guidelines.php

EDITORS WORDS

Dr. Seema Menon K.P

Editor-in-Chief

Associate Professor,

NSS Training College, Ottapalam, Kerala.

I am pleased to welcome you all to the fourth edition of this e-journal, Volume 3 Issue 2, December 2022. This e-journal intends to provide research knowledge and opportunities, for research scholars, teachers and students in the area of education.

In line with the theme of education, this issue of e-IJEAS focuses on various educational matters. Scholarly papers of this issue focuses on Emerging Tool for Teacher Educators, Significance of Emotional Literacy in Classroom Teaching, Potential of ICT in Youth Empowerment and Philosophy of Vivekananda: Contemporary Significance.

As the Editor in Chief of e-IJEAS, I am thankful and wish to express my gratitude to all contributors for their time, effort and valuable thoughts and supporting us in the preparation of this issue. I also express my thankful gratitude to all, who have extended their helping hands in their different capacities for the preparation of this issue.

Constructive suggestions for the development of this e-journal are always welcome.

Dr. Seema Menon K.P

Editor-in-Chief, e-IJEAS

Ottapalam,
23rd December 2022

TPACK: AN EMERGING TOOL FOR TEACHER EDUCATORS TO NEW GENERATION

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Abstract

This study's goal was to create and verify an instrument that would assess preservice teachers' self-reports of their Technological Pedagogical Content Knowledge (TPACK) and other knowledge areas connected to the framework. In order to better understand how technology is used in learning and teaching, academics have developed the concept of TPACK (technological pedagogical content knowledge). This article defines the TPACK construct and describes many ongoing research and development initiatives that make use of the TPACK framework. Along with future directions for this study, the power of the TPACK framework in research and evaluation work on technology integration is explored. As a result of the development of information technology, several studies in the field of education have recently demonstrated the efficacy of technology-assisted teaching. According to Shulman, who pioneered the notion that teachers should develop a complex, situated, and integrated body of knowledge known as technological pedagogical and content knowledge (TPACK), successfully integrating educational technology into the teaching of specific courses is a challenging task. As a result, there have been frequent discussions over instructors' professional awareness of TPACK. This covers both scholarly viewpoints and instructional strategies. The TPACK is a theoretical framework that focuses on how technology is incorporated into education. It may have a substantial influence by giving instructors a comprehensive understanding of the full body of knowledge they need to apply technology in the classroom.

Keywords: Technological Pedagogical Content Knowledge, Components of TPACK, Importance of TPACK in Pre-service teachers' curriculum

Introduction

Technology has entered in to all the parts of human life and it is an unavoidable aspect of modern educational system also. Inclusion of technology in education changed the way of teaching learning process and to enhance the learning experience. Currently traditional educational system wants to transfer to the online mode. Internet provides an indescribable wealth of information and resources to the students and they are able to access information about whatever subject they want. Various technological tools enabled teachers to make their lessons more interactive and interesting.

Integration of technology in education is defined as the use of technology to achieve the learning goals and to empower learning through the inculcation of various technologies. This integration is defined not only by the amount or type of technology used, but also by how and why it is used is also important. Teaching process is not a simple process of teacher' lecturing and students' listening. It is a process of analysis, design, practice and reflection.

So, implementation of technology in class room requires a well planning and should be based on the real needs of the student and the institution. It should be practical, attainable, and efficient.

Integration of technology itself cannot change the education. In order to take its benefit completely, it must be integrated in education properly. If the technology is successfully integrated, it can provide a lot of opportunities to the educators and students. The success of technology integration depends on the teacher's ability to explore the relationship between pedagogy and technology. The teacher should also consider how the technology selected should be in match with the objectives of the lesson, methods of instruction, evaluation, feedback and follow-up initiatives. It provides teachers the opportunity to reflect on their teaching and avoid mechanistic integration of technology.

Integration of technology should be based on teaching learning principles. Most of the teachers considered technology as a tool for instruction and fail to relate it to pedagogy. Educational technology has become a focus of many reform minded individuals. Unfortunately, this focus directed to a techno-centric approach without sufficient importance on content and pedagogy. Present educational technology reforms need to avoid this techno-centric approach and focus on learning theory, pedagogy and content. In order to successfully implement technology in classroom, a teacher must know the content, the best way to teach that content and the knowledge about the technology that will enhance that content. So, the knowledge about technology cannot be treated as context-free and the good teaching requires a clear understanding of how technology relates to the pedagogy and content.

A perfect balance between Technological knowledge, Pedagogical knowledge and Content knowledge is essential for an effective teaching-learning process. In this regard, Kohler and Mishra (2005) developed the TPACK model, based on Schulman's (1986) pedagogical content knowledge. In TPACK Model, technology has been integrated into teachers' knowledge, skills and competencies. The core areas of TPACK framework are Content, Pedagogy and Technology. These basic components form the foundation of TPACK framework. This framework goes beyond the mere observation of the three basic knowledge constructs and goes further by emphasizing the types of knowledge found at the intersections of three primary forms as well as looking at these three knowledge bases in isolation. The new knowledge domains are Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK).

Components of TPACK

1. **Technology knowledge (TK):** Technology knowledge is the knowledge about various emerging information technologies and operation of relevant hardware and software programs. It ranging from low-tech technologies, such as pencil and paper, to digital technologies, such as the Internet, digital video, interactive whiteboards, and software programs.
2. **Content Knowledge (CK):** Content knowledge is the knowledge about actual subject matter that is to be learned or taught.

3. **Pedagogical Knowledge (PK):** The third component Pedagogical knowledge denotes the methods and processes of teaching. It includes fundamental knowledge in classroom management, assessment, lesson plan development and student learning.
4. **Pedagogical Content Knowledge (PCK):** Fourth component Pedagogical Content Knowledge is similar to Shulman's idea of knowledge of pedagogy appropriate to teaching a specific content. It refers to the knowledge about developing suitable teaching practices for a given subject area.
5. **Technological Content Knowledge (TCK):** Technological Content Knowledge refers to an understanding of how technology and content influences and limits each other. Teachers need to master the subject they teach and also have a clear understanding of how the subject matter can be changed through the application of particular technologies.
6. **Technological Pedagogical Knowledge (TPK):** Technological Pedagogical Knowledge refers to the knowledge of how teaching and learning can change when certain technologies are used in particular ways. This includes knowledge of the pedagogical possibilities and limitations of a variety of technological tools related to disciplinarily and developmentally appropriate pedagogical designs and strategies.
7. **Technological Pedagogical Content Knowledge (TPACK):** Seventh and final component TPACK is different from knowledge of all three concepts individually. It deals with knowledge about how appropriate information technologies and pedagogical methods or strategies can be incorporated to facilitate learning in a given subject area.

Importance of TPACK in Pre-service teachers' curriculum

In response to the Covid-19 Pandemic, governments worldwide announced the shutdown of services, including educational institutions to limit the disease's spread. Learning from home in the Covid-19 Pandemic period posed various challenges both for teachers and students. The situation is most challenging for developing countries. They have taken some extreme lockdown measures and as a part of this, the education system was fully changed to online mode. However, a lack of resources makes equitable access challenging. Limited resources and lack of ability of teachers to integrate technology in learning was a challenge for various educational institutions. TPACK is a new requirement for teachers' knowledge structure and it could help teachers effectively by the use of various information technology and digital means to make concept teaching clearer and more efficient.

Professional development is important to ensure teachers gain the knowledge required to effectively integrate technology in the classroom. Pre-service teacher course curriculum can play a major role in maintaining the quality of teacher education and professional development. So, improving the curriculum of pre-service teachers' education is an important way to improve teachers' TPACK. There are three general areas need to be taken in to consideration when we plan development opportunities for teachers. First of all, teachers need strong knowledge about the content area in which they teach and professional development should always contain this strand. Second, teachers need professional development to understand and develop the pedagogical knowledge required to create a constructivist, student centred learning

environments. Finally, teachers need strong technological knowledge. TPACK is therefore a promising framework for teachers to understand how technologies can be integrated in our classroom.

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SIGNIFICANCE OF EMOTIONAL LITERACY IN CLASSROOM TEACHING

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Abstract

Intelligence is the mechanism to solve problems. In the early years, people thought that intelligence is the ability to remember capacity. In 1983 Howard Gardner introduce a new concept in intelligence, namely the Multiple intelligence theory. It shifted all concepts in intelligence. Emotional intelligence as the capacity for recognizing our own feeling and those of others for motivating ourselves and for managing emotions well in us and in our relationships. After modernization, most of children are showing withdrawal g symptoms and other problems. It is the causes of lack of emotional literacy. In this paper author tries to explain the significance of emotional literacy in classroom teaching.

Introduction

Humans' mind generates many ideas that change the world day by day. In science, many inventions create our lifestyle and also our society. In literature, history bears witness of transformation many creative ideas. It is the result of the problem-solving process and we can call this intelligence. Intelligence is the mechanism to solve problems. It is the ability to learn experience, solve problems, think critically, and use new knowledge to adopt new experiences.

In the early years, people thought that intelligence is the ability to remember capacity. If a student had a good capacity to recall, she/he had good intelligence. According to Monarchic intelligence theory, it consists of intellectual competence, reflected in all the activities of the individual. Thorndike's viewpoint it is the combinations number of specific abilities required for the various activities. The two-factor theory was advocated by Spearman. According to him intelligence consists of two factors, such as the "g" Factor (General factor) and the "s" Factor (Specific Factor). Group factor theory by Thurstone said that intelligence is the combination of a number of factors like visual, perceptual, verbal comprehension, etc. Guilford's Structural Intelligence theory is described using the statistical technique of factor analysis. These theories are focused on intelligence as the capacity to recall and retention of knowledge.

In 1983 Howard Gardner introduce a new concept in intelligence, namely the Multiple intelligence theory. It shifted all concepts in intelligence. Multiple intelligence theory classified different types of intelligence such as visual/spatial, Verbal/linguistic, Logical/mathematical, Bodily/kinaesthetic, Musial/rhythmic, Interpersonal, Intrapersonal, and Naturalistic. The implication of the theory is that learning/teaching activities for any situation should focus on the particular intelligence that each person possesses at a higher level.

Emotional intelligence.

Aristotle said that becoming angry is the easy way, but it to be the right person, right degree, right time, the right purpose and right way is not easy. The viewpoint of Peter Salovey and John Myer reveals that Emotional intelligence is the subset of social intelligence that involves the ability to monitor one's own and other's feeling and emotions to discriminate them and to use thinking and action. It included four mental processes such as perception, assimilation, understanding, and managing.

In 1950 Abraham Maslow pointed out that people could built emotional strength and develop their ability to effectively handle and control emotions. In 1960the term emotional intelligence is firstly appeared by the research paper by Michael Beldoch and B.Leuner. the paper entitled as "Emotional intelligence and emancipation appeared in psychotherapeutic journal; Practice of child psychology and child psychiatry". In Howard Gardner's multiple intelligence theory ; interpersonal intelligence and intrapersonal intelligence is the pointer of the emotional intelligence.

Daniel Goleman's book "Emotional intelligence what it can matter more than IQ" said that people with high emotional intelligence generally have successful relationships family, friends and fellow workers. Emotional intelligence as the capacity for recognizing our own feeling and those of others for motivating ourselves and for managing emotions well in us and in our relationships. It is the first established definition of Emotional intelligence It have five components; 1. Self-awareness, 2. Self-regulations, 3. Motivations, 4. Empathy and 5. Social skills. It is based on Peter Salovey and John Myer idea of emotional intelligence.

Emotional Literacy

Danial Goleman has proved a befitting successor to Gardner as he presented a radical idea about the often neglected but very prominent area of the human mind the affective domain and the affective intelligence which is popularly called emotional intelligence. After modernization, most of children are showing withdrawal g symptoms and other problems. It is the causes of lack of emotional literacy. Cladue Steiner said that: "Emotional literacy is the ability to understand your emotions, ability to understand other empathise with their emotions, and ability to express emotions productively". It has five focus areas these are given below,

1. Knowing your feeling
2. Having sense of empathy
3. Learning to manage your emotions
4. Repairing emotional problems
5. Putting it all together; emotional interactively.

It is help to develop the healthy social communication. In classroom teaching emotional literacy is more helpful for teachers. In the classroom, students have different type of intelligence and also emotion. An emotional literate teacher can handle class through knowing students feeling, emotional problems, different levels of intelligence.

Tips for Developing Emotional Literacy

Brain Break

It is one of the main tips for creating emotional literacy. Lack of recess in the brain is the main problem emotional unbalance. Every human being need relaxation in the work time, it makes develop their productivity and also create good emotional literacy. Happiness is not the result of success; it is the pioneer of success. For this purpose, teachers and parent give sufficient recess in the learning process. Employers give freedom to subordinate in the work time.

Creating Friendship Circle

Peer group is the gate way of emotional realization. In that situation people share problems, ideas, jocks, etc. It makes mind relaxation and attain the level of emotional literacy. So, spend sufficient time for peer group activities is create good result in the emotional balance. Playground activities strengthen peer group relationship

Recharging Mind

Recharging mind is another way to create emotional capacity. Spending time for games, farming reading good books, watching good cinema, etc are the different types of hobbies. These hobbies are recharging our mind. So, teachers must know and encourage their students' hobbies. It creates good result for their emotional literacy

Free from Antagonism

It is the capacity of mind to avoid unwanted matter from the life. Some people always think about unpleasant events in their life. It not creates emotional situation. It only creates mind stress situation in life. Use healthy attitude about life, avoid think unwanted matter is the way to attain emotional literacy

Conclusion

Emotional literacy is more important for teachers. In school situations some children are not ready to attach new school situations such as classrooms, friends, teachers, subjects etc. It will make some problems in the learning process. An emotional literate teacher can handle these problems seriously and repairing their emotional problems.

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PHILOSOPHY OF VIVEKANANDA: CONTEMPORARY SIGNIFICANCE

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Abstract

Swami Vivekananda is one of the pioneers in social reforms in India. Indian renaissance owes to Swamiji and he was one of the ardent spokesmen of women education, mass education and social service. He clearly highlighted that to uplift the status of nation and society, education is the powerful tool. He realized that poor, backward Indians have to be educated truly for their wellbeing. Thus it is important for us to revisit the educational thoughts of swami Vivekananda to empower the nation.

Key terms: mass education, women education wellbeing, renaissance

Introduction

The idealist philosopher Vivekananda realized the only aim of human life is to know about Brahma, i.e., the supreme power and only way to realize Brahma is called education. To spread education Vivekananda emphasized on religion and spiritualism but he wholeheartedly accepted western science. Vivekananda wanted to open a new horizon in education with the combination of western science and Indian Vedanta. He emphasized the role of women education, mass education and social service for the construction and conservation of our nation and its values. He considered that ultimate aim of education and all institutions to make real man and manifestation of the man. At the same time, he has given special attention to character formation through education and for that he suggested a few components of education such as good habit, learning from experiences, moral and aesthetic values ,good habit etc.

Swami Vivekananda understood that if the aim of education is to make real man, the usual curriculum used in universities, colleges and schools would not be effective. Vivekananda wanted to implement a new system of education which is similar to heuristic method of modern educationists. In this system the teacher implores the spirit of inquiry in the pupil so the child is able to find out things for himself under proper and bias free guidance of the teacher. It is clear that Vivekananda was more faithful in utilitarianism, than curriculum.

Women education

The wise men of the whole world those who have been enlightened thought about women education; obviously Swami Vivekananda was one of them. Swamiji had a vivid idea that women are main makers of their family and society. So, the responsibility of making family structure and also social structure has been laid on women. If we do not give proper education to the women, our individual family and whole family will suffer and be ruined shortly. Swamiji was hurt seeing the misery of Indian women. He realized that the dearth of education is the main cause of the pathetic condition of Indian women. Swami Vivekananda felt that, the thermometer of the progress of a nation is its treatment of women It is impossible to get back pride and honour of our nation unless Indians try to uplift the condition of women. According to Swamiji, men and women are considered as the two wings of a bird, so it is not possible for

a bird to fly with one wing. So, he said, there is no chance for welfare of the world unless the condition of women is improved. Education of women is essential for all round development of the nation and also for the improvement of women's condition in India.

Swami Vivekananda opposed the marginalization of women. He visited England in 1895 and met with Margaret Elizabeth noble an Irish lady who was in the midst of learning about the Buddha's preaching. The power of swami Vivekananda's thoughts influenced her and she became the first western women to be a Sanyasini named Bhagini Nivedita. Sister Nivedita played an important role in promoting the rights of women in rural India. In November 1899, according to Swamiji's instruction; she started a school for girls for the basic education. Now it is known as 'Ramakrishna Sarada Mission Sister Niveditha Girl's School'. It is situated in Bagbazar, Kolkatha.

Mass education

Vivekananda strongly expressed his views on Mass education. He said education must not be confined to a few; education has to be spread out among the entire people of the country. He said that one of the great national sins is the neglect of our masses and that is the main cause of our downfall. Swami Vivekananda's most unique contribution for the making of new India was to open the minds of Indians to their duty towards the illiterate masses. Like Gandhiji Vivekananda also accepted the downtrodden as god's own people. Swamiji continuously spoke about the role of the labouring classes in the production of the country's wealth. Swamiji was the first religious leader in India to speak for the welfare of masses, formulate a definite philosophy of service, and organize large-scale social service. Therefore, for a sustainable regeneration of India, if not for anything else, top priority must be given to educating the masses carefully and restoring to them their lost individuality. They should not only be given education to make them self-reliant, but also ideas, moral training and an understanding of their own historical situation so that they can act for their own salvation. Furthermore, they must be given culture, without it there can be no hope for their long-term development

Social Service and education

Vivekananda believed with heart and soul that the first and foremost duty of education is to serve the people with any interest. Education should not be confined to self-development and self-realisation. Education has to be used for the people's work and society's work through and through this the service-oriented mentality and sense of nationalism will grow. He believes that perfect education could not be completed without service to others. In short we can say that observing and realizing the social condition of India at that time, Swamiji wanted to introduce a new system where the education was to be for the poor, ill-treated and persecuted people for their self-development, self-realization and self-dependence.

At the end we can say that realizing the social condition of India Swamiji wanted to introduce a new education system where education was to be for women, illiterate masses and thus for the society. For a sustainable regeneration of our nation women education, mass education and social service play a major role. By achieving all these, people will develop self-development, self-realization and self-dependence.

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

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Abstract

A successful nation, in modern times, requires that the citizens must be participants in its social, cultural, economic and political activities, well-informed and influential. This requirement can be satisfied only by making the masses, especially the youth, prepared for an effective commitment to a sense of unity. Swami Vivekananda is also given more importance to the youth. In this 21st century youth are very much influenced by Information and Communication Technology (ICT). Hence youth empowerment and ICT is very much linked to each other.

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

Keywords: Youth Empowerment, ICT

Introduction

It is an established fact that major sectors of the World's economy are already utilizing the capacity of information technology to improve life generally. ICT has been acknowledged as a powerful engine of development (Rayport and Jaworski, 2002).

Across the globe, countries have recognized ICT as an effective tool in catalyzing the economic activity in efficient governance, and in developing human resources. Hence youth empowerment and ICT is very much linked to each other. Today's youth gives more importance to ICT in their social life for different activities. IT together with Communication Technologies has brought about unprecedented changes in the way people communicate; conduct business, pleasure and social interaction. "Youth empowerment is an attitudinal, structural, and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives.

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

- That children and young people are very appropriate target group for ICTs initiatives as they are very enthusiastic about new technologies and quick to learn new skills.
- Despite their motivation, it is suitable for knowledgeable adults to support their experience with ICTs

- Provision of access of ICT and ensuring its effective use for teaching and learning.
- ICTs to be utilized as delivery mechanisms for remote areas.
- Youths ICTs initiatives could be used to address issues ranging from basic education and HIV/AIDS prevention amongst others.

Need and significance of the study

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

Objectives

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

Hypotheses

1. Post-graduate students have an average attitude towards the potential of ICT in youth empowerment.
2. There is no significant difference in the attitude of post-graduate students towards the potential of ICT in youth empowerment for the subsample based on
 - (a) Gender: Male/Female
 - (b) Subject: Science/Arts

Methodology

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

Statistical Techniques used

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

Analysis and Interpretation of the data

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

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

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

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

Total sample	Mean	Median	Standard Deviation
78	36.81	38	5.02

Percentage analysis

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

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

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

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

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

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

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

(* not significant at .01 level of significance)

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

The mean and standard deviation of the attitude of Post Graduate Students towards the potential of ICT in youth empowerment of students studying science subjects are 37.26 & 5.19 and that of arts students are 36.36 & 4.83 respectively. When their differences in means were tested for significance of difference between means, we get a t- value of 0.781 which is less than the values for .01 and .05 levels of significance. Hence it is inferred that there is no significant difference between the attitudes of Post Graduate Students towards the potential of ICT in youth empowerment based on their gender. Hence hypothesis 2 (b) is accepted.

Major findings

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

- ❖ There is no significant difference between the attitudes of Post Graduate Students towards the potential of ICT in youth empowerment based on their subject of study.

Conclusion

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

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DOES THE 9TH STANDARD ENGLISH READER OF KERALA INCULCATE VALUES IN CHILDREN? - ANALYTICAL STUDY ON VALUES IMPLIED IN THE READER

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Abstract

Our preceptors are guiding sources in creating social cohesion, national feeling and a learned society. They are proficient in generating and conveying the knowledge as per the demands of the society. They can successfully do this only when they're being helped. The present study is a sincere endeavor in this respect. While conducting the study, the investigator had in mind to dissect each topic in the 9th standard English Reader (Part 1 & 2) of Kerala in order to assess their role in inculcating and promoting values. It is apparent from the study that the 9th standard English Reader (Part 1 & 2) of Kerala is acceptable, to a great extent, in inculcating numerous values in children. From the analysis of the data collected with the help of the Information Sheet for Listing out Values (ISLV), it's clear that experienced preceptors have more consciousness than inexperienced preceptors. The investigator hopes that the findings of the study will enable the new preceptors to have more value consciousness and they may espouse suitable tutoring strategies to inculcate values in children. The study would invite the attention of upcoming text book contrivers for acceptable inclusion of values in the English Reader.

Keywords: 9th standard English Reader of Kerala, Inculcate, Values, Implied

Introduction

The best investment that our nation can make for our children's future is quality education which should focus on inculcating numerous values in them- good habits, discipline, sharing, truth, love, respect towards elders, cleanliness, doing duties, fellow feeling, peace and so on. The NEP 2020 also stresses the need for value-based education instead of focusing on letters and numbers. In fact, NEP 2020 specifically mentions five universal values to be promoted such as truth, peace, non-violence, love and righteous conduct. NEP suggests that education is not only for learning, but for imbibing values helpful in building oneself as a good human being. And, this should be the ultimate aim of education which subsequently creates enlightened citizens for the welfare of the nation. The Supreme court has also mentioned these five values and stated that: Value based education is likely to help the nation fight against all kinds of prevailing fanaticism, ill-will, violence, dishonesty, corruption, exploitation and drug abuse.”

Need and Significance

Developing cultural, social and appreciational outlook is considered as the chief aim of language teaching and learning. Language textbooks are designed accordingly. The Kerala English Reader is not an exemption. Even though value education is a part of our school

curriculum, it is still undermined in our formal education system. The NCERT has taken special measures to include value education in curriculum and NEP 2020 also has value inculcation as its thrust area. The Government of Kerala has also made commendable effort on the inclusion of values in our textbooks.

However, today's virtual world affects the value system of its digital natives who are disconnected each other. The school is the best socializing agent among children which can influence the child in a positive way, inculcate desired values. But this is a challenging task to the school. Here lies the significance of language and literature which offers numerous text books that leave a remarkable impression among children with regard to social, cultural, emotional, and intellectual values. The text books of school curriculum also serve the same purpose of behaviour modification of children desirably. And, a well-designed English Reader with varied genres of literature could become an effective agent of value inculcation.

The present study is based on the English Reader (Part1 & 2) of standard 9 which has been prepared by SCERT under the direct leadership of Department of General Education, Government of Kerala in the year 2021. While restructuring it, much effort has been put in by the contributors to include maximum values as possible. Since the values are a part of hidden curriculum, the investigator expects that a study of this kind will enable the teachers to be aware of the values included in the Reader and. It would be a source of inspiration for other language teachers to approach the Reader in the same way. Hence the need and significance of the study.

Research Questions

- Does the Kerala English Reader of 9th standard inculcate values in children?
- Are the teachers aware of the hidden values in the Reader?

Statement of the Problem

A well-designed English Reader should become a value inculcator instead of being a fluency promotor and communicative competence provider alone. The present study seeks to find out whether the 9th standard English Reader of Kerala imparts value education in students. Hence the problem under study is entitled as: *“Does the 9th standard English Reader of Kerala inculcate values in children? - Analytical study on values implied in the Reader”*.

Definition of Key Terms

- 9th standard English Reader of Kerala: It denotes one part of a package of instructional materials for use in the 9th year of English as a second language in the schools of Kerala prepared by SCERT.
- Inculcate: Denotes teaching of an idea/attitude by persistent instruction.
- Values: Refer to those goals which human beings consider desirable and worthy of pursuit in their thoughts, feelings and actions.
- Implied: Strongly suggests the truth or existence of something not expressly asserted (Fowler, 1926).

Objectives

The present study was designed to realize the following objectives:

- To identify the values implied in the 9th standard English Reader with the help of a lesson wise analysis
- To find out the extent to which different values are implied in the 9th standard English Reader of Kerala as perceived by the teachers
- To suggest modification in the 9th standard English Reader by including the values which are given less significance, if any

Methodology in brief

The analytical and normative survey methods were selected by the investigator for the study since it is based on the English Reader. All the lessons in the Part 1 & 2 of the 9th standard English Reader were analyzed and the various values implied in them were identified. The teachers were given an Information Sheet for Listing out Values (ISLV) in order to collect their perspective on the inclusion of values in the Reader.

Tools and materials used

- 9th standard English Kerala Reader: The main material used for the collection of data
- Information Sheet for Listing out Values (ISLV): It served as a tool to gather the perception of teachers regarding the values implied in the various lessons in the Reader. It was administered to 70 teachers in Pathanamthitta District

Scope of the study

The analytical study on the values implied in the 9th standard Kerala English Reader is of much significance since value education is being more stressed in NEP 2020. Apart from academic excellence, value system must be routed in children as the essential attribute of being socially and emotionally competent citizens. It is true that holistic development of education is the aim of education, but, still, it has stressed value inculcation as its special concern which is the need of the present generation. The NEP also intends to meet the dynamic needs of the society with regard to quality education in which value inculcation is one of the chief thrust areas. With all these facts, the present study is seen as having much current relevance.

Limitations

- The present study would have been more effective and fruitful if the English Readers of secondary and higher secondary schools in Kerala were also analyzed to find out the extent to which the efficiency of these text books to serve as vehicles for value inculcation could be studied.
- A parallel study to find out whether the content of 9th standard English is suitable to impart values in children could have been done.

- The accuracy of any study depends on the sample selected. The investigator was able to administer the tool only to 70 teachers due to paucity of time. The selection of more samples would have been more helpful in generalizing the results.
- The investigator could not ascertain the extent to which the teachers had imparted these values in children
- The investigator could not ascertain how far these values had been acquired by them

Lack of these dimensions might have affected the wholesome picture of the present study.

Major findings of the study

The major findings evolved from the study are noted below under proper titles.

Findings based on the analysis of the 9th standard English Reader of Kerala to find out the values implied in it by *Documentary Frequency Study*.

- I. Values incorporated in the 9th standard English Reader (Part 1 & 2) of Kerala (Based on text book analysis)

(Total number of Units: 5)

UNIT		NAME OF LESSON	GENRE/TYPE	MAJOR VALUE
Unit 1 Aspire to Win	1	The Race	Story	Personal value, Social value
	2	Learning the Game	Autobiography	Personal value, Intellectual value
	3	Bang the Drum	Poem	Aesthetic value
Unit 2 Bonds of Love	1	Maternity	Story	Social value, Personal value
	2	Song of a Dream	Poem	Aesthetic value, Human value

	3	Tolstoy Farm	Autobiography	Moral value, universal value
Unit 3 Care for the Morrow	1	Song of the Rain	Poem	Aesthetic value
	2	Listen to the Mountain	Play	Social value
	3	Climate Change is not Hysteria- It's a Fact	Speech	Scientific value
Unit 4 Dawn of Hope	1	The Jungle Air Crash	Narrative	Human value
	2	On Killing a Tree	Poem	Aesthetic value
	3	The Last Leaf	Story	Natural value
Unit 5 Enlightening Souls	1	The Happiness Machine	Story	Personal value, social value
	2	A Prayer in Spring	Poem	Aesthetic value
	3	The Trio	Story	Human value, moral value

II. Findings based on the teachers' perception on the values implied in the 9th standard English Reader of Kerala (Part 1 & 2) (with the help of ISLV)

UNIT		NAME OF LESSON	GENRE/TYPE	MAJOR VALUE	PERCEPTION OF TEACHERS (in %)
Unit 1 Aspire to Win	1	The Race	Story	Personal value, Social value	70 57
	2	Learning the Game	Autobiography	Personal value, Intellectual value	82.6 45
	3	Bang the Drum	Poem	Aesthetic value	91
Unit 2 Bonds of Love	1	Maternity	Story	Social value, Personal value	67 79.6
	2	Song of a Dream	Poem	Aesthetic value, Human value	65.1 85
	3	Tolstoy Farm	Autobiography	Moral value, universal value	74 46
Unit 3 Care for the Morrow	1	Song of the Rain	Poem	Aesthetic value	68
	2	Listen to the Mountain	Play	Social value	79
	3	Climate Change is	Speech	Scientific value	43

		not Hysteria- It's a Fact			
Unit 4 Dawn of Hope	1	The Jungle Air Crash	Narrative	Human value	75
	2	On Killing a Tree	Poem	Aesthetic value	83
	3	The Last Leaf	Story	Natural value	70.9
Unit 5 Enlightening Souls	1	The Happiness Machine	Story	Personal value, social value	59 86.5
	2	A Prayer in Spring	Poem	Aesthetic value	87
	3	The Trio	Story	Human value, moral value	78.4 67

Suggestions for Improvement

The findings of the study demand certain suggestions for improvement:

- Include moral, spiritual, social values since there is need for fostering universal and eternal values in a culturally pluralistic society
- More emphasis should be given to lessons which promote social values such as national integration, national unity, national consciousness, citizenship, sense of social responsibility and patriotism.
- Lessons which inculcate secularism, respect for all religions and cultural values should be a part of our curriculum.
- Values from Indian mythology and Puranas can be incorporated in the language curriculum.
- Teachers should be trained to adopt suitable methods to inculcate values in children.

References

9th standard English Reader (Part 1 &2) of Kerala

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