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Women Empowerment through Education

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Abstract

Education is the main factor in the development of any country and the people of the country. Mahatma Gandhi truly said that education should draw best out of body, mind and spirit. Education essentially helps to shape the personality. Women empowerment is a need of an era. It has been proved that women have lot of potential. In the past women were given secondary status. Their work zone was restricted to the home and family. In the age of equality women should get equal opportunities and status. Moreover, in a family one educated woman is there then we see the tremendous development of the family. For the benefit of the society women empowerment is key issue. Education is one of the important aspects through which women empowerment can easily achieved. Role of education in women empowerment is discussed in the present paper.

Introduction-

Knowledge is power and one can have through taking education. Education includes knowledge, skills, formation of right attitude, values etc. Education helps to think independently and divergently. Also, education motivates the reflective practices. Individual can learn skills of time management, team work, problem solving through education. Research and innovation are top most level of education. In the modern worked education is the one of the most important tool which makes our life easy, self-sufficient and fulfilled. Education is like a lamp when one person takes education he develops capability to educate others. For the development earning capacity education is the fundamental thing.

In India women empowerment is not achieved completely. In India Govt. of India motivated the women to form Self Help Groups and women came together for one purpose. Now these women are financially independent. They are providing services to society and providing employment to others also. This is just one example. We should disseminate education up to women and involve them into it. It is the only way to effective empowerment of women.



Teacher Education In 21st Century

Dr. Prashant Kale

Associate Professor

G.E. Society's College of Education & Research,
Parel, Mumbai**Abstract:**

Children are the future and destiny of the nation. Proper nourishment of this national asset should be taken care of through education. Today's generation is very fast as they have a wide and vast exposure. Teacher has to deal with multitalented, multitasking learners. In the age of information technology children have information at one click. Moreover, problems caused by modernity also a big deal. Nuclear families, overburden of learning, poor self-esteem articulate the need of counselling. The responsibility of fulfilling expectations is lies on the field of teacher training by providing quality teachers. 21st century should be enabled to deal with all these issues. Field of teacher education should focus on various key-issues for preparing teachers for 21st century is discussed in the present paper.

Introduction:

The concern of education is with every faculty of knowledge. In this regard development of every faculty of development and human existence is having a serious concern with education. It is said that Education is the backbone of every society. Every society expects that their citizens should be educated in a real sense, well mannerism, values, humanity, contribution to the society and nation are the essential pillars. The school education is a foundation of one's all-round development. Shaping of personality, right attitude, inculcation of values is best possible through best schooling.

In the modern society we see lot of changes in interpersonal relations, attitudes and many other social factors. For the school going children information is available within one click. Children have abundant exposure to the modern technologies, behaviour patterns, and ways of dealing with information and so on. Our education system is also badly affected with various issues. Stress, suicidal tendencies, and low self-esteem, peer pressure are being observed among youth and school going children.



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४. दिवसशाळा आणि रात्रशाळा यांमधील उच्च माध्यमिक स्तरीय विद्यार्थ्यांच्या जीवन, मानवता, देश व धर्म यांविषयीच्या अभिवृत्तींचा तुलनात्मक अभ्यास

मनिरा संतोष जाधव

संशोधक विद्यार्थी, गोखले शिक्षणशास्त्र आणि संशोधन महाविद्यालय, परेत, मुंबई.

डॉ. प्रशांत काळे

मार्गदर्शक, सहयोगी प्राध्यापक, गोखले शिक्षणशास्त्र आणि संशोधन महाविद्यालय, परेत, मुंबई.

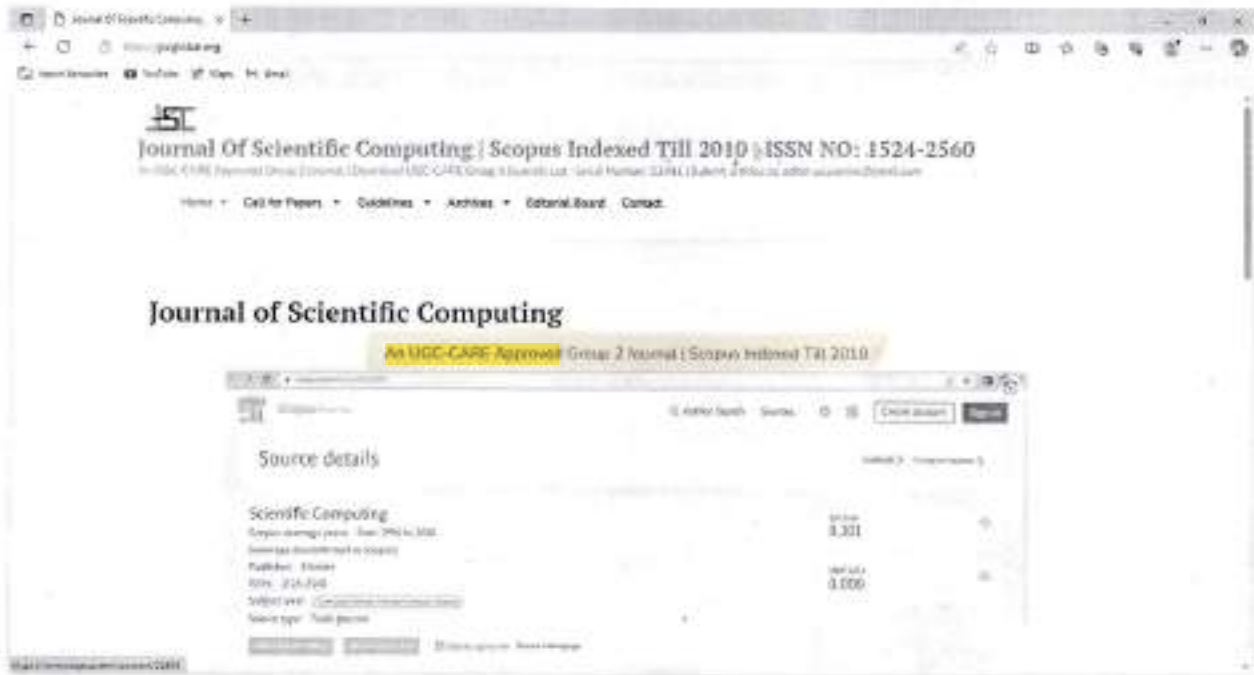
सारांश

जगात लोकसंख्येच्या बाबतीत भारत दुस-या क्रमांकावर असलेला देश आहे. आज भारताची लोकसंख्या सव्वाशे कोटीच्या वर पोहोचली आहे. यात २०% बालक आणि २०% वृद्ध तर बाकी ६०% च्या वर तरुणांची संख्या आहे. हे विशेष म्हणून भारताला तरुणांचा देश असे संबोधले जाते. ज्या देशात एवढ्या मोठ्या प्रमाणात तरुणांची संख्या असेल तर ज्या देशाची प्रगती वेगात असायला पाहिजे. पण नेमके उलट पाहायला मिळते. आपल्या देशात मनुष्यबळ, शक्ती आणि युक्ती सर्व आहे, तरी भारत आज प्रगती पथावरच आहे. युवकांच्या शक्तीला योग्य मार्ग मिळत नाही. त्यांच्या विकासाकडे पाहिजे तेवढे लक्ष दिले गेले पाहिजे. स्वातंत्र्याच्या शंभरीत तरी भारत जगाच्या नकाशावर ठळक उदून दिसण्यासाठी आज युवकांचो अभिवृत्ती जाणून घेऊन त्यावर योग्य त्या उपाययोजना करणे गरजेचे आहे. प्रस्तूत संशोधनात उच्च माध्यमिक स्तरीय विद्यार्थ्यांच्या अभिवृत्तींच्या संदर्भात सद्यस्थितीचा अभ्यास करावयाचा असल्याने वर्णनात्मक संशोधन पध्दतीतील सर्वेक्षण पध्दतीचा उपयोग करण्यात आला. इयत्ता ११वी HSC बोर्डाच्या एकूण ६० विद्यार्थ्यांचो (दिवसशाळेतील ३० मुले आणि रात्रशाळेतील ३० मुले) निवड करण्यात आली. सदर संशोधनाकरिता टी. एस. सोधी यांनी विकसित केलेली अभिवृत्तीबाबतची 'Sodhi's Attitude Scale' चा उपयोग करण्यात आला. या संशोधनात विद्यार्थ्यांची जीवन, मानवता, देश व धर्म यांविषयीची अभिवृत्ती सकारात्मक दिसून आली तसेच दिवसशाळेतील मुले आणि रात्रशाळेतील मुले यांच्या अभिवृत्तींमध्ये कोणताही लक्षणीय फरक दिसून आला नाही.

प्रस्तावना

जीवन म्हणजे जीवनाचा वसंतऋतू. एका इंग्रजी लेखकाने म्हटले आहे, 'The days of youth is the days of glory.' यौवन हा जीवनातील सगळ्यात श्रेष्ठ असा काळ आहे. उपनिषदात तरुणांची एक व्याख्या सांगितली आहे— 'युवास्यात साधू युवा अध्यापकः आशिष्य द्रष्टव्य बलिष्ठ ।' साधू म्हणजे साध्या मनाचा, सरळ विचारांचा, सरळ वृत्तीचा तसेच स्वतःच्या सामर्थ्यावर पूर्ण विश्वास असणारा, युवाध्यापक म्हणजे सतत






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**A STUDY OF MARATHI AND ENGLISH MEDIUM OF INSTRUCTION
SECONDARY SCHOOL TEACHERS ATTITUDE
TOWARDS TEACHING PROFESSION**

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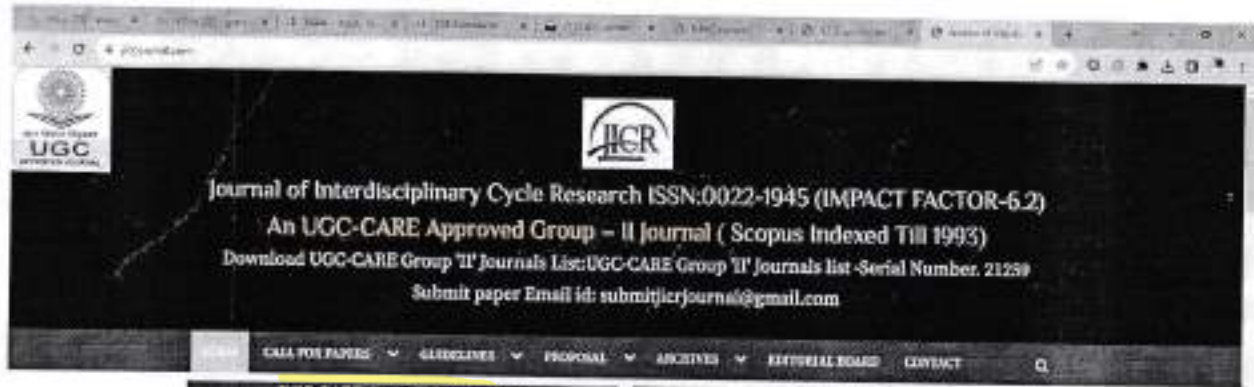
ABSTRACT:

The present paper aims to study Teachers attitude towards teaching profession. The researcher has studied the attitude of teachers towards teaching profession on the basis of medium of instruction of teachers. Teacher's attitude towards teaching profession plays an important role in the life of students, society and nation. If teachers attitude is positive towards their profession then only there will be positive and fruitful results of education can be seen. So, the researcher wanted to find out secondary school teachers attitude towards teaching profession of Mumbai. The researcher has surveyed 40 secondary school teachers to find out their attitude towards teaching profession.

Keywords: Teacher, Attitude, Teaching Profession

INTRODUCTION:

Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire school system. Attitudes are formed as a result of some kind of learning



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**A STUDY OF SECONDARY SCHOOL TEACHERS ATTITUDE
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A Correlational Study of Teacher Educators' Stress, Self-efficacy and Work Engagement

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Abstract

The profession of teaching is known for its high levels of stress. Stress, a social psychological variable that can highly influence on the teachers' and learners performance. One of these important variables is Self efficacy "an individual's confidence in his/her ability to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships" (Bandura, 2006). Another influential factor that is importance in teaching contexts is burnout. Burnout as a **psychological syndrome involving emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment that occurred among various professionals who work with other people in challenging situations**(Maslach, 1982). The main aim of the research paper is to study relationship between teacher educators' stress, self-efficacy and work engagement. The study used measures of central tendency and variability for descriptive data analysis and for inferential data analysis, Pearson's coefficient of correlation, multiple correlation coefficient and t-test were used. The participants are 223 from teachers' training colleges. Vassar stats software was used to change the data into numerical interpretable data. The result showed that there is a significant, positive and moderate relationship between self-efficacy and stress among the teacher educators. There is a significant, positive and negligible relationship between self-efficacy and burn-out among the teacher educators. In addition to that there is no significant gender difference in the stress, burn-out, self-efficacy and work engagement.

Key words- Stress, Burnout, Self-efficacy, Work Engagement

Introduction

Stress is one of the most important characteristics in the modern days. There is no escape from stress in modern life. Due to innovative capabilities of man, many researches have been carried out. Urban areas are growing very fast. Modern technology of transportation reduces the geographical distance between human being. But at the same time, the psychological distance is increasing tremendously. Unemployment, poverty, inequality, corruption, domination, etc. are issues that slowly destroy the Indian society. Due to such problems, stress is unavoidable. Therefore an individual develops various symptoms of stress like headache, heart attack, high blood pressure etc. that can be harmful to their life. Change leads to stress. Thus, consequences of stress in every sector may occur. The profession of teaching is known for its high levels of stress. Burn-out occurs when a teacher, who was once passionate and excited about the field, experiences feelings of chronic exhaustion and hopelessness about the job. Teachers experiencing burn out feel that the more they do, the less they are appreciated.

In a sense, teachers feel that their efforts will not be enough to meet the standards they are required to meet. This chronic stress that teachers experience could lead to many negative consequences. Stress may also influence level of teacher effectiveness and student learning. Moreover, burn-out can cause teacher educators to retire early or to leave the profession of teaching all together after just a few years of teaching.

Teacher educators from colleges of education face different problems like insecurity of job, prolonged process of admission, competition leading to feelings of jealousy, pressure to complete internal and external examination work, to maintain the quality etc. which are



A STUDY THE EFFECTIVENESS OF SELF-EFFICACY PROGRAM ON COGNITIVE STYLES OF B.ED. STUDENT-TEACHERS

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Research Guide

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Abstract

Quality of teachers is the most significant and decisive factor influencing student outcomes in every aspect. The destiny of a nation is shaped in the classrooms and teachers act as main pillars of a sound and progressive society. B.Ed. students during their course face a variety of problems as to coping with the practice teaching, use of statistics, speaking English, meeting submission deadlines, lengthy syllabus, high work load, tension of future job. It can be said student-teachers have their own set of problems and environment. A student-teacher is expected to act professionally while working with the teacher, the supervisor, professional colleagues, and the students to strengthen their skills and knowledge as a teacher. How do they face challenges, direct their actions, and succeed in teaching-learning process? The answer to this question lies with the concept of self-efficacy. This study will help the institute, teacher educators and future teachers in developing and making use of their cognitive styles in their teaching learning process.

Introduction:

"If I have the belief that I can do it, I shall surely acquire to do it even if I may not have it at the beginning."

- Mahatama Gandhi

Quality of teachers is the most significant and decisive factor influencing student outcomes in every aspect. The destiny of a nation is shaped in the classrooms and teachers act as main pillars of a sound and progressive society.

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A student-teacher is expected to act professionally while working with the teacher, the supervisor, professional colleagues, and the students to strengthen their skills and knowledge as a teacher. How do they face challenges, direct their actions, and succeed in teaching-learning process? The answer to this question lies with the concept of self-efficacy.

Concept of self-efficacy

Self efficacy is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated.

These students will put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors. Self-efficacious students also recover quickly



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RIZVI COLLEGE OF EDUCATION started in 2003 under the aegis of Rizvi Education Society. In a span of fifteen successful years, Rizvi College of Education has made a remarkable progress in the educational fraternity. It has emerged as a premier institute creating teachers equipped with the latest trends and technologies in education. It provides dynamic training programs that empower teachers to meet the challenges in the ever changing global scenario. The credit for the success of this institute rests with its President – Dr. A. H. Rizvi, whose vision and endeavour to make a difference in the society led to the establishment and growth of Rizvi College of Education.

Rizvi College of Education is affiliated to University of Mumbai since 2003 and is approved by NCTE.

VISION OF RIZVI COLLEGE OF EDUCATION Achieve excellence by creating globally competent teachers through World-class education

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A Comparative Study of Human Rights Awareness among Graduates of Different Faculties

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Research Guide,
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Introduction

'Human Rights' is a global phenomenon. Human rights dialogue in its modern frame is basically the old idea of freedom and rationality of human kind getting accepted and actualized. It has now got hold of a universal presence and embraces totality of human existence in all shades. It is for this reason that the language of rights and its application continue to be defined afresh with its emancipator potential to ensure building of good society.

Human rights are not merely language of compassion, cooperation, consideration and communication in human affairs; it is the grammar of a civilized society to invest human kind with dignity, equality, co-existence and non-exploitative social justice.

Human rights refer to the fundamental freedom and basic liberties without which men, women and children cannot live with respect and dignity. Human rights are the natural rights of a human being which means the right to guarantee dignity as a person; in other words, human beings themselves are the object of human rights and form the core of this basic freedom. In his opening address at the world conference on human rights on 14th June 1993 in Vienna, UN General Secretary Boutros Ghali Said, 'human rights are the product of history; as such they should be in accordance with history, should evolve simultaneously with history and should give the various people and nations a reflection of themselves that they recognize as their own.

After world war second, the Universal Declaration of Human Rights on 10 December 1948 marks the first cornerstone of an international movement for human rights. It is the basic international code of conduct which is a general binding for all the member nations of UNO to promote and protect human rights. It has laid great emphasis on protecting basic rights of all human beings as these are pre-requisites for their survival and better life.

"All men are born free but everywhere they are in chains" - J.J. Rousseau

All human beings which born in the world needs love, care and wish to have a peaceful happy life. Peace makes advancement of civilization possible and foundation of peace in the world rest on the basic principles of justice, equality and the freedom enjoyed by man. Whenever these rights have been denied to people or nations there have been conflicts between man and man, nation and nation. Knowledge of freedom and rights is considered a fundamental tool to guarantee respect for the rights of all. Education should encompass values such as peace, tolerance and respect for human dignity. Inculcating human rights education and awareness is the only guarantee of demonstrating our commitment to human dignity, promotion of an adequate standard of life to everyone and finally for the promotion of world peace and prosperity for all.

Human Rights

Born out of the atrocities and enormous loss of life during World War II, Human Rights occupy a key position today in the world. Human rights are commonly understood as being those rights which are inherent in the mere fact of being human. Encyclopedia Britannica (Vol. 6) defined human rights as "a wide continuum of values that are universal in character and in some sense equally claimed for all human beings."

The concept of human rights is based on the belief that every human being is entitled to enjoy her or his rights without discrimination. Human rights differ from other rights in two respects. Firstly, they are characterized by being:

- Inherent in all human beings by virtue of their humanity alone

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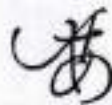
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4. A Comparative Study of Human Rights Awareness among Graduates of Different Faculties

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Mumbai.

Abstract

World famous French philosopher said 'no body will live a life only as a member of any institution, not only living a life as citizen but a person lives a life as human being.' If any person has opportunity to select either citizen or human being he will give preference to select human being first. Rousseau's said in this novel the social contract.

Human right is thinking at global level. Human rights communication is the new construction of concept of ancient concept of freedom. It shows true relationship of human and human life. Every person has grasp human rights.

Keywords – Human Right, Awareness, Graduates, Different Faculties

Introduction

Human rights means basic freedom and primary freedom beyond this women and children didn't get justice that is why they are not living life honestly some researchers found evidences. That maximum people don't aware about human rights. Violation and human rights also seen Origin of human rights

What is meant by Human rights?

Human rights are basic rights and freedom that belong to every person in the world from birth until death.

Meaning of Human Rights?

According to the United Nation Declaration 'Everyone has right to live, food, clothing, shelter speech freedom, freedom from violence, religions freedom etc.'

Development of Scientific Attitude of Secondary School Students by Mastery Learning Approach

Dr. Chetan Chavan

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Abstract

The study aims to investigate the factors influencing students' scientific attitude. Design/ Methodology/ Approach- This is an experimental study. An instrument measuring students' scientific attitude, has been used to collect data from the secondary students. Findings- The study revealed that there is a positive and statistically significant impact of development of scientific attitude of secondary school students., mastery learning approach will help in the improvement of scientific attitude in secondary students.

Introduction

According to Krashen1,

"The best methods are therefore those that supply 'Comprehensible input' in low anxiety situations, containing messages that Students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', Recognizing that improvement comes from supplying communicative and Comprehensible input, and not from forcing and correcting production."





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Artificial Intelligence and Smart Machine Learning: Progress, Trends and Directions

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Abstract

Adaptation and innovation are extremely important to the manufacturing industry. This development should lead to sustainable manufacturing using new technologies. To promote sustainability, smart production requires global perspectives of smart production application technology. In this regard, thanks to intensive research efforts in the field of artificial intelligence (AI), a number of AI-based techniques, such as machine learning, have already been established in the industry to achieve sustainable manufacturing. Thus, the aim of the present research was to analyze, systematically, the scientific literature relating to the application of artificial intelligence and machine learning (ML) in industry. In fact, with the introduction of the Industry 4.0, artificial intelligence and machine learning are considered the driving force of smart factory revolution. The purpose of this review was to classify the literature, including publication year, authors, scientific sector, country, institution, and keywords. The analysis was done using the Web of Science and SCOPUS database.

Keywords: artificial intelligence; machine learning; systematic literature review; applications; Industry 4.0; smart production; sustainability

1. Introduction

Smart production systems require innovative solutions to increase the quality and sustainability of manufacturing activities while reducing costs. In this context, artificial intelligence (AI)-driven technologies, leveraged by I4.0 Key Enabling Technologies (e.g., Internet of Thing, advanced embedded systems, cloud computing, big data, cognitive systems, virtual and augmented reality), are ready to generate new industrial paradigms [1].

In this regard, it is interesting to remember that the father of artificial intelligence, John McCarthy [2], in the 1990s, defined artificial intelligence as "artificial intelligence is the science and engineering of making intelligent machines, especially intelligent computer programs". Generally, the term "AI" is used when a machine simulates functions that humans associate with other human minds, such as learning and problem solving [3]. On a very broad account, the areas of artificial intelligence are classified into 16 categories [4-8]. These are reasoning, programming, artificial life, belief revision, data mining, distributed AI, expert



Effect of Different Teaching Strategies of Science Teaching on Scientific Attitude of Secondary School Students

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And

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Abstract

The study aims to investigate the factors influencing students academic performance. This is an experimental study. An instrument measuring student's scientific attitude, academic performance has been used to collect data from the secondary students. The study revealed that there is a positive and statistically significant impact of learning facilities. Use of different teaching strategies will help in improvement of academic achievement and scientific attitude in secondary students.

1. Introduction

There was once a time when it was taken for granted that a quiet class was a Learning class, when principals walked down the hall expecting to be able to hear a pin Drop silence. (Al-Dawoud, 2001) However these classrooms do not encourage active learning by students. The teacher's effort should be aimed at developing student's competencies and talents, education is a personal transaction among students, between teacher and Students as they work together. In the traditional paradigm of teaching, teacher's knowledge is transferred to passive learners. An absolute, necessary and sufficient requirement for teachers in this context is complete mastery of the content. In classic classroom teacher teaches and the student's listening silently and in competition with each other have regard their performance and achievements. The task of education is not to pour information into students'



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Research paper-

Effect of mastery learning approach of science teaching on academic achievement of secondary school students.

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Abstract:

Purpose: - The study aims to investigate the factors influencing student's academic performance by mastery learning approach.

Methodology: - This is an experimental study. An instrument measuring academic achievement has been used to collect data from the secondary students.

Findings: - The study revealed that there is a positive and statistically significant impact of learning facilities. Use of different teaching strategies will help in improvement of academic achievement in secondary students.

Keyword: Mastery learning, academic achievement, science subject teaching. Secondary

Introduction



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A COMPARATIVE STUDY OF EFFECT OF ORGANIZATIONAL CLIMATE ON JOB SATISFACTION AMONG TEACHERS IN JAGADAMBA EDUCATION SOCIETY YEOLA – A PIOLET STUDY

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Abstract

In the current comparative study of effect of organizational climate on job satisfaction among teachers in professional and academic colleges of Jagadamba Education Society, Yeola random and quota sampling was adopted. From different colleges of society 1 B.Ed. College, 1 Engineering college and 2 secondary schools were selected. From each college maximum 12 teachers were selected (6 Male and 6 Female). The standard questionnaire of Job Satisfaction and College Climate were used for data collection. From the statistical analysis the conclusion is drawn. There was no significant difference of job satisfaction in academic and professional colleges of Jagadamba Education Society, Yeola.

Keywords: Job Satisfaction, College Climate, Professional college, Academic college.

Introduction: -

In our education system, colleges in the country various personnel are working in the present days. The personnel includes the teaching, non-teaching, administrative etc. which are having different duties and responsibilities according to their qualification and post. All the personnel are performing their duties in different working conditions, the nature and various facilities available at the working place, the status of the staff and their relationship with administrative organization

Along with these other things are also important which includes employee's specialized training, experience of the work, skills, habits, health standards and behavioral traits. To do their work effectively and efficiently the study of these factors are important.

Organizational Climate:-

The concept of organizational climate was first introduced Lewin, Lippit and White in 1939, in their experiment on research of social climate. Also in the same time Roethlisberger and Dickson discussed about the importance of individuals differences, group collaborations, social interactions and employee participations. In 1964, Argyris stated that mature employee get frustrated due to formal organizational structure, rigid managerial controls and the directive leadership. In 1986, Hoy and Forsyth explained on the basis of their research on school teachers and their interactions with their working environment its individual's perceptions related to his or her work environment.

Jobsatisfaction:-

Job satisfaction is the most important aspects in today's Management system in every institution. Job satisfaction is a personal or organizational attitude which is the result of various attitudes of mainly



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A COMPARATIVE STUDY OF EFFECT OF ORGANIZATIONAL CLIMATE ON JOB SATISFACTION AMONG TEACHERS IN JAGADAMBA EDUCATION SOCIETY YEOLA - A PIOLET STUDY



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A COMPARATIVE STUDY OF PROSPECTIVE TEACHERS TOWARDS NEP 2020

Dr. M. A. Ansari*
Dr. Chetan Uttamrao Chavan**

ABSTRACT

NEP 2020 aims to simplify general, hands-on and universal approach. If executed in its true sense, the new arrangement can bring India at par with the prominent countries of the world. The present paper tried to highlights the comparative views about prospective teachers of FYBED & SYBED towards NEP 2020.

The paper further highlights that prospective teachers of FYBED responded higher as compared to SYBED on the NEP 2020 replace the National Education Policy (NEP), 1986, Ministry of Education plan for attaining universal foundational literacy and numeracy in all primary schools for all learners up to grade 3 by 2025, Continue with redesigned Board exams for Grades 10 and 12 as per NEP 2020, Beginning of Vocational Education from class 6 onwards, Foundational pillars in NEP 2020 w.r.t. Accessibility, Affordability, Accountability, Quality, Equity & Access, The subject Education indicated in the concurrent list in the Indian Constitution, Ministry of Human Resources Development (MHRD) renamed as Ministry of Education, Minimum qualification for teaching of 4-year integrated B.Ed. degree by 2030, Teaching lessons in mother tongue or regional language up to Grade 5 and Current 10+2 system to be replaced by a new curricular structure as 5+3+3+4.

Also prospective teachers of SYBED responded higher as compared to FYBED on 3 to 8 year should be the age of ECCE students, Medium of instruction should be mother tongue & applicable in public school as per NEP 2020, New education policy committees were TSR Subramanian Committee & K Kasturirangan Committee, Higher education to improve the Gross Enrolment Ratio from 26.3% to 50% by 2035, New Policy aims for Universalisation of Education from pre-school to secondary level with 100% Gross Enrolment Ratio in school by 2030, the Gross Enrolment Ratio in higher education should be raised by 50%, Chairman of newly constituted drafting NEP 2020 in June 2017 was Dr. K. Kasturirangan & Public and Private higher education institutions will be governed by same set of norms.

Keywords: Prospective teachers, FYBED, SYBED, National education policy 2020.


Introduction

Government of India from time to time framed the National Education policies for independent India right from University Education Commission (1948), Secondary Education Commission (1952), Indian Education Commission (1964-66) popularly known as the

Kothari Commission, National Policy on Education (1968), Draft National Policy on Education (1979), National Policy on Education (1986), National Policy on Education (1992), SarvaShikshaAbhiyan (SSA) – 2000-01, Right to Education Act (2009) & NEP 2020.

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COMPARATIVE STUDY ON EFFECTIVENESS OF USING PRE-RECORDED TEACHING CONTENT AND ONLINE LIVE LECTURES AS MEDIUM OF INSTRUCTION IN TEACHER EDUCATION

□ Mrs. Sonal Sandip Phanse*
Dr. Chetan Uttamrao Chavan**

ABSTRACT

Teacher and students shifted to new era of virtual education due to sudden blow of pandemic. Educational institutions are struggling to find best mode of instruction to be follow dealing with online education. In this study researcher employs comparative study on effectiveness of two forms of instruction i.e pre-recorded teaching content and live online lecture for teaching content. Experimental study on Sample of 80 B.Ed. students was performed, selection of 40 students in each group was done randomly. Achievement test based on content thought was conducted after application of teaching method to see its effectiveness. On comparing Average score recorded from student's achievement test show that student employed with pre recorded teaching scored little higher than online lecture method. Analyzing further study shows mixed results, pre recorded teaching content was proved successful for students who are academically good in studies. Study showed 40% student comes under excellent category in pre recorded were as 20% of student following online lecture are excellent. Number of under achievers remain same regardless of teaching content they follow. In fact, online lecture method proved successful to reduce number of low achievers. This study showed that pre recorded teaching content is effective due to its flexibility, command over content flow like stop, play, rewind etc. But it depends on student desire to learn as it is self-regulatory method of learning. Student lack self-regulation get burdened with accumulated learning content resulting in low achievement.

Keywords: virtual education, prerecorded teaching, online lectures, teacher's education.

INTRODUCTION

Spread of infectious diseases like covid 19 halt the world and affected almost every aspect of living. Education sector was affected most as face to face teaching practice is more reluctant in Indian education system. According to the researchers, (Rieley, 2020) it is uncertain to get back to normal teaching for uncertain period of time. As social distancing is preminent at this stage, this will have negative effects on learning opportunities. Educational units are struggling to find options to deal with this challenging situation. These circumstances make us realize that scenario planning is an urgent need for academic institutions. As per (Hodges et al. 2020) Teaching staff of all backgrounds and ages

have had to prepare and deliver their classes from home, with all the practical and technical challenges this entails, and often without proper technical support. Effective teaching method considering distance education need research on urgent basis.

The introduction of new educational technologies has felt like an urgent poke in the ribs to many members of the academy. From clickers and in-class polling to interactive videos and self-paced instructional modules, the steady drumbeat of "innovate" has thumped across the literature and into our in-boxes (Bahnsen & Olejnikova, n.d.2017). All thanks to new educational technologies which equip us to face this challenging situation. When we talk about

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AN OVERVIEW ON ACADEMIC MOTIVATIONAL LEVEL OF B.ED. STUDENTS DURING ONLINE EDUCATION IN PANDEMIC

□ Mrs. Sonal Sandip Phanse*
Dr. Chetan Uttamrao Chavan**

ABSTRACT

An outbreak of covid-19 pandemic has its impact on several domains of society, including educational sector. Sudden shift to online mode of education effects student's academic attention leads to drop in academic motivational level of students. In this study investigator is making an attempt to find out level of motivation among B.Ed. students during online mode of studies in lockdown. To investigate motivational level of students Dr.V.P.Bhargava's Achievement motive test [AMT-BV] based on sentence completion method was used. Test was conducted on 70 second year B.Ed. students, through online google form. Study results shows that almost 43 percent of all the sample appears to be low in academic motivation and 40 percent comes under average in motivation. Hence it is concluded that academic motivational level among students is very less during the shift to online mode of education. This research makes an important contribution to find student teachers academic motivation during distance learning, moreover try to project some of the reasons resulting in low motivation and discuss some practice to be adopt to enhance academic motivation during such emergency situations.

Keywords: Academic, motivation, online education, pandemic, B.Ed. students.

INTRODUCTION

Sudden outbreak of covid-19 pandemic has its effect on almost every aspect on planet. It had its severe effect on social, political, environmental and on educational domain as well. Necessity of maintaining social distancing, confined the people inside four walls of house. Students seeking education were most affected due closure of educational institution. All educational institutions and educators took challenge to continue education of students, using several alternatives to physical mode of education. Online mode of education considered to be new normal these days.

Students from pre-primary to university level, from foundational to professional courses, vocational to technical form of courses adopted online mode of education in very short period of time. Though very impressive and appreciative handling of difficult situation, there were many consequences on students

emotional and motivational level due to stress and anxiety while facing this new normal. Steinmayr, R., Weidinger, A. F., Schwinger, M., & Spinath, B. (2019) found in their study that an increase of symptoms in depressive, anxiety and post-traumatic stress disorders. These stay-at-home orders also puts a strain on student, peer, and faculty interaction, with reference to, Goodenow (1993) a sense of classroom belonging and teacher support is linked to motivation in early adolescence. Achievement motivation energizes and directs behaviour toward achievement and therefore is known to be an important determinant of academic success (e.g. Steinmayr, R., Weidinger, A. F., Schwinger, M., & Spinath, B. (2019). It might have possibility that sudden lockdown affect mental wellbeing of student could be extended to put an impact on motivational level of students. In this study researcher is making an attempt to find level of motivation among B.Ed. student during online mode of

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TIC Principal

**FLIPPED CLASSROOM: AN INNOVATIVE METHOD IN ONLINE TEACHER
EDUCATION DURING PANDEMIC****Mrs. Sonal Sandip Phanse**

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Abstract

Sudden outbreak of covid -19 pandemic situation has great impact on the world in many ways. An overnight transformation from physical to virtual mode in field of education was laid due to sudden closure of schools and educational institutions considering need for social distancing. This situation was enough to expose gaps in traditional education system. It was also proved as a spark which made us realize the need to reassess the way of instruction in teaching and learning process. It provided us with a unique opportunity to be consider alternative method of teaching like blended learning and online learning, while catering students of 21st century. In this study an investigator made an attempt to explore such innovative method of teaching called 'Flipped classroom method'. Though actual flipped method design includes face to face interaction too, here modification of flipped strategy during online education was experimented to see its effectiveness on students' academic score. The conclusion was drawn after comparison of scores gained through employment of lecture and flipped class method of teaching conducted online. The results shows that proper execution of flipped classroom method during online mode of instruction has benefitted student to improve their academic performance.

Keywords: Flipped classroom, online education, teacher education, lecture method, Pandemic.

Introduction:

Year 2020 will be ever known for outburst of covid- 19 pandemic. This pandemic situation wide spread over more than 200 countries which infected huge number of populations around the world. Due to this deadly infection almost every aspect of society was affected and toppled seriously. Due to panicking situation govt of India declared nationwide lockdown on 24th march 2020. Education sector were one among the badly affected domain. Education institution and school buildings was closed for uncertain period of time considering need for social distancing to hampered the spreading of infection. Though educational institution was closed but education was continued with the efforts of educators and institution. Overnight transformation from physical education to virtual education highlighted gaps in traditional way of education. It exposes the capabilities of educator and education are they future ready for catering student of 21st century.

Many educators faced difficulties during this phase of deconstruction and re construction of educational methodology. Several alternatives to traditional instructional strategies were adopted on trial-and-error bases. 'There is no question that school closures and the transition to remote learning have been a challenge for many students and educators, especially for children without access to digital devices and internet connectivity at home. However, we have also seen how some young people have thrived with a more flexible, online learning model which supports self-paced, personalized, and





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A STUDY OF CAREER AWARENESS OF HIGHER SECONDARY SCHOOL STUDENTS IN RURAL AREA OF NASHIK DISTRICT IN RELATION TO THEIR SOCIAL ENVIRONMENT

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Abstract

In the present research researcher studied the relationship between Career Awareness of Higher Secondary School Students in Rural Area of Nashik District and their Social Environment. In this research 3 null hypotheses are tested. Present research is limited to the academic year 2021-2022 only. Survey method is used in this research. 1220 students are selected randomly as sample from twenty five rural higher secondary schools of Nashik district. Career Awareness scale and Social Environment scale developed and standardized by researcher is used to collect data. For data analysis Percentage, Mean, Median, Standard Deviation, T-test, Pearson's correlation co-efficient 'r' are used. In this research it is concluded that in the locality of higher secondary school student's people do mostly agriculture. The level of Social Environment regarding Career Awareness of higher secondary school students is "moderate". Career Awareness and Social Environment of higher secondary school students are positively and significantly interrelated. Thus, Social Environment is highly useful for them to enhance their Career Awareness. There is "substantial or marked" relationship between the profile variables of Career Awareness and Social Environment of higher secondary school students.

Keywords: Higher Secondary School, Career Awareness, Rural area, Social Environment, Nashik District.

Introduction

The aim of education is considered to be the holistic development of students. Academic achievement in education is the key to career choice in future life. Higher secondary level is a very important stage of career choice for students. At this stage if the student chooses the right career according to his interest and ability and gets proper guidance for it then he can be successful in future life. For this it is very important for the student to have career awareness at this level. Professional development plays a very important role in the development of a country. Today various schemes are implemented at the government level to professionalize education. But still the situation of education in the rural areas of our country and the awareness of the career of the student is not as good as it should be. There are many factors contributing to this. Every admitted student should achieve the right success in life. To be successful in life by choosing the right profession. Parents also expect this from the government. But accessing and succeeding in the right vocational education depends on educational attainment. A student's academic achievement is greatly influenced by his genetics and the social and educational environment he receives. The social and economic stratum from which the student comes. It affects his personality as well as his educational progress and career choices.

A Study On the Effect Of Strategies Of Teaching On Critical Thinking Skills Of Secondary School Students

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Abstract

This study investigates about the effect of two teaching strategies, i.e. Lecture cum Discussion method and Kolb's Experiential Learning Method. Which method of teaching will enhance the critical thinking capacities of the students will be established through this study. This is an experimental study which uses pre-test post-test control group design of quasi-experimental research. The sample consists of grade 9 students selected from two schools in Palghar district, Maharashtra, India. The control group was taught the lessons laws of motion through lecture cum discussion method and the experimental group through Kolb's Experiential Learning technique. One way ANOVA was used as statistical technique for analysis of data. It was found that compared to students taught through Lecture cum discussion method, students of experimental group who were taught through Kolb's experiential learning Technique had superior critical thinking ability.

Keywords: Strategies of teaching, Lecture cum discussion, Kolb's experiential Learning method, critical thinking skills, secondary school students.

Introduction

"Education is not the learning of Facts, but the training of the mind to think"

-Albert Einstein

The most important aim of education is to make the child capable of thinking by his own. The child should be capable of understanding and analysing the things happening around himself. This skill of thinking is to be developed through the education he gets. This should start from the school itself. For this to happen in our schools our teachers should give more importance to this aspect of development, i.e. developing the thinking skills of each and every child. But what happens in our classrooms are contradictory to this. Often, we consider the meaning of education limited to acquisition of knowledge. Children are provided bookish knowledge and they are not able to find any use of this knowledge in their real life. Children forget the things that they learn in their classes very easily. This is just because of the traditional teacher centred method of teaching used in our classrooms. It is very much needed in today's era that the teaching methods that is used in our classrooms should be student centred rather than teacher centred. Thinking skills, most importantly critical thinking skills of our children are to be developed through learner centred methods of teaching.

In the present study a comparison is made between the effectiveness of lecture cum discussion method and Kolb's Experiential Learning method in developing critical thinking skills of students in science subject. The researcher is trying to check which method of teaching can develop the critical thinking skills of secondary school students.

Need of the present research

Critical thinking skills not only makes the students able to understand what they see and read but also to build upon that knowledge which is very essential in the process of learning. Critical thinking skills include the analysis and evaluation skills of the students. So developing these skills help the child to be successful in his life. The development of these skills starts with the school education itself. In our classrooms, teachers must focus on the development of critical thinking skills of students. This can be done through using learner centred methods where the student is considered important and his development as well.

In the present study, two groups are there one group is taught with the traditional method lecture cum discussion and the other group is taught through Kolb's experiential technique. Lecture cum discussion method is the most common method used in many of our schools for teaching science subject. Kolb's experiential learning is a child centred method. Through this research, the researcher is trying to check whether there is any difference between the critical thinking skills of the two groups taught through two methods.





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23. New Validated AS Tool to Investigative Prevalence of Bullying Amid Secondary School Students of Mumbai, India

Aarti Ware

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Abstract

Bullying is a repetitive violence perpetrated among peers and is considered to be a public health problem that affects the development and learning teaching process of school-aged children and teenagers. Bullying can have multiple consequences with both short and long term effects like anxiety, loss of self-confidence, sleep disorder, depressive disorder, social phobia etc. The new validated AS tool (with 42 questions) was used to study on secondary school students. Sample used for study was 600 students among that 312 were boys and 288 girls of different parts of Mumbai, India. Bullying tends to increase throughout the elementary years, peak during in primary adolescent middle school years and decline somewhat during later adolescent high school years, indicating that middle school is the setting with the highest prevalence. The verbal bullying like called by names shows highest percentage of bullying in various schools which is in the range between 24 to 26%, Whereas few schools shows highest prevalence of verbal bullying (26%). Few schools showing 19.3 % of bad comments type of bullying. The physical bullying like hitting, kicking shows that the schools showing high percentage of bullying ranging from 25 to 27.3%.

This paper describes the new validated AS tool to addressing prevalence of bullying between secondary school students of Mumbai, India. The overall bullying shows in direction like Spread Rumors/Told Lies > Hit/kicked > Called by Names > Bad Comments.

Key Words: Bullying, Secondary School students, Violence, AS tool.

Introduction

School bullying has been identified as a major problem in many countries. Bullying among children as a repetitive negative act by one or more students against one another. There



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7. Development and Effectiveness of Bullying Prevention Programme for Secondary School Students

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Abstract

School is a formal institution established by the society where students acquire knowledge, develop language, social skills and value etc. Students interact with each other and share things, ideas, opinion, information etc. Schooling is an important phase of life which not only provides opportunities for learning but also socialization.

The Present study may be among very few in nature that investigate extent of bullying among secondary school children along with intervention of adults like teachers, parents, elders to prevent bullying and involvement of students in bullying is investigated in this research study. The unique ness of this study will be bullying prevention program will be developed by researcher to stop bullying.

Keyword: Bulling Prevention Program

Introduction

Socialization is a process whereby individual learns attitude, behavior, values of a group. Within an education system, children are exposed to various cues like attitudes, behaviors, and verbal and non-verbal communication which act as a means of socializing them. In the process of socialization students may abuse or tease one another verbally and non-verbally. The teasing can be considered as normal when it does not affect anyone physically or psychologically; but sometimes few students try to torture other student then it is not a simply teasing but it is to be taken seriously which is called as Bullying. It may harm person not only physically but also psychologically. In present study researcher made an attempt to study different forms of bullying and the extent of bullying among boys and girls.



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STUDY OF PROFESSIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS ON THE BASIS OF TYPES OF SCHOOLS AND MEDIUM OF INSTRUCTIONS

¹Dr. Chetan Chavhan ²Mrs. Pratibha Ursal

Abstract

This study sought to better understand secondary school teachers' personalities and commitment to their profession. The survey method of research was used for this study. 600 secondary school teachers from South Mumbai making up the sample. The following tools were used to collect the data by Sarabjit Kaur Ranu, Ravinder Kaur, and Sarjeet Kaur Brar, Professional Commitment Scale for Teachers (2011). And the June D'Souza Big Five Personality Scale (2009). The statistical analysis was done to use the following terms: Mean (M), Standard deviation (SD), t-test, and Pearson's correlation coefficient (r), ANOVA and the results showed that:

1. There was significant difference between aided and unaided secondary school teachers in terms of their commitment to their profession.
2. There was a significant difference between the personality traits of secondary school teachers who were from aided and unaided schools.
3. There was no significant difference among secondary school teachers of Marathi, Hindi and English medium on the basis of their commitment to their profession.
4. There was no significant difference among secondary school teachers of Marathi, Hindi and English medium on the basis of their Personality traits.
5. There was no significant correlation between secondary school teachers' professional commitment and their personality traits.

Keywords: Professional Commitment, Personality traits, secondary school teachers, aided and unaided schools, medium of instruction etc.

Introduction

If a teacher is dedicated to his career, he is said to be professional. Teachers' dedication to their profession has evolved into a basic demand of contemporary society. National income and development are linked to the educational process. The process of education is essential to raising the rate of national income and the graph of national progress. But the committed teachers are what make this process work. There is always an absolute in the progress of the country if instructors are not truthful about their vocation. The future of the nations is definitely bright if teachers perform their jobs well and effectively. Therefore, the needs or priorities of the teacher are more significant in the whole educational process. The teaching profession is unique and involves a rich combination of working connections with a variety of other participants, including the organisations, parents, students, and colleagues. As a result, commitment to one's profession influences both teachers and the educational system. Arya (2012) believes that teachers' professional commitment involves devoting their personal time and attention to their field of work. Dave (1998) listed five areas where teachers should devote their skills. These commitments are (i) to the learner; (ii) to society; (iii) to the profession; (iv) to excellence; and (v) to basic human values. The teacher has a significant impact on how students are shaped and developed as people.

¹ Associate Professor And Research Guide, Ge Society's College Of Education & Research, Parel, Mumbai.

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STUDY OF PROFESSIONAL COMMITMENT IN RELATION TO PERSONALITY TRAITS OF SECONDARY SCHOOL TEACHERS

Dr. Chetan Chavhan

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Parel, Mumbai.

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ABSTRACT

This study sought to better understand secondary school teachers' personalities and commitment to their careers. The survey method of research was employed for this study. 600 secondary school teachers from South Mumbai making up the sample. The following resources were used to gather data. by Sarabjit Kaur Ranu, Ravinder Kaur, and Sarvjeet Kaur Brar, Professional Commitment Scale for Teachers (2011). And the June D'Souza Big Five Personality Scale (2009). The statistical analysis was done to use the following terms: Mean (M), Standard deviation (SD), t-test, and Pearson's correlation coefficient (r), and the results showed that:

1. There was no significant difference between male and female secondary school teachers in terms of their commitment to their profession.
2. There was a significant difference between the personality traits of secondary school teachers who were male and female.
3. There was significant difference between secondary school teachers' commitment to their profession based on whether they had 10 years of teaching experience or more.
4. There was no significant difference between secondary school teachers with more than 10 years of teaching experience and those with less than 10 years in terms of personal traits.
5. There was no noticeable relationship between secondary school teachers' professional commitment and their personal traits.

Secondary school teachers, personality traits, professional commitment

KEYWORDS: Professional Commitment, Personality Traits, Secondary School Teachers,

INTRODUCTION

A noble career, teaching. If a teacher is dedicated to his career, he is said to be professional. Teachers' dedication to their profession has evolved into a basic demand of contemporary society. National income and development are linked to the educational process. The process of education is essential to raising the rate of national income and the graph of national progress. But the committed teachers are what make this process work. There is always an absolute in the progress of the country if instructors are not truthful about their vocation. The future of the nations is definitely bright if teachers perform their jobs well and effectively. Therefore, the needs or priorities of the teacher are more significant in the whole educational process.

The teaching profession is unique and involves a rich combination of working connections with a variety of other participants, including the organisations, parents, students, and colleagues. As a result, commitment to one's profession influences both teachers and the educational system. Arya (2012) believes that teachers' professional commitment involves



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23. New Validated AS Tool to Investigative Prevalence of Bullying Amid Secondary School Students of Mumbai, India

Aarti Ware

Dr. Chetan Chavhan

Associate Professor GE, Society's College of Education and Research, Parel, Mumbai.

Abstract

Bullying is a repetitive violence perpetrated among peers and is considered to be a public health problem that affects the development and learning teaching process of school-aged children and teenagers. Bullying can have multiple consequences with both short and long term effects like anxiety, loss of self-confidence, sleep disorder, depressive disorder, social phobia etc. The new validated AS tool (with 42 questions) was used to study on secondary school students. Sample used for study was 600 students among that 312 were boys and 288 girls of different parts of Mumbai, India. Bullying tends to increase throughout the elementary years, peak during in primary adolescent middle school years and decline somewhat during later adolescent high school years, indicating that middle school is the setting with the highest prevalence. The verbal bullying like called by names shows highest percentage of bullying in various schools which is in the range between 24 to 26%, Whereas few schools shows highest prevalence of verbal bullying (26%). Few schools showing 19.3 % of bad comments type of bullying. The physical bullying like hitting, kicking shows that the schools showing high percentage of bullying ranging from 25 to 27.3%.

This paper describes the new validated AS tool to addressing prevalence of bullying between secondary school students of Mumbai, India. The overall bullying shows in direction like Spread Rumors/Told Lies > Hit/kicked > Called by Names > Bad Comments.

Key Words: Bullying, Secondary School students, Violence, AS tool.

Introduction

School bullying has been identified as a major problem in many countries. Bullying among children as a repetitive negative act by one or more students against one another. There

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STUDY OF EFFECTIVENESS OF BULLYING PREVENTION PROGRAM AMONG SECONDARY SCHOOL STUDENTS WITH RESPECT TO SYNERGY OF NEP-2020

Aarti S. Ware, Research Scholar

Dr. Chetan Chavan, Research Guide & Associate Professor, Gokhale College of Education,
Parel, Mumbai

Abstract:

Education is fundamental for achieving full human potential, developing an even-handed and just society and promoting national development. One of the silent features of National Education Policy (NEP) 2020 is synergy in curriculum. If we consider adolescent stage of development of any child's, the results indicate that the all child's /students are highly enthusiastic in terms of energy. Some students used it for worthy work; some students used this energy for bullying to other students. Experiencing moral and healthy environment in school, the secondary school level for all students are in adolescent stage, so curriculum must be implemented with Bullying Prevention Program. In present study Researcher have made attempt to find out prevalence and effectiveness of bullying prevention program among secondary school students of Mumbai. The age group of students are in between 14 to 16 yrs. Sample of study was 600 students of 9th standard students in which 312 were boys and 288 were girls. It is found that extent of bullying happening is ranges from 7- 23 %. Survey is done by using tool made by researcher following that bullying prevention program was implemented which also made by researcher both tool and bullying prevention program validated by taking opinion of experts. Bullying prevention program implemented for nearly one month and it is found that there is reduction in bullying by 10 %.

Keywords: Bullying, Bullying Prevention Program, NEP 2020

Introduction:

Bullying is the most common form of violence in schools and has been shown to disrupt the emotional and social development of both the targets and the perpetrators of bullying¹. Bullying can be physical, verbal, relational, and direct or indirect. There are well-established age and sex trends¹ (Smith, Madsen, & Moody, 1999). There has been considerable research on bullying-prevention programs and scholarship on best-practice guidelines for school social workers⁵. An emerging concern is describing prevention and intervention programs; and discusses emerging trends in both bullying.

Olweus is the first pioneer of putting definition of bullying. Olweus (1993) defined that bullying as repeated aggressive acts that are physical, verbal, or indirect in nature and which involve an imbalance of power such that it is difficult for the victim to defend him or herself. Bullying prevention program- It refers to laws, policies, organizations, and movement aimed at stopping or preventing bullying by Dr. Dan Olweus². Sample used for study was 600 students of secondary school students, among that 312 were boys and 288 were girls. Students age ranges from 14-16, all students are secondary students of 9th standard. Data collected from various schools from Mumbai. The objectives of the study were to find out prevalence of bullying and to study effectiveness of bullying prevention program.

Bullying is an international phenomenon, and bullying intervention have been



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"STRATEGIES FOR INTERACTIVE LECTURES"

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Gokhale Education Society's,
College of Education & Research,
Parel, Mumbai-12

Abstract- The present paper deals with the difference between traditional lectures and interactive lectures. It has been proved by research that the students are not interested in traditional way of teaching, they expect something creative and constructive. Here few strategies are suggested to make the lecture more interactive like The pause procedure, Think pair share, Concept tests etc.

Key Words- The pause procedure, Think pair share, Concept tests, Personal response system, Personal response cards, Classroom assessment techniques.

Introduction- Teaching is the best profession in the world if done in a proper manner. We all require a teacher in life to learn unknown content or subjects. There is a huge advancement in technology and various teaching methods. Students don't like the passive learning, they are more interested and active in interactive learning. Interactive learning creates good understanding of the subject and also inculcates co-operativeness, working together etc. values.

Traditional Lectures

- Instructor talks & students listen with minimal interruptions
- Student concentration can be observed dropping after 10-15 minutes
- Instructor's questions are largely rhetorical

-Students' responses to an instructor's questions are commonly made by students raising their hands

- Student-to-student talk is discouraged
- Students listen and take notes independently
- Student comprehension during the lecture is not monitored explicitly
- Opportunities to correct misunderstandings are not provided routinely during the lecture
- Student absenteeism often is quite high

Interactive Lectures

Instructor talks with periodic pauses for structured activities

- As student concentration begins to wane, a short structured in-class activity is assigned
- Instructor's questions require responses
- Students' responses to an instructor's questions are commonly made by using a clicker or an IF-AT Answer Sheet
- Student-to-student talk is encouraged
- Students often work with partners or in groups
- Student comprehension during the lecture is assessed directly
- Opportunities to correct misunderstandings are periodically provided within the lecture
- High rates of attendance often are reported

What are some strategies for transforming traditional lectures into interactive lectures?

The breaks between mini-lectures offer instructors countless possibilities for actively engaging students. Popular types of brief, low-risk and high-impact activities that students can complete during the breaks between mini-lecture segments include:

The Pause Procedure (Rowe, 1980; 1986; Ruhl, Hughes, & Schloss, 1980) is an extremely easy and effective approach to promoting greater student engagement with minimal modification to one's traditional lecture presentations. The pause procedure has the instructor pausing for approximately two minutes on three occasions during a fifty-

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Women Achiever's

Sri. Sandeep Bajirao Bodke
Assistant Professor
General Education Section,
College of Education & Research, Pali.

Abstract

The present paper deals with the problems faced by the girls from the Indian community and their struggle to become a successful in life. The author has tried to share few real life stories of the females with an intention to aware the community about the pathetic situation of girls & struggle.

Key words: Kamathipura, CA, Nomadic Tribe, Pukar, Prathiam

Introduction:

In India, millions of girls face an uphill struggle when it comes to getting an education. From financial constraints to unsupportive communities to rigid and suffocating gender roles and even demotivating classrooms, there are a number of hurdles that girls have to overcome.

Fighting this status quo and keeping their ambitions alive are some incredible girls who are not only making their own future brighter but also serving to inspire others facing similar circumstances.

Chasing dreams in the red light district

Shweta Katti's is an inspiring story of rising above circumstances. She was born and raised in Kamathipura - Asia's second largest red light district. Shweta's mother, a factory worker, always encouraged her to study. Her parents saw education as a way out of poverty and a means of empowerment.

School, however, was not kind to Shweta. She was bullied for being dark skinned and for coming from Kamathipura. Her teachers barely took classes, and when they did, they spared no attempt to humiliate the students. Shweta recalls how girls from Kamathipura were told by their teachers "Your mother is a whore and you will be a whore too". Instead of learning and feeling empowered at school, she started to suffer from low self-esteem and developed a fear of going to school. Throughout all of this, the sex workers in Kamathipura were extremely supportive of

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4. Mahatma and His Lady Colleagues

Mr. Bodke Sandeep Bajirao Mainabai

Gokhale Education Society's, College of Education & Research, Parel, Mumbai-12

Abstract

The present paper deals with the lady colleagues which we have come across in many of Gandhiji's photos. The author tried to add important work and assistance given by Kasturba Gandhi, Manuben, Sushila Nayar, Miraben and Saraladevi these lady colleagues of Mahatma. We may wonder while reading the devotion shown by them towards Gandhiji and India's freedom movement. They assisted Gandhiji in every walk of his life.

Introduction

Kasturba Gandhi, Manuben, sushila Nayar, Miraben and Saraladevi these ladies have contributed significantly in the life of Mahatma Gandhi. Kasturba fought for civil rights alongwith Gandhiji. She was also involved in politics in South Africa. Manuben was the most trusted walking stick of Mahatma Gandhi, Manuben was the grandniece of Gandhi. She joined Gandhi when she was only 17 years old. Manuben was also one of the two people who were by Gandhi's side when he was shot on January 30, 1948. Sushila Nayar was the younger sister of Pyarelal Nayyar, personal secretary to Mohandas Karamchand Gandhi. She was so deeply influenced by Gandhian philosophy that she became a central part of his life. She was also one of the young women who stayed with Gandhi. Mirabehn, was a British supporter of the Indian Independence Movement who in the 1920s left her home in England to live and work with Mohandas Gandhi. She devoted her life to human development and the advancement of Gandhi's principles.

"His is the One Luminous, Creator of all, Mahatma

Always in the hearts of people enshrined,

Revealed through Love, Intuition and Thought

Whoever knows Him, Immortal becomes!!!

Bless us O Bapu, so that we may attain Success in all that we do!"

Kasturba Gandhi

Kasturba married Mohandas Karamchand Gandhi when she was only 14 years old and Gandhi was 13 years old. She fought along with Gandhi for civil rights and Indian independence against the British. First involved herself with politics in South Africa in 1904 when, with her

