# Indhira College of Education

**EDUCATION**

No.1, V.G.R Gardens, V.G.R Nagar
Pandur, Thiruvallur 631203
www.icoe.in

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College Code - 12306

## Key Indicator – 6.5 Internal Quality Assurance System

Metric No. 6.5.5 – Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

## Relevant documentary evidence in support of the claim

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# ICT INTEGRATION IN TEACHING AND LEARNING

## SWAYAM CERTIFICATES OF PROSPECTIVE TEACHERS

# INDHIRA COLLEGE OF EDUCATION
## PANDUR, THIRUVALLUR - 631203
### B.Ed II YEAR (2021-2022 BATCH) ONLINE COURSE APPLIED STUDENTS LIST

| S.No | Reg Date | Register No | Student Name | Year of Admission | College Name | Mobile No | Email | District |
|---|---|---|---|---|---|---|---|---|
| 1 | 12-08-2023 | 1230621BD001 | ARTHI RAJA | 2021-22 | 12306 - Indhira College of Education | 8489465348 | aarthi5348@hmail.com | Tiruvallur |
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| 4 | 09-08-2023 | 1230621BD007 | D Deepa | 2021-22 | 12306 - Indhira College of Education | 9042647475 | Deepakuttyma677@gmail.com | Tiruvallur |
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| 6 | 13-08-2023 | 1230621BD010 | DHANALAKSHMI.R | 2021-22 | 12306 - Indhira College of Education | 8220141180 | dhanahari9952@gmail.com | Tiruvallur |
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| 10 | 10-08-2023 | 1230621BD024 | KARTHIGA.R | 2021-22 | 12306 - Indhira College of Education | 8678954237 | rameshkarthiga23@gmail.com | Chennai |
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| 12 | 13-08-2023 | 1230621BD027 | LAVANYA K | 2021-22 | 12306 - Indhira College of Education | 8870042686 | lavanyakarunakaran00@gmail.com | Tiruvallur |
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## INDHIRA COLLEGE OF EDUCATION
## B.Ed II YEAR (2021-2022 BATCH) SWAYAM ONLINE COURSE COMPLETED STUDENTS LIST

| S.No | NAME OF THE STUDENT (AS PER CERTIFICATE) | UNIVERSITY REGISTER NUMBER | PEDAGOGICAL SUBJECT | NAME OF THE SWAYAM COURSE COMPLETED | MAIL ID |
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# SWAYAM ONLINE COURSE CERTIFICATION

Roll No. : TN01070338

This certificate is awarded to

**P.Anusuya**

for successfully completing the 2 credit course

*Basic Concepts in Education*

with a consolidated score of 83%

from the evaluation based on continuous online assessments and the proctored examination held in month of February 2023.

This course was offered by Dr. S. Prakash of Madurai Kamaraj University, Madurai

| Marks in Online Assignments | | Marks in Proctored Exam | | Total Score | |
|---|---|---|---|---|---|
| Total | Obtained | Total | Obtained | Total | Obtained |
| 30 | 30 | 70 | 53 | 100 | 83 |

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Consortium for Educational Communication (CEC),
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Controller of Examinations (i/c)
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Roll No. : TN01070456

This certificate is awarded to

*N. Ayishaparveen*

for successfully completing the 2 credit course

**Basic Concepts in Education**

with a consolidated score of 72%

from the evaluation based on continuous online assessments and the proctored examination held in month of February 2023.

This course was offered by Dr. S. Prakash of Madurai Kamaraj University, Madurai

| Marks in Online Assignments | | Marks in Proctored Exam | | Total Score | |
|---|---|---|---|---|---|
| Total | Obtained | Total | Obtained | Total | Obtained |
| 30 | 29 | 70 | 43 | 100 | 72 |

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# SWAYAM ONLINE COURSE CERTIFICATION

This certificate is awarded to

*Blessy Kerziyal. V*

for successfully completing the 2 credit course

*Basic Concepts in Education*

with a consolidated score of 61%

from the evaluation based on continuous online assessments and the proctored examination held in month of February 2023.

This course was offered by Dr. S. Prakash of Madurai Kamaraj University, Madurai

Roll No. : TN01070308

| Marks in Online Assignments | | Marks in Proctored Exam | | Total Score | |
|---|---|---|---|---|---|
| Total | Obtained | Total | Obtained | Total | Obtained |
| 30 | 30 | 70 | 31 | 100 | 61 |

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# SWAYAM ONLINE COURSE CERTIFICATION

Roll No. : TN01070475

This certificate is awarded to

*Deepak.S*

for successfully completing the 2 credit course

*Basic Concepts in Education*

with a consolidated score of 59%

from the evaluation based on continuous online assessments and the proctored examination held in month of February 2023.

This course was offered by Dr. S. Prakash of Madurai Kamaraj University, Madurai

| Marks in Online Assignments | | Marks in Proctored Exam | | Total Score | |
|---|---|---|---|---|---|
| Total | Obtained | Total | Obtained | Total | Obtained |
| 30 | 30 | 70 | 29 | 100 | 59 |

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# SWAYAM ONLINE COURSE CERTIFICATION

This certificate is awarded to

**R. Gayathri**

for successfully completing the 2 credit course

**Basic Concepts in Education**

with a consolidated score of 75%

from the evaluation based on continuous online assessments and the proctored examination held in month of February 2023.

This course was offered by Dr. S. Prakash of Madurai Kamaraj University, Madurai

Roll No. : TN01140008

| Marks in Online Assignments | | Marks in Proctored Exam | | Total Score | |
|---|---|---|---|---|---|
| Total | Obtained | Total | Obtained | Total | Obtained |
| 30 | 29 | 70 | 46 | 100 | 75 |

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Roll No. : TN15120188

This certificate is awarded to

*Gunasundari S*

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*Basic Concepts in Education*

with a consolidated score of *63%*

from the evaluation based on continuous online assessments and the proctored examination held in month of February 2023.

This course was offered by Dr. S. Prakash of Madurai Kamaraj University, Madurai

| Marks in Online Assignments | | Marks in Proctored Exam | | Total Score | |
|---|---|---|---|---|---|
| Total | Obtained | Total | Obtained | Total | Obtained |
| 30 | 29 | 70 | 34 | 100 | 63 |

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# SWAYAM ONLINE COURSE CERTIFICATION

*This certificate is awarded to*

*Herlin Priscilla I*

*for successfully completing the 2 credit course*

*Basic Concepts in Education*

*with a consolidated score of 61%*

*from the evaluation based on continuous online assessments and the proctored examination held in month of February 2023.*

Roll No. : TN01030484

*This course was offered by Dr. S. Prakash of Madurai Kamaraj University, Madurai*

| Marks in Online Assignments | | Marks in Proctored Exam | | Total Score | |
|---|---|---|---|---|---|
| Total | Obtained | Total | Obtained | Total | Obtained |
| 30 | 29 | 70 | 32 | 100 | 61 |

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# SWAYAM ONLINE COURSE CERTIFICATION

Roll No. : TN01010350

This certificate is awarded to

**K.Indhumathi**

for successfully completing the 2 credit course

**Basic Concepts in Education**

with a consolidated score of 58%

from the evaluation based on continuous online assessments and the proctored examination held in month of February 2023.

This course was offered by Dr. S. Prakash of Madurai Kamaraj University, Madurai

| Marks in Online Assignments | | Marks in Proctored Exam | | Total Score | |
|---|---|---|---|---|---|
| Total | Obtained | Total | Obtained | Total | Obtained |
| 30 | 30 | 70 | 28 | 100 | 58 |

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# SWAYAM ONLINE COURSE CERTIFICATION

Roll No. : TN01140029

This certificate is awarded to

Indirani .C

for successfully completing the 2 credit course

**Basic Concepts in Education**

with a consolidated score of 82%

from the evaluation based on continuous online assessments and the proctored examination held in month of February 2023.

This course was offered by Dr. S. Prakash of Madurai Kamaraj University, Madurai

| Marks in Online Assignments | | Marks in Proctored Exam | | Total Score | |
|---|---|---|---|---|---|
| Total | Obtained | Total | Obtained | Total | Obtained |
| 30 | 29 | 70 | 53 | 100 | 82 |

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## PUBLICATION OF RESEARCH ARTICLES DONE BY STAFF MEMBERS

## About Journal

Our Heritage Journal (ISSN 0474-9030) has been Discontinued as per UGC notification from Feb 2020

## Journal Description

Our Heritage Journal (ISSN 0474-9030) has been Discontinued as per UGC notification from Feb 2020

## Current Issue

Vol. 57 No. 9 (2019) GRCF Dubai International Conference on "Sustainability and Innovation in Higher Education, Engineering Technology, Science, Management and Humanities"

**Name of Conference:**

*"GRCF Dubai International Conference on Sustainability And Innovation in Higher Education, Engineering Technology, Science, Management and Humanities"*

Theme: **Sustainable Business Growth, Challenges, Measures and Solutions in Global Scenario**

**Organized by:** Global Research Conference Forum, Pune, India

**Held on:** 23 and 24 November 2019

**Venue :**

Park Regis Kris Kin Hotel, Sheikh Khalifa Bin Zayed St, Opp Burjuman Center, Bur Dubai (UAE).

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Month of Publication: December 2019

**Published:** Dec 20, 2019

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## Articles

# Our Heritage

## Integrating Gender Violence Prevention Using Technologies

N.Jayavardhini

Research Scholar,

VISTAS, Pallavaram, Chennai.

Dr.R.Jayaprabha

Director, School of Education

VISTAS, Pallavaram, Chennai.

### Abstract

*Violence may be a world downside that crosses cultural and socioeconomic boundaries. From collective to social to self-inflicted violence, its impact on health is substantial. Violence is one in every of the leading causes of death worldwide for individuals between fifteen and forty four years aged (WHO, 2002). However, the particular price and extent to that violence happens is troublesome to live. Countless violent acts happen out of public read in offices, homes, or maybe public establishments. Violence will be prevented, and this assertion has been tested true inside the sphere of public health. Action to stop violence has been undertaken at numerous levels, from the native and community level to the SI. Methods have ranged from primary prevention, aiming to prevent a violent act before it occurs, to the tertiary level, which encompasses approaches that focus on long-term care. This paper discusses about the various preventive measures through technologies to create awareness among women.*

**Key Words:** Self-inflicted violence, Primary prevention, Technologies.

### Introduction

The goal of this background paper is to supply a quick introduction to the present and potential role that Technologies will play within the reduction and hindrance of violence. This paper by no means offers an extensive study on the intersection of Technologies and

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## Section Articles

## Role of Teachers in Promoting Gender Awareness in The Classroom

👤 J. Lizzie          👤 M.P. Rama Priya

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### Abstract

The best academic environments area unit those who area unit framed for all or any students, male or female. that is several places round the world, feminine and male students don't forever have a similar possibilities for a decent education. As young lads begin to note the windows in social expectations for gender roles, the approach for academics act with students stand to own an excessive impact on their ability to participate in their education. These interactions additionally produce double effects in alternative areas of their lives, every now and then lending their advantage and their perceptions of the opportunities that area unit offered or applicable for them.

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## Section Articles

## Awareness on Women's Education Among Prospective Teacher's

👤 MRS. D. JAYAKUMARI     👤 Dr. R. JAYAPRADHA

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### Abstract

Women's education awareness varies from individual to individual, because much that is being spoken and done for women, ageless differ among both men and women. Some are conservative in views and others are not. Gender-based prejudices and evils today and education could be meant for women's life sense. This paper is an attempt to study the Awareness on women's Education. 300 B.Ed. Prospective Teachers were considered as the sample for the study. Self-constructed tool was used for the data collection. Normative Survey method was used for the study.

# Attitude of Prospective Teachers Towards Women Empowerment

## A. JAYAPAUL
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## Dr. P. FELVIA SHANTHI
Professor & Head, School of Education
VISTAS, Pallavaram, Chennai

*Abstract*

*Empowerment refers broadly to the expansion of freedom of choice and action to shape one's life. It implies control over resources and decisions. For women, that freedom is curtailed by their voicelessness and powerlessness in relation particularly to the state and markets. There are important gender inequalities, including within the household, since powerlessness is embedded in a cultural of unequal institutional relations. This disparity urgedthe investigator to investigate on women empowerment among prospective teachers. The data was collected from hundred samples and Normative Survey method was used. Statiscal analysis revealed that only gender is influenced by the Attitude towards Women Empowerment.*

*Key words: Empowerment, Prospective Teachers, disparity.*

## INTRODUCTION

Empowerment refers to enabling people to take charge of their own lives. For women empowerment emphasizes the importance of increasing their power and taking control over decision and issues that shape their live. Women's empowerment addresses power and relationships in society intertwined with gender, class, race, ethnicity, age, culture and history. Power is identified with equity and equality for women and men in access to resources, participation in decision making and control over distribution of resources and benefits. Gender equality is addressed at these levels with the aim of increasing equality between men and women, and achieving women's empowerment.Access to resources refers to both the means and the right to obtain services, products or commodities. Gender gaps in

# Apps and Tools To Prevent Gender Based Violence

## N.MOHANA KANNAN

Research Scholar

VISTAS, Pallavaram, Chennai

### Dr. R. JAYAPRABHA
Director, School of Education
VISTAS, Pallavaram, Chennai

*Abstract*

*New technologies area unit paving the approach for artistic approaches to battle violence against girls and regulatory offense, and as mobile phones are getting additional and additional common and accessible in even the foremost remote locations, these solutions can give support, data, facilitate and protection to girls and women across countries, cultures and socio-economic categories. While several of those apps area unit presently accessible just for good phones, that limits their handiness to girls and women World Health Organization don't have access to good phones or a mobile net association – like girls and women living in economic condition – technology is continually catching up with desires and girls across socio-economic categories, and many of these services also can support and defend girls through terribly easy and basic SMS-services that don't need a sensible phone, or maybe a web association.*

Key Words: Violence against women (VAW), Technology, Mobile phones

## INTRODUCTION

In the age of the "information society", info and communication technologies (ICTs) and also the web play an enormous role within the battle against sex crime and violence against ladies, both as tools to curb such violence, however sometimes additionally as new areas for harassment and abuse. While ICTs and web will cause a risk to ladies and women, they'll

# Our Heritage

## Prevention and Safety Measures on Gender Issues

### Mrs. A. Nancy Rajathi

### Assistant Professor

### Indhira college of education

**Abstract:**

Gender based violence (GBV) is a human rights violation, public challenge, and a barrier to civic, social, political ,and economic participation. Prevention should start early in life, by educating and working with young boys and girls promoting respectful relationships and gender equality. 57th session of the commission on the status of women (CSW) that placed a strong focus on prevention through the promotion of gender equality, women's empowerment and enjoyment of human rights. Women safety could be a vital facet of any society. However, girl's safety is in danger thanks to increasing molestation publically places in our society. Despite strict laws enacted more, gender based violence continues to kill torture women, and harm- physically, psychologically, sexually and economically by denying women and girls' equality, security, dignity, self worth under right to enjoy fundamental freedoms. Social safety for ladies plays essential role in advancement of girls and Society.

**Key words:**

Gender based violence, Gender equality, human rights, women's empowerment, status of women.

## Women development (WAD) and gender and development (GAD):

Internationally, the women's movement has given birth to a number of Non-governmental organizations (NGOs) and Groups that continue to challenge many of the implied and stator assumption of the traditional feminist movement these NGOs and group of indigenous approaches to solving women's problems in the particular environment. Initiatives to improve women's economic situation demonstrate the solution to women's problems. Nancy Barry, President of women's World banking, remarked, 'what has become very clear is that what women need is access, not subsidies. Opportunities, not paternalism' (Howells 1993).

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# Mental Health and Physical Health on Lockdown

## Dr.R.Jayaprabha ,N.Jayavardhini

Director, School of Education    Research Scholar,

VISTAS, Pallavaram, Chennai. VISTAS, Pallavaram, Chennai.

## Abstract

*The pandemic has reached its tentacles into almost every area of life at now. Faraway from wreaking just medical havoc, it's also affected many other realms-the economy, likely for a few time to return, and psychological state , as many have felt already. For those that have lost their jobs, the psychological devastation is clear. For people who are simply stuck indoors, the results could even be less severe, but not insignificant-particularly if mental state problems already existed. With billions of individuals across the planet still in lockdown as a results of the continued COVID-19 pandemic, a behavioral expert has warned of the risks these measures could present to their physical and psychological state. The worldwide Covid-19 pandemic, and efforts to contain it, represent a singular threat, which we must recognize the pandemic which can quickly follow it- that of mental and behavioral illness -and implement the steps needed to mitigate it.*

**Key words:**

Wreaking, Medical Havoc, Realms, Psychological Devastation.Mitigate

## Introduction

Months under lockdown the coronavirus pandemic could have a 'devastating' impact on our mental state, a replacement study warns. Spending time in isolation and following social distancing measures may slow the spread of the disease, but it's going to even be linked to a rise in depression, anxiety, drug and alcoholic abuse, violence, and maltreatment. The impact of lockdown on our physical health and mental wellbeing is unlikely to disappear the instant to allow outside of the house again. This has brought unprecedented efforts to institute the practice of physical distance in countries everywhere the planet, leading to changes in behavioral patterns and shutdowns of usual day-to-day functioning. 'While these steps could also be critical to mitigate the spread of this disease, they're going to undoubtedly have consequences for psychological state and physical health in both the short and future. The COVID-19 pandemic has affected people mentally, also as physically, says a study published in Psychiatry Research.

# Life in Lockdown

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**MRS. D. JAYAKUMARI**
**Ph.D RESEARCH SCHOLAR**
**VISTAS, PALLAVARAM, CHENNAI.**
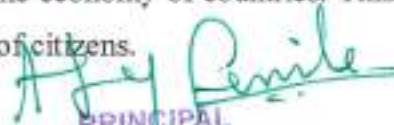
## ABSTRACT

*This article deals with measures that help us to lead the life in lockdown period. The therapeutic values one can find in the new lifestyle followed in the lockdown time are pointed out in detail. It prescribes solutions for the problems that are mostly psychological. All the possible ways of making most of the life in lockdown time are described to change the way one look at oneself and life. If takes optimistic views about the life that is believed to and have been crippled in lockdown time. Our attention is drawn toward the blessings lie hidden in the regimented life which we are compelled to live. This articles suggestion that we should consider the benefits of the life in lockdown is the primary subject matter of the article.*

*Key words : Lock down, boon, bane and realisations.*

## INTRODUCTION

This essay focuses on the boons and benefits granted by Lockdown period. This period has thrown the normal life out of gear and hampered the transactions of many business establishments with essential services to meet the demands of our day today life and the availability to essential commodities for price a little over the actual price, Life seems to be bleak and dreary. Wherever we go, we hear only one question, "When will the ban on the public transportation, the function of business establishments and educational institutions be lifted up? Covid-19 is an invincible enemy of mankind to plague the nations and its subjects or how it is viewed by the scholars and scientists. Atheists would explain this disaster scientifically. They view this as nature taking its own course of balancing its function by carrying off people in millions. Theist believes that it is surely God's wrath on the transgressions of humanbeings and a severe warning for humans to mend their ways. Powerful nations blaming each other for the spread of corona and people dying of it without any efficacious medicine are the usual happenings reported in news. We have to agree that this pandemic has caused havoc to the economy of countries. This economical downfall has impacted even on per capita income of citizens.

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# The Best Online Teaching For Covid19

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**MRS. D. JAYAKUMARI**
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## ABSTRACT

This research paper discusses some methodologies that are in line with other best methods for online teaching during this pandemic time. It expounds the benefits and features of Google class room. Some important advantages to encourage you tube have been listed out in this article. It also answers the question about replacing teachers with computers in classroom. A total seven e-learning platforms have been given for the benefit of both the learners as well as educators. Finally, it introduces and explains the prominence of our own website that meets the needs and objectives of learners and teachers.

## INTRODUCTION

Ever since the possibilities for distance learning with advanced information and communication technology have been made almost impossible, questions are raised on how this mode for learning and teaching would affect students' control over their learning.

Online learning doesn't need to be limited to video lectures, quizzes, and written assignments. With a bit out-of-the box thinking, professors can construct activities that stimulate students' minds and keep them interested. Pools of ideas are required to design online educational activities. A teacher can try the net Teaching Activity Index from the Illinois Online Network. The website suggests 49 activities that may be employed in either online or hybrid courses, including some creative activities like Internet Scavenger Hunt, Concept Mapping, Fishbowl, and Socratic Dialogue. Each activity includes an outline, examples, appropriate content categories, goals & objectives, prerequisites, materials and resources, lesson procedures, and more.

There are 5 Strategies to boost Your Online Teaching:1. Engage along with your Learners Online, 2. Engage along with your Learners Online, 3. Using a mixture Of Learning Tools For Better Engagement, 4. Providing On-going Feedback, 5. Making eLearning Content Mobile.

## ONLINE TEACHING 2020

Many institutions already use Microsoft Systems like Office 365 or Google Apps like Google Classroom, zoom app, of which are free for educational settings and may be downloaded or founded to use quickly and simply. Institutions that already use these systems don't have to rush to new technology. In fact, now's the time to stay things simple and utilise the tools already embedded in your institute. In light of the coronavirus, companies like Microsoft and Google have unfolded the provision of their remote learning tools to colleges and colleges are offering support to teachers and students to assist them use their resources.

## GOOGLE CLASSROOM

Google Classroom could be a free web service, developed by Google for schools and colleges that aim's to simplify creating, distributing, and grading assignments in an

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# Revolution of Information and Communication Technology in Education

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**VISTAS, Pallavaram, Chennai**

**N. MOHANA KANNAN**
**Research Scholar**
**VISTAS, Pallavaram, Chennai**

*Abstract*

*Information and Communication Technologies have transformed the way the planet lives and thinks. Education, especially, Distance Education is no different. While the technologies intrinsically are a crucial factor, the social milieus during which these technologies are implemented are equally important. Technological convergence within the Indian context surely has got to account for "Old Generation Technologies" on their platform the maximum amount as new technologies. The vibrant interface between social and technological issues within the tutorial field may be a crucial area of discourse. The current paper discusses these and many more issues in ample detail.*

**Keywords:** Communication Technology, Technology and Distance Education in India, Convergence of technologies.

## INTRODUCTION

ICT is short for information and communications technology. It refers to a broad field encompassing computers, communications equipment and the services associated with them. It includes the telephone, cellular networks, satellite communication, broadcasting media and other forms of communication.

The digital and ICT revolutions are twin revolutions to understand their relationship. Today, voice is translated into data packets, sent over networks to remote locations, sometimes thousands of kilometers away and upon receipt translated back to voice. Even television is not immune to digitization. In the near future, television signals and television sets will be digital. It will also be possible to use the television to surf the internet. The digital TV will allow people from different locations to chat with each other while watching a program. With everything becoming digital, television, voice telephony and the internet can use similar networks. The

# Value Based Teaching and Learning

| Dr. R. JAYAPRABHA | N. MOHANA KANNAN |
|---|---|
| Director, School of Education | Research Scholar |
| VISTAS, Pallavaram, Chennai | VISTAS, Pallavaram, Chennai |

## Abstract

The much needed honesty and efficiency cannot be inculcated & developed without value based teacher education programme. It is usually pronounced that the development of India as a nation is restricted, minimized and eaten by the corruption and so its development with full speed is possible only if it produces efficient, dedicated and honest personnel. Psychology reveals that for moral development the adolescence period is most crucial. A team of honest & dedicated teachers can inculcate more values among learners at adolescence stage, but this needs a value oriented teacher education programme for production of such desired teachers. Value cannot be injected rather it can be inculcated and hence value oriented or value based teacher education is an essential element for social and national development.

**Key Words:** Value based Education, Adolescence and Teacher Education

## INTRODUCTION

Value-based Education is an approach to teaching that works with values. It creates a robust learning environment that enhances academic achievement and develops students' social and relationship skills that last throughout their lives.

The positive learning environment is achieved through the positive values modeled by staff throughout the varsity. It quickly liberates teachers and students from the stress of confrontational relationships, which frees up substantial teaching and learning time.

It also provides social capacity to students, equipping them with social and relationship skills, intelligences and attitudes to succeed at college and throughout their lives.

Value-based education aims at training the scholar to face the outer world with the proper attitude and values. It is a process of overall personality development of a student. It includes character development, personality development, citizenship development, and spiritual development.

# ROLE OF TECHNOCULTURE ON MINDFULNESS AMONG B.ED. TRAINEES

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## Abstract

We live in a world where science and technology shape the global economy and everyday culture, where new biotechnologies are changing what we eat and how we can reproduce, and where email, mobiles and the internet have revolutionised the ways we communicate with each other and engage with the world outside us. It is a specific form of attention that is non-judgmental, purposeful, and focused on the present moment.

**Keywords:** Technoculture, Mindfulness, Mental Health, B.Ed. Trainees

## Introduction

Mindfulness and technology is a movement in research and design that encourages the user to become aware of the present moment rather than losing oneself in a technological device. This field encompasses multidisciplinary participation between design, psychology, computer science, and religion. Mindfulness stems from Buddhist meditation practices and refers to the awareness that arises through paying attention to purpose in the present moment and a non-judgmental mindset. In the field of Human-Computer Interaction, research on Technoculture deals with how technology can facilitate feelings of awe, wonder, transcendence, and mindfulness and on slow design, which encourages self-reflection.

## Definition

### Technoculture

A culture is informed or defined by its technological activity, especially a culture characterised by a high level of technological development, practices, attitudes, etc., characteristic of those proficient in using information technology.

### Mindfulness

Mindfulness is a mental state and awareness of our thoughts and emotions in the present moment without judgment. The practice of being in the present moment provides an opportunity to observe and accept whatever experiences and feelings an individual may be feeling (Huppert & Johnson, 2010).

### Rationale

Neurofeedback makes conditions like attention, stress, arousal or mind-wandering visible. Real-time feedback leads to operant conditioning, a new form of learning which makes learning new techniques like Mindfulness and Meditation easier. There are several applications for desktop and mobile to help users bring themselves back to the present moment, the best known of which are App, Calm, and Headspace.

நவீனத் தமிழாய்வு (பன்னாட்டு பன்முக நவீன தமிழாய்வு குவாடிலி) [பகுதி பற்றிய வளர்ச்சியும். தொகுதி தொகுதி 10, எண்.2, ஏப்ரல்-ஜூன் 2022 ISSN:2321-984X

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# Perception of Prospective Teachers on their Institutional climate in Tiruvallur District - A survey

**Mrs. M.P. Rama Priya**, Assistant Professor,
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## Introduction

India has one of the world's largest teacher education systems. Teacher education is provided by university departments of education and affiliated colleges, government and government-aided institutions, private and self-financing colleges, and open universities, in addition to university departments of education and affiliated colleges. Despite the fact that most teacher education programmes are practically identical, the quality varies amongst institutions and universities. In certain locations, the supply of instructors considerably outnumbers the need, while in others, qualified teachers are in short supply, resulting in the hiring of under qualified and unqualified individuals. Teacher education programmes are primarily institution-based in the situation where manpower planning becomes a necessity. Their pupils need to be exposed to the reality of school and community more and more. Internships, teaching practise, practical activities, and supplementary educational activities all require greater planning and organisation. Teacher Education programmes' curriculum, pedagogy, and evaluation need to be made more objective and complete. The current teacher education system needs to be more sensitive to both educational and social circumstances.

## Institutional Climate

The organisational climate is the result of the relationships that have been built between the principal and the instructors, as well as between the teachers themselves. Within the organisation, it also includes task achievement and need-satisfaction dimensions. As a result, corporate atmosphere plays an important role in supporting and accomplishing organisational goals, including student academic successes. A particular organisational climate can be stimulating, supporting, neutral, antagonistic, or detrimental to students' academic success, job satisfaction, and motivation to work in the educational organisation due to its unique interactions with individual features and personalities. It's defined as a set of quantitative work environment attributes based on the collective perception of the people who live and work there, and shown to impact their motivation and behaviour. It is a common term that expresses how it feels to work at a company. According to Mohanty (2009), organisational climate refers to the work environment as well as group interaction and leadership traits that exist between teacher and teacher, headmaster and teacher, headmaster and pupils, and teacher and pupils.

Personality, according to Halpin and Croft (1963), is to the individual what organisational climate is to the organisation. Organizational climate, according to Sharma et al. (1973), is the interaction that occurs between organisational members in order for them to fulfil their specified responsibilities while also meeting their own requirements. He also stated that it is the consequence or arising conditions of social interaction among the teachers and between

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# SOCIO EMOTIONAL SCHOOL CLIMATE AND DECISION MAKING ABILITY AMONG HIGHER SECONDARY STUDENTS

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## ABSTRACT

School climate is a leading factor in explaining student learning and achievement in all aspects. A supportive social and emotional school climate can positively impact student social, emotional and behavioural health. Specially, a social and emotional climate encourages independence, decision making skills and responsibility among every individual. To analyse this, the present study was made with a sample of 300 higher secondary students using Normative Survey method. Findings revealed that, their exists a significant difference in the Socio Emotional School Climate of Higher Secondary students with respect to Study Group, Locality and Birth Order.

Key words : Socio Emotional School Climate, Decision Making and Behavioural Health.

## INTRODUCTION

21st century is full of challenges, where life has become highly competitive and adolescents are expected to wisely choose their career rather than aimlessly swinging from one choice to another. There are number of young people including graduates and post graduates, who are still clueless about their career pursuits, as they do not plan it well in advance. Societal and cultural factors may be less obvious factors for adolescents' decision making but are influential nonetheless. Social norms, socio-economic grouping, school climate religion and cultural background etc, play their respective parts when it comes to make a decision.

## SOCIO EMOTIONAL SCHOOL CLIMATE

The emotional and behavioral results of pupils are strongly influenced by the school climate. It influences students' adaptive psychosocial adjustment (Brand et al., 2008), mental health outcomes (Roeser et al., 2000; Brand et al., 2003) and self-esteem (Way et al., 2007). (Way et al., 2007). Students' conduct is also influenced by the school environment, including rates of bullying and aggressiveness. student delinquency, and alcohol use (Espelage et al., 2014; Turner et al., 2014). Research, has proved that school climate perception has also been found to affect students' academic achievement (Brookover et al., 1978; Brand et al., 2008).

## DECISION MAKING ABILITY

There are several ways of making a decision. Different people have different way of making a decision. Some people like to take a logical approach while others may believe in their intuition or gut feeling. Some people take a longer time before deciding something but many people decide things quickly. Some people are calm and composed when they have to make a decision, while other may lose their temper and get panicked. Hence, it can be inferred that we cannot generalize decision making process. People differ in their decision making ability and they adopt different methods to reach at some conclusions.

## SIGNIFICANCE OF THE STUDY

Decision Making refers into all-inclusive terms meaningful relationship between individual and his environment through which his needs are satisfied in accordance with social elements. The state of self-confidence affects all the three i.e, cognitive conative and affective aspects of behaviour. Decision Making is one of the dominant elements in the personality pattern and behaviour. It governs the individual's reaction to people and situations and determines the quality of

### Reformation of Indian Education System

M.P. Rama Priya

# NEP 2020 : Transforming Teacher Education

Editor : Prof. Judy Grace Andrews

# FOSTER CRITICAL THINKING IN CLASSROOMS

**M.P. Rama Priya,**

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**Abstract:**

*Education is life itself; it is not a means of preparation for life. John Dewey, a well-known 20th-century philosopher, said. This still holds true today as it did during his lifetime. Critical thinking has long been seen as a crucial component of education. It entails reasoning, forming judgments and conclusions, and problem-solving. The fact that India's National Education Policy (NEP) 2020 places critical thinking at the forefront of research, curriculum and pedagogy, and evaluation is not surprising given this. This paper discusses about the critical thinkers' characteristics and the ways to foster it in the classroom.*

**Keywords:** *Critical Thinking, NEP, Problem Solving*

## Introduction:

The phrase "critical thinking" is frequently used in educational contexts. Adult learners are urged to develop these abilities and put them to use in various contexts. Reviewing the ideas generated, deciding tentatively on the course of action or the viewpoint that is most logical, and then analysing and improving that action or viewpoint are all examples of critical thinking (Ruggiero, 2012). It is impossible to compare critical thinking to another ability, such as riding a bicycle. It cannot be acquired and used at will because to its cognitive nature. Certain conditions must be satisfied in order to acquire and practise it, including familiarity with the context, depth of subject-matter knowledge, and mastery of metacognitive techniques like planning and reflection.

## Principles of NEP:

The goal of education is to create decent people who are able to reason, act with courage and resilience, show compassion and empathy, have a scientific temperament, have a creative imagination, and uphold moral principles and ideals. In order to create the equal, inclusive, and pluralistic society that our Constitution envisions, it aspires to create active, productive, and contributing citizens. According to the government, National Education Policy 2020's guiding concepts are:

- Flexibility
- No hard separations between subjects, curricular and extra-curricular activities
- Multi-disciplinary education
- Conceptual understanding
- Critical thinking
- Ethical Values Teachers as the heart of the learning process

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# A STUDY ON LEARNING PATTERN OF B.Ed. TRAINEES RELATED TO THEIR MINDFULNESS

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## Abstract

*Mindfulness is ongoing scrutiny of existing expectations, continuous refinement of those expectations based on new experiences, appreciation of the subtleties of context, and identification of novel aspects of context that can improve foresight and functioning. This concept of mindfulness has been studied in the domain of education and in relation to its dimensions. There has not been a great deal of exploration of this concept as it relates to schools, more specifically, elementary schools. This study was an examination of the concept of mindfulness in relation to Dimensions as a tool in the service of improving teaching and learning. The relationship between teacher mindfulness and principal mindfulness was examined using the Mindfulness Scales. Descriptive statistics analysis was used to get a clearer picture of the relationships that exist between the dimensions and to examine the perceptions of the teachers and principals. Major implications of this study focused on the need to make B.Ed. Trainees are more aware of the power and responsibility that they have to impact change within teaching methods. It was further discussed that there is a need to support mindful educational environments by providing opportunities for teachers to share concerns and issues occurring in their dimensions.*

**Key Terms:** Dimensions, Refinement and Exploration.

## Introduction

Teachers and their education are very significant aspects of any nation. Education gives a new shape to the individual and the nation as well. It is a well-known saying that a teacher is a nation builder. The quality of the teacher education programme needs to be upgraded. Teacher education programme needs comprehensive reform and restructuring curriculum of teacher- education programme needs to be revised according to changing needs of society. Rates of depression, anxiety and stress are rising in teacher-education courses in India. For that, proposed remedies are numerous. And one that is garnering growing attention is meditation and mindfulness meditation in particular.

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# GRT Journal of Education, Science and Technology

# Strive for progress not perfection

Dr. M.P.Rama Priya

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**Abstract**

It is healthy to strive for success. It can be problematic to strive for perfection in an irrational way. Perfectionism is not a healthy pursuit of excellence. Characterized by inflexible expectations, high standards, and firm beliefs about how to be successful is Perfectionism. Perfectionism being a personality trait that appears at a young age, is multidimensional in nature (due to its impact on both personal and interpersonal relationships), and is related to various maladjustments that result in negative outcomes and maladaptive behavioural manifestations. Perfectionists are driven, organised, and dependable, but when their standards aren't reached, they can become worried and critical. Perfectionists can employ this feature in beneficial and constructive ways by becoming more flexible, adaptive, and tolerant of mistakes.

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## INTRODUCTION

A comparison between expectations and reality is sometimes conceived of as perfectionism. In particular, perfectionists often compare themselves with a version of themselves they perceive to be "perfect". A person who is more attached to his or her expectations will have a harder time accepting reality, especially when mistakes are made or when things do not go smoothly. As a result, insecurity, anxiety, and self-criticism can feed into unhealthy forms of perfectionism.

Perfectionists are expected to meet high standards, but they also rely on consistent methods and routines for achieving these standards. Despite their achievements, perfectionists in our society are criticized for being overly rigid and controlling, despite being admired for their achievements. The double standard illustrates that perfectionism can either be helpful or harmful, depending on the situation and how it is expressed. [1]

In perfectionism, the goal is to achieve perfection or to appear to achieve perfection. The perfectionist strives for perfection in everything he or she does in order to gain the acceptance of others. In order to achieve exceptional results, they usually have unrealistic expectations. [1, 5]

A person who is perfect is generally described as striving for perfection, or even believing that it is possible. A positive trait rather than a flaw, it is typically seen as a strength. [1, 6]

Review Article

# GRT Journal of Education, Science and Technology

# Influence of media in higher education

N. MohanaKannan, Dr.K. Sheeba

Vels Institute of Science, Technology & Advanced Studies (VISTAS), Pallavaram, Chennai, Tamil Nadu, India.

| Article History: | Abstract |
|---|---|

There has already been a widespread impact of web 2.0 on students' learning environments. Due to the proliferation of online services in tertiary education, students' learning and study habits are constantly changing. In addition to using Google and Wikipedia in their free time, students use these services to learn as well. Despite this, they still rely on traditional information media, like textbooks or printed handouts, to aid their learning. We conducted a long-term study of media use in tertiary education to determine how it has changed over time. Educational institutions can reach students worldwide through media, which plays a key role in globalizing education. As a result of this process, higher education is able to establish an international market.

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## INTRODUCTION

The process of learning and understanding goes beyond our school textbooks. Throughout our lives, it affects all aspects of our being. The events and happenings of everyday life teach us something in some way. Our society has almost become dependent on media as much as food and clothing. Social transformation is facilitated by the media. There is a significant cultural and social impact of the media. The importance of media in education can be seen in the proliferation of computer labs, televisions, and libraries in most schools today. Learning and interpreting information are impacted by many forms of media.[1, 5]

The education process goes beyond textbooks, as learning and understanding is a continuous process. Throughout our lives, it affects all aspects of our being. It is inevitable that we will learn from day-to-day events and happenings in one way or another. As essential to modern society as food and clothing, media has become almost as essential. Social transformation is facilitated by the media. There is a significant cultural and social impact of the media. The importance of media in education can be seen in the proliferation of computer labs, televisions, and libraries in most schools today. Learning and interpreting information are impacted by many forms of media.[1]

Mental Health of Different Types of College Students

Articles

Mental health is defined as a state of well being in which an individual realizes his or her abilities, can cope with the normal stresses of life, can learn and work productively and can make a contribution to his or her community. As mental health of the students is measured by life satisfaction, positive effect and depression which constitute the two way of viewing the mental health in the positive as well as negative. In this present study normative Survey method was adopted. Higher education students of Chennai District were used as a sample for the study. Data is collected from 922 college students at which Arts and Science college students is 347, Engineering college students is 164 and Education college students is 474 from different type of colleges are involved in this present study. Result of the present study is there is a significant difference between gender, locality, type of institution and types of colleges. The dimensions of Mental health is well correlated with each other.

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# Mental Health of Different Types of College Students

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Abstracts: Mental health is defined as a state of well-being in which an individual realizes his or her abilities, can cope with the normal stresses of life, can learn and work productively and can make a contribution to his or her community. As mental health of the students, is measured by life satisfaction, positive effect and depression which constitute the two way of viewing the mental health in the positive as well as negative. In this present study normative Survey method was adopted. Higher education students of Chennai District were used as a sample for the study. Data is collected from 822 college students of which Arts and Science college students is 147, Engineering college students is 196 and Education college students is 479 from different type of colleges are involved in this present study. Result of the present study is there is a significant difference between gender, locality, type of institution and types of colleges. The dimensions of mental health is well correlated with each other.

## 1. INTRODUCTION

Adolescent students transferring from school education to higher education either in college or University in different courses represents a key transition point in a young person's life. It is a stage often accompanied by significant change combined with high expectations in their life to achieve their goal to high expectations for the students of what university life will be like, and also high expectations from themselves and others in academic performance. Relevant factors which initiate to study about the mental health of the adolescent students include moving away from home, learning to live independently, developing new social networks, adjusting to new ways of learning by using digital technology, and now also dealing with the additional greater financial burdens to purchase the instrument for learning like laptop and mobile.

## 2. MENTAL HEALTH

Mental health refers to how people evaluate their lives and includes variables such as life satisfaction, lack of depression and anxiety, and positive mood and emotions (Diener and Diener, 1995). Mental health is defined as a state of well-being in which an individual realizes his or her abilities, can cope with the normal stresses of life, can learn and work productively and can make a contribution to his or her community.

The comprehensive model of mental health, also known as the dual-continuum model, identifies two correlated yet distinct dimensions: one is the positive wellbeing or mental health, on the other hand are the mental health problems and disorders. As mental health of the students, is measured by life satisfaction, positive effect and depression which constitute the two way of viewing the mental health in the positive as well as negative. At this point, life satisfaction, positive effect and depression can be handled as the dimensions of mental health for the present study.

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# STUDY ON CREATIVITY AMONG THE HIGHER EDUCATION STUDENTS

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## ABSTRACT

Creativity has been recognized as one of the most important human skills to face the complexity brought by the digital era we are going through creativity would allow students to start higher education better equipped to pursue novel ideas, as well as to be more receptive to challenges. On a personal level, improved creative capacity is likely to generate gains in satisfaction, mentally, emotionally and physical wellbeing, happiness and self-identity, as well as enhanced potential for professional development. Thus the present study highlights the importance for fostering creativity among the higher education students. Normative Survey method was adopted in the present study. Higher education students of Chennai District were used as a sample for the study. Data is collected from 100 college students of which 50 male and 50 female students from different type of colleges are involved in this present study. Results were female foster better creativity than their counterparts. The higher education students from the Government College are more creative than the Private college students. Moreover, it is also inferred that the students from different type of college (Arts & Science, Engineering and Education College) are similar in the creativity.

## INTRODUCTION

In the human being evolution, the cognitive systems have been altered by the advent of technological inventions such as primitive tools, spoken language, and writing. About three decades ago, the using of the Internet, as well as the contemporary mass adoption of other digital technologies, has profoundly transformed our thoughts and behaviours and probably our brain which is generally understood to be highly plastic, continually adapting to the input it receives (Thompson, 2013). According to this idea, we could probably assume that the brains of digitally enhanced people, who interact with digital technology frequently, will be probably organized and structured differently compared to the brains of the previous generation. This reflection has moved neuroscientists to widely study the impact of the Internet environment on creativity process in humans.

Creativity has been recognized as one of the most important human skill to face the complexity brought by the digital era we are going through. It has become a democratic necessity which helps people in generating novel and useful ideas (Amabile, 1988), and get the advantage of the opportunities offered by digital technologies in higher education field. According to the standard definition of creativity (Runco, 2012), widely adopted, creativity is an ability to discover something new, to adapt the available knowledge purposefully and solve the problems originally, flexibly and effectively. This involves the development of a – less than linear – process of information collection, selection, reconfiguration, and identification of the relationships generating new results (Testa 2011).

Any creative process is a dance between the inner and the outer; the unconscious and conscious mind; dreaming and doing; madness and method; solitary reflection and active collaboration. Psychologists describe it in simple terms of inspiration (coming up with ideas) and generation (bringing ideas to life). A process that organizations go through to develop new innovations. It starts with developing ideas, then validating and evaluating them, prototyping and testing, and then implementing.

What the science does show is that creative people are complex and contradictory. Their creative processes tend to be chaotic and nonlinear—which seems to mirror what's going on in their brains. Contrary to the "right-brain myth," creativity doesn't just involve a single brain region or even a single side of the brain. Instead, the creative process draws on the whole brain. It's a dynamic

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# A STUDY ON SOCIO EMOTIONAL SCHOOL CLIMATE AMONG HIGHER SECONDARY SCHOOL STUDENTS

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## ABSTRACT

A positive social and emotional school climate (which we also refer to as social and emotional climate or school climate) fosters psychological, social, and physical safety for students and staff, provides support for students' academic and behavioural success and cultivates respectful, trusting, and caring relationships throughout the school community. Hence realizing the importance of this SESC, the researcher made a study to analyse the SESC of Higher secondary students in Thiruvallur District, 300 Higher Secondary students were selected using stratified Random sampling technique. Descriptive Analysis revealed a moderate level of SESC among Higher Secondary students, whereas differential analysis revealed a significant influence on Parents Qualification SESC of Higher Secondary students.

## INTRODUCTION

Students must actively engage in the learning process in order to learn well. This calls for encouraging them to seek out help, experiment with different strategies, and ask questions and provide answers. Successful teaching calls for the instructor to give students several opportunity to contribute and extend their own ideas, to truly listen to what students have to say, and to make an effort to see things from the students' perspective. This implies, in part, that the teacher must recognise the importance of each student's contribution and the applicability of their life experiences. It's critical that students understand they may feel safe and secure in the classroom and that when they participate, they will be treated with respect. False replies shouldn't cause people to respond negatively. The teacher shouldn't respond negatively to a student's incorrect response; instead, they should be seen as a necessary part of the learning process. A successful learning environment in the classroom is one that offers on going support and motivation so that failure, when it does occur, does not damage students' self-esteem.

For students to learn effectively, they must participate fully in the learning process. This means they must be encouraged to ask and answer questions, attempt new approaches and ask for assistance. Effective teaching requires that the teacher gives students plenty of opportunities to contribute and elaborate their own ideas that he or she genuinely listens to what students say and attempts to consider this from students' outlook. To some extent this means that the teacher needs to accept the value of each student's contribution and the relevance of student's experience. It is important that students know there is safety and comfort in the classrooms and that they will be treated humanely when they do contribute. Wrong answers should not provoke negative reactions on the part of the teacher, but need to be perceived as part of student's learning process. An effective classroom environment is one that provides continual support and encouragement so that failure, when it does occur, does not undermine students' Potential.

## SOCIO EMOTIONAL SCHOOL CLIMATE

Social and emotional climate (SEC) is central to an overall framework known as social and emotional learning (SEL). SEL involves schools, families, and communities in cultivating skills and environments that advance students' academic and emotional competencies and growth.

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# COMPARATIVE STUDY ON SELF DIRECTED LEARNING AMONG HIGH SCHOOL AND HIGHER SECONDARY SCHOOL STUDENTS

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## ABSTRACT

This research article aims to investigate the variable of self-directed learning among high school and higher secondary students. Self-directed learning, characterized by the ability to take responsibility for one's own learning and engage in independent study, has gained significant attention as an essential skill in today's rapidly evolving educational landscape. This study examines the extent to which high school and higher secondary students demonstrate self-directed learning behaviors and explores potential factors influencing their self-directed learning capabilities.

To conduct this comparative analysis, a normative survey approach was employed. The research sample consisted of high school and higher secondary students from diverse educational institutions across multiple regions. The participants' demographic information, and self-directed learning behaviors were collected through a structured questionnaire.

The findings of this study reveal significant variations in self-directed learning among high school and higher secondary students.

## INTRODUCTION

"Self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes."Traditionally, academics contrast this to direct learning. The direct learning meaning is straightforward. And the direct method is a common strategy for learning. It refers to educational instruction from a teacher to a learner, typically in a classroom setting.But today, we're going to explore how much there is to gain from being a self-directed learner in every area of one's life.

## REVIEW

Svein Loeng1 (2020) In adult education, the concept of self-directed learning has great importance. This term arose in the field of adult education in the 1970s and is still a widely used term in the field. Annual symposiums have been held by the International Society for Self-Directed Learning since 1986, dedicated to the promotion of self-directed learning. The society also publishes an international journal of self-directed learning. A term of more recent origin is self-regulation, used by some authors sometimes interchangeably with self-direction. This review article focuses on the term self-directed learning, which is the term most frequently used in adult education. Many consider the tendency for self-direction to be a fundamental difference between children and adults in a learning situation. This article deals with some factors that affect the understanding of self-directed learning. At the beginning is given a short case story and an account for different perceptions of self-directed learning. This is, followed by a clarification of different aspects of self-directed learning, such as why it is advisable, what affects the tendency to self-directed learning, and if self-direction is essentially innate or learned.

# A STUDY ON FAMILY BONDING AND ACADEMIC COMPETENCE AMONG HIGHER SECONDARY STUDENTS

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## ABSTRACT

*This study looks at how family bonding affects academic performance in higher Secondary students. It explores aspects like communication, emotional support, and shared activities and how they can either help or hinder academic success. The study consists of 200 Higher Secondary School Students in Thiruvallur District. The study uses surveys to find the key factors that positively affect academic competence within the family. Understanding these dynamics can inform interventions and support systems to create a better environment for higher Secondary students to succeed academically and strengthen family bonds.*

**Key Words: *Family Bonding and Academic Competence***

## INTRODUCTION

Forming groups is a basic human drive. It is defined by the capacity of its members to distinguish one another from outsiders, and reject outsiders on that basis. Most basic of all these groups is the bond one forms with one's own society. Bonding between two or more people in a group or a society is termed as human bonding. Bond may be of social, emotional, romantic etc. The most conspicuous bond in the society is family bonding where bonding between parents and their offspring is the throughout the animal kingdom including humans. Parental bonding is palpable in the higher life forms, animals and it is the highest among humans.

A Study on Family Bonding and Academic Competence among Higher Secondary Students explores the relationship between family bonding and academic competence. Family bonding refers to the emotional connection and support provided by family members, while academic competence encompasses a student's level of knowledge, skills, and performance in their academic pursuits. The study aims to understand whether a strong family bond positively affects a student's academic competence. It investigates the extent to which family support, communication, and involvement in a student's education contribute to their overall academic success.

## FAMILY BONDING

Family bonding refers to the emotional connection and affection shared among members of a family. It involves spending quality time together, engaging in activities that promote communication, understanding, trust, and support. Family bonding plays a crucial role in strengthening relationships, building a sense of belonging, and creating a supportive and loving environment within the family unit.

## ACADEMIC COMPETENCE

Academic competence refers to a person's ability to succeed and perform well in academic settings, such as schools, colleges, or universities. It involves having the necessary knowledge, skills, and abilities to meet the demands of academic tasks, assignments, tests, and examinations. Academic competence includes being able to understand and apply concepts, critically think and analyze information.

## NEED AND SIGNIFICANCE OF THE STUDY

The study on family bonding and academic competence among higher secondary students is significant as it aims to understand the relationship between family bonding and the academic performance of students. The family is considered the primary socializing agent, and strong family bonds have been found to positively influence various aspects of a child's development. By investigating the correlation between family bonding and academic competence, this study will provide insights into the factors that contribute to students' academic success. The findings can then be used to develop effective interventions and strategies to enhance family bonding and subsequently improve academic

# SOCIAL MEDIA ADDICTION AMONG HIGHER SECONDARY STUDENTS

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## Abstract

This study investigates the level of social media addiction among higher secondary school students. The research involves administering a survey questionnaire to 200 XI standard students from different Higher Secondary Schools in Thiruvallur District to assess their social media usage patterns and addiction level. The findings show there is significant difference in the Social Media Addiction of Higher Secondary Students based on Medium of Instruction.

**Key Words:** Social media Addiction

## INTRODUCTION

"Social media have radically transformed and are continuously transforming the way we, as individuals and professionals, communicate, collaborate, consume and create" (Aral et al., 2013). As of July, 2021, it has been found that 4.80 Billion people (which is more than fifty percent) people of the world use social media (Datareportal, 2021). It has become a very popular activity of checking and scrolling through social media in the last decade. In majority of cases, although use of social media maybe non-problematic, there are still a percentage of people using social media who engage in excessive or compulsive use and become addicted to social networking sites. Social media usage has become a behavioral addiction. It is characterized by devoting too much time to use of social media and leading to an uncontrollable urge to use social media, which in turn hinders other important areas of life.

## SOCIAL MEDIA ADDICTION

Social media addiction refers to excessive and compulsive use of social media platforms, such as Facebook, Instagram, Twitter, and Snapchat, which leads to dependency and negative impacts on various aspects of an individual's life. People who are addicted to social media often have an intense urge to constantly check their accounts, post updates, and seek validation through likes, comments, and shares. This addiction can result in decreased productivity, social isolation, sleep disturbances, and a preoccupation with their online presence.

## REVIEW

**Kaya et. al., in (2016).** Study predicted that Facebook will be an option for student communication as well as a communication medium for consulting students outside school hours, due to the fact that the majority of students' own smartphones. Approximately 87 percent of these students were digital natives who have access to Wi-Fi. Although it might be a topic of argument that spending more time on social media can affect the studies of student.

**Hughes et al., (2012)** have researched in the area of showing the relationship between user's personality and social media usages. 300 respondents were chosen to study from the general population in this research. The study went on to look at personality correlations of social and informational usage of Facebook and Twitter, two of the most popular social networking sites. Gender and age were also investigated, with the findings indicating that personality is linked to social media use and information seeking. It was also noticed that there exists difference between personalities who use Facebook and Twitter.

## OBJECTIVES

- To find out the difference
- in social media addiction among higher secondary students based on gender

# Indian Journal Of Psychology (print Only) indexing (UGC CARE), ranking (2024)



## Top 20 Journals

- Agricultural & Biological Sciences
- Arts & Humanities
- Business, Management and Accounting
- Chemistry
- Computer Science
- Economics
- Engineering
- Mathematics
- Medicine
- Physics
- Social Sciences

## Aim and Scope

The **Indian Journal Of Psychology (print Only)** is a research journal that publishes quality research. This journal is published by the **Indian Psychological Association**. The ISSN of this journal is **0019-5553**. The E-ISSN of this journal is **NA**

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According to Clarivate's JCR, journals indexed in SCIE/SSCI have an impact factor.

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## Important Metrics

# SOCIAL MEDIA ADDICTION IN RELATION TO THEIR FAMILY BONDING AMONG HIGHER SECONDARY SCHOOL STUDENTS

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## ABSTRACT

*This study investigates the relationship between social media addiction and family bonding among higher secondary school students. The research involves administering a survey questionnaire to students aged 16-18 years to assess their social media usage patterns, addiction levels, and perceptions of family bonding. The results reveal a strong positive correlation between social media addiction and decreased family bonding, with excessive social media use leading to neglect of quality family time and disrupted communication. The study also explores the reasons behind social media addiction, such as peer pressure and the desire for social validation. The implications of the research highlight the need for raising awareness and implementing strategies to promote healthy digital habits and improve family relationships among students.*
*Key Words: Social media Addiction, Family Bonding.*

## INTRODUCTION

In today's modern society, social media has become an integral part of our daily lives. It has revolutionized the way we communicate, access information, and interact with others. However, with the increasing popularity and accessibility of social media platforms, concerns about addiction to these platforms have also emerged, particularly among higher secondary school students. This addiction to social media can have a significant impact on family bonding.

Social media addiction refers to a compulsive and excessive use of social media platforms, leading to negative consequences on an individual's physical, mental, and social well-being. Higher secondary school students are particularly susceptible to this addiction due to their developmental stage, increased peer pressure, and the desire to fit in with their social group. Spending excessive time scrolling through social media feeds, constantly checking notifications, and comparing themselves to others can not only disrupt their academic performance but also hinder their ability to form and maintain strong family bonds.

Family bonding plays a crucial role in a student's social and emotional development. It provides a sense of belonging, support, and security, which are essential factors for their overall well-being. However, social media addiction can reduce the amount of quality time spent with family members, affecting their ability to build and maintain these bonds. Excessive use of social media can lead to increased isolation, decreased face-to-face interactions, and a lack of meaningful conversations with family members. This can create a rift between students and their families, causing conflicts and misunderstandings.

Furthermore, social media addiction can also lead to a decline in family communication and shared experiences. Students who are constantly glued to their screens may miss out on important family events or conversations, leading to a breakdown in communication and a decrease in shared activities. This lack of connection can hinder understanding, empathy, and support within the family unit.

However, it is important to note that social media can also be utilized as a tool to strengthen family bonds if used responsibly. Families can engage in activities such as sharing photos, videos, and stories online, participating in discussions or debates about current events, and even setting boundaries and guidelines for social media usage. This way, social media can become a platform that encourages family sharing, bonding, and connection.

Social media addiction can have a significant impact on family bonding among higher secondary school students. It is imperative for parents, educators, and students themselves to recognize the potential negative consequences of excessive social media usage. By establishing healthy boundaries,