



**Gandhi Shikshan Bhavan's
Smt. Surajba College of Education**

Conducted by Indian Council Of Basic Education

NAAC ACCREDITATION 4TH CYCLE

Criterion 3

DVV CLARIFICATIONS



3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	9	35	0	10

Data template per teacher are as follows:

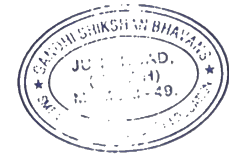


3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Name of the teacher	Year	Title of the book/chapters published	Title of the paper	Name of the conference	National / international	Year of publication	ISBN number of the proceedings	Affiliating Institution of teacher at the time of publication	Name of publisher	Relevant link
Prof. Dr. Sunayana Kadle	2022-23	-	-	-	-	-	-	-	-	-
	2021-22	Cooperative learning - A tool to develop Emotional Intelligence	-	-	-	2021-22	978-1-312-23376-2	-	-	-
	2020-21	Aarhat Multidisciplinary International Education Research Journal	Constructivist approach in English subject to develop listening skill of school students	Interdisciplinary National Virtual Conference	National	Nov - Dec 2021	ISSN-2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication & Aarhat Journals	constructivism
		ERJ Educator Research Journal	Stem - A Vital Component Of An Effective Education Systems	Interdisciplinary International E-Conference	International	March-April 2021	ISSN:P-2455-0515 E-2394-8450	Oriental College of Education And Research	Aarhat Publication And Aarhat Journal's	effective education
		Aarhat Multidisciplinary International Education Research Journal	Living An Environment Friendly Life	Interdisciplinary International E-Conference	International	March-April 2021	Issn-2278-5655	Oriental College of Education And Research	Aarhat Publication And Aarhat Journal's	environmental education
		Aarhat Multidisciplinary International Education Research Journal	Swachh Bharat Mission-A Study	Interdisciplinary International E-Conference	International	Sept-Oct. 2020	ISSN-2277-8721	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	swasha bharat
		Gandhi: The Hidden Power	Mahatma Gandhi: The Father Of Naturopathy	-	National	Oct.2021	ISBN 978-1-68563-585-5	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	father of naturopathy
	2019-20	Impetus Of Feminism In Global Era	Women Trafficking	-	National	Oct. 2021	ISBN: 978-81-953392-7-3	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Taran Publication	women trafficking
	2018-19	Energy And Environment Management Audits	Recycling Of Kitchen Waste	-	National	2021	ISBN: 978-93-91538-2-6	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	AKNIK Publications	engaging mahatma
	2019-20	-	Assimilating Gandhian Philosophy In The Teacher Education Programme	Remembering the Mahatma - Epitome Of Humanism	National	2019	ISSN 2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	-	-
2018-19	Educare	Technology Enabled Learning - The need of the hour	Annual National Conference M.C.E.A.M	National	2018	ISSN 978-93-5321-817-1	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Publication MSG foundation	-	
2018-19	Humane Teachers Attributes and Trends	Humane Teachers by Integrating Gandhian Philosophy In The Teacher Education Program	Humane Teachers Attributes and trends	National	2019	-	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	School Of Education	-	
2018-19	Center For Professional Development Of Teacher Educators	Internship In Special Schools On Students Teachers Behaviour And Attitude Towards Inclusion	-	National	2019	-	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	School Of Education	-	
Prof. Sabiha More	2022-23	-	-	-	-	-	-	-	-	-
	2021-22	-	-	-	-	-	-	-	-	-
	2020-21	Aarhat Multidisciplinary International Education Research Journal	Case Study Of Urban Parks : Central Park Of New York And Sanjay Gandhi National Park Of Mumbai	-	National	2020	ISSN: 2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication & Aarhat Journals	-
	2019-20	Innovative and Evolved Teacher Education in India	Human Rights Education for Teacher	-	National	2021	ISBN: 978-81-950258-5-5	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Twentyfirst Century Publication	human rights
	2018-19	-	Gandhian approach to peace and conflict resolution	Remembering the Mahatma - Epitome Of Humanism	National	2019	ISSN 2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	-	-
Dr. Priti Chandorkar	2022-23	Women Empowerment and Leadership	Role of Parents, Teachers and Society In Promoting Mental Health Of Students	-	National	2022	226-232	-	Mishra Publication	-
	2021-22	Realizing Human rights	Human Social Inequalities and challenges	-	National	2022	978-93-92586-15-6	-	Aadi Publication	-
	2020-21	Aarhat Multidisciplinary International Education Research Journal	Knowledge Management of Teacher Educators of B.Ed. Colleges In Relation to Their Total Quality Management	Interdisciplinary National Virtual Conference	National	Nov - Dec 2021	ISSN-2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication & Aarhat Journals	knowledge management
		ERJ Educator Research Journal	A Study of Impact of Organisational Citizenship Behaviour On Knowledge Management of Teacher Educators of B.Ed. Colleges In 21st Century	Interdisciplinary International E-Conference	International	March-April 2021	ISSN:P-2455-0515 E-2394-8450	Oriental College of Education And Research	Aarhat Publication And Aarhat Journal's	organisational citizenship
		Aarhat Multidisciplinary International Education Research Journal	A Study of Awareness Of Climate Education Among Students Of St. Id. In Andheri	Interdisciplinary International E-Conference	International	March-April 2021	Issn-2278-5655	Oriental College of Education And Research	Aarhat Publication And Aarhat Journal's	climate education
2019-20	Aarhat Multidisciplinary International Education Research Journal	Gandhiji Perspective On Health "Return to Nature"	Interdisciplinary International E-Conference	International	Sept-Oct. 2020	ISSN-2277-8721	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	gandhiji experimental learning	
2018	-	Peace and Gandhian Philosophy	Remembering the Mahatma - Epitome Of Humanism	National	2019	ISSN 2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	-	-	
Dr. Yogita Mandole	2022-23	ICT Education Concepts and Application	Use of ICT to Create Digital Learning Environment for Better Teaching.	Online Multi-Disciplinary National Seminar	National	2022	ISBN 978-81-973098-9-2	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	-	-
	2021-22	Women Empowerment and Educational Development	Women's Right to Education in India	-	National	2022	ISBN 978-93-91559-06-6	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Gungun Publishing House	-
	2020-21	Dimensions of Innovation and Integration in Teaching	Policies for Promoting Inclusive Education	-	National	2022	978-93-91530-87-3	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	N.B. Publications	-
		Higher Education In Twenty First Century	Mental health and well being - A Key to Success for abundance	-	National	2021	ISSN 978-81-952859-6-1	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	-	-
		Engaging Learners In The Twenty First Century	Rural finances and self help groups in Rural India	-	National	2021	ISSN 978-81-953392-6-2	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Taran Publication	-
		Yoga For Wellness	Yoga for Wellness	-	National	2021	ISSN 9789392313097	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Taran Publication	-
		Gandhi: The Hidden Power	Gandhiji's Concept Of Education- Nai Talim	-	National	2021	ISBN 978-1-68563-585-5	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	-	-
	2020-21	Co-Operative Learning and Its Interaction with Learning Approaches and Goals of Student	The Impact of COVID-19 Pandemic Performance of Students Teachers	-	National	2021	ISBN 978-81-968303-5-4	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Taran Publication	-
	2020-21	ERJ Educator Research Journal	NEP 2020: Promotion of Indian Languages	-	National	2021	ISSN 978-81-968303-5-4	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	-	-
	2020-21	National Education Policy 2020	Aarhat Multidisciplinary International Education Research Journal	General Awareness Towards Environmental Education	International	March-April 2021	ISSN-2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	-
2019-20	-	Aarhat Multidisciplinary International Education Research Journal	Significance And Relevance Of Gandhian Ideology	International	Sept-Oct. 2020	ISSN-2277-8721	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	-	
2018-19	-	E-Learning In Higher Education	Ajanta An International Multidisciplinary Conference	National	2018	ISSN 2277-5730	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Ajanta Prakashan	-	
2018-19	-	Remembering the Mahatma - Epitome Of Humanism	Sarvodaya (The Welfare Of All) - A Unique Concept	National	2019	ISSN 2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	-	-	
Dr. Pradnya Bhosekar	2022-23	-	-	-	-	-	-	-	-	-
	2021-22	-	-	-	-	-	-	-	-	-
	2020-21	Library, Information & Knowledge Services for Education 2020	Effect of Social Media on Reading Habits of Students of Gandhi Shikshan Bhavan	-	National	2020	ISBN 978-93-80873-43-0	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	A. P. H. Publishing Corporation	Effect of Social Media
	2019-20	Scholarly Research Journal for Interdisciplinary Studies	Libraries In New Normal	-	National	2021	ISSN 2278-8808	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	-	Libraries In New Normal
	2018-19	-	-	-	-	-	-	-	-	-
Dr. Judy Andrews	2022-23	-	-	-	-	-	-	-	-	-
	2021-22	-	-	-	-	-	-	-	-	-
	2020-21	Aarhat Multidisciplinary International Education Research Journal	Review Of The Impact Of Multiple Intelligence on the Career Choice of Secondary Students	Interdisciplinary National Virtual Conference	National	Nov - Dec 2021	ISSN-2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication & Aarhat Journals	mental disorder
		Aarhat Multidisciplinary International Education Research Journal	Mental Disorder - An Awareness Among Teachers: A Review Of Related Literature	Interdisciplinary National Virtual Conference	National	Nov - Dec 2021	ISSN-2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	comparative study
		Aarhat Multidisciplinary International Education Research Journal	Understanding Academic Self Concept and Locus Of Control In Relation To Self-Regulation A Self Esteem With The Help Of Quantitative Research Methodology	Interdisciplinary National Virtual Conference	National	Nov - Dec 2021	ISSN-2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	impactof covid
		Aarhat Multidisciplinary International Education Research Journal	Cultural Practices Oppresses Women	Interdisciplinary National Virtual Conference	National	Jan-Feb 2020	ISSN-2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	-
		Aarhat Multidisciplinary International Education Research Journal	Sentience About The Other Side Of Gandhi	Interdisciplinary International E-Conference	International	Sept-Oct. 2020	ISSN-2277-8721	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	other side of gandhiji
2019-20	Gandhi: The Hidden Power	Gandhi's Craft Centred Education	-	National	Oct.2021	ISBN 978-1-68563-585-5	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	gandhiji - craft	
2018-19	-	Dissemination of Gandhian Philosophy At Gandhi Shikshan Bhavan	Remembering the Mahatma - Epitome Of Humanism	National	2019	ISSN 2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	-	-	
Dr. Frances Vaidya	2022-23	-	-	-	-	-	-	-	-	-
	2021-22	-	-	-	-	-	-	-	-	-
	2020-21	Aarhat Multidisciplinary International Education Research Journal	Job Stress of Secondary School Teacher in Relation to their attitude towards teaching profession	Interdisciplinary National Virtual Conference	National	Nov - Dec 2021	ISSN-2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication & Aarhat Journals	job stress
		Aarhat Multidisciplinary International Education Research Journal	Usefulness Of Technological Assisted Textbook As Learning Resource In The Teaching Learning Process	Interdisciplinary National Virtual Conference	National	Nov - Dec 2021	ISSN-2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	textbooks
		Aarhat Multidisciplinary International Education Research Journal	Comparative Study Of Emotional Intelligence and Teacher Effectiveness Among Secondary School Teachers	Interdisciplinary National Virtual Conference	National	Nov - Dec 2021	ISSN-2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	emotional intelligence
2020-21	Aarhat Multidisciplinary International Education Research Journal	Awareness About Long Term Environmental Sustainability Among The Secondary School Students	Interdisciplinary International E-Conference	International	Sept-Oct. 2020	ISSN-2277-8721	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	long term environmental sustainability	

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Name of the teacher	Year	Title of the book/chapters published	Title of the paper	Name of the conference	National / international	Year of publication	ISBN number of the proceedings	Affiliating Institution of teacher at the time of publication	Name of publisher	Relavant link
Dr. Ratna Prabha Rajman	2019-20 2018-19	Aarhat Multidisciplinary International Education Research Journal	Awareness About The Dignity of Labour Among The Secondary School Students-The Gandhian Way	Interdisciplinary International E-Conference	International	Sept-Oct. 2020	ISSN-2277-8721	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	dignity of labour
		Aarhat Multidisciplinary International Education Research Journal	Gandhian Values for A Wholistic And Successful Life Among The Students of Higher Education	Interdisciplinary International E-Conference	International	Sept-Oct. 2020	ISSN-2277-8721	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	gandhian values
		Aarhat Multidisciplinary International Education Research Journal	Awareness About Non-Violence Among Secondary School Students	Interdisciplinary International E-Conference	International	Sept-Oct. 2020	ISSN-2277-8721	Gandhi Shikshan Bhavan's Smt. Surajba College of Education	Aarhat Publication And Aarhat Journal's	hetal
	2019-20 2018-19	Gandhi: The Hidden Power	Gandhi's Experiential Learning		National	Oct.2021	ISBN 978-1-68563-585-5	Gandhi Shikshan Bhavan's Smt. Surajba College of Education		experiential learning
	2022-23	Educare	Reimagine learning through technology	Annual National Conference M.C.E.A.M	National					
	2021-22	Gandhi: The Hidden Power	Gandhi's Trusteeship as an Instrument of Human Dignity		National	Oct.2021	ISBN 978-1-68563-585-5	Gandhi Shikshan Bhavan's Smt. Surajba College of Education		father of naturopathy
	2020-21	Aarhat Multidisciplinary International Education Research Journal	A study on Total Quality Managment - A Developmental Of Questionnaire And Iot Test	Research in Education	National	2021	ISSN 2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education		
	2019-20 2018-19	Building a culture of innovation Amongst teacher of 21st century Aarhat Publications and Aarhat Journal's	Climate Change- A Challenge For Sustainable Development A Study of B.Ed Course Trainee Teachers Attitude towards use of ICT in the Training Gandhian Values and Challenges		International	2021				
	2019-20 2018-19		Role of a school in Developing Non violent personality of the students	Remembering the Mahatma- Epitome Of Human	National	2019	ISSN 2278-5655	Gandhi Shikshan Bhavan's Smt. Surajba College of Education		





**Gandhi Shikshan Bhavan's
Smt. Surajba College of Education**

Conducted by Indian Council Of Basic Education

Publications Yearwise

2022-23

2021-22

2020-21

2019-20

2018-19

Prof. Dr. Sunayana Kadle



Mrs. Sunayana J. Kadle
M.Sc., M.Ed., M.Phil. (Edu)

About author

The author of this book Dr. Sunayana Kadle is a teacher educator, since the last 25 years. After her Masters degree in Education and Masters in Philosophy of Education, she pursued her Master's degree in Psychology. She has a Doctorate in Education from Yashwantrao Chavan Open University under the guidance of renowned Educationist Dr. Veena Deshmukh. Dr. Sunayana Kadle, has tried innovative teaching learning strategies in her class. Presently she is the faculty -Associate Professor in Gandhi Shikshan Bhavan's, Smt. Surajba College of Education, Juhu Mumbai. She has published more than sixty papers in National and International Journals. She is keenly interested in research and is a life long learner.



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Cooperative Learning- A tool for develop EMOTIONAL INTELLIGENCE Mrs. Sunayana J. Kadle

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Mrs. Sunayana J. Kadle



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**AARHAT MULTIDISCIPLINARY INTERNATIONAL
EDUCATION RESEARCH JOURNAL**

Peer Reviewed Journal

Volume-X, Issues- VI

Nov - Dec 2021

AN

INTERDISCIPLINARY NATIONAL VIRTUAL CONFERENCE



**RESEARCH
IN EDUCATION**

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Peer Reviewed Journal

AARHAT MULTIDISCIPLINARY INTERNATIONAL EDUCATION RESEARCH JOURNAL
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Peer Reviewed Journal

AARHAT MULTIDISCIPLINARY INTERNATIONAL EDUCATION RESEARCH JOURNAL
Volume-X, Issues-VI

JOURNAL
Nov - Dec 2021

CONSTRUCTIVIST APPROACH IN ENGLISH SUBJECT TO DEVELOP LISTENING SKILL OF SCHOOL STUDENTS

Mr. Vilas Vitthal Bhise

Research Scholar ,

University Of Mumbai

Research Guide: Dr. Sunayana J. Kadle

Abstract

"Language and culture are the frameworks through which humans experience, communicate, and understand reality."

Lev Vygotsky

English has been started from first standard in Marathi medium schools also from June 2000. The goal of teaching English from first standard is with the objective that the students will attain knowledge proficiency and will be able to communicate well as it is one of the main communication language of the multilingual society. But unfortunately, even after a decade, the desired goals have not been achieved to the full extent. Teachers generally used direct approach of starting the class making use of textbooks. The teachers have fallen into 'the Textbook Trap.' They use the textbook as their primary instructional tool in all the classrooms and adhered only to the written word and printed instructions. There is less effort to move beyond the textbooks. Language is best learnt through the development of four skills. The skills of speaking, listening, reading and writing. It is seen that teachers consider skill development as an integrated practice; integrated in the sense that they feel listening and speaking automatically learnt during reading and writing. Listening and speaking do not require separate exercises, games or activities, but can be learnt while practicing reading skills by reading aloud. There is a need for teachers to shift focus of teaching from Traditional method to new approaches so as to make the teaching learning process more effective, attractive, and joyful and child centered. On such approach is the constructivist approach. In this scenario the researcher took up an experimental research in constructivist learning in English subject. In the present paper researcher shared his experiences of using constructivist approach in English subject.

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MARCH-APRIL 2021



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Andheri West - Mumbai - 400102 Ph. : 022-66914405 / 06 / 07*

Inter-Disciplinary International E-Conference

ON

BUILDING A CULTURE OF INNOVATION AMONGST TEACHERS OF 21ST CENTURY



Chief Editor

Principal- Dr. Ratnaprabha N. Rajmane

Co-Editor

Prof. Debaleena Roy

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STEM – A VITAL COMPONENT OF AN EFFECTIVE EDUCATION SYSTEM

Dr.Sunayana J. Kadle

Associate Professor,

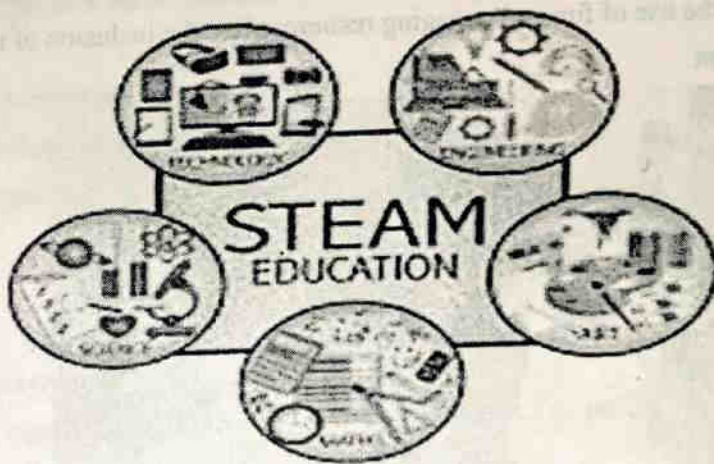
Gandhi Shikshan Bhavan's

Smt. Surajba College of Education Juhu (North) Mumbai – 400 049.

Introduction:

The educational model STEM that is focused on enhancing the concepts of “science, technology, engineering and math” was in focus till date. Students in STEM programs may have more experiential learning opportunities, but they are limited to only science, technology, engineering, and math. Integrating the art into STEM allows students to master the skills, which supports their ability to succeed in the future. It also allows students not only to engross with their learning but also supports them in recalling and recollecting the information they learned. The STEAM approach also concentrates on promoting collaborative learning through group activities and projects.

STEAM education is fundamentally an experiential form of learning which is focused towards building skills in children and provide deep concept understanding. STEAM is an amalgamation of Science, Technology, Engineering, Art and Mathematics where two or more or all the subjects taught together which leads to a concept understanding.



In a fast-changing educational world, students are being provided with the knowledge and skills needed to succeed in the coming times. Moreover, they are being equipped with the confidence required to practice those skills. With the contemporary teaching pedagogies, the focus of educators has drifted from providing theoretical knowledge to practical learning and the art of using it energetically. STEAM agenda fosters young

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**AARHAT MULTIDISCIPLINARY INTERNATIONAL EDUCATION
RESEARCH JOURNALS (AMIERJ)**

A Bi-monthly Peer Reviewed Journal



Gandhi Shikshan Bhavan's

SMT SURAJBA COLLEGE OF EDUCATION

(CONDUCTED BY ICBE)

Organized

Interdisciplinary International Colloquium

**“ENVIRONMENTAL CHANGE -
MULTIFARIOUS ISSUES & CHALLENGES”**

Chief Editors

Dr. Ratnaprabha Rajmane

Dr. Judy Grace Andrews

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LIVING AN ENVIRONMENT FRIENDLY LIFE

Dr. Sunayana J. Kadle

Asst. Prof.

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Abstract

Our environment is constantly changing. However, as our environment changes, so does the need to become increasingly aware of the problems that surround it. With a massive influx of natural disasters, warming and cooling periods, different types of weather patterns and much more, people need to be aware of what types of environmental problems our planet is facing. Our planet is poised at the brink of a severe environmental crisis. Current environmental problems make us vulnerable to disasters and tragedies, now and in the future. We are in a state of planetary emergency, with environmental problems piling up high around us. Unless we address the various issues prudently and seriously we are surely doomed for disaster. The paper reports a research study that was conducted to find out the general opinion of the public about the environment preservation and self initiatives for mitigating the problems. It was found that the people are aware about the environmental issues and agree that humans are responsible for environmental problems but the initiatives need to be taken on a personal level. Only awareness is not enough action has to be taken. The action can be taken by consciously following the 5rs guidelines for achieving environmental sustainability. These 5 r's are only the initials of some words that determine actions to mitigate our impacts: 5rs - recycle, reuse, reduce, refuse and rethink

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SWACCH BHARAT MISSION- A STUDY

Dr. Sunayana J Kadle

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Smt. Surajba College of Education Mumbai.

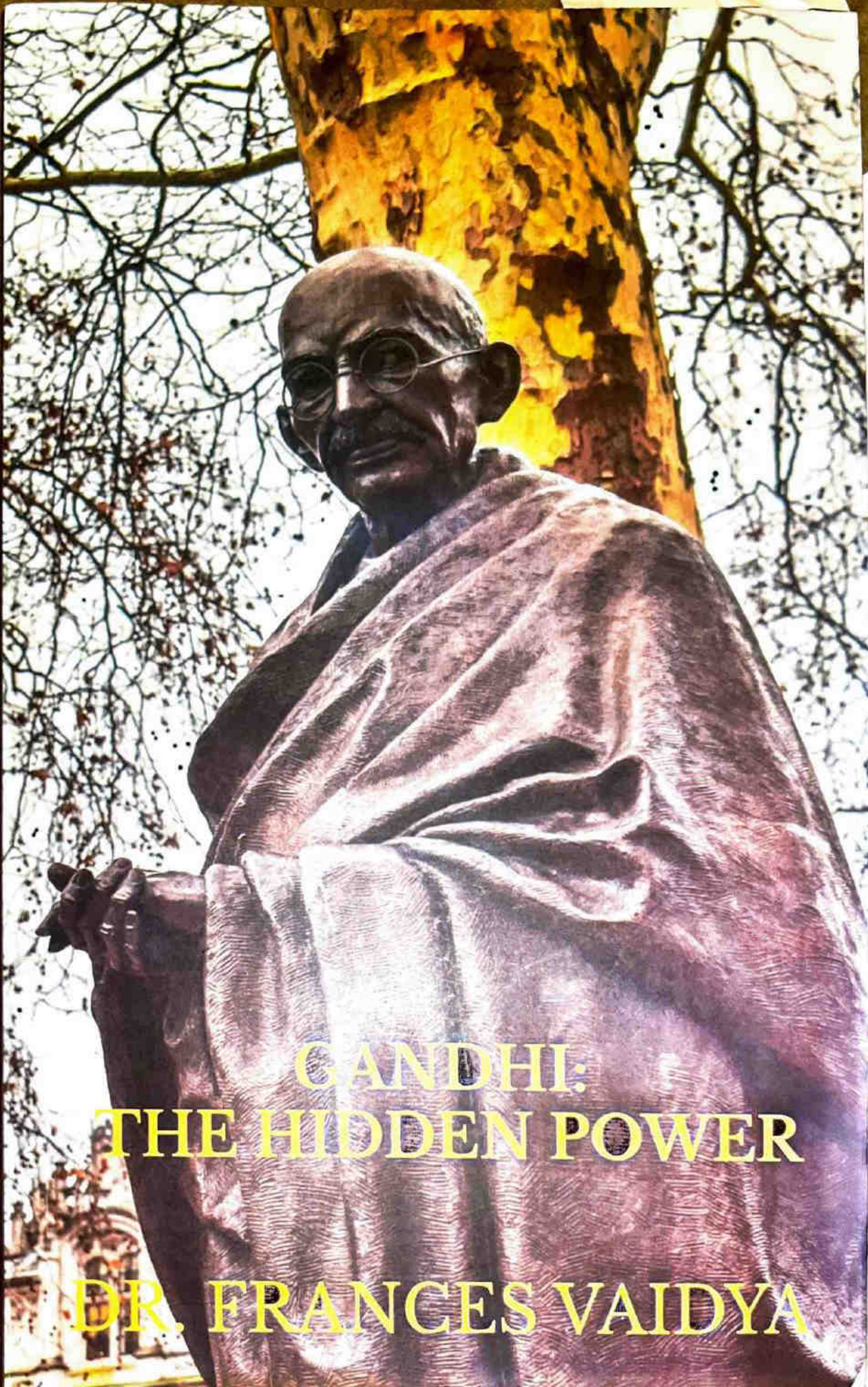
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Everyone must be his own scavenger. - M. K. Gandhi

Mahatma Gandhi said "Sanitation is more important than independence". He made cleanliness and sanitation an integral part of the Gandhian way of living. His dream was total sanitation for all.

Indians gained freedom under the leadership of Mahatma Gandhi, but his dream of a clean India is still unfulfilled. Cleanliness is most important for physical well-being and a healthy environment. It has bearing on public and personal hygiene. It is essential for everyone to learn about cleanliness, hygiene, sanitation and the various diseases that are caused due to poor hygienic conditions. The habits learnt at a young age get rooted into one's personality. Even if we instill certain habits like washing hands before meals, regular brushing of teeth, and bathing from a young age, we are not bothered about cleanliness of public places. Mahatma Gandhi said, "I will not let anyone walk through my mind with their dirty feet." Gandhiji dwelt on cleanliness and good habits and pointed out its close relationship to good health. No one should spit on the streets.



**GANDHI:
THE HIDDEN POWER**

DR. FRANCES VAIDYA

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CHAPTER EIGHT

MAHATMA GANDHI: THE FATHER OF NATUROPATHY



Dr. Sunayana Kadle,
Associate Professor
Gandhi Shikshan Bhavan's
Smt. Surajba College of Education
Juhu North, Mumbai 400049.

"In nature cure, everybody can be his or her own doctor, not so in the various system of medicine." M. K. Gandhi

How many qualities of Gandhiji do we know about?

We know of him as a political leader, freedom fighter, the messenger of peace and for being the "Father of the Nation".

Mahatma Gandhi is the person who had laid the milestone of naturopathy in India. He himself was a true follower of naturopathy in his complete life. Gandhi propagated so many of ideas on the basis of the experiments made by him on several aspects of life. One such aspect that Gandhi is that he was a staunch believer of Nature Cure.

Impetus of
Femin



I
S
m
in Global Era

Dr. Jitendra K. Aherkar

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WOMEN TRAFFICKING

Dr. Sunayana J. Kadle

Associate Professor, Gandhi Shikshan Bhavan's

Smt. Surajba College of Education

Juhu (North) Mumbai

Although illegal under Indian law, human trafficking remains a significant problem in this country – and women and girls pay the highest price

India ranks
4th
in terms of
prevalence of
modern
slavery.

Children as young as
FOUR
are sold into
prostitution.

1 child
goes missing
every
8 minutes.

The average age
of a child sold into
slavery is
12.

The **8** numbers
of human
trafficking
in India.
#every8minutes

46 % of
traffickers
are known
to the victims.

More than
75 % of all
trafficking victims are
women
and girls.

There are over
14
million
salves
in India today.

The average
cost
of a child in India
is Rs. **700**

Sources: The Global Slavery Index - 2013, ICF Report 2014, Children in India 2013, Reuters 2017

Introduction

The problem of gender-based violence runs very deep in the globe. We can see that a Culture of Violence against Women that has been established. The rape crisis is just one facade of the multitude of problems that reflect the gender discrimination scenario. The oppression of Women starts almost unnoticeably. This violence is the product of a culture that bestows all power on men and denies women's most essential rights. Among men, many are those who look down on women and girls; girls are trained in silence; they are told to have no opinions, no arguments, no conflicts. These prejudicial attitudes are seen right from womb to tomb (Sen A. Missing women—revisited. *BMJ*. 2003; 327: 1297–98.). They start with the practice of sex-selective abortion and infanticide, and continue through adolescent and adult life with high levels of female infant mortality, child marriage, teenage pregnancy, lesser wages for women, unsafe workplaces, domestic violence, maternal mortality, sexual assault and neglect of elderly women. A number of crimes are committed against women and one such crime which is rampant all over the world is Women trafficking.

About the Authors



Mrs. S. Rajalakshmi is the Founder and Chairman of the Nature Science Foundation, Coimbatore, Tamil Nadu, India started with a vision for the noble cause of environmental protection and nature conservation since 2017. She is the recipient of 'Women of Excellence' from the Centre for Women Studies, Nehru Arts and Science College, Coimbatore, Tamil Nadu in 2020 and the 'Best Social Worker Award' from International Society for Women Development, New Delhi. Her area of expertise is to conduct environment audit, green campus audit, energy audit and hygiene audit to educational institutions and industrial sectors. She is the certified auditor of ISO Environmental Management Systems (ISO 14001:2015).



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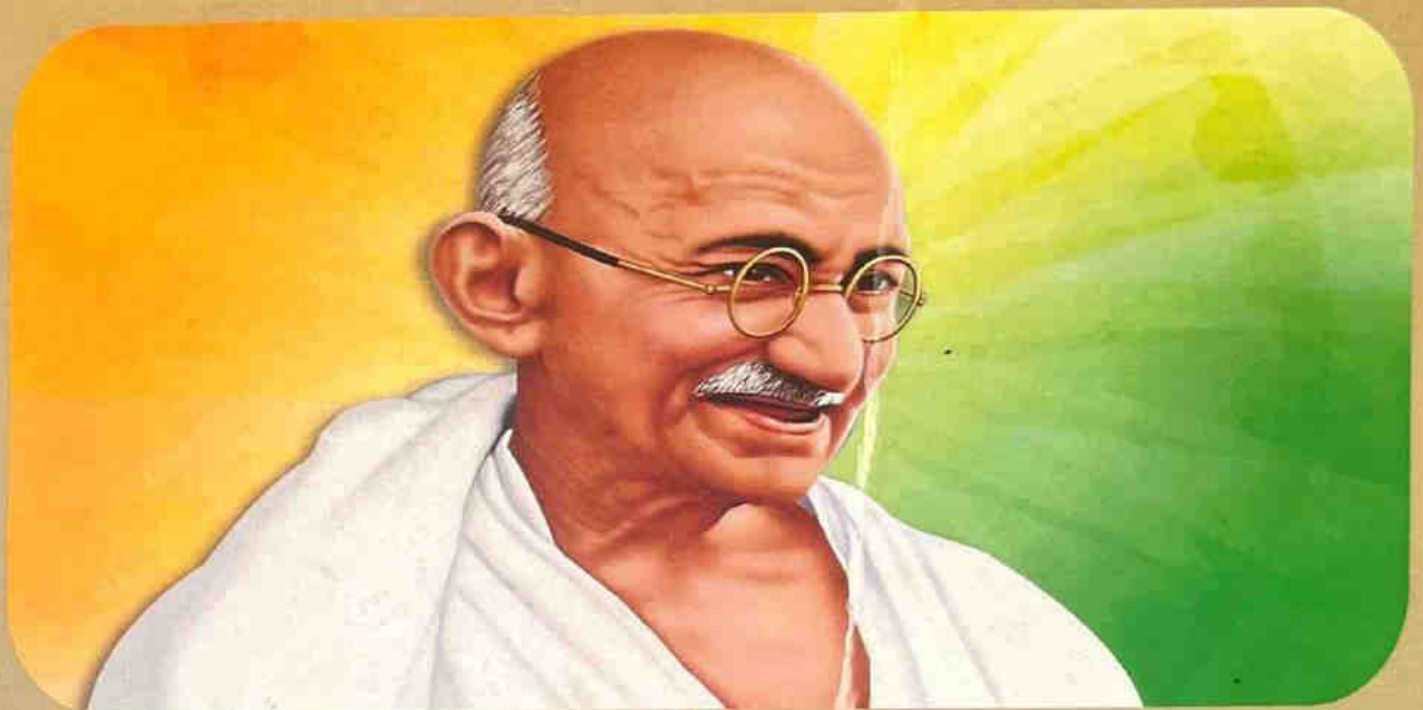
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**“REMEMBERING THE
MAHATMA- EPITOME OF HUMANISM”**



On
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Dr Ratnaprabha Rajmane

Dr. Judy Grace Andrews
Dr. Sunayana Kadle

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ASSIMILATING GANDHIAN PHILOSOPHY IN THE TEACHER EDUCATION PROGRAMME.

Dr. Sunayana J Kadle

Assistant Professor

Gandhi Shikshan Bhavan's, Smt. Surajba College of Education, MUMBAI

"Education means all-round drawing out of the best in child and man—body, mind, and spirit."**- M. K. Gandhi**

The three domains of cognitive, psychomotor and affective are tightly integrated aspects of human learning. In the present day's educational scenario, more importance is given to the development of cognitive faculty than the affective one. Many institutions focus only on the skills and knowledge domains but it is essential to maintain a balance in developing the cognitive, affective, and psychomotor domains of learners. Gandhi Shikshan Bhavan's Smt. Surajba college of education focusses on creating humane teachers through the curriculum in which the programmes organized are based on Gandhian principles. The programmes are designed, and interwoven, integrated and implemented along with the teacher education curriculum as prescribed by the Mumbai University so that there are behavioural changes in the students teachers. Values such as sensitivity, secularism, dignity of labour, hardwork, self-reliance, etc, are developed in the student teachers. These values are not taught they are caught by the students when they participate in the various programmes organized in the institution.

The programmes based on Gandhian philosophy organized in the institution are:

1. **Sarva Dharma Prarthana:** The Prarthana is organized daily in the college but with a difference. The student teachers are taught about the prayer verses from the different religions and one student teacher recites the prayer and the rest repeat the lines. The Muslim prayer, Catholic prayer, Jain prayer, Buddhist prayer and Jain prayer is learnt by the students along with the prayer written by Gandhiji which is like a pledge for bringing about a change in the society being teachers. The meaning of the prayers is explained to the student teachers which brings about secularism and they come to know that the prayers are only signifying goodness and values.
2. **Sarvodaya Patra:** Every Thursday, a Patra is rotated in the class wherein the students donate a rupee or amount they wish to put in the patra (which is not compulsory) . The money is collected and the amount is deposited in a special bank account of the college and the collected amount is used for any Natural calamity in the country or sometimes the students themselves are in need of cash due to health issue. Before this activity the concept of **Unto the Last** is told to the students teachers. Also students are asked to sacrifice some luxury to donate that money even if it is a rupee. Student teachers can skip a snack that day and donate that money which is a form of sacrifice by the students.
3. **Visit to Mani Bhavan – Gandhi Sangralaya:** The Visit tells the student teachers about the story of Gandhiji's life and sensitizes the students to values on which Gandhi lived. The Gandhi library and the Doll museum talks about the important events of Gandhiji's life and helps the student teachers to learn Gandhi. The values are learnt from the visit through the display at the museum. It is really surprising that 99% students being Mumbaitees have never visited the place before. The students are shown the films of the freedom struggle where they can actually see the National leaders in the film and their contribution during the freedom struggle. This instills the value of Patriotism and love for the nation and respect for the leaders.

E·D·U·C·A·R·E

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Technology Enabled Learning - The Need of the Hour

Dr. Sunayana J. Kadle

Asst. Professor, Gandhi Shikshan Bhavan's Smt. Surajba College
of Education, Juhu (North), Mumbai -49

"We need to embrace Technology to make learning more engaging. Because when students are engaged and they are interested, that's where learning takes place."

Introduction :

The pace of change brought about by new technologies has had a significant effect on the way people live, work, and play worldwide. New and emerging technologies challenge the traditional process of teaching and learning, and the way education is managed. Information Technology, while an important area of study in its own right, is having a major impact across all curriculum areas. Easy worldwide communication provides instant access to a vast array of data, challenging assimilation and assessment skills. Rapid communication, plus increased access to IT in the home, at work, and in educational establishments, could mean that learning becomes a truly lifelong activity—an activity in which the pace of technological change forces constant evaluation of the learning process itself.

- Education is a life-long process therefore anytime anywhere access to it is the need
- Information explosion is an ever increasing phenomena therefore there is need to get access to this information
- Education should meet the needs of variety of learners and therefore IT is important in meeting this need
- It is a requirement of the society that the individuals should possess technological literacy
- We need to increase access and bring down the cost of education to meet the challenges of illiteracy and poverty-IT is the answer.

Significance of Technology Enabled Learning in Education :

■ Access to variety of learning resources :

In the era of Technology, information technology aids plenty of resources to enhance the teaching skills and learning ability. With the help of Technology it has become very easy to provide audio visual education. Thus, learners are encouraged to regard computers as tools to be used in all aspects of their studies. In particular, they need to make use of the new multimedia technologies to communicate ideas, describe projects, and order information in their work.

■ Immediacy to information :

IT has provided immediacy to education. Now in the year of computers and web networks the pace of imparting knowledge is extremely fast and one can be educated anywhere at any time using Internet facility.

■ Any time learning :

One can study whenever he wills irrespective of whether it is day or night and irrespective of being in India or in US because of the boom in IT.

■ Collaborative learning :

Now, IT has made it easy to study as well as teach in groups. With online we can be unite together to do the desired task. The Internet and its Web sites are now familiar to many children in and among

STABILITY
SHelter
ENCOURAGE
FUTURE
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LOVE
QUALITIES
DECENT
KINDNESS
DONATE
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SUPPORT
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HELP HAND
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TOGETHER
SOLUTIONS
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BUILD
EMPOWER
SENSE
OF
LIVES

HUMANE TEACHERS ATTRIBUTES AND TRENDS

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CREATING HUMANE TEACHERS BY INTEGRATING GANDHIAN PHILOSOPHY IN THE TEACHER EDUCATION PROGRAMME

Sunayana J. Kadle

"Be the change you want to see in the world."- Mahatma Gandhi

INTRODUCTION

Education is all round development of personality. All-round development of personality means the development of all the three domains that is cognitive, affective and psychomotor domain, which is described in simple terms as the head, heart and hand. The three domains of cognitive, psychomotor and affective are tightly integrated aspects of human learning. In the present day's educational scenario, more importance is given to the development of cognitive faculty than the affective one. The schools are only concerned with the academic achievement of the students which trains them in cognitive skills. Many institutions focus only on the skills and knowledge domains. Many teachers stay away from the affective domain because of its complexity. Learning is essential for students to master skills but if the affective domain is ignored, the cognitive areas are greatly affected. It is difficult to achieve even the highest levels in the cognitive domain if complementary skills in the affective domain are not developed. Thus it is essential to maintain a balance in developing the cognitive, affective, and psychomotor domains of learners.

In present times, the main function of teaching is being restricted to the development of cognitive and intellectual abilities of learner's only. So the teachers try to connect mostly with the cognitive domain. Preparing students for the competitive examinations and competitive spirit is on the rise. The children are only focusing on marks at whatever cost. Getting admissions in IIT's and reputed colleges remain in focus and thus the affective domain of the students is neglected.

If we look into the 21st century, the society is in turmoil due to so many challenges such as pollution, poverty, exploitation, violence, inequality and hunger thus humanity is at stake. We need a humane education which provides opportunities for individuals to develop a sense of responsibility, character values, respect, empathy, tolerance etc. All these are the affective domains of personality. The key to such teachers' success is their humane, compassionate, and empathetic nature. Thus, teacher training programmes should primarily focus on developing this element within every prospective teacher as it can be the best way to improve the achievements of learners in any kind of educational setting. Teachers who have high emotional intelligence are the ones who working the persuasion of "self-actualization" and hold greater "social responsibility." These two important qualitative variables of a

ABSTRACTS

National Conference On Action Research in School Education

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EFFECTS OF INTERNSHIP IN SPECIAL SCHOOLS ON STUDENT TEACHERS BEHAVIOUR AND ATTITUDE TOWARDS INCLUSION

Dr. Sunayana J. Kadle, Asst. Prof., Gandhi Shikshan Bhavan's, Smt. Surajba College of Education, Juhu (North) Mumbai, sunayanakadle@yahoo.co.in

Learning is a process of acquiring new knowledge, which is active and complex. This is the result of an active interaction of key cognitive processes. It is also an active interaction between teachers and learners, and learners try to make sense of what is taught by trying to fit these with their own experience. Teaching and learning practices that lead to improved student engagement and achievement should be implemented. The teaching process requires new creativity and ideas to develop ways of presenting subject matter to students. The teacher must carefully choose the approach or teaching methods so that the objectives of the learning outcomes can be achieved. Adding educational visits and internship to their curriculum can bring about positive learning outcomes. Educational visits and internship provides another environment that children can thrive in and hopefully benefit from. Changing the environment offers students a uniquely rich context to frame student learning and provides them with movement.

In the B.Ed. Two year course a full paper on creating an inclusive school was introduced. The paper demands a thorough knowledge of the inclusion of the differently abled students in the school. This is because the special children are challenging to manage. They need more attention and resources with varied teaching strategies after identification and good preparation on the part of the teachers. The paper is challenging for the teacher educators of the B.Ed. colleges as they themselves are not completely trained in the special education. The objective of this course is to sensitize the student teachers towards the differently abled students and have a positive attitude towards mainstreaming the children with all the different types of disorders in the normal classroom and not making them merely sit in the class.

An action research study was carried out on the 49 B.Ed. Student teachers. The method was experimental method. The pre -test on the attitude of the student teachers towards inclusion of children with special needs was given. It was found that the student teachers were not having a positive attitude towards the concept of inclusion of children with special needs in the general classroom and also had the view that they cannot be included as it is not possible for the teachers to



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CASE STUDY OF URBAN PARKS : CENTRAL PARK OF NEW YORK AND SANJAY GANDHI NATIONAL PARK OF MUMBAI

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Abstract:

Environment is everything that is around. It can be living or non-living things. It includes physical, chemicals and other natural forces. Living things live in their environment. They constantly interact with it and change in response to conditions in their environment. We have seen green patches turning into a dessert, rivers submerge the areas, increased alkaline in the water levels and make loose the species like a pack of cards. If experts are to be believed, then we are losing between 10,000 and 100,000 species each year or are getting extinct each year. So we need to do thinking how and why should environment be saved. In cities we need environment more vehemently than any other part of the inhabitation. This paper examines the need for parks in a metro city. It compares two parks of two famous cities of the world.

The cities of the 20th Century are conurbation of region comprising a number of cities, large towns, and other urban areas that, through population growth and physical expansion, have merged to form one continuous urban or industrially developed area. In most cases, a conurbation is a polycentric urbanised area, in which transportation has developed to link areas to create a single urban labour market or travel to work area. Therefore with such heavy population its essential for people to have a place to rejuvenate for leading a healthy life. We need to have a place which would absorb the unhealthy elements like suspended carbon particle, carbon mono oxide and smog. Any metro in the world needs to give breathing space to its inhabitant through medium

INNOVATIVE AND EVOLVED TEACHER EDUCATION IN INDIA

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Human Rights Education for Teachers

Ms. Sabiha More*

Preamble, Article 26.2 of the UDHR states the role of teachers and educators in achieving the social order called for by the document.

“Education shall be directed to the full development of the personality and to the strengthening of respect for human rights and fundamental freedoms.”

Teachers play a very important role in disseminating and imparting knowledge to the learners. Teachers help to build a progressive and vibrant society in which justice, equality, fraternity, brotherhood, tolerance and peace are embedded. Today our society needs to understand and appreciate the right and wrong. We need people who think about the future and create a better world that is people-friendly. Here is the need to ensure that all individuals are given the correct, scientific and logical education. The United Nations HUMAN RIGHTS COMMISSION has agreed that to make the society completely harmonious and progressive, human rights education has to be taken up and executed very seriously. A teacher can impart and disseminate the knowledge of Human Rights through various subjects and ensure that human rights can be taught on a daily basis in the classroom easily and without being artificial. The need is that the teachers should be aware about the subject and remains conscious of the importance of the subject and its importance in the society and world. This is the effort to throw light on the awareness of human rights and the responsibility of teachers to infuse human rights through teaching.

Keywords: Teacher, Human Rights, Education Commission.

The Teacher of New Millennium

Teachers have been revered from time immemorial. They play a crucial role in making or breaking the society. The parents and society look up to the teacher for the moral and intellectual guidance of the children.

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On
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Dr Ratnaprabha Rajmane
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GANDHIAN APPROACH TO PEACE AND CONFLICT RESOLUTION**Sabiha More**

Associate Professor

Smt Surajba College of Education, Juhu North, Mumbai: 400049

Conflict refers to some form of friction, disagreement or discord arising within the group, when the beliefs or actions of one or more members of the groups are either resisted by or un acceptable to one or more members of another group. Conflict arguments and changes are natural parts of our lives as well as the lives of every agency, organisation and nation. Most of the conflict that is found in India is of following kind:

1. Communal Conflict
2. Caste Conflict
3. Regional Conflict
4. Rural-Urban conflict
5. Class Conflict
6. Value Conflict
7. Inter group Conflict
8. Inter Generation Conflict
9. Reservation Conflict
10. Gender Conflict

Whenever and wherever there is a difference in the motives and interests – means desire for prestige, economic benefit, power and defeat for destruction of enemy – of different persons there is bound to be conflict of some kind.

Gandhi maintained that there cannot be true and lasting peace unless there is equal opportunity for all. In order to understand the Gandhian Approach to peace, we must comprehend the core of Gandhi's social and political thought in which he envisaged that peace is more than absence of conflict and violence.

OBJECTIVE OF THE PAPER:

1. To examine the Gandhian approach to conflict resolution in the present context.
2. The fundamental concepts of peace in Gandhian thought and practice.

METHODOLOGY: This is a Library Research in which Gandhian Literature was taken into consideration while writing the paper.

FINDINGS: Gandhi had the firm belief that human beings were basically good and Humanity essentially had a nonviolent nature. The underlying sources of conflict are distress and friction therefore the Gandhian method of conflict resolution not only focuses on the immediate grievances of the conflict, it goes beyond and sees the underlying sources of the conflict as well.

SOURCES OF CONFLICTS



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Krittibas Datta | Mukta Goyal

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KEY ASPECTS OF MANAGEMENT SKILLS IN HIGHER EDUCATION

Dr. Yogita Mandole

Assistant Professor, Smt. Surjaba College of Education

Introduction

Organizational citizenship behavior (OCB) has been considered to be one of the most important factors influencing organizational effectiveness (Organ, Podsakoff & MacKenzie 2006). Organizational Citizenship Behavior is considered as an outcome of an organization's maintenance of its obligations to the nation (Smuthet et al 2001). It is widely believed that organizations could not survive unless employees were willing to occasionally engage in OCB. Such employee attributes include safe handling of organization's assets; assisting co-workers in difficulties even before they are attended to by an organization; jealously promoting the organization's interests and defending any attempt to undermine them by adversaries, and working extra time to ensure that the required production levels are achieved. Waterman et al., (2002) urged individuals' contributions to the production goals and services as measurement of performance.

REVIEW OF LITERATURE

Ryan (2001) found that an employee's level of moral reasoning was a significant predictor of his or her altruistic behaviour. Bienstock (2003) Employee perceptions Employee perceptions on how they are treated by the service organizations are positively related to OCB.

Comeau, & Griffith, (2005) researched on task-interdependence and goal- interdependence. It shows strong main effect of task interdependence, and goal interdependence, and also interaction effect of task and goal interdependence on OCB.

Wat and Shaffer (2005) found that the competence dimension of psychological empowerment was significantly related to both conscientiousness and sportsmanship. Influence of competence on conscientiousness was explained by the fact that individuals who believe they have capability to achieve goals do what is required to achieve.

OBJECTIVES OF THE STUDY

1. To study the Key aspects of Management Skills for Good Governance.

KEY ASPECTS

Renowned successful organizations need employees who will do more than their usual job duties and provide performance which is beyond expectations. Organizational citizenship behaviours (OCB) describe actions in which employees are willing to go above and beyond their set role requirements. Aforementioned theory suggests and some research supports the belief that these behaviours are correlated with various indicators of organizations. Many of the best employees enjoy working in a positive environment with a closely join group of co-workers. Furthermore, attraction and retention of employees is one of the most important human resource functions in any organization. In this study, the nature of OCB, KM and its



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WOMEN EMPOWERMENT AND LEADERSHIP



DR. SAVITA MISHRA



Role of Parents, Teachers and Society in Promoting Mental Health of Students

Dr. Priti Chandorkar: Associate Professor, Gandhi Shikshan Bhavan's, Smt. Surajba College of Education, Mumbai, Maharashtra, priti.chandorkar@gandhishikshan.com

Abstract

According to WHO (1948) also, "Health could be a state of complete physical, mental and social well-being and not just the absence of wellness or infirmity". Time and again, the two vital classes of health that are examined totally are mental and physical health. Each mental and physical health are equally vital, neither one will overshadow the significance of the other. An individual who has good physical health is probably going to operate normally in any respective level of life. However, mental health is the state of mind in which an individual realizes his own potentialities. He can battle with the normal stress of life and can contribute in a conducive manner not solely in life but can also make some fruitful contribution towards his community too. Factors like depression, stress and anxiety can all effect mental health and destroy a person's routine life. It is seen that a large number of students are suffering from mental depression today. It is necessary to have mental health like physical health. Therefore, special emphasis has been laid on mental health at present. It is especially important to keep the mental health of the new generation or students intact. Current students are suffering from stress due to education and various problems of daily life. As a result, students are suffering from mental illness. Therefore, teachers and all family members should be aware

protect the mental health of the child or student.

Keyword: Mental Health, mental health, mental state, family psychological, temperament, emotion, well-adjusted. Environment, Child

Introduction
Nowadays we are all more or less aware of physical health. But many people are not aware of what is meant by mental health, how to maintain the health of human health. Although many educators have a positive attitude about the importance and necessity of some human health sciences, it is not been long since it appeared as a collected scripture. At the same time, just as every human being has his own self-world, so he has various elements or objects around him, in which by coordination and interaction he grows, moves forward, and the functioning of the whole body, the ability to regulate and manifested. Mental health is an aspect of a person's overall health. Mental health is a combination of a person's physical health and mental health. In daily life, family, social, economic, political, educational elements have affected our mental health. It puts stress on the mind in many ways that can disrupt mental well-being. The science of mental health is a science that is constantly working and researching to keep a person's mental health normal. With the overall development of the individual, the organization is constantly working towards the goal of serving. Maintaining mental health is a very important program in the life of an individual. Home and school play an important role in maintaining the mental health of the individual. As a social being, we are born into a family and participate in school education to receive education after family life. The family environment and the school environment affect the mental health of the student. An independent, stress-free, empathetic family environment and school environment help protect the mental health of the student.

Concept of Mental Health

Mental health is a joyful activity of the person's personality organization. The mental health of the person develops through the proper adjustment with environment. There are several positive things associated with healthy and normal mentality, such adjustment with changing environments, preparing the field of self-guidance, helping the individual to be established as a cohesive and ideal etc. Mental health helps a person to develop a balanced mental organization and adapt to the changing environment. According to J.A Hadfield, "Mental Health is the full and free expressions of all our native and acquired potentialities in harmony with one another by being directed towards a common goal."

personality as a whole."

Nature of Mental Health

Self-realization: One of the characteristics of mental health is self realization. This means that a person can effectively realize himself, be able to read, write and speak. A philosophical vision will awaken in the person. The person will listen attentively to different topics and will be able to observe them. Will try to understand and protect about physical and mental health. Be aware of the person's ability to get what they want. Such a person will be entitled to a healthy lifestyle.

Able to establish human relationships: Another important feature of mental health is the establishment of human relationships. A mentally healthy person enjoys a diverse social life. Works in harmony with each other and tries to maintain democratic relations with other. Thus, establishes human relations. The decision is made by the person himself and he tries to maintain it firmly. He can tolerate a certain amount of stress which can keep the frustration at bay.

Responsible personality: Having a responsible personality is one of the characteristics of a healthy mindset. In other words, the mindset of taking responsibility and the harmony of the people in the preparation of the appropriate field to fulfill it is absolutely necessary. Responsible personalities place more importance on being aware of the health of all, being gracious towards individual differences, being loyal to the law and so on.

Mental health is both body and mind: mental health is not limited to the mind. Mental health depends on both the body and the mind. Because there is a close relationship between body and mind. When the body is sick, the normality of the mind, spontaneity, balance is likely to be disturbed. In other words, in order to keep mental health intact, both body and mind must be kept healthy.

Mental health is a dynamic concept: Mental health identifies the balance of the mind. Various events in a person's life disturb a person's mental balance. That is why the process and change of the correlation of the individual becomes necessary. That is, since the environment is changeable and mental health is dependent on the environment, mental health is a dynamic concept.

Self-evaluation: Self-evaluation is an important feature of mental health. Mental health informs about a person's abilities. Mental health makes a person aware of himself from different angles. Its ability to bring awareness

of a person's abilities, the person makes an accurate assessment of the limitations. In other words, we can say that a person with mental health can do self-evaluation.

Intellectual and emotional maturity: Intellectual maturity is another important feature of mental health. Mental health can be observed in the whole person and distorted intellectual development is also appropriate. In results intellectual and emotional maturity regularly spread knowledge, awaken a sense of responsibility, and bring clarity to the expression of thoughts and feelings.

High Adjustment Ability: High adjustment Ability is one of the main features of mental health. Everyone has to adapt to the changing environment. Attempts to adapt to changing environments are seen in individuals with mental health. Mental health can be impaired if a person is unable to adapt properly to his or her environment.

Improved way of life: better life and philosophy have the qualities of healthy mental health. Living according to the realities of the world and one's own abilities and determining one's needs are the marks of an improved way of life.

Foundations of Mental Health

Sound mental health relies on certain foundations. General physical health, psychological atmosphere and the sociological atmosphere lay the foundations for sound mental health. It had been Coleman (1956) who pin pointed these basic foundations of mental health.

General health: The physically healthy individual is less prone to malady than one who is in poor physical condition. The former can withstand psychological stresses and strains more steadily than the latter. Good physical health therefore lays a strong foundation for good mental state. General health study can facilitate the early detection and treatment of specific physical conditions that may lead to mental disabilities. So brain tumors, syphilis and certain alternative organic conditions could also be treated on time so as to avoid serious mental illness. Studies have shown that a large variety of biological conditions such as faulty genes, diseases, endocrine glands imbalance, malnutrition etc. interfere with normal growth and become the causes for maladjusted behaviour. Three genetic defects of major concern are bodily aberrations, faulty genes and genetic predisposition to specific mental disorders. Most of the knowledge concerning the role of genes in mental disorders relies on the study of family trees. Kallman (1958) studied the inheritance of schizophrenia.

Findings show that the incidence of schizophrenia is much higher among blood relations than within the general population.

Deformities and imperfections of body such as gimp, deafness, vision defect and crookedness, etc. whether inborn or accidental can be factors affecting mental health. However, the importance of a physical impairment depends totally on the approach the individual evaluates and adjusts thereto. Common undesirable reactions to physical handicaps are feelings of inferiority, sorrow and hostility. As a consequence, the individual might develop psychological handicaps that are much more disabling than his physical impairment.

Physical deprivation such as deficiency disease, sleep etc. are important factors concerning mental health. The actual fact that deficiency disease in early life effects intellectual development has been reported by the International Commission on Education in their report entitled 'Learning to Be'. In line with Adelson, two out of every three hospitalized mental patients have suffered severe sleep disturbances before being hospitalized. Also, emotional processes like worry and anger mobilize body resources to satisfy emergency situations, prolonged mobilization of such kind produces physiological changes that ultimately harm the organism. Further, it is calculated that 50% of patients suffer from brain pathology. This could be temporary as in the case of drug intoxication or it should be permanent as just in case of syphilitic infection of brain.

Psychological conditions: Infants bereft of maternal love and care later develop mental health issues. Such deprivation could result because of separation from mother and placement of the kid in any establishment, placement in foster homes etc. Such kids are deprived of encouragement and positive learning. A study conducted by Beres and Overs in 1950 on thirty-seven adolescents institutionalized for thirteen years. At the time of study sixteen or eighteen years after discharged from the orphanage, four were diagnosed as psychotic, twenty-one had character disorder, four were mentally retarded, two were neurotic and seven were normal. Severe and sustained maternal deprivation of kids inside the home too can seriously retard overall development of the individual.

Infancy and early childhood are crucial stages of an individual's development during which he requires the gratification of many desires to assure good adjustment. During later childhood too, the kid must not experience rejection through physical neglect, denial of love and affection, lack of interest in the kid's activities and achievements, harsh, inconsistent

kid failure to spend time with the kid. Another psychological factor which is the base for sound mental state is the extent of protection from the family. Overshielding from the slightest risk could hamper the kid's growth. Jenkins reported in a study that kids referred to as insecure mothers. On the other hand, over indulged, over-protected, over-strict and stern parents can lead to children becoming spoiled, selfish, and dependent. Seers reported that high permissiveness and low control within the home were related absolutely with delinquent behaviour.

On the top of most psychological factors, the type of family structure is the essential foundation of mental state. Psychologists have reported four patterns of family structure which can be harmful to the mental health of an individual-

1. **Over-protected family** is characterized by the lack of ability to address and deal with the hard issues of family living. It lacks physical and psychological support for meeting its problems and depends heavily upon continued assistance. Thus, it cannot give feeling of safety and security to the child.

2. **Over-strict family** has parents who are grossly eccentric and in a constant state of emotional turmoil. Parents fight to take care of their own equilibrium and the kid does not get the required love and attention. Almost inevitably, the kid gets intermeshed in the emotional problems of parents.

3. **Over-indulgent family** inculcates values not accepted by the broader society. Kids in these families are inspired in dishonesty, deceit and other undesirable behaviour.

4. **Over-fragmented families** are incomplete whether or not as a result of divorce, separation or some other conditions. All these families are predisposed to mental health problems.

In addition to the above, a couple of alternative psychological aspects related to mental health are a sense of failure, losses, guilt, loneliness, value conflict, conformity versus nonconformity and avoiding versus facing reality. Losses of money, social prestige etc. tend to devalue an individual in his

Sociological foundations: It is rather tough to draw a transparent line of demarcation between the psychological and sociological aspects of mental health. Almost invariably psychological issues are precipitated out from the sociological context and conditions. In modern times significantly, there is cut-throat competition in society in all walks of life such as academics, sports, job and even in getting marital partners. The constant struggle to induce success creates tension and anxiety. In the field of education, long hours of study, examination tension and sustained concentration of effort over a few years leads to considerable stress for several students. Jobs, on the line of work create severe demand in terms of responsibility, time and performance. Wedding and family conjointly make serious demands from the partners concerned. War and violence, riot etc. in society place a lot of people under stress since these destabilize and disorganize society. Also, group prejudice that manifests itself in the protraction of communal feelings and discrimination on the ground of caste, creed and region tends to debase and confuse people. Children retarded in such settings have a significant task attempting to learn what is predictable and possible, of striving to develop healthy motives and values and of making an attempt to attain academic and other competencies essential for effective participation in society. Inflation, unemployment and job discontentment are sources of mental stress for many individuals in society. Depression, suicide and crime increase because of the unemployment. Job discontentment creates stress and anxiety and a wide range of psychological disorders.

In 1962, Strole et al have shown that mental disease is higher among individuals from lower socio-economic status than from those in the higher levels of the socio-economic ladder. In addition, Rosen and Gregory (1965) have shown that single or unmarried person tends to be more prone to mental illness compared to the ones who are happily married. However, a lot of analysis must be carried out to spot the exact influence of sociological factors on mental disease. Intensive studies on the social backgrounds of mentally disturbed persons, cross-cultural studies on mental illness and how numerous socio-cultural factors contribute to the development of serious mental disorders need to be executed. In the future, with such a body of information, we would be able to develop sociological preventive measures that combat mental illness, just as we have been able to subdue epidemics of physical malady by applying public health measures.

Role of Parents, Teachers and Society in promoting Mental Health

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**RESEARCH
IN EDUCATION**



KNOWLEDGE MANAGEMENT OF TEACHER EDUCATORS OF B.ED.
COLLEGES IN RELATION TO THEIR TOTAL QUALITY
MANAGEMENT

Mrs Priti Suresh Chandorkar

Research Scholar

University Of Mumbai

Research Guide: Dr. Ratnaprabha Rajmane

Abstract

Knowledge Management has been explored and researched by scholars for more than twenty years and it continues to be an area of interest for scholars. Knowledge Management (KM) is a program or system designed to create, capture, share and influence knowledge towards the success of the organization. The paper aims to obtain a greater understanding of the relationship between Knowledge Management and Total Quality Management of Teacher Educators of B.Ed. colleges. This paper shows that there is a significant positive relationship between Knowledge Management and Total Quality Management. If knowledge Management increases, there is significant increase in the Total quality Management.

Key words: Knowledge Management, Total Quality Management, Teacher Educators.

Introduction:

With product life-cycles restriction and technologies becoming increasingly imitable organization knowledge emerges as a major source of competitive advantage. Knowledge Management (KM) is a term that arose approximately two decades ago, roughly in 1990. Knowledge management is the systematic management of an organization's knowledge assets for creating value and meeting tactical & strategic requirements. It consists of the initiatives, processes, strategies, and systems that sustain and enhance the storage, assessment, sharing, refinement, and creation of knowledge and leverage knowledge towards the success of the organization. In simple words, knowledge

management incorporates both holding and storing of the knowledge perspective, with respect to the intellectual assets.

The concept of TQM was initially developed in Japan, and its origins can be traced in the work of the – so-called – quality gurus, Deming, Juran, Feigenbaum, TQM views an organization as a collection of processes. It maintains that organizations must strive to continuously improve these processes by incorporating the knowledge and experiences of workers. The simple objective of TQM is 'Do the right things, right the first time, every time'. Knowledge management has great impact on Total Quality Management of the institution. Teacher Educators who develop the Knowledge management will be able to improve their total quality management of the institution.

Statement Of The Problem: "Knowledge Management of Teacher Educators of B.Ed. colleges in relation to their Total Quality Management"

Review of Related Literature:

Knowledge Management

Researches Done In Abroad

Prayong Thitithananon (2015) explores an implementation of KM practices in Thailand's Higher Education development by using ICT tools for improving the current education systems in order to be agreement with the royal decree of rules and regulations in excellence of country management.

Noa Aharony (2014) made an investigation on the use of Wiki in a Knowledge Management Academic Course to support discussion during the process of creating and sharing knowledge, for the delivery of class curriculum and projects and to enable students and instructors to be in a continuous discussion, which can be used as a knowledge repository. The research is focused on comprising wiki pages which were gathered from knowledge management wiki course in Israel and aims to explore and analyze the application and use of a wiki, a key concept of in a knowledge management academic course.

Frank Nyame-Asiamah (2013) has stated to examine the contributions and suitability of the available knowledge management (KM) technologies, including the Web 2.0 for exploiting tacit knowledge. It proposes an integrated framework for extracting tacit knowledge in organizations, which includes Web 2.0 technologies, KM tools, organizational learning (OL) and Community of Practice.

Researches Done In India

Saxena Anurag (2015) asserted the application of KM technologies in different like study material development data, student registration data, support services, study material production and distribution data and evaluation and certification data in distance education courses in IGNOU.

Rathinavelu (2014) explored the importance of ICT to create and share high quality multimedia contents through web based knowledge sharing system by developing Knowledge system for collaborative learning among teachers and students through intranet within institution to acquire, utilize and share knowledge by using ICT.

Alok Sharma (2013) prepared a software tool EDULOGIC for engineering institutions for imparting quality education in a highly structured, controlled and quantified manner. The data, content and results produced over contiguous years build the necessary ground for managing the related accumulated knowledge for students and faculty.

Total Quality Management

Researches Done In Abroad

Yang (2015) found that TQM practices including quality management, process management, employee empowerment and teamwork, customer satisfaction management, quality goal setting and measurement, supplier's cooperation and quality tools training have positive effects on customer satisfaction and that the adoption of TQM principles is an effective means by which companies can gain competitive advantage.

Reed (2014) provided an excellent account of the theoretical underpinning of TQM. TQM programs have become a key focus for many organizations, and are likely to remain a key issue for many companies in the new century.

Researches Done In India

Rajan (2014) studied diffusion of TQM concept in the Cheruvannur- Nallalam Grama Panchayat in Kozhikode district as a tool for attaining good governance. The Grama Panchayat proved how TQM could be adapted to a local government situation and implemented for effective public administration. Perhaps, this is the first Panchayat in Kerala or in India to apply TQM for improving the service delivery system.

Siddiqui and Rahman (2013) gives a detailed description of the introduction of TQM for the Information Systems (IS) in India. They evaluated the extent of their relationship in terms of awareness and utility. The study indicates the TQM awareness amongst IS professionals and TQM benefits for IS functions such as improved customer satisfaction.

enhanced quality of products and services delivered to the customer, and increased flexibility in meeting the customer demands.

Need of the study: The study of this type is very essential because it will suggest ways and means to involve employees in improving the quality enhancement of the organisation. The research is intended to throw light on the relationship between knowledge management and Total Quality Management. This will help the colleges to improve with the help of teacher educator's skill of knowledge management. Through this study, teachers-educators will become aware Knowledge Management and Total Quality management of their own organisation. It will also provide them the understanding of their own weakness and strength which will further help them to attain total quality management for their institution. So, researcher got eager to explore to know is there any relationship between Knowledge Management (KM) and Total Quality Management (TQM). Hence, there is a need to study of Knowledge Management of Teacher Educators in relation to their Total Quality Management.

Objectives of the study:

1. To ascertain the relationship between Knowledge Management and Total Quality Management in Teacher Educators of B.Ed colleges on the basis of following variables.
 - Total Sample
 - Location of Institution.(Urbn,rural)
 - Gender

Null Hypothesis:

1. There is no significant relationship between Knowledge Management and Total Quality Management in Teacher Educators of B.Ed colleges on the basis of following variables
 - Total Sample
 - Location of Institution.(Urbn,rural)
 - Gender

Research Methodology: The present study has adopted the descriptive method of the correlational and causal comparative types for processing the data, classifying, analysing and interpreting the findings

Sample: Data is collected from 113 respondents. Simple random sampling method is used to collect data. Information is collected only from teacher educators affiliated to

Mumbai University.

Variable of the study are as follows:

- Knowledge Management
- Total Quality Management

Sub variables

- Location of Institution.(Urban,rural)
- Gender

Data Analysis: In the process of testing of hypothesis Statistical tools Karl Pearson correlation is applied.

Null Hypothesis H_{01} : There is no significant relationship between Knowledge Management and Total Quality Management of Teacher Educators of B.Ed. colleges on the basis of

- Total Sample
- Location of Institution.(Urban,rural)
- Gender

Hypothesis Testing:

Null Hypothesis H_{01} : There is no significant relationship between Knowledge Management and Total Quality Management of Teacher Educators of B.Ed colleges on the basis of

- Total Sample

To test the above Null hypothesis Pearson Correlation is applied and tested for its significance. The results are shown in the below table:

Relationship : Knowledge Management and Total Quality Management			
Sub-variable	Correlation Coefficient	p-value	Result
Total Sample	0.341	0.020	Significant

Interpretation: The above table shows that the calculated Pearson correlation coefficient between Knowledge Management and Total Quality Management is 0.341. The respective calculated p-value is 0.020. It is less than 0.05. Therefore, the test is rejected. Hence Null hypothesis is rejected.

Finding is that there is a significant positive relationship between Knowledge Management and Total Quality Management. If Knowledge Management increases, there

significant increase in the Total Quality Management on the basis of total sample.

Conclusion: There is significant relationship between Knowledge Management and Total Quality Management in Teacher Educators of B.Ed colleges on the basis of total sample.

1 Hypothesis H₀₂: There is no significant relationship between Knowledge Management and Total Quality Management of Teacher Educators of B.Ed colleges on the basis of location of Institution. (Urban, rural)

Test the above Null hypothesis Pearson Correlation is applied and tested for its significance. The results are shown in the below table:

Relationship : Knowledge Management and Total Quality Management			
Sub-variable	Correlation Coefficient	p-value	Result
Location Urban	0.091	0.439	Not significant
Location Rural	0.430	0.024	significant

Interpretation: The above table shows that the calculated Pearson correlation coefficient between the Knowledge Management and Total Quality Management for various location category. For urban are Pearson's correlation value is 0.091 and corresponding p-value is 0.439. Since p-value is greater than 0.05. Test is accepted. Null hypothesis is accepted, for rural are Pearson's correlation value is 0.430 and corresponding p-value is 0.024. Since p-value is less than 0.05. Test is rejected. Null hypothesis is rejected.

Conclusion: It is found that there is a significant Negative relationship between Knowledge Management and Total Quality Management for the urban respondents, while a Positive significant relationship for the rural respondents.

Conclusion: There is significant positive relationship between Knowledge Management and Total Quality Management for respondents from Institutes in Rural area. If Knowledge Management. Increases, there is significant increase in the Total Quality Management.

Hypothesis H₀₃: There is no significant relationship between Knowledge Management and Total Quality Management of Teacher Educators of B.Ed colleges on the basis of location of Institution. (Urban, rural)

Under

Test the above Null hypothesis Pearson Correlation is applied and tested for its significance.

significance. The results are shown in the below table:

Sub variable	Correlation Coefficient	p value	Result
Gender Male	0.371	0.030	Significant
Gender Female	0.430	0.017	Significant

Interpretation: The above table shows that the calculated Pearson correlation coefficient between the Knowledge Management and Total Quality Management for gender respondents. All the respective calculated p-values are less than 0.05. Therefore, the null hypothesis is rejected. Hence Null hypothesis is rejected.

Finding is that there is a significant Positive relationship between Knowledge Management and Total Quality Management for the female respondents, while Negative relationship for the male respondents.

Conclusion: There is significant relationship between Knowledge Management and Total Quality Management in Teacher Educators of B.Ed colleges with respect to gender of respondents.

Suggestions:

- Knowledge Management (KM) program bringing in relevant knowledge in the form of competitor benchmarking information. Best quality-improvement projects should be started as employee-ideas from structured idea-generation initiative, a part of KM program.
- Strategic Knowledge management programme should be implemented. E.g. cross-functional initiatives (such as knowledge bases, communities of experts and collaboration) centered on pre-defined "mission-critical" areas.
- Technology as an important enabler, but clearly one component of a larger program

Conclusion: The use of the best technology and organizational culture where people are ready to share their knowledge with others, proven the best total quality management for the organisation.

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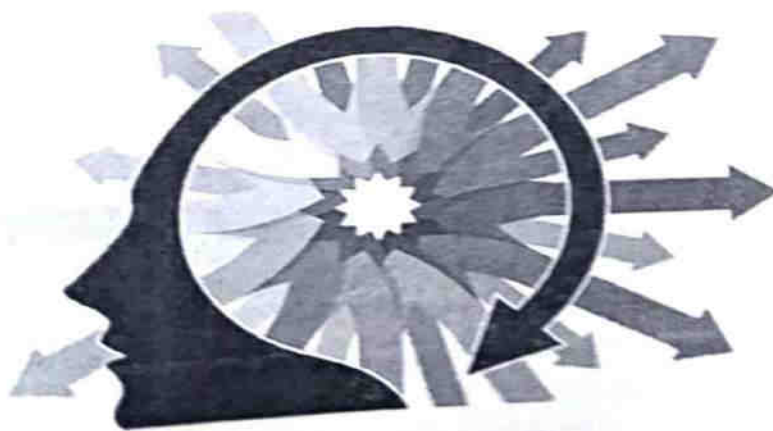
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**IMPACT OF CORONAVIRUS PANDEMIC ON THE INDIAN EDUCATION'S
PERSPECTIVES OF TEACHERS ON ONLINE TEACHING & ASSESSMENT**

Mrs. Seema Singh

Assistant Professor

Oriental College of Education & Research

Introduction:

COVID-19, an infectious virus, spread all over the world and adversely affected all facets of life. This economic earthquake reached into an astonishing array of many sectors, mutilating the economy to an extent. It is estimated that the impact of COVID-19 on the Indian economy during 2020 was 8.8tn Indian rupees. The pandemic had incurred an enormous loss to the economy and had a significant impact on global education. According to UNESCO, 63 million teachers were affected in India. The Director of the Division of Policies and Lifelong Learning Systems also highlighted that the prolonged closure of schools may have major implications on teaching, learning and assessment. The disruption of teaching and examination has delayed student progression and has had a broader socio-economic impact.

In India, the government has proclaimed the internment and closure of educational institutions. The government's resolution to enforce social distancing among communities. To support their call for digital India, the Ministry of Resource Development in their release (March twenty one, 2020) shared varied free digital resources on platforms like the National Programs on Technology increased Learning, Respecting the call of the government, many higher education institutions (HEIs) started to put their efforts to support of remote learning, distance education and online learning during the COVID-19 pandemic. It is pertinent that on-line teaching cannot be triple-crown while not the involvement of academic staff. The frontline employees of any institution. COVID-19 epidemic has created it obligatory for all institutions in developing countries to use on-line platforms for teaching and assessment to support the academic staff. The academics have to be compelled to adapt the technology for the triple-crown expansion of the institution for teaching and assessments.

In India, on-line teaching isn't extremely popular. Most of the lecturers weren't well trained to conduct assessments on-line. As a result of internment, with no alternative, lecturers began to conduct assessments from their homes.

Online teaching and assessment at home environment setting has different challenges from the traditional classroom and conducting assessment in the university environment. The university environment is a controlled environment where all the facilities are available at ease. This research aims to identify the challenges and opportunities in this environment.

[The page contains several paragraphs of handwritten text in cursive script, which is extremely blurry and illegible. The text appears to be organized into paragraphs separated by horizontal lines.]

sessions and assessment. HEI has to revise its existing policy frameworks by coming up with new ways and technical structures to help their academics for with success hold the Etch for coping with any crisis within the future. This study advocates that HEIs ought to use technology altogether aspects, starting with group action, delivery, assignments, examinations, devices, software, net property and power back-up, evaluations and results.

➤ **Teachers: self-development**

It is evident that the partnership between technology and education goes to remain forever. Supported this study, the academics are able to determine the issues they're going to face whereas conducting on-line categories and assessments. They're going to be able to equip themselves higher and might methods their efforts by enrolling in those courses which give coaching for conducting on-line teaching and assessment Academics ought to often update their technical data. HEIs may also support their academics by providing coaching associated with technology and education and providing funds for enrolling in courses that target on-line teaching views.

➤ **Government support**

Non-availability of technical infrastructure and irregular interrupted net property all across Asian nation is that the biggest challenge before of the HEIs and academics. A collaboration of state, technology firm and better education institutes within the mode of public, personal firms, educational activity institute partnership will solve the matter of technical infrastructure. Investment in institutional-supported technologies could be a pricey venture for HEIs, Government support can cut back the burden on the establishment and encourage them to adopt technology on-line teaching and assessments

➤ **Promoting sustainable development**

Promoting sustainable development HEIs will divide the courses into typical teaching and on-line teaching, it'll facilitate in inculcating the technology into the lecture rooms. The event of course-specific on-line teaching and assessment plans could be an entree for the strategic execution of technology within the room.

On-line teaching and assessment can cut back paper usage and can contribute to environmental property. It'll increase digital acquisition among academics and students which can increase their exposure and learning and creating them additional employable for the digital world-leading thereby conducive to social sustainability. Of these efforts can contribute to economic property by reducing state and conducive to economic process and development. Of these activities will facilitate in achieving the property development goals of Bharat.

Conclusion

COVID-19 pandemic has ushered the education system into a tech-savvy path. Though it is evident that on-line classes and assessments cannot substitute conventional mode of teaching but the role of technology in its extensive use in imparting education cannot be neglected.

The paper clearly projects the importance of institutional support technologies in online teaching and assessment. To imbibe technology-driven teaching in real or virtual, it is required to have an exclusive department devoted to developing the technological infrastructure of the institution. Training teachers in AI/ML and making it mandatory for all educational purposes will put the institute, teachers and students in a separate league.

The future of education seems to be technology-driven and India has to equip itself for it, the paper identifies a huge gap that exists between the open-source versus institutional-supported technologies and its application in online teaching and assessments.

The Ministry of Human Resources and Development, Government of India has recently proposed a draft on National Education Policy (NEP)-2020 where the focus is made on enhancing teaching and learning through online mode.

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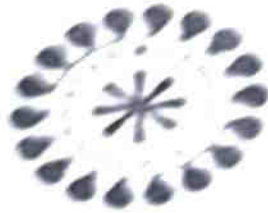
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STUDY OF AWARENESS OF CLIMATE EDUCATION AMONGST STUDENTS OF STD IX IN ANDHERI

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"The world will not be destroyed by those who do evil, but by those who watch them without doing anything." -- Albert Einstein

Life affects the composition of the atmosphere and therefore the climate because different life forms take in and release gases like carbon dioxide, methane and oxygen at different rates. Climatic conditions help to shape various ecosystems and habitats around the globe.

A particular climate can be a boon to one species and devastation to another.

As the climate changes, species and ecosystems respond by adapting, migrating, or reducing their population. Gradual shifts in the climate are easier to adapt to than abrupt swings, and this is certainly true for humans as well as other species. Studies of Earth's climatic history indicate that climates have changed in the past and resulted in dramatic shifts in ecosystems.

Human beings have been influencing climate in many ways in terms of land use changes, irrigation of farmland, draining of wetlands, and the modification of the earth – atmospheric energy balance, through the release of greenhouse gases into the atmosphere. Other sources of anthropogenic emission leading to the warming of the atmosphere, usually referred to as the greenhouse effect, include: inputs from fossil fuel consumption, cement manufacture, flaring of natural gas, bush burning and agricultural practices. The human activities dominating the modern day climate are now large enough to exceed the bounds of the natural variability and many environmental studies has affirmed that the dominant causes of climate change are human activities. Climate change is the shift in the mean state of the climate over an extended period of time (decades or longer) which may be due to natural changes or prolonged

anthropogenic changes in the state of the atmosphere or ... activities including ocean currents, solar variations and El Nino could be snow term events. El Nino which is an example of natural climatic variability releases heat from the ocean which eventually causes a general positive anomalies in global mean temperature by shifting heat around different parts of climate system. It also causes changes in precipitation pattern, floods and drought intensity across the world. El Nino occurrence is irregular, but it has an average periodicity of 4 years. Its impacts are felt most and strongest in the tropics

Need of the study

Education gives us knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. People debate over the subject of whether education is the only thing that gives knowledge. This study will helps learners to understand the causes and consequences of climate change, prepares them to live with the impacts of climate change and empowers learners to take appropriate actions to adopt more sustainable lifestyles

AIM OF THE STUDY

The following was the broad aim of the study:

1. To study the awareness of climate education of secondary school students.

Objectives of the Study

1. To study the awareness of climate education of secondary school students
2. To compare the following variable among secondary school students on the basis of their gender.

1. Awareness of climate education

Hypothesis: (Null Hypothesis):

The following null hypotheses have been formulated for the study:

1. There is no significant gender difference in the following variable among secondary school students;
 - i) Awareness of climate education

2. There is no significant relationship between awareness of climate change and awareness of climate change education among secondary school students
- Boy students.
 - Girl students.

METHODOLOGY

In the present study, an attempt has been made to investigate awareness of climate change education among secondary school students in Mumbai. In order to achieve the pre-determined objectives of the study, the researcher has planned the entire work in terms of research design.

DESIGN OF THE STUDY

Descriptive Survey research design is adopted in the investigation of the awareness on the issues of climate change education. The use of questionnaire is adopted in the gathering of data. The instrument for Data collection for this study is mainly a well-structured and developed questionnaire. The collection was done personally by the researchers and the data analysis approach used in this study includes both the descriptive and inferential statistical analyses which entail frequency counts and percentage

SAMPLE

For the purpose of the study, 444 secondary school students (girls and boys) studying in std. IX. From five secondary schools in Andheri and Vile Parle.

TESTS USED AND THEIR DESCRIPTION

The researcher used the Rosenberg's self esteem in that questionnaire item no. 1,2,4,6,7,8,9,10 were positive question and item no.3,5,8,9,10 were negative questions.

PROCEDURE OF DATA COLLECTION

After collecting the test scales along with the scoring keys, the investigator contacted the Secondary School students. A brief description of test scales along with the objectives and importance of the study were explained to the subjects to ensure their honest, correct and sincere responses. They were asked to give responses as per the first reply that came

... after taking the present study ...
... standard deviation of boys students ...
... girls students ...
... analysis of variance was applied to find out the ...
... difference among students of the variable ...
... significance level ...

INFERRENTIAL ANALYSIS

Null Hypothesis

The null hypothesis states that there is no significant gender difference in the following variables among secondary school students:

- Awareness of climate education

The technique used to test this hypothesis is the 't' test. Variables: awareness of climate education

Groups	N	d-f	Mean	Standard Division	t-ratio	Table Value		Significance level
						0.05	0.01	
Boys	171	442	86.54	6.49	1.39	1.93	2.59	NS
Girls	273		85.77	7.42				

Interpretation

It can be seen that the obtained t-ratio of 1.39 does not exceed the 't' value necessary for rejection of the null hypothesis at 0.05 level of significance. Hence the null hypothesis is accepted. It can be concluded that there is no significant difference in the awareness of climate education scores of students on the basis of gender. It can be said that boys and girls students are having

no significant difference between boys and girls Awareness of climate education

Testing Hypothesis 2

The null hypothesis states that there is no significant difference in the following Variables among secondary school teachers on the basis of type of management.

The technique used to test this hypothesis is the 't' test, Variables: Job Stress

Groups	N	d-f	Mean	Standard Division	t-ratio	Table Value		Significance level
						0.05	0.01	
Aided	211	442	85.47	7.42	0.29	1.96	2.59	NS
Unaided	233		86.27	8.69				

Interpretation

From the table it can be seen that the obtained t-ratio are less than the table value. Thus 't' is not significant. Hence the null hypothesis is accepted. It can be concluded that there is no significant difference in awareness of climate education on the basis of type of management. Thus from the findings it can be said that secondary school students from different type of management i.e. aided and unaided secondary school students are having similar awareness about climate change.

Result

There is no significant difference between aided and unaided school students in awareness of climate education

Findings & Conclusion:

- There is no significant difference between boys and girls Awareness of climate education.
- There is no significant difference between aided and unaided school students in awareness of climate education.

Suggestions:

- School should provide various exposures through various activities.e.g Quiz,

[The page contains several lines of text that are extremely blurry and illegible. The text appears to be a list or a series of entries, possibly related to a project or a report. Some faint words like "Project", "Phase", and "Status" might be discernible, but the rest is unreadable.]



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GANDHIJI PERSPECTIVE ON HEALTH "RETURN TO NATURE"

Mrs. Priti Suresh Chandekar

Assistant Professor

Gandhi Niketan Bhawan

Vnit, Satyaha college of Education

Health that is real wealth and not pieces of gold and silver"

necessary to understand the meaning of this word. Health means a state of the human body. In health, man's body has all its faculties working properly. He is free from all disease, he carries on his normal activities without fatigue. Such a man would be able to walk ten to twelve miles a day, and perform ordinary physical labour without getting tired. He can digest ordinary simple food. His mind and his senses are in a state of harmony and poise.

A man with extraordinary physical strength is not necessarily healthy. He has merely developed his musculature, possibly at the expense of something else. It is necessary to have a thorough knowledge of the human body which is expected to attain the above standard of health.

According to Gandhiji nature is the best doctor. If we walk on his path no diseases could touch

Human machine depends upon the harmonious activity.....

A happy working of the human machine depends upon the harmonious activity of the various component parts. If all these work in an orderly manner, the machine runs smoothly. If even one of the essential parts is out of order, it comes to a stop. For instance, if the digestion is out of order, the whole body becomes slack. Therefore, he who takes indigestion and constipation lightly does not know the a-b-c of the rules of health.

Do not abuse your own body.....

"Everything in the world can be used and abused and it applies to our body too. We abuse it when we use it for selfish purposes, in order to harm our body. It is put to right use if we exercise self-restraint and dedicate ourselves to the service of the whole

- ... is necessary to have knowledge about one's health, most of them are ignorant about.
- **Composed of most important elements.....**
He states that human body is composed of five elements which ancient sages have described as Earth, Water, Vacancy, Light and Air. He further states that the working of the human body depends upon the harmonious activity of its component parts.
 - **The first element Air** without which we can't live is surrounded us on all sides. He says that those who do not know how to breathe should take breath under open sky. further he gives the importance of cleaning the nostrils and the importance of breathing under open sky.
 - **The second element Water** which is basic necessity of life should be the municipality's responsibility to provide clean water and to maintain a proper drainage system.
 - **The third element Earth** which can be used as nature's way to treat ailments. For example, poultices to cure scorpion sting, constipation, ordinary boils etc. The heat which we get from sun has many uses such as sunbaths.
 - **The fourth element is sun.** The sun is the source of light and heat. Without it there would be neither light nor warmth. Unfortunately we do not get enough sunlight and consequently we are unable to enjoy perfect health. Sunbath is as ordinary water-bath though the two cannot replace one another. Sunbath has the largest amount of ultra-violet rays which are a most effective source of light. the sun's rays. If the patient feels cold, he should lie in the sun and gradually expose more and more of his body as he gets used to it.
 - **The fifth element is Akash.** Akash is a difficult word to translate. It is one of the other four elements so-called. Akash is ether least of all. Perhaps it is emptiness taken in its literal sense. And it is horribly inexpressible. All the five in the original are as living as life. It, however, we take it as equivalent for akash, we must say that we know very little about it and akash much less.

Food is life.....

Whereas it is true that man cannot live without air and water, the thing that nourishes the body is food. Hence the saying, food is life. Food should be taken as a matter of duty-even as a medicine-to sustain the body, never for the satisfaction of the palate. Thus, pleasurable feeling comes from satisfaction of real hunger. Therefore, we can say that relish is dependent upon hunger and not outside it. Because of our wrong habits and artificial way of living, very few people know what their system requires. Our parents who bring us into this world do not, as a rule, cultivate self-control. Their habits and their way of living influence the children to a certain extent.

Observing Brahmacharya.....

Gandhi states that observing Brahmacharya lead to a healthy life. It is the mode of life which leads to realization of God. The realization is through practicing self-restraint of senses. He further says that if there is determination to control the thought and the action, victory is sure to follow.

Nature Cure.....

Gandhiji wrote about health and healing towards the end of his time. In Harijan²² of February 1946, he writes, Nature cure treatment means that treatment which befits man. By 'man' is meant not merely man as animal but as a creature possessing, in addition to his body, both mind and soul. For such a being, Ramanama is the truest nature cure treatment. It is an unfailing remedy. The expression ramban, or infallible cure, is derived from it.

Nature too indicates that for man it is the worthy remedy. No matter what the ailment from which a man may be suffering, recitation of Ramanama from the heart is the sure cure. God has many names. Each person can choose the name that appeals most to him. Iswar, Allah, Khuda, God mean the same... Man should seek out and be content to confine the means of cure to the five elements of which the body is composed, i. e., earth, water, akash, sun and air...

"Although Gandhiji was against allopaths, vaidyas and hakims, his preference lay with naturopathy. He often said that naturopathy was his hobby. He argued that if disease is the result of breaking nature's law, nature would be able to rectify it. He practiced naturopathy for more than fifty years," Bhargava has noted.

"He was not partial towards any system but believed in the po
and treatment for all."

Conclusion

Mahatma Gandhi is an inspiration to billions across the world. His prin
non-violent civil disobedience have successfully steered our nation t
freedom. He led a very modest life. Not many are familiar that he had p
medicine. Despite being a professional in law and practicing it for almo
continued experiments with medicine and health throughout his life. I
pursued the study of medicine twice in his life till his belief in non-violenc
In today's time when most of us are running pillar to post to acquire wealth
our health, there could not be a better eye-opener than this quote. He firm
good health is of paramount importance to any human as without it an im
develop in mind or spirit. It is interesting to note that he kept mental fitn
physical fitness while talking about health. The same can be observed in h
where morning walk, balanced diet along with prayer, fasting and meditation
his daily routine.

Gandhiji proposed and vigorously pursued eleven vows (*Ekadash Vrata*)
personal living. Three of the vows, *i.e.*, *Sharirshrama* (physical labour to
bread), *Aswada* (detachment from tasteful foods) and *Brahmacharya* (which h
meaning than merely sexual abstinence) have direct bearing on the lifestyle an
living. In addition, his constructive programmes included prohibition against alcoh

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Reinterpreting Gandhi's Notion of "Dharma": An Entan...

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“Arts and Aesthetics Development as a Way of Thinking and Being” - Need of Higher Education

Mrs. Priti Suresh Chandorkar

Assistant Professor, Gandhi Shikshan Bhavan's, Smt. Surajba College of Education.

Not every young person will go on to be an artist. But they will all be better students, employees, and citizens if they indeed have opportunities to embrace their creativity.”
Education

Education can be an effective vehicle for the development of inter and intrapersonal social and cultural action, self-expression and aesthetic awareness. Arts and Aesthetic education are both a process and a product that allows learning to become aesthetically for aesthetic development in Higher Education.

Understanding arts and aesthetics in higher education it is timely to discuss here exactly what aesthetic literacy is and what aesthetic education entails. Arts and Aesthetic education involves the explicit teaching of skills, knowledge and understandings that enhance the aesthetic competence. Arts and Aesthetic awareness can be heightened through aesthetic education, where students engage in expressive experiences where sentiment interpretations and emotional responses are accessed.

Arts and Aesthetic awareness carries perceptions of highly ethereal qualities that are abstract in nature or often associated with high culture. Arts and Aesthetics education are not only seen as intangible, even less accessible than the concept of ‘creativity’. Arts and Aesthetic literacy is related dimension of Arts and aesthetic education that is deeply connected to aesthetic awareness.

Art and Aesthetic literacy moves beyond a basic skills inventory into development of knowledge and potential, more centered on imagination and growth, where the learner can be exposed to wider possibilities and “open windows in the ordinary and banal” (Greene, 1999:70). As Greene said this, it is important not to set up a combat between the worlds of the critical and the creative, as though they are two distinct modes of cognition that cannot meet.

Understanding, with a combination of imagination, knowledge and feeling, lies at the heart of aesthetic literacy. It is a vision of learning that cuts across and through disciplines, identifying a core value that deserves more attention in contemporary tertiary curricula.

Arts and Aesthetic literacy provides an important lens on experience, a way of seeing that transcends the instrumental and disciplinary approaches where we are able to 'learn' aesthetically rendered lives what words, paradoxically, can never say'.

Art and Aesthetics are the branches of philosophy dealing with such notions as the beautiful, the ugly, the sublime, the comic. The root of the word aesthetic is the Greek *aisthesis* which means perception through the senses. This paper reflects on the nature of arts and aesthetic education in higher education settings and discusses the merits of its inclusion in tertiary education. It also discusses the concept of challenges for aesthetic literacy and argues its development should be able to be accessed in higher education studies of course; the inclusion of aesthetic education in tertiary settings presents unique challenges.

Besides fostering students' life-long interest in the arts and cultivating positive values and attitudes, Aesthetic Development plays an important role in helping students to lead a better life and achieve whole-person development. As no public examinations are required for Aesthetic Development, students can learn the arts in a more relaxing way through appreciating, creating, performing and reflecting. Aesthetic Development is different from the elective subjects of Music and Visual Arts. It aims to provide all senior secondary students with rich and meaningful arts learning experiences, while Music and Visual Arts aim to help individual students to develop their specialization in these two arts areas.

• **Arts and Aesthetics Development - Need of Higher Education**

Art and Aesthetic Education is a way of regaining touch with the process of learning something new, of being introduced to a medium never known in a particular way before. The incorporation of the arts across the curriculum in a way that fosters a heightened awareness of and appreciation for all that touches our lives. Since aesthetic quality is an aspect of activity, perception, and intelligent thought, aesthetic education helps students discover new ways of looking at, listening to, moving in and speaking of their everyday experiences. Aesthetic quality is concentrated in the arts; the study of music, dance, drama and the visual arts directly develops aesthetic awareness. Aesthetic education opens up areas of learning too seldom experienced in school. The importance of Arts and aesthetic education is further diminished when aesthetics are perceived as private and feelingful responses that can only be engaged on an individual level. The power of a work of art and aesthetics to transform students and teachers through the partnership of student and teacher sharing insights. Through arts and aesthetic education helps in gaining self-esteem gained from experiences that teach self-respect and mutual respect. It helps in the exploration of a broad range of human relationships.

- Teachers and case-making techniques needed to effectively communicate the value of the arts to educational leaders.
- Teachers should explain how engagement in the arts helps students meet the challenges and opportunities of a twenty-first-century life and workplace by encompassing a wide range of issues from both scholars and practitioners in the arts.
- Teachers should build justifications on the relevance and significance of these activities based on what is inherently valuable about the arts, even when they contribute secondary benefits other than purposeful orientation.
- Teachers should develop attitude for aestheticness.
- Education should allow the individual the possibility of a responsible, independent, meaningfully complete existence, so that they can contribute, as a member of it, to a just and democratic community.
- As art in schools still enjoys a precarious position, education system reforms will also be required in the future. It is vital that the arts in education receive an equal, independent status in relation to other subject areas.
- Supporters of this perspective see arts education as a way of encouraging pupils to be co-creators of the education process and not only passive recipients of knowledge from others. These give equal weight to the artistic and human experience, to those individuals who create and those who live in an environment in which such experiences are created. The artist and audience.
- The ultimate goal of aesthetic education is introducing us to art, undergoing aesthetic experience, and not just acquiring knowledge of art. In order to develop aesthetic sensitivity, the teacher should encourage children and young people to actively engage in aesthetic experience and create the beautiful in art, nature and interpersonal relationships; the teacher should also provide them with a variety of means for expression and self-realization through direct contact with artworks of the highest quality.
- College should serve as a foundation for the achieving of the goals of aesthetic education within a variety of college subjects. Appropriate guidance from teachers and work by artists, elevates the cultural level of the individual and whole nation.

Conclusion:

Not every young person will go on to be an artist but they will all be better students, employees, and citizens if they indeed have opportunities to embrace their creativity. Arts should be a part of every child's education and that they are given serious treatment as is the case with

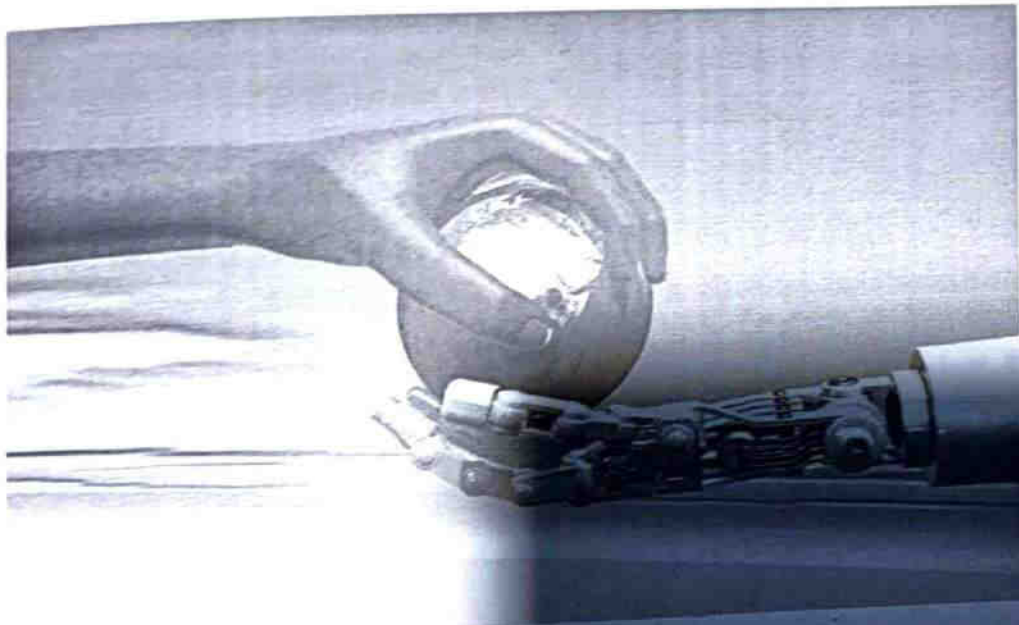
other subjects. The reasons is simple the arts are a fundamentally important part of culture, and an education without them is an impoverished education leading to an impoverished society studying the arts should not have to be justified. The ability to find meaning in imagery. It involves a set of skills ranging from simple identification (naming what one sees) to complex interpretation on contextual, metaphoric and philosophical levels. Many aspects of cognition are called upon, such as personal association, questioning, speculating, analyzing, fact-finding, and categorizing. Objective understanding is the premise of much of this literacy, but subjective and affective aspects of knowing are equally important.”

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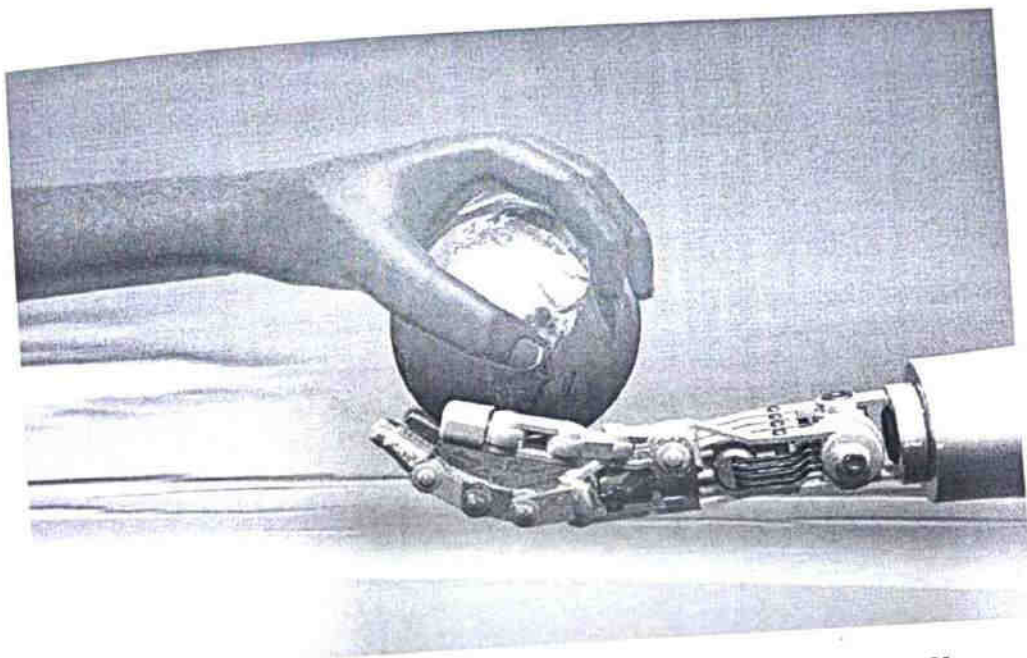
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A STUDY OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR LIFE SKILLS.

Priti Chandorkar¹

INTRODUCTION

"Every day of your life tomorrow, is another lesson. If you learn the lesson well and apply it; whether positive or negative you determine what happens in your tomorrow."

- David Kofi

In today's world teaching profession is facing problems related to teacher's job satisfaction in India. Teachers have been complaining on unfair promotion and discrimination from the educational officials as well as ineffectiveness. There is a long time general perception that teachers in the India are dissatisfied with their profession. Moreover most secondary schools experiences teacher's absenteeism, a lack of professional achievement and involvement can lead to the non-adaptation of students, in other words, absenteeism, negative attitudes towards schools, dropping out, behavioral disorders.

Most teachers opt for other paying jobs because teaching doesn't pay them well. Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience. Attempts to improve performance in schools will never succeed if teacher's job satisfaction is ignored. If teachers in an organization are motivated, they will render services to the students and community very efficiently and effectively. This implies that motivated and satisfied secondary school teachers are most likely to affect the students' learning positively while the opposite of that may have negative impacts on students' performance. Educational leaders and administrators/managers have to pay special attention to the phenomena of job satisfaction. Teacher's job satisfaction to simply refer to the teachers' attitudes, perceptions and feelings that they have towards their job. Job satisfaction has been a topic of great interest for researchers and practitioners in a wide range of fields including organizational psychology, public administration, and management.

Job satisfaction is an individual's gratification with their work. Its effect on productivity is either positive or negative.

Leading success by an individual in any field or occupation depends not only upon the knowledge, intellect or talent but it is also affected by certain skills or abilities like communication power, problem solving and decision-making abilities, teamwork and leadership skills, empathy, management skills, self awareness, interpersonal skills, negotiation skills, assertiveness, ability to coping skills to deal with stress and emotions, and many more. The group of such skills together is known as life skills as they contribute most to live a quality, healthy and happy life. They are those soft skills that basically rest in the individual. Once mastered, life skills help a person in every facet and every sphere of his life. Unfortunately, training of life skills hardly finds any place in teacher's life. Therefore, life skills of teacher's are the back bone of the future progress of the person and largely of the society and nation. The nation and society will attain more and more achievements and success in every field of national life and the key role for that is of teacher, and that's why teacher's Job satisfaction and life skills are very important, which is also reflected in the statements of various educational agencies.

NEED OF THE STUDY

The government is making great efforts in cooperation with other stakeholders to ensure that the Secondary Education achieves its purposes. Such efforts will prove futile if teacher's job satisfaction is not addressed by school administrators. Teachers play a very significant role in the provision of secondary education; therefore studying the factors that are associated with their job satisfaction and life skills are essential. Also, the presence of such factors in the work place influences employees' job performance and productivity. Similarly, this implies that teachers' job satisfaction and Life skills are phenomena which contribute to school performance. If the claim is true that the secondary school teachers are dissatisfied, what then is this dissatisfaction? In what aspects are they satisfied? And if job satisfaction is more important factor in their professional life, so how to cope up with job stress and other things teachers should use their life skills. It is one of the topics that have drawn interests among scholars in the field. Therefore, it was necessary to probe into this matter through a careful study.

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STATEMENT OF THE PROBLEM

The study of Job Satisfaction of Secondary School Teachers in Relation To their Life Skills

OPERATIONAL DEFINITION OF THE TERMS

SECONDARY SCHOOL TEACHER

Those who graduated from colleges, those students can pursue a two-year diploma Course in Education they are employed to teach in Secondary Schools.

JOB SATISFACTION

Teacher job satisfaction is defined as the teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering as a teacher.

LIFE SKILLS

Life skills are defined as Skills that help an individual be successful in living a productive and satisfying life.

OBJECTIVES

To compare the following variables among secondary school teachers on the basis of their gender

- i) Job satisfaction
- ii) Life skills

To compare the following variables among secondary school teachers on the basis of type of management of the school

- i) Job satisfaction
- ii) Life skills

To ascertain the relationship between Job satisfaction and Life skills of secondary school teachers in case of

- i) Total sample of teachers

HYPOTHESIS (NULL HYPOTHESIS)

The following null hypotheses have been formulated for the study:

There is no significant gender difference in the following variables among secondary school teachers:

- i) Job satisfaction
- ii) Life skills

There is no significant difference in the following variables among secondary school teachers on the basis of the type of management of the school.

- i) Job satisfaction
- ii) Life skills

There is no significant relationship between Job satisfaction and Life skills of secondary school teachers in case of

- i) Total sample of teachers

METHODOLOGY

The present study has adopted the descriptive method of the correlational and causal comparative types for processing the data classifying analyzing and interpreting the findings so that the researcher can draw conclusive evidence from the study and arrive at generalizations. The present study describes the Job Satisfaction of secondary school teachers in relation to their Life skills.

DESIGN OF THE STUDY

A survey type study was designed to find out relationship between Job Satisfaction and life skills of secondary school teachers.

SAMPLE

For the purpose of the study 150 secondary school teachers (Male & Female) working in 15 schools were selected randomly from Mumbai. All these teachers had at least five years of teaching experience in the field of secondary school Education.

TOOLS

The researcher had used the ready-made tools prepared by following research scholar

- Job Satisfaction (Ghator 1997)
- Life Skill (Shenraj 2011)

PROCEDURE OF DATA COLLECTION

After collecting the test scales along with the scoring keys, the researcher contacted the secondary school teachers personally for the purpose of data collection. They were asked to give responses as per the first reply that comes to their mind after reading each question carefully.

SATISTICAL PROCEDURE:

The scores obtained by secondary school teacher were subjected to Descriptive Analysis for which the measures of central tendency its include mean, median and mode, standard deviation. for the purpose of testing the hypotheses in the present investigation parametric techniques are used. The parametric statistical analysis techniques used in the present study are as t-test and coefficient of correlation.

INFERENTIAL ANALYSIS

Testing Hypothesis 1

The null hypothesis states that there is no significant gender difference among secondary school teachers.

The technique used to test this hypothesis is the 't' test. variable: Job satisfaction

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Groups	N	d-f	Mean	Standard Division	t-ratio	Table value		Significance level
						0.05	0.01	
Female	88	158	95	9.37	2.68	1.98	2.61	Significant at 0.01 level
Male	72		99					

Interpretation

From the table it can be seen that the obtained t-ratio is more than table value. Thus 't' is significant. Hence the null hypothesis is rejected. It can be concluded that there is significant difference in job satisfaction of male and female secondary school teachers. Thus from the findings it can be said that secondary school teachers from different gender having more or less job satisfaction.

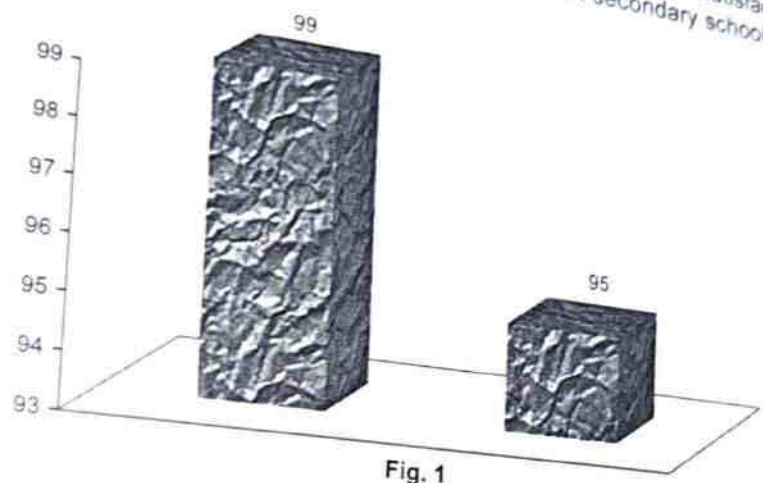


Fig. 1

Table 1
Conclusion

There is significant gender difference among secondary school teachers in relation to their job satisfaction.

Testing Hypothesis 1

The null hypothesis states that there is no significant gender difference among secondary school teachers. The technique used to test this hypothesis is the 't' test, variable: Life skills

Groups	N	d-f	Mean	Standard Division	t-ratio	Table value		Significance level
						0.05	0.01	
Female	88	158	211	11.29	2.11	1.98	2.61	Not Significant
Male	72		205					

Interpretation

From the table it can be seen that the obtained t-ratio is less than table value. Thus 't' is not significant. Hence the null hypothesis is accepted. It can be concluded that there is no significant difference in life skills of male and female secondary school teachers. Thus from the findings it can be said that secondary school teachers from different gender having more or less Life skills due to various reasons.

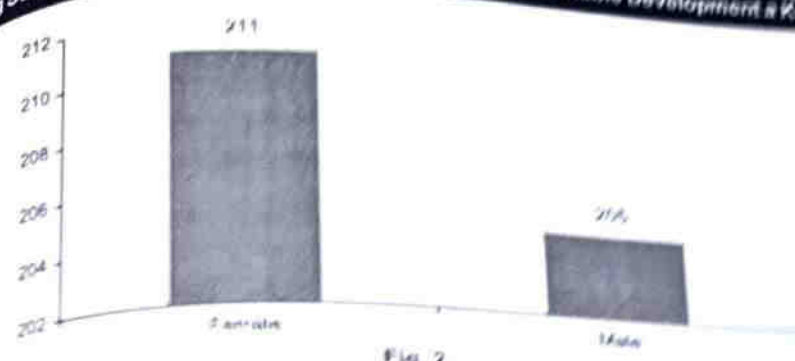


Fig. 2

significant gender difference among secondary school teachers in relation to their life skills
 hypothesis 2
 null hypothesis states that there is no significant difference among secondary school teachers in the basis of
 management
 alternative hypothesis is the 'less' variable vs. 'collaboration'

df	Wstat	Standard Deviation	t-value	Table value		Significance level
				1.95	1.97	
10	113.5	11.21	3.35	1.95	2.87	Significant
11	113.5	11.21	3.35	1.95	2.87	

the obtained t-ratio is more than table value. Thus it is significant. Hence the null hypothesis can be concluded that there is significant difference in Job Satisfaction of school and management. Thus from the findings it can be said that secondary school teachers from management having more or less Job Satisfaction.

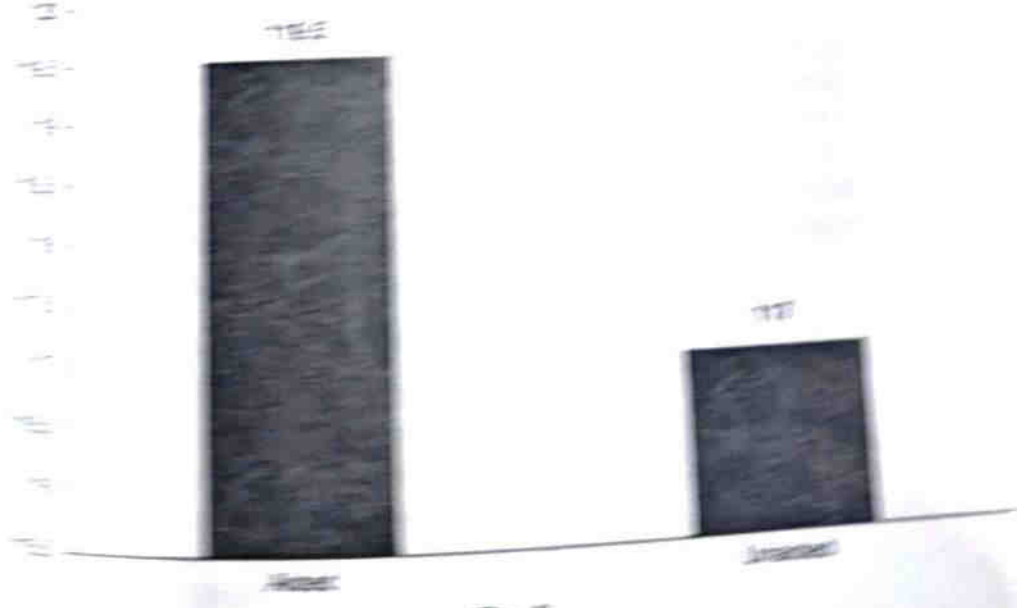


Fig. 3

... technique used to test this hypothesis is the 't' test, variable: Life Skills

Groups	N	d-f	Mean	Standard Division	t-ratio	Table value		Significance level
						0.05	0.01	
Aided	90	198	231	11.98	3.94	1.98	2.61	Significant
Unaided	70		218	5.11				

Interpretation
 From the table it can be seen that the obtained t-ratio is more than table value. Thus 't' is significant. Hence the hypothesis is rejected. It can be concluded that there is significant difference in Life skills of aided and unaided secondary school teachers. Thus from the findings it can be said that secondary school teachers from different types of management having more or less same life skills.

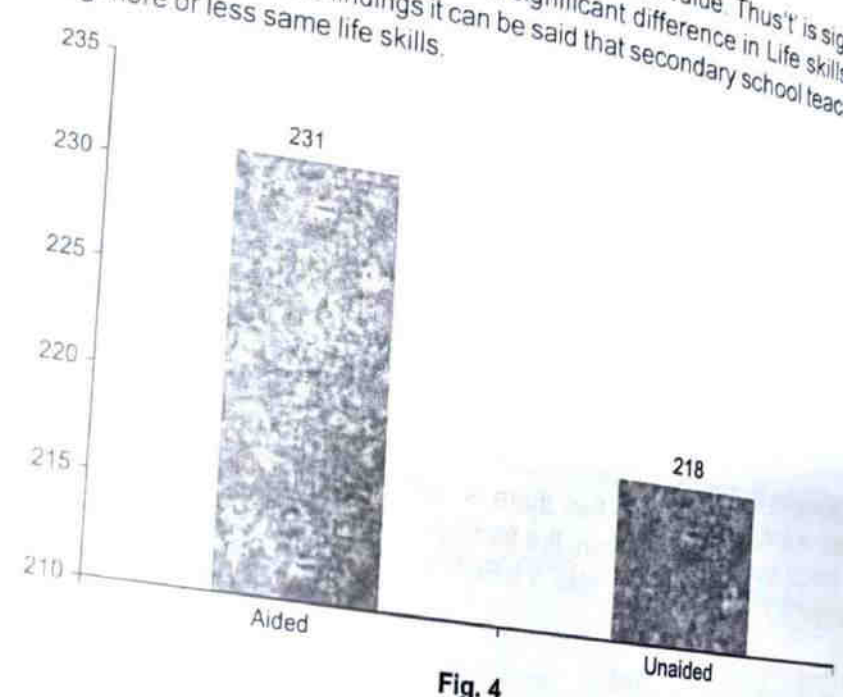


Fig. 4

Table 2.1
Testing Hypothesis 3

The null hypothesis states that there is no significant relationship between Job satisfaction and Life skills of secondary school teachers In case of:

- Total sample of teachers
- For testing this hypothesis, Pearson's coefficient of correlation (r) has been computed. In the following data 'X' represents Job Satisfaction of secondary school teachers and 'Y' represent their Life skills.

Total sample of teachers

Table 5 shows the relevant statistics for the calculation of 'r' between Job Satisfaction and Life skills of total sample teachers.

Variables	N	df	Tabulated 'r'		Obtained 'r'
			0.05 level	0.01 level	
Life Skills (Y)	160	158	0.159	0.208	0.38
$\Sigma Y = 36135$ $\Sigma Y^2 = 8182605$					

Since the obtained value of 'r' is more than the tabulated value at 0.01 level of significant. Thus 't' is significant. Hence the null hypothesis is rejected. It can be concluded that there is significant relationship in job satisfaction of male secondary school teachers. Thus from the findings it can be said that secondary school teachers are having more or less same

Figure 3.1 shows the significance of coefficient of correlation between Job Satisfaction and Life skills of secondary school teachers.

3.1.1: SIGNIFICANCE OF 'r' FOR JOB SATISFACTION AND LIFE SKILLS OF TOTAL TEACHERS

Sample Size	df	'r'	Level of Significance
160	158	0.38	S

There is a significant relationship between job satisfaction and life skills of secondary school teachers.

CONCLUSION

There is a significant gender difference among secondary school teachers in relation to their job satisfaction. Male secondary school teachers are having more job satisfaction due to various reasons like responsibilities.

Secondary school teachers are having more job satisfaction compare to unaided Secondary school teachers, due to various factors like salary, facilities.

Secondary school teachers are having more job satisfaction compare to unaided Secondary school teachers.

There is a significant relationship between job satisfaction and life skills of secondary school teachers due to availability of various facilities.

The present study have provided answers to the research objectives and suggest that teachers in unaided secondary school in Mumbai.

Job satisfaction aspects are not significant. Therefore, there is a need for the management to use different management strategies to rise to the same

level of teacher's job satisfaction for optimum organizational effectiveness.

- Life skills Education programme should be arranged by the management for teachers for their professional development.
- Motivational programme should be arranged for Job satisfaction.
- Life Skills training creates an opportunity for the inculcation of fundamental life skills for operating successfully in the world of work, as well as fulfilling the demands of a changing society. So teachers should attend such kind of programmes for their development.
- Job satisfaction also depends getting a good salary. It improves job satisfaction as long as an employee has knowledge of the fact that they get fair payment for their efforts at the end of the day. Suggestion should be given to administration department of private sector and government.

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An

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**"REMEMBERING THE
MAHATMA- EPITOME OF HUMANISM"**



On
30th January, 2019

Chief Editor
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"If we want to reach real peace, in this world we should start educating children"

- Mahatma Gandhi

Humanity is passing through a very difficult period. Violence and terrorism have become the catch words of today's world. People all over the world are living in constant fear and insecurity. The efforts undertaken so far have been inadequate to transform the culture of war and violence into a culture of peace and non-violence. There is now increasing realization that peace is not just the absence of obvious forms of violence, but is closely linked up with questions of justice, as reflected in the several struggles for justice waged in different parts of the world, often by adopting violent methods. The challenge is to transform violent struggles into non-violent actions aimed at stirring society wide dialogue on fundamental and ethical questions; there is no doubt about the democratic credentials of such attempts.

It is necessary that we not only examine the instances of successful application of non-violence to learn lessons from them for future practices, but also analyze conflicts in terms of their potential for applicability of non-violent methods as well as develop suitable strategies for transforming violent conflicts into non-violent ones.

Non-violence and satyagrah are the important weapons of Gandhiji for peace

The wide co-sponsorship of the draft resolution reflected the universal acceptance of the non-violent method successfully employed by Gandhi in South Africa and later in India. Gandhi has now become a synonym for non-violence and peace. The contribution of Gandhi is that he changed the very meaning of peace and non-violence. In other words, he has revolutionized these concepts and practically demonstrated its use on a massive scale.

- He believed that all human beings are part of the divine and they are interdependent and interrelated. If one person gains in Non-violence, the entire humanity gains with him and vice versa. In such an interrelated and relational framework, Non-violence becomes the cardinal principle governing human relations.
- Acknowledging the inherent goodness of human beings, Gandhi emphasized the capacity of all human beings to develop their full potential of non-violence. For Gandhi, non-violence was a creed or an article of faith. He subscribed to non-violence on the basis of a deep faith in it. His complete devotion to non-violence was based on principles rather than opportunism or purely based on cost benefit considerations, although he was not unaware of its strategic value.
- When Gandhi says that in the course of fighting for human rights, one should accept violence and self-suffering, he does not applaud cowardice. Cowardice for him is "the greatest violence, certainly, far greater than bloodshed and the like that generally go under the name of violence.
- For Gandhi, perpetrators of violence (whom he referred to as criminals), are products of social disintegration. Gandhi feels that violence is not a natural tendency of humans. It is a learned experience. There is need for a perfect weapon to combat violence and this is nonviolence.

...try to convert his opponents by the force of truth, character and suffering. As the world's pioneer in nonviolent theory and practice, Gandhi's philosophy contained a universal applicability. Gandhi used these words of fervent message to deliver an edict on deliverance for any people on this earth or for all the people of this earth, through nonviolence in every walk of life without any exceptions. In this passage, Gandhi speaks through nonviolence for oppressed peoples without exception. Speaking primarily with respect as a laboratory philosophy in this passage, Gandhi emphasizes the power of nonviolence to create and physically. It is a science and of its own can lead one to pure democracy. A practitioner of nonviolence to undergo suffering to penetrate into the heart of the opponent. Gandhi linked upon violence the law of human beings and war as the law of jungle. How you can avoid pain and suffering of utilitarian thinking, which is the basis of the much of the liberal thinking of the West.

Satyagraha, the Centre of Gandhi's Contribution to the Philosophy of Nonviolence. It will be to examine what Stanley E. Jones calls "the centre of Gandhi's contribution to the world." It is compared to it. Satyagraha is the essence of Gandhism. Through it, Gandhi introduced a new spirit. It is the greatest of all Gandhi's contribution to the world.

Satyagraha meaning, "firm grasping". Thus Satyagraha literally means devotion to truth, remaining in truth and resisting untruth actively but nonviolently. Since the only way for Gandhi getting to the truth nonviolence (love), it follows that Satyagraha implies an unwavering search for the truth using nonviolence. Satyagraha according to Gandhi literally means "clinging to truth" and that was exactly how he understood it: "clinging to the truth that we are all one under the skin, that there is no such thing as a win-win confrontation because all our important interests are really the same, that consciously or not every single one wants unity and peace with every other."

- **Satyagraha:** Suffering for a worthy cause in non-Western cultures is often seen as literally to emerge as the result of the application of violence against an oppressor. The redemptive since self-suffering was emphasized by Gandhi and a constituted a key element of his Satyagraha technique.

Three pillars of Satyagraha: The Gandhian quest for peace rests on the foundation of non-violence in conflict resolution. Mahatma Gandhi used method of Satyagraha (insistence on truth or Zeal for Truth) has three pillars:

- **Sat**-which implies openness, honesty, and fairness: Each person's opinions and beliefs represent the truth; In order to see more of the truth we must share our truths cooperatively; This implies an ability to communicate and a determination to do so, which in turn requires developing and refining one's skills of communication; and Commitment to seeing as much of the truth as possible means we cannot afford to categorize others or ourselves.
- **Ahimsa**-refusal to inflict injury on others: Ahimsa is dictated by our commitment to openness and to sharing of our pieces of the truth. Violence shuts off channels of communication. The just Ahimsa appears in most major religions, which suggests that while most people may not practice it, it is respected as an ideal; Ahimsa is an expression of our concern that our own and other's human rights be manifested and respected; and We must learn to genuinely love our opponents in order to practice Ahimsa.

Satyagrah willingness to sacrifice. In Satyagrah, the person who is suffering, does not want to suffer, but is willing to shoulder any sacrifice which is recommended by the struggle. He does not want to suffer, but is willing to shoulder such sacrifice or suffering only if that is necessary. He does not want to suffer, but is willing to shoulder such sacrifice or suffering only if that is necessary. He does not want to suffer, but is willing to shoulder such sacrifice or suffering only if that is necessary. The goal is to discover a better way of truth and justice, not to achieve victory over the opponent.

Importance of Satyagraha in the Twenty-first Century: Gandhi was well aware of the increasing influence of scientific considerations on the modern society and individual. He felt that the main objective of Satyagraha was to eradicate the evil or to reform the opponent.

In the present socio-economic, political system, there is a dire necessity to wear the individual away from the influence of wealth, luxury and power. In all the educational institutions, right from the lowest level to the level of university, it would be desirable to teach the young people the concept of Satyagraha and the principles of truth and non-violence, as the basic factors contributing to the peace, harmony and the welfare of the society.

In all the industrial establishments and other places of mass employment also, Satyagraha would be a viable alternative to other methods for the peaceful resolution of disputes and conflicts. And in all walks of life, wherever there is scope for conflict and disharmony, the practice of the principles of truth and non-violence in the smallest way possible, would definitely make a great contribution in bringing about peace and harmony.

Satyagraha as an ideal and as a great weapon of conflict resolution will always serve as a great inspiration to the people of all generations to come, both in India and elsewhere. It may not be possible for ordinary human beings to practice Brahmacharya, poverty and simple living in the age of scientific and technological development, but the usefulness of truth and non-violence will always be relevant wherever the goal is prosperity, welfare and development, because without truth and non-violence, there cannot be peace and without peace there cannot be development.

Education is the only possible solution for maintenance of the peace.....

Education: Education instills knowledge and sense of understanding among people. Educating populations in tolerance and cultural tolerance starting at young ages is the most effective method of reducing if not eradicating violence and intolerance. Education is a tool to encompass values of peace and tolerance. Education brings different perspectives, but it may take a long time to see the effects from education.

Increasing economic growth: As the economy of a state increases, the standards of living also increase for its citizens. This will attract investment and immigrations into the country, which will also bring a new perspective to things and possibility, make people more open to new ideas. This will increase cultural and religious tolerance among people.

Democracy: Democratic ideals of justice, liberty, equality are the key ideas behind tolerance and nonviolence. By promoting democracy, these democratic ideals are automatically included in the constitution, which ensures that these ideals are stated in official documents, so that they can be followed.

CONCLUSION:

Violence and discrimination has always caused suffering and pain to millions of people around the world. We have observed this tradition of violence since the beginning of civilizations, and it is important to obliterate this tradition. The world has become a small place, and the people have come closer to each other. We must

Therefore learn to love peacefully with each other. According to the UN, education is critical to the appreciation of the rich diversity of our world's cultures, our forms of expression and ways of expression.

"Joy lies in the fight, in the attempt, in the suffering involved, not in the victory itself"

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KEY ASPECTS OF MANAGEMENT SKILLS IN HIGHER EDUCATION

Dr. Yogita Mandole

Assistant Professor, Smt. Surjaba College of Education

Introduction

Organizational citizenship behavior (OCB) has been considered to be one of the most important factors influencing organizational effectiveness (Organ, Podsakoff & MacKenzie 2006). Organizational Citizenship Behavior is considered as an outcome of an organization's maintenance of its obligations to the nation (Smuthet et al 2001). It is widely believed that organizations could not survive unless employees were willing to occasionally engage in OCB. Such employee attributes include safe handling of organization's assets; assisting co-workers in difficulties even before they are attended to by an organization; jealously promoting the organization's interests and defending any attempt to undermine them by adversaries, and working extra time to ensure that the required production levels are achieved. Waterman et al., (2002) urged individuals' contributions to the production goals and services as measurement of performance.

REVIEW OF LITERATURE

Ryan (2001) found that an employee's level of moral reasoning was a significant predictor of his or her altruistic behaviour. Bienstock (2003) Employee perceptions Employee perceptions on how they are treated by the service organizations are positively related to OCB.

Comeau, & Griffith, (2005) researched on task-interdependence and goal-interdependence. It shows strong main effect of task interdependence, and goal interdependence, and also interaction effect of task and goal interdependence on OCB.

Wat and Shaffer (2005) found that the competence dimension of psychological empowerment was significantly related to both conscientiousness and sportsmanship. Influence of competence on conscientiousness was explained by the fact that individuals who believe they have capability to achieve goals do what is required to achieve.

OBJECTIVES OF THE STUDY

1. To study the Key aspects of Management Skills for Good Governance.

KEY ASPECTS

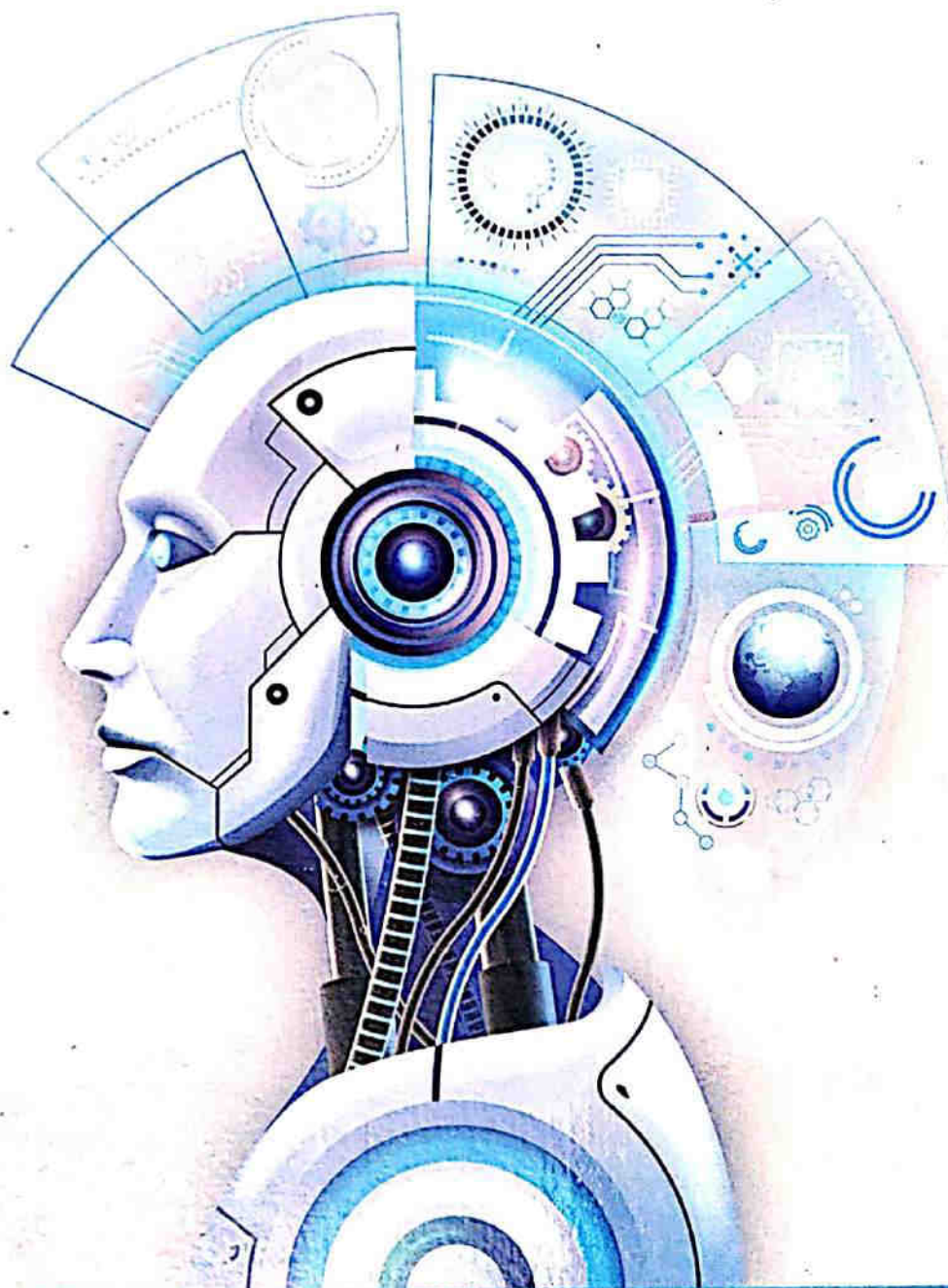
Renowned successful organizations need employees who will do more than their usual job duties and provide performance which is beyond expectations. Organizational citizenship behaviours (OCB) describe actions in which employees are willing to go above and beyond their set role requirements. Aforementioned theory suggests and some research supports the belief that these behaviours are correlated with various indicators of organizations. Many of the best employees enjoy working in a positive environment with a closely join group of co-workers. Furthermore, attraction and retention of employees is one of the most important human resource functions in any organization. In this study, the nature of OCB, KM and its



NAAC Sponsored Online Multidisciplinary
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 towards E- Governance)

ICT EDUCATION

Concepts & Application



Dr. Mihir Kumar Mishra | Dr. Manjula Goyal | Dr. Arun Maity | Dr. Ekata Gupta

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Dr. Yogita Mandole

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-48197249/vol-4/may-2024/9A**ABSTRACT:**

21st century is a technological era. The entire curriculum should have ICT based learning system. E-Learning, which is an integral part of ICT enable learning system, is the most important in now a day for higher studies. Teacher training curriculum also need ICT based curriculum, not only in theoretical syllabus but also in practical practice-Learning is a user-friendly procedure in modern age besides of traditional learning system. Unavailability of books, syllabus-oriented study and high-cost books of higher education made easy to use e-learning. But sometimes fake & wrong information crack the original meaning of a particular topic. During this pandemic time (2020) teachers are participating to take classes through online. Using e-learning and other platforms the classes are going on. But in fur flung areas and in economically weak students could not have the facilities. So, in this situation ICT in education is good or bad? Again, in the time of post pandemic period this situation will create a gap between e-learning users & non-users. All over, the e-learning has lots of advantages and disadvantages too.

The purpose of this chapter is to discuss about the positivity and negativity of e-learning and also about the e-learning utilizing situation during teaching-learning process. For this chapter the ideology & methodology is completely depends upon the different kinds of internet media, TV-media, NEWS channels, NEWS-papers & some books.

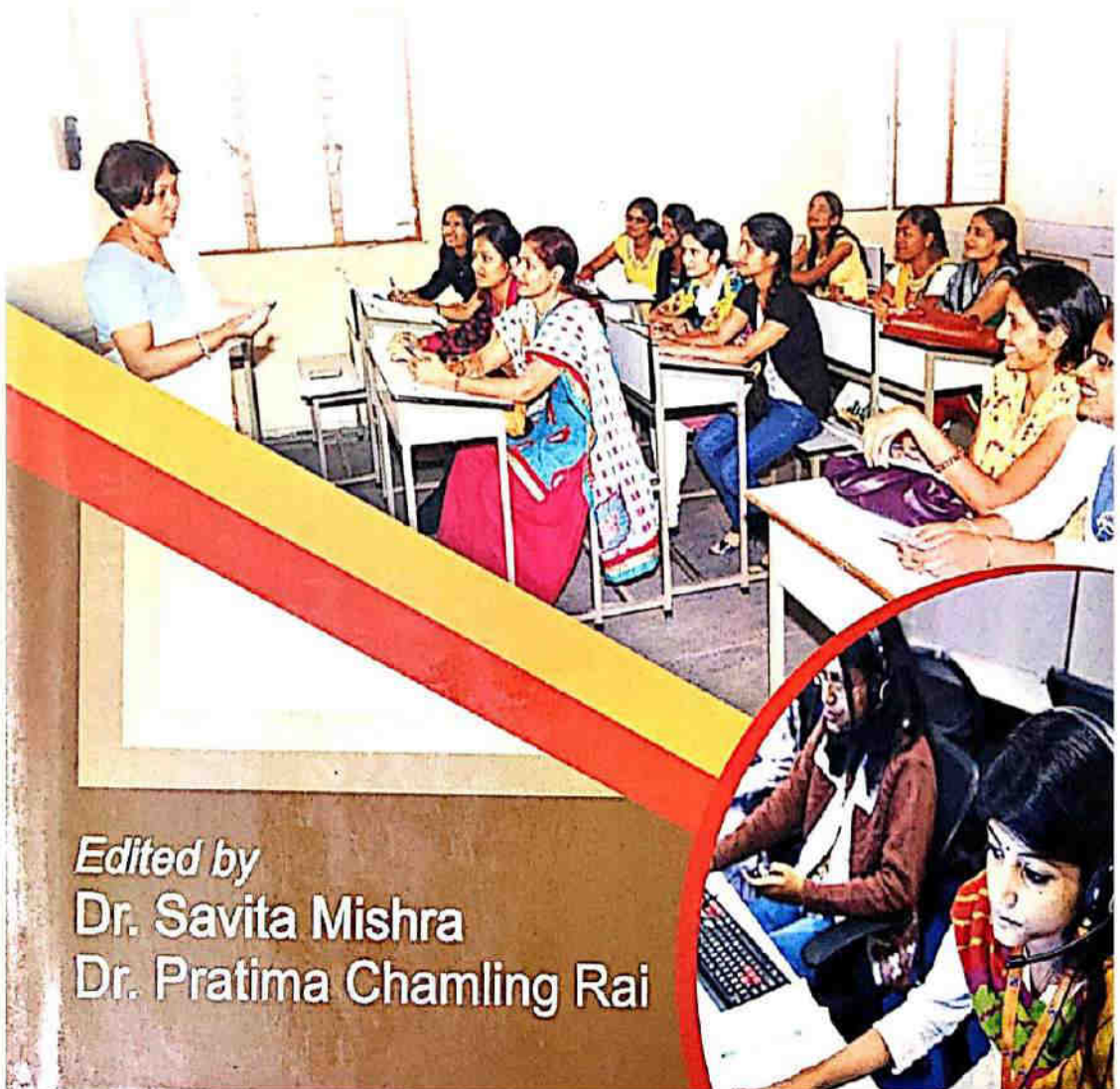
Key-words: e-learning, ICT in education, advantages, disadvantages, challenges.

INTRODUCTION:

21st century is technological era. Everywhere technology is used. Science is giving various technological apparatus in daily life.

Dr. Yogita Mandole, Associate Professor, Gandhi Shikshan Bhavan's Smt. Surajba
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WOMEN EMPOWERMENT AND EDUCATIONAL DEVELOPMENT



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Dr. Pratima Chamling Rai

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Women's Right to Education in India

Dr. Yogita Mandole

Introduction

Women education is the most blistering topic now, and the Indian government has shown a strong commitment towards equal education for all. Learn more about women's education in India. Women play a key role in building a nation, and every country is being known for the power of women's empowerment. It is an essential element for any nation. Promoting education among women helps them understand their individuality to refrain from any exploitation. India has seen women achievers in each field due to encouraging women's education in the nation; it helped them improve their knowledge, which made them stronger and confident. This article provides a core analysis of women education in India.

Importance of Women Education

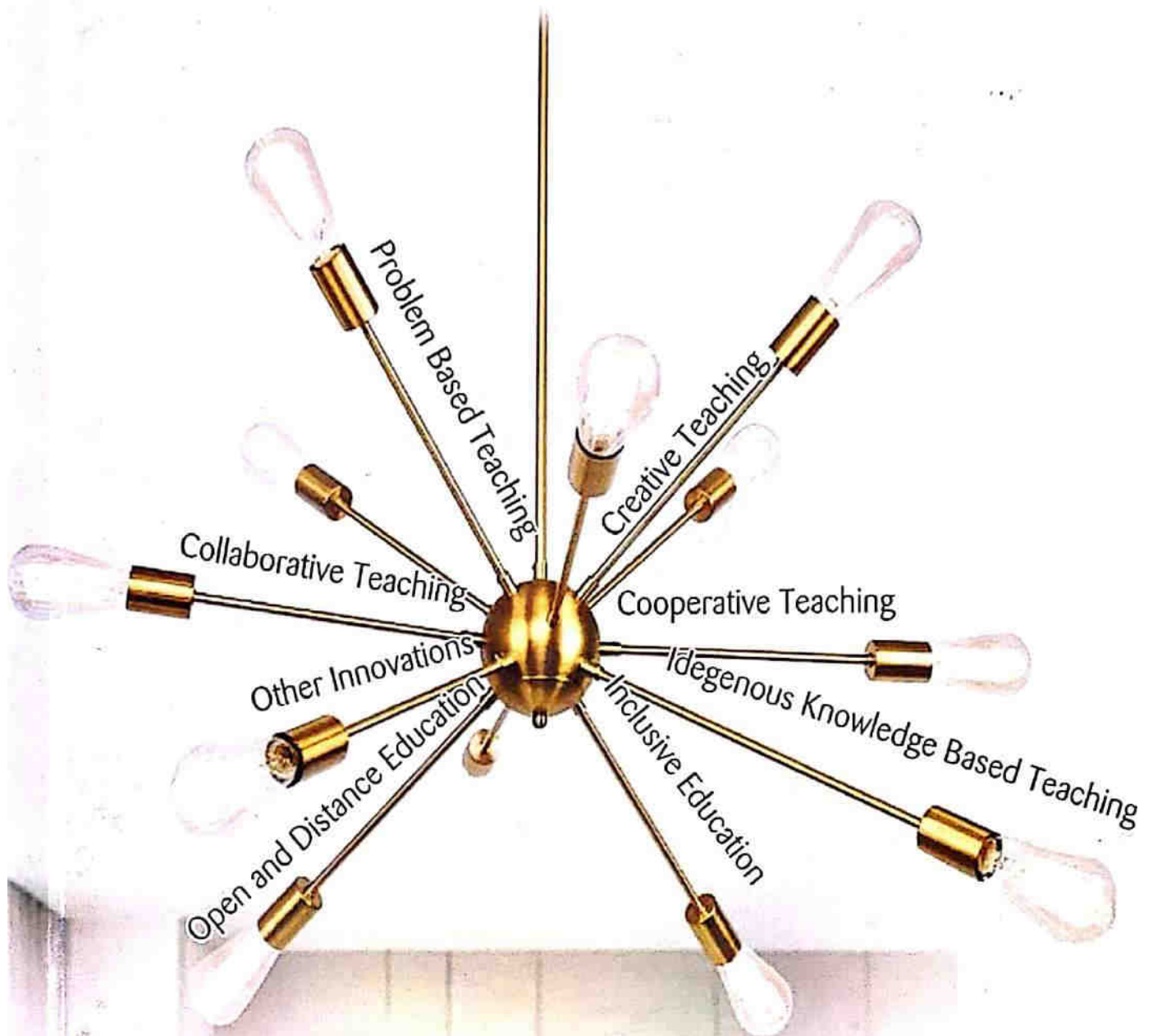
'Education for all is one of the major tasks being carried out by the Indian government but still, we have the lowest female literacy rate in Asia. India is working but the pace is slow as we haven't achieved what we should have been so far. As per the report, India's country-wide female literacy rate is 70.3%, while the male literacy rate is estimated at 84.7%. India's average literacy rate stands at 77.7%, according to the NSO.

Women's Education is critical to the country's entire development. A well-educated woman is capable of managing her personal and professional lives. The reasons why women's education is important are:

❖ Basic Rights

Education is the basic right for everyone and when we say everyone, we should not forget that women are also a part of this lot. Society has a large population of women and we cannot have such a large population as illiterate, it will be our huge loss. All the girls and women whether they are rich, poor,

Dimensions of Innovation and Integration in Teaching



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POLICIES FOR PROMOTING INCLUSIVE EDUCATION

Dr. Yogita Mandole

Introduction

The concept of inclusion is implemented as a legal requirement in India, to protect the interests and rights of persons with disabilities. Various Central Government schemes - especially those for Universalisation of Elementary Education - have been advocating the inclusion of children with disabilities into the mainstream educational system. Though there were a few policies and programmes introduced before Sarva Shiksha Abhiyan (SSA, 2000), the major change in the actual implementation of inclusive practices in school occurred after the introduction of the SSA. In this chapter we shall understand the policies and programmes that were formed before and after the SSA.

Policies Prior to Sarva Shiksha Abhiyan (SSA)

Integrated Education for Disabled Children Scheme (IEDC, 1974)

This was a Centrally Sponsored Scheme and was launched in 1974 by the then Department of Social Welfare. The Scheme was however transferred to the Department of Education in 1982. Under the scheme, children with special needs were sought to be integrated in the normal school system. Hundred per cent assistance was provided to the States / Union Territories for education of the children suffering from certain mild disabilities in common schools with the help of necessary aids, incentives and specially trained teachers. The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and would provide assistance for the inclusive education of the disabled children in classes IX-XII.

Salient feature of the scheme:

The children with special needs were provided the different educational



Understanding Women Empowerment in India

Edited by
Krittibas Datta

Foreword by
Professor (Dr.) Ishani Naskar



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Empowerment of Women: Enhances the Quality and the Quantity of Human Resources

Dr. Yogita Mandole

Introduction:

In the last five decades, the concept of women empowerment has undergone a sea change from welfare-oriented approach to equity approach. It has been understood as the process by which the powerless gain greater control over the circumstances of their lives. Empowerment particularly includes control over resources and ideology. According to Sen and Batliwala (2000) it leads to a growing intrinsic capability- greater self confidence, and an inner transformation of one's consciousness that enables one to overcome external barrier. This view mainly emphasizes on two important aspects. Firstly, it is a power to achieve desired goals but not a power over others. Secondly, idea of empowerment is more applicable to those who are powerless- whether they are male or female, or group of individuals, class or caste.

Though concept of empowerment is not specific to women, yet it is unique in that and it cuts across all types of class and caste and also within families and households (Malhotra et al, 2002). Women empowerment is also defined as a change in the context of a women's life, which enables her increased capacity for leading a fulfilling human life. It gets reflected both in external qualities (viz. health, mobility, education and awareness, status in the family, participation in decision making, and also at the level of material security) and internal qualities (viz. self awareness and self confidence) [Human Development in South Asia (2000) as quoted by Mathew (2003).



Addressing the Diverse Needs of
**HIGHER EDUCATION IN
TWENTY FIRST CENTURY**

Sanjayan T.S

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Addressing the Diverse needs in higher Education in 21st Century

EDITED BOOK

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MENTAL HEALTH AND WELL BEING – A KEY TO SUCCESS FOR ABUNDANCE

Dr. Yogita M

Assistant Professor, Gandhi Shikshan Bhavan's, Smt. Surajba College of Education

Introduction:

Mental health refers to cognitive, behavioral, and emotional well-being. It is all about how people think, feel, and behave. People sometimes use the term "mental health" to mean the absence of a mental disorder. Mental health can affect daily living, relationships, and physical health.

However, this link also works in the other direction. Factors in people's lives, interpersonal connections, and physical factors can all contribute to mental health disruptions. Looking after mental health can preserve a person's ability to enjoy life. Doing this involves reaching a balance between life activities, responsibilities, and efforts to achieve psychological resilience.

Conditions such as stress, depression, and anxiety can all affect mental health and disrupt a person's routine. Although the term mental health is in common use, many conditions that doctors recognize as psychological disorders have physical roots.

Importance of Mental Health

Mental health is a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of society. Basic cognitive and social skills; ability to recognize, express and modulate one's own emotions, as well as empathize with others; flexibility and ability to cope with adverse life events and function in social roles; and harmonious relationship between body and mind represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium.

Mental health is important because it can help you to

- Cope with the stresses of life
- Be physically healthy
- Have good relationships
- Make meaningful contributions to your community
- Work productively
- Realize your full potential

Mental health is also important because it can affect your physical health. For example, mental disorders can raise your risk for physical health problems such as stroke, type 2 diabetes, and heart disease.

Characteristics of Mental Health

Mental health refers not only to emotional well-being but also to how people think and behave. There are a number of different factors that have been found to influence mental health.

• Life Satisfaction

A person's ability to enjoy life is frequently used as an indicator of mental health and wellness. It is often defined as the degree to which a person enjoys the most important aspects of their life. Some factors that have been found to play an important role in life satisfaction include the absence of feeling ill, good relationships, a sense of belonging, being active in work and leisure, a sense of achievement and pride, positive self-perceptions, a sense of autonomy, and feelings of hope.

• Resilience

The ability to bounce back from adversity has been referred to as "resilience." "People who are resilient also tend to have a positive view of their ability to cope with challenges and seek out social support when

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Assistant Professor, Gandhi Shikshan Bhavan's, Smt. Surajba College of Education

Emergence & Development in India & Historical Background

The origin of self-help group can be traced is from Grameen bank of Bangladesh, which was founded by Mohamed Yunus. SGHs were started and formed in 1975. In India NABARD initiated in 1986-1987. Self-Help Groups (SHGs) are informal associations of people who choose to come together to find ways to improve their living conditions. It can be defined as self-governed, peer-controlled information group of people with similar socio-economic background and having a desire to collectively perform common purpose.

The absence of institutional credits available in the rural area has led to the establishment of SHGs. The concept of self-help groups has been evolved to organize the rural poor to meet their productive and consumption needs out of their saving. A self-help group is a small economically homogeneous affinity group of the rural poor voluntarily coming to gather to save small amount regularly. Which are deposited in common fund to meet member emergency needs and to provide collateral free loans decided by the group.

India has adopted the Bangladesh model in a modified form. To alleviate the poverty and empower the women. The micro-finance has emerged as powerful instrument in the new economy. With availability of micro-finance, self-help groups (SHGs) and credit management groups have also started in India. And thus, the movement of SHG has spread out in India. In 1991-92 Nabard started promoting self-help groups and a large scale. And it was the real take off point for the SHGs movement. In 1993, the Reserve Bank of India also allowed SHGs to open saving accounts in banks facility of availing bank services was a major boost to the movement.

The concept of SHG was not new to Maharashtra. Beginning with a tiny amount of only 25 paise, the women of Maharashtra from Amaravati District had established on SHG long back in 1947. Further in 1988, 'Chaitanya' Gramin Mahila Bal Yuvak Sanstha started promoting SHGs in Pune District, informally.

The self-help groups (SHGs) are voluntary association of 15-20 people formed to attain a collective goal. Members of SHGs who are homogenous with respect of socio-economic background.

The basic principles of the SHGs are group approach, mutual trust of small and manageable group, spirit of thrift, demand-based lending, collateral free, poor-friendly loan, peer group pressure in repayment, skill training, capacity building and empowerment (Lalitha 1998). In the decade of nineties and twentieths National Agriculture Bank for Rural development (NABARD), Government Organization, Non-government Organizations (NGOs), Micro Finance Institutions (MFIs), initiates and started Self-help groups for microfinance, micro credit activities for the objectives of poverty alleviation, women empowerment and financial inclusion. Broadly, the microfinance could be classified into the following model.

- 1) Grameen Model
- 2) The group approach
- 3) Individual credit
- 4) Community Banking

YOGA FOR WELLNESS



Yoga for wellness

Dr. Yogita Mandole

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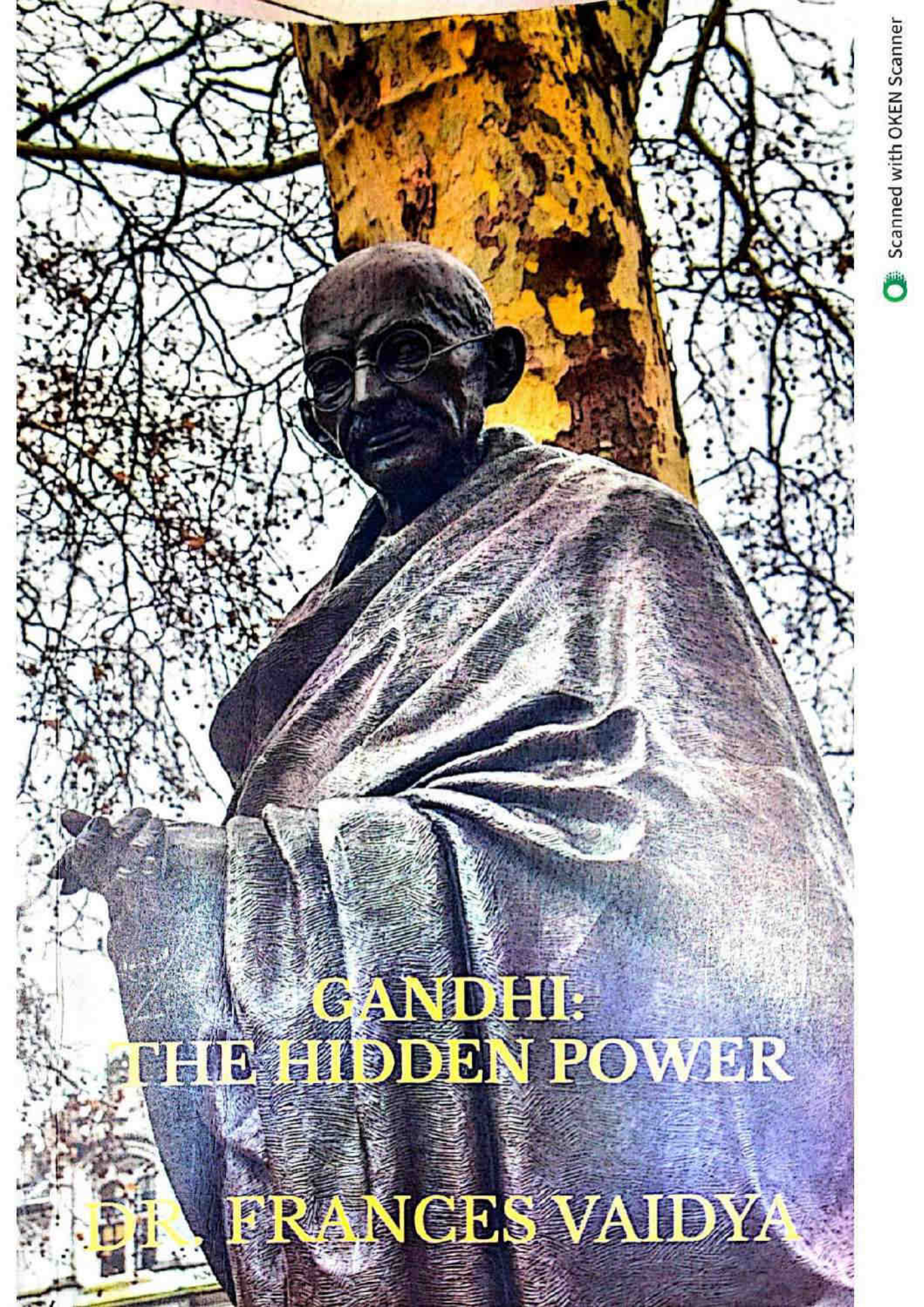
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**GANDHI:
THE HIDDEN POWER**

DR. FRANCES VAIDYA

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CHAPTER ELEVEN

GANDHIJI'S CONCEPT OF EDUCATION - NAI TALIM



Dr. Yogita Mandole

Assistant Professor

Gandhi Shikshan Bhavan's Smt. Surajba College of Education

The principal idea is to impart the whole education of the body, mind and soul through the handicraft that is taught to the children.— Mahatma Gandhi

Basic Education is a principle stating that knowledge and work are cannot be separated. Mahatma Gandhi endorsed an educational curriculum with the same name grounded on this pedagogical principle.

It can be interpreted with the phrase 'Basic Education for all'. However, the concept has numerous coats of meaning. It developed out of Gandhi's experience with the English educational system and with colonialism in general. In that system, it was seen that the Indian children would be isolated and 'career-based thinking' would become dominant. In addition, it also had a series of negative outcomes: the condescension for manual work, the development of

CO-OPERATIVE LEARNING AND ITS INTERACTION WITH LEARNING APPROACHES AND GOALS OF STUDENTS: EFFECT ON STUDENT OUTCOMES IN DIFFERENT GROUPING FORMATS

$x = 3$
 $y = 4$
 $x \cdot y = 12$

$A + B = 24$
 $B + 16 = 24$

$V = a \times a \times a = a^3$
 $V = 6 \times 6 \times 6 = 216$
 $V = 216 \text{ cm}^3$

$S = 6 \times a^2$
 $S = 6 \times 6^2$
 $S = 6 \times 36 = 216 \text{ cm}^2$

$46 - 3 = 43$

$n(A \cup B) = \dots$

$\sin(x+y) = \sin x \cdot \cos y + \cos x \cdot \sin y$
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$m_1 = c^{dp} \text{ mod } p = 2790^{53} \text{ mod } 61 = 4$
 $m_2 = c^{dq} \text{ mod } q = 2790^{49} \text{ mod } 53 = 12$
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Dr. Yogita Mandole

**CO-OPERATIVE LEARNING AND ITS INTERACTION
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Education in the Post **COVID-19** Pandemic Era



Editors

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Impact of Online Learning in Pandemic Era

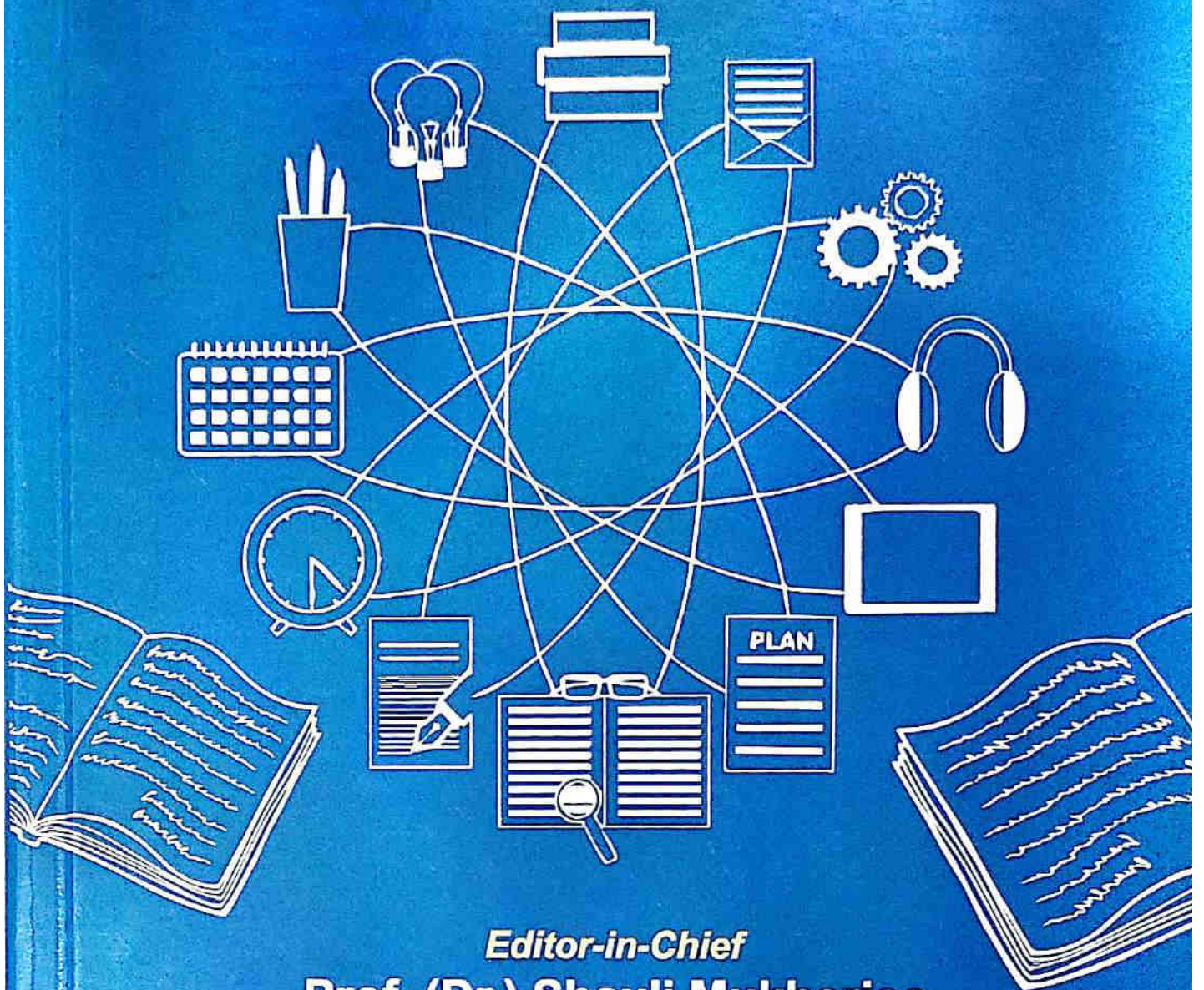
Dr. Yogita Mandole

Introduction

Covid-19 has shaken up the global education enormously. Government is obliged to shut down the schools, colleges and universities across the whole nation due to mitigate the expansion of the novel corona virus. There was no assurance about the reopening of the educational institution. Natural perturbation of the lives of human beings has been stopped for an uncertain period. There was no immediate accomplishment to restrain the enormous outbreak of covid-19 for a precarious period as corona virus has impersonated a pandemic. Consequently, students of every level are obstructed to cease their class and stay at home for unlimited time. The entire commotion of the human being has run up for an unrestricted period. The whole education system has been closed for an uncertain period of time. Corona virus has proved this time as crucial for the education sector. All the activities related to education have been chocked up. Only a little number of private schools was able to receive the online teaching learning method to continue the academic activities. It was not possible for the low income private schools and government schools to adopt suddenly the online teaching learning method. There is a need of an immediate measure to ensure the continuity of the teaching learning process of government schools colleges and universities. So the whole education system has been shifted from traditional to digital learning mode. Online learning is the best solution to overcome the critical pandemic situation. Government has initiated the digital version as a vital tool for accomplishing the present crisis

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NEP 2020: PROMOTION OF INDIAN LANGUAGES

Dr. Yogita Mandole

Introduction

The Union Human Resource Development Minister Ramesh Pokhriyal 'Nishank' has introduced a New Education Policy (NEP), starting from the year 2020. Through the new National Education Policy, several new regulations have been integrated into the school education and higher education (colleges, Institutes, and Universities). One of the major changes which NEP has brought about is the renaming of the Ministry of Human Resource Development (HRD) to the Ministry of Education.

NEP 2020: Promotion of Indian Languages:

India is a country with languages changing every 15 to 20 Kms according to the native communication style. In order to promote Arts & Culture, it is very important to promote Indian Languages. People in India talk to each other in their native language which also shows their culture and traditions through their language. Without the promotion of languages, it is not possible to promote Art, in the form of film, plays, literature, music, etc.

Indian languages have not received the proper recognition since the beginning which has led to a loss of over 200 languages in the last 5 years alone. As per UNESCO, over 190 languages have been declared 'endangered' which will become extinct with senior natives who speak the language.

Language Vocabulary & Dictionary:

The academics will be implemented for all the languages as determined in

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GENERAL AWARENESS TOWARDS ENVIRONMENTAL CONCERNS – A SURVEY

Dr. Yogita Mandole

Assistant Professor,

Gandhi Shikshan Bhavan's

Smt. Surajba College of Education

Abstract

"Nature provides a free lunch, but only if we control our appetites."

—William Ruckelshaus

The word "Environment" is most commonly used to describe "natural" environment and means the sum of all living and non-living things that surround an organism, or group of organisms. Environment includes all elements, factors, and conditions that have some impact on growth and development of certain organism. The environmental issues in India become more serious every day and she is turning into a bit of a mess on this front but with a serious lack of education and over 1 Billion people, a huge amount of which are in dire poverty, it's hardly surprising. The recent boom in its industries, little or no environmental education, infrastructure nearly at bursting point not to mention the huge deforestation that's going on. In fact, there is no shortage at all of government legislation protecting the environment but unfortunately it is never enforced due to flagrant abuse of power, corruption and lack of resources. The aim of the research was to check the general awareness of citizens towards environmental concerns. Structured questionnaire in the form of google form was used in the study. The participants of the study included 8 males and 52 females each of different age group and from various educational backgrounds. It was found that every participant involved in the study was equally concerned about the environment and the damage we as humans are making to it.

Introduction

In recent decades, many environmental problems have increased as the result of human



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SIGNIFICANCE AND RELEVANCE OF GANDHIAN IDEOLOGIES ON HEALTH AND HYGIENE

Dr. Yogita Mandole.

Assistant Professor

Gandhi Shikshan Bhavan's

Smt. Surajba College of Education

Gandhianism starts with the famous line – 'Simple living and high thinking'. This itself is also suggestive of the fact that thoughts of an individual have a great role in shaping his/ her life. That is the reason Gandhianism appears to be simple to everyone but in real sense practicing it in day to day life is difficult. For instance, remaining truthful, tolerant, non-violent and respecting others in difficult circumstances of life require a great degree of commitment.

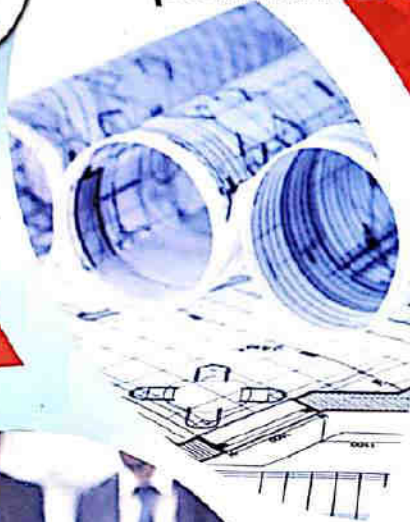
He once said, "It is health that is real wealth and not pieces of gold and silver." In today's time when most of us are running pillar to post to acquire wealth while neglecting our health, there could not be a better eye-opener than this quote. He firmly believed that good health is of paramount importance to any human as without it an individual cannot develop in mind or spirit. It is interesting to note that he kept mental fitness at par with physical fitness while talking about health. The same can be observed in his life practice where morning walk, balanced diet along with prayer, fasting and meditation were part of his daily routine.

On 2nd October, 2014, the Indian Prime Minister, Narendra Modi, launched a nationwide cleanliness campaign on the occasion of Mahatma Gandhi's birth anniversary. The concept of Swachh Bharat is to provide sanitation facilities to every family, including toilets, solid and liquid waste disposal systems, village cleanliness, and safe and adequate drinking water supply.

Modi said that the Swachh Bharat mission is beyond politics, inspired by patriotism and not politics. He also asked people to pledge 'na main gandagi karoon, na main gandagi karne doonga' (I shall not litter and won't allow anyone to do so). He further flagged off a



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5. E - Learning in Higher Education

Ms. Yogita Mandole

Assistant Professor, Smt. Surajba College of Education.

"Education is what remains after one has forgotten what one has learned in school."

- Albert Einstein

Einstein's words may have been intended in good humour, they aptly reflect the fact that effective education is constant and always evolving. In fact, the face of education has experienced a sea change over the decades. Once characterised by the traditional classroom model, education has metamorphosed into learning that is instant, online, self-driven and on the go. The journey of education in India, too, has been dotted with innumerable milestones—the most recent among these is e-learning.

Introduction

E-learning is a part of new dynamics that characterises the educational system. It has become an important part of the society, comprising an extensive array of digitalization approaches, components and delivery methods. The use of information and communication technologies (ICT) for educational purpose has increased, & the spread of network technologies has caused E-learning practices to evolve significantly.

Education through internet, network is E-Learning. It is the network based transfer of skills & knowledge. E-learning refers to use of electronic applications and processes to learn. The e-learning applications and processes are the web-based learning, computer-based learning, virtual classrooms and digital collaboration. The contents are delivered through the internet, local intranet/extranet, audio or video tape, satellite TV & CD-ROM.

E-learning is used by learners and educators in homes, schools, higher education, business and others. In the early days, e-learning received a bad impression, as many people thought bringing computers into the classroom would remove that human element that some learners need, but as time has progressed technology has developed, and now we embrace smartphones and tablets in the classroom and offices, as well as using a wealth of interactive designs that makes e-learning not only engaging for the users, but valuable as a lesson delivery medium. The use of e-learning is seen at all levels of educational system.

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SARVODAYA (THE WELFARE OF ALL) – A UNIQUE GANDHIAN PHILOSOPHY

Dr. Yogita Mandole

Assistant Professor.

Gandhi Shikshan Bhavan's, Smt. Surajba College of Education

"Globalization" has been widely used in the last fifteen years. It is a controversial term and has been defined in several different ways. Globalization indicates that the world today is more interconnected than before. Globalization in its basic economic sense refers to the adoption of open and unfettered trading markets. Large volumes of money movement, increased volumes of trade, changes in information technology and communication are all integral to a global world. There is also a significant movement of people from one country to another for trade and work. Such increases in the movement of goods, labour, and services have weakened national barriers and restrictions that are imposed by a nation state. Some identify a new emergence of a "global village." In the past two decades, economic globalization has been the driving force behind the overall process of globalization.

Amartya Sen a Nobel Laureate and Economist said:

"Global interaction, rather than insulated isolation, has been the basis of economic progress in the world. Trade, along with migration, communication, and dissemination of scientific and technical knowledge, has helped to break the dominance of rampant poverty and the pervasiveness of 'nasty, brutish and short' lives that characterized the world. And yet, despite all the progress, life is still severely nasty, brutish and short for a large part of the world population. The great rewards of globalized trade have come to some, but not to others."

Things that are happening today to make the world a global village so that the benefits of economic globalization reach to the poorer sections of the society are in line with respect to what Gandhi predicted in Hind Swaraj for the progress of mankind as he prepared the manuscript in 1908. Gandhi put forward four main goals before youth for humanity, so as to move towards its destiny. These are Swaraj, Non-violence, Swadeshi and Sarvodaya. He said these are the main pillars for the formation of Hind Swaraj. In this paper an attempt is made to focus on Sarvodaya as one of the pillars to bring Hind Swaraj. It focusses Gandhian philosophy of Sarvodaya for changing the attitude of the people.

Gandhiji was inspired by Ruskins Book "Unto The Last", which he received from a British friend, Mr. Henry Polak, while working as a lawyer in South Africa in 1904. In his Autobiography, Gandhi remembers the twenty-four hour train ride to Durban from when he first read the book, being so in the grip of Ruskin's ideas that he could not sleep at all: "I determined to change my life in accordance with the ideals of the book." Gandhi advances the concept of Sarvodaya, which were the based on three basic principles: 1. That the good of the individual is contained in the good of all. 2. That a lawyer's work has the same value as the barber's in as much as all have the same right of earning their livelihood from their work. 3. That the life of a labour, i.e., the life of the tiller of the soil and the handicraftsman is the life worth living.

After thorough internalization of the principles he put forth the concept of Sarvodaya. Sarvodaya is a term meaning 'Universal Uplift' or 'Progress of All'. The term was first coined by Mohandas Gandhi as the title of his 1908 translation of John Ruskin's tract on political economy, "Unto The Last", and Gandhi came to use the term for the ideal of his own political philosophy. Later this term was used by other Gandhian leaders for the social movement in post-independence India which strived to ensure that self-determination and equality reached each and every strata of India society so that there is no disparity amongst masses.



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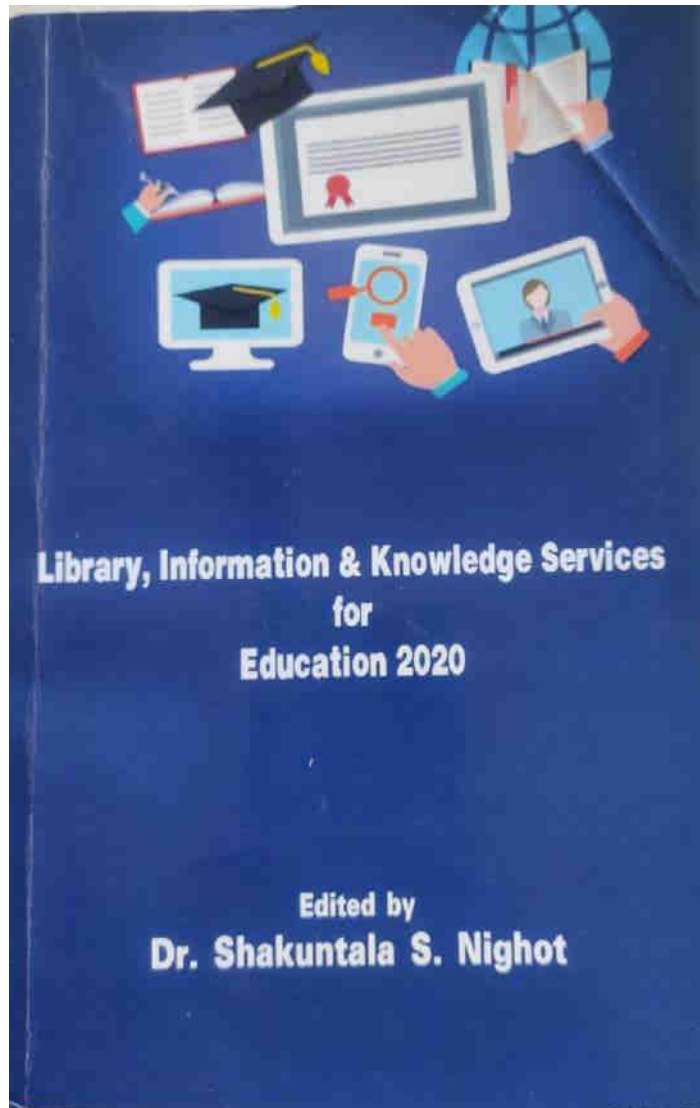
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Effect of Social Media on Reading Habits of Students of Gandhi Shikshan Bhavan

*Dr. Pradnya Anil Bhosekar**

ABSTRACT

Social media plays a pivotal role in mass communication. The amount of time spent on social media has increased over the years, as a result traditional reading, i.e. books, e books, journals, e journals etc. is decreasing. This paper throws light on how social media has influenced the reading habits of the students. It further explains reasons behind this change. These findings are based on a short survey conducted online through a questionnaire (prepared by researcher). Further, the paper also presents findings about knowledge of e resources and social media for reading that the students have. Study finds that the students are not aware of many other social media sites for reading. As a librarian, the researcher feels that we should make the students aware of various other social media sites and ways to access them.

Keywords: Social Media, Reading Habits, Reading Culture

INTRODUCTION

Reading has been a significant source of knowledge acquisition for many years. The knowledge acquisition could be for deep research or for acquiring information for day to day operations. Apart from knowledge acquisition, reading has also been seen as a source for relaxing the

*Librarian Gandhi Shikshan Bhavan's Smt. Surajba College of Education

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ग्रंथपाल ग्रंथ, ग्रंथप्रेम ही नाती अनन्यसाधारण आहेत. संगणक युगातील ग्रंथपाल किंवा पारंपरिक ग्रंथपाल प्रत्येक ग्रंथाचा भुकेला असतो. त्याला ते ज्ञान वाचकांपर्यंत पोहोचवायचे असते. पण तो मुसता 'कुरियर मॅन' नसतो. त्या ग्रंथात त्याला जीव घालावा लागतो. असे जेव्हा असते तेव्हाच तो ग्रंथपाल पुस्तकाविषयी लेखन करू शकतो. आज अशाच एका ग्रंथपालाच्या पुस्तकावर लिहावचा एक प्रयत्न - पूर्वं प्रकाशित असलेला लेखांचा एक संग्रह आहे - 'ग्रंथप्रसंग'.

डॉ. प्रदीप कर्णिक यांनी लिहीलेले पुस्तक हातात आल्यावर सर्वप्रथम पूर्ण पुस्तक वाचण्याचा मोह झाला. डॉ. कर्णिक हे रुपारेल महाविद्यालयाचे निवृत्त ग्रंथपाल, ग्रंथालयातील प्रचंड ग्रंथसंपदेबरोबर, ग्रंथालयातील सर्जनशीलता नजरेत भरते. वाचन, ग्रंथ, ग्रंथालय याबाबत प्रचंड कळकळ असणारे एक ग्रंथपाल आहेत. म्हणूनच ह्या ग्रंथाचे मूल्य वाढल्यासारखे वाटते. पुस्तकात चार विभाग आहेत. प्रत्येक विभागाची शिर्षक फार समर्पक आहेत.

१) ग्रंथवर्गातील फेरफटका

फेरफटका या शब्दातच सहजता आहे, आनंद आहे. लेखक वाचकाचे बोट धरून फिरवून आणतात. हस्तलिखितांचे संवर्धन ह्या विषयापासून केलेली सुरुवात लेखनकलेच्या प्रारंभापर्यंत घेऊन जाते. अंध व्यक्तीसाठी ब्रेल लिपीत ज्ञानेश्वरी होण्याच्या निमित्ताने शारीरिक व्यंगावर मात करून केलेल्या विविध पुस्तकांचा आढावा घेतलेला आहे. तत्त्वज्ञानासारख्या कठीण भागातून घेऊन जाताना लेखक सर्वांच्या परिचित असलेल्या तीन कवितांचा विचार करायलास लागतात. दि. व. देशपांड्यांच्या पुस्तकातील तत्त्वज्ञान सोपे करतात. कलकत्ता शहराचा फेरफटका साहित्यातून करणे हे अचंबित करणारे वाटले. बंगाली साहित्य, पु. ल. चे व्यंगचित्रे असे अनेक साहित्याचे मासले. 'कलकत्ता' या शीर्षकाखाली सहजबोने गोळा केलेले आहे. पु. भा. भावे यांच्या कादंबरीबद्दल लिहीताना विविध विषयांवरील कादंबऱ्यांबद्दल माहिती मिळते. याहीपेक्षा लेखकाला कादंबरीचा ग्रंथालय आणि माहितीसाम्र : आधुनिक तंत्र आणि पद्धती / १७९



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REVIEW OF THE IMPACT OF MULTIPLE INTELLIGENCE ON THE CAREER CHOICE OF SECONDARY STUDENTS

Mrs. Arya Tawde

Research Guide:

Dr. Judy Grace Andrews

Research Scholar

University of Mumbai.

Abstract

The aim of the paper is to give an overview of the literature that is available to study the impact of Multiple Intelligence on the Career Choice of Secondary Students. The study will understand all the work that has been done previously. It will identify the gaps in the existing literature and emphasize the need for further research. It has been found that schools prepare students to pass examinations but rarely equip them about career opportunities that are available to them according to their innate strength. Multiple Intelligence theory by Dr. Howard Gardner is widely used to know the extent to which students possess different kind of minds and therefore learn, remember, perform, and understand in different ways. The review paper wants to explore how multiple intelligences of the students also help them to choose their career paths.

Keywords: *multiple intelligence, career choice, secondary students.*

Introduction

“Life is a matter of choices, and every choice you make makes you.” (John C.

Maxwell).

Every student aspires to be a successful individual when he/she grows up, in monetary terms but many of them are unaware of how to be the one. In the process of growing up their interest varies and they are in a state of flux and thus end up choosing a wrong profession which they find difficult to adjust. Parsons (1909) believed that if people actively engage in choosing their vocations rather than allow chance to operate in the hunt for a job, they are more satisfied with their careers, employers' costs decrease, and



MENTAL DISORDER - AN AWARENESS AMONG TEACHERS: A REVIEW OF RELATED LITERATURE

Ms. Soma Guha

Research Scholar

University Of Mumbai

Research Guide: Dr. Judy Andrew Grace

Abstract
The purpose of this study is to map the literature on teachers' conceptual understanding and attitude towards mental disorder in students using metadata extracted from International and National Research articles as well as several articles from Journals of International and National editions indexed in the database. More specifically, this study uses scoping reviews to summarize the existing literature regarding the awareness and conceptual understanding of teachers towards children's mental health and their attitude towards those children who are suffering from mental disorders. The review paper also explores different instructional modules provided to train the teachers in the literature and their prevalence in identifying the diseases. It further investigates the causes of mental health concerns in children, what gaps exist in this context of the study, what interventions can be used to address them, and the barriers to identifying the mentally disabled and caring for them. This review aims to improve researchers' understanding of the studies conducted in children's mental health, identify research gaps, and propose evidence-based justification to summarize the need for research in the same area.

Keywords: *Conceptual Understanding, Mental Health, Attitude, Intervention*

Introduction:

Mental health is the successful performance of a cognitive function, resulting in productive activities, fulfilling relationships, and the ability to adapt to change and cope with adversity. In contrast, Mental disorders are medical conditions that disrupt a person's thinking, feeling, mood, ability to relate to others, and daily functioning, resulting in a diminished capacity to cope with the ordinary demands of life.



UNDERSTANDING ACADEMIC SELF CONCEPT AND LOCUS OF CONTROL INRELATION TO SELF REGULATION AND SELF ESTEEM WITH THE HELP OF QUANTITATIVE RESEARCH METHODOLOGY

Sneha Jadhav

Research Scholar,

University Of Mumbai

Research Guide: Dr. Judy Grace Andrews

Abstract

Achieving academic success is one of the important part of every students life. Academic success is not only related to scholastic abilities but also with the personality factors of the students including their academic self-concept, locus of control, self-esteem self-regulation. The current study has two fold aims. One is to understand academic self-concept, locus of control, self-esteem and self-regulation independently and two is to find out whether there exists any relationship between these variables amongst STD IX students from SSC and CBSC board aided as well as unaided schools students. The sample consisted of 1012 STD IX students from SSC and CBSC aided and unaided schools. In order to collect data academic self-concept scale by D'Souza (2006) to measure academic self-concept and the self-regulation questionnaire (SRQ) by Brown, Miller and Lawendowski (1999) to measure self-regulation were used. In order to collect data for locus of control Rooters Locus of Control Test (1954) was used, for Self-Esteem Rosenberg Self-Esteem Scale (1965) was used .The result of the present study revealed that thereis a significant positive correlation between academic self-concept and self-regulation and academic self-concept and self-esteem as well as significant negative correlation found between locus of control and self-esteem and locus of control and self-regulation amongst STD IX students belonging to SSC and CBSC aided and unaided schools. Also there was significant combined relationship found between academic self-concept, self-esteem and self-regulation and locus of



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CULTURAL PRACTICES OPPRESS WOMEN

*Dr. Judy Grace Andrews**Associate professor**Gandhi Shikshan Bhavan's Smt surajba College of Education,
Juhu North Road' Mumbai 400049***Abstract:**

Culture may be defined as beliefs, traditions, habits and rituals practiced over a period of time in the society and are accepted as social norms by the society. Every society has its own common customs and behaviour. Some of the cultural practices according to are - Leblouh or gavage, Devdasi, Chhaupadi, Breast Ironing, amputation of finger as sign of mourning, plating, Sexual cleansing of widows, Genital Mutilation and neck rings. These are practiced all over the world. Mostly these things happen in developing and under developed countries. The paper brings awareness about such practices.

Introduction

According to sociologists, culture consists of the values, beliefs, systems of language, communication, and practices that people share in common and that can be used to define them as a collective. Culture also includes the material objects that are common to that group or society. American Sociological association defines Culture 'as the languages, customs, believes rules, arts, knowledge, and collective identities and memories developed by members of all social groups that make their social environments meaningful. Some of the Cultural practices that are practiced specially in India, Nepal, Africa, Indonesia, Papua, Ethiopia and Thailand are greatly alarming as they cause pain agony and even death in some cases. All these are because of cultural oppression.

Oppression is both a cause and an effect of sexual violence. Sexual violence and other forms of violence can create psychological trauma, and make it more difficult for the members of the group subjected to the violence to experience autonomy, choice, respect, and safety¹

Culture of oppression

Women are oppressed all over the world in the name of Culture. Oppression of the women is a world phenomenon. Greece which is supposed to be the ancient in culture, a model of democracy and the women do not have the 3Rs -rights, representation and resources. They were not considered equal to men and were given no basic rights or equal rights to property or any position in political affairs. Rome and Greece do not have equality between women and men. Cultural oppression of women can take many forms, including shaming and ridiculing women to reinforce their supposed inferior "nature," or physical abuse, as well as the more commonly acknowledged means of oppression including fewer political, social and economic rights. Many of world's oppressing cultures are being eradicated however there remain a plethora of traditions that perpetuate misogyny and abuse. There are devastating and aghast cultural practices still oppress women. Shobha Rana Grovert a journalist brings out nine different oppressing cultural habits which need to be totally eradicated. Margot Wallström, Sweden's foreign minister, stated, 'Culture is not an excuse for oppressing women'.

a. Leblouh or gavage;

In North Africa -Marutania young girls are forced fed with milk and butter beyond their capacity eat/drink. You

¹ <https://www.thoughtco.com> ... > Women's History > History Of Feminism

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SENTIENCE ABOUT THE OTHER SIDE OF GANDHI

DR. JUDY GRACE ANDREWS

*Associate Professor,**Gandhi Shikshan Bhavan's**Smt. Surajba College of Education***Abstract:**

Gandhiji has been known as a commanding political leader, a man of philosophical ideas, a great educationist, an powerful economist and an eminent lawyer. But a very few people know that he was a great physician and an ardent follower of what we call now as 'ayurveda'. In order to make the young mind aware of all about the other side of Gandhi as a researcher, a module was prepared and administered to about 60 students. The result shows that more than 90% Of the population was not aware about the other side of Gandhi, Gandhi as a medical practitioner.

'Anyone who observes the rules of health will not need to knock the doors of doctors from day to day.'

— M.K. Gandhi

Introduction:

A leader of his people, unsupported by any outward authority; a politician whose success rests not upon craft nor mastery of technical devices, but simply on the convincing power of his personality; a victorious fighter who has always scorned the use of force; a man of wisdom and humility, armed with resolve and inflexible consistency, who has devoted all his strength to the uplifting of his people and the betterment of their lot; a man who has confronted the brutality of Europe with the dignity of the simple human being, and thus at all times risen superior. Generations to come, it may be, will scarce believe that such a one has ever in flesh and blood walked upon this earth"

Albert Einstein, a great scientist, made the above statement. It is very true the father of the nation, India, lived a very simple living. It is indeed hard to believe that such an persuasive personality ever lived on this earth. His views are taken as a great model to the world at large and he is considered today as a stalwart, unique figure and known internationally as a

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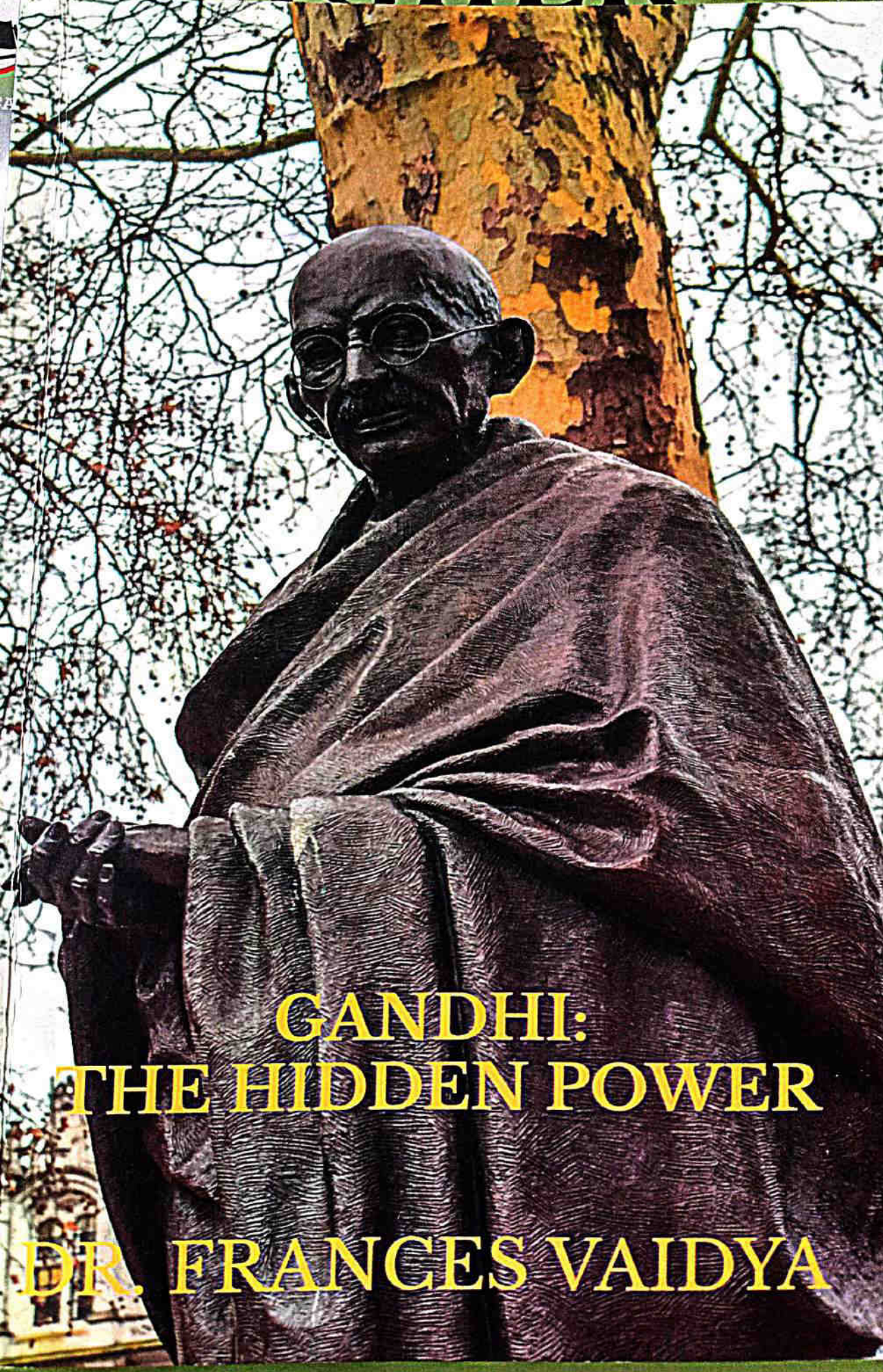
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GANDHI: THE HIDDEN POWER

DR. FRANCES VAIDYA

D.B.M
THE FIRST

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GANDHI'S CRAFT CENTERED EDUCATION



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Introduction

Mahatma Gandhi's thoughts on education have revived, energized, reinvigorated and galvanized many selections and really several discussions on instructional practices and policies and even commissions. The Kothari commission report 1964-66 has considerably been spurred by Basic Education. The recommendations to high school education and technical education urged keep until these days. however, the values like to understand learning by doing, dignity of labour etc is slowly dwindling away.

Gandhiji believed that education mustn't simply be an introduction of some subject however it ought to result in some productivity. Gandhiji says, "Genuine education doesn't encompass cramming loads of data and numbers in mind. Nor it lies in passing the examination by reading variety of books, however it lies in developing character. It's a true education that inculcates internal

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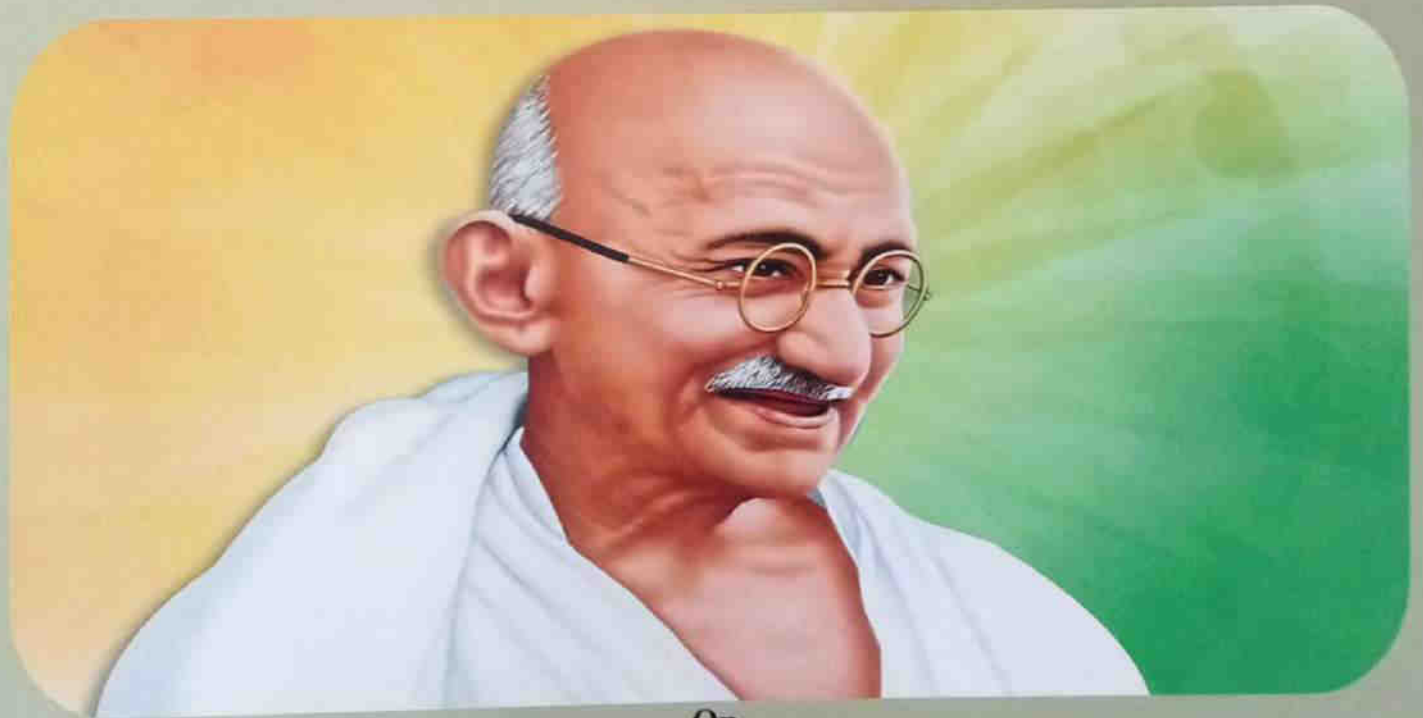
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An

Interdisciplinary National Seminar

“REMEMBERING THE MAHATMA- EPITOME OF HUMANISM”



On
30th January, 2019

Chief Editor
Dr Ratnaprabha Rajmane

Dr. Judy Grace Andrews
Dr. Sunayana Kadle

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DISSEMINATION OF GANDHIAN PHILOSOPHY AT GANDHI SHIKSHANBHAVAN

Dr. Judy Grace Andrews

Associate Professor

Gandhi ShikshanBhavan's, Smt. Surajba College Of Education

ABSTRACT

"Generations to come will scarce believe that such a one as this ever in flesh and blood walked upon this earth.", says Albert Einstein about this great man, the father of our nation 'Mahatma Gandhi. Indeed it is a mandate of every educational insititute to disseminate his contribution to the world. He has been the icon of Satyagagha, Ahimsa-Non violence and Peace. His life and his contribution need to be passed on to the world through many ways of dissemination. This paper aims at presenting the unique way of disseminating 'Gandhi, Mahatma- the epitome of humanism' at Gandhi ShikshanBhavan.

Key words: Dissemination, Diffusion, Knowledge Power, reading activity and My experiments with Truth.

INTRODUCTION:

"The Goal of Education is the advancement of Knowledge and the dissemination of truth" - **John F Kennedy**. Dissemination is based on the theory of the traditional view of communication. It involves process like a sender and receiver. The traditional communication is done I the following manner- broken down into a sender sending information, and receiver collecting the information processing it and sending information back. It is like a telephone line. It is patterned after the communication model. But it is only half applied as the information is sent out received but no reply is given back immediately. In a broadcasting system, the message carrier sends out information, not to one individual, but to many. For example this transmission of information is in fields of advertising, public announcements and speeches. Another way to look at dissemination is that of which it derives from the Latin roots, the scattering of seeds. These seeds are metaphors for voice or words: to spread voice, words, and opinion to an audience. In a scientific context, dissemination is defined as making projects results available to the scientific community, policy makers and industry - using scientific language prioritizing accuracy. In terms of content, it covers the results of the research project, happens only when results are available and targets a specialist audience in order to enable take-up and use of results. Freemantle and Watt (1994) suggest dissemination is the mechanisms and strategies by which specific groups become aware of, obtain, and make use of information. This definition introduces the notion of targeting specific groups with information that may be relevant, but also highlights the necessity of such groups being able to make use of the information once received. According to Pellecchia (1999), Sandelowki, (1998), Saldana, (2003) , dissemination should be done effectively and systematically in an appropriate way in order to see the result. Dissemination can be very powerful when presented in a persuasive manner. According to John Durham Peters, who wrote *Communication as Dissemination*, "making a public offering is perhaps the most basic of all communicative acts, but once the seeds are cast, their harvest is never assured... The metaphor of dissemination points to the contingency of all words and deeds, their uncertain consequences, and their governance by probabilities rather than certainties. How do we disseminate? There are many models and theories of dissemination Educational materials Local consensus processes Educational meetings (CME) Educational outreach (academic detailing) Local opinion leaders Patient-mediated interventions Prompts and reminders Audit and feedback financial incentives. These are the professional interventions to change the ways of individuals groups thinking pattern attitude etc. Diffusion Innovation Theory (DOI) is one of the effective way for application of dissemination



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JOB STRESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING PROFESSION

Hetal Patel

Research Scholar

University Of Mumbai

Research Guide : Dr. Frances Vaidya

Abstract

Teaching is an application of knowledge, skills and attributes designed to provide service to meet the educational needs of the students. With changing current situations in the teaching field, teachers are experiencing job stress. The study aimed at finding out the relationship between job stress and attitude towards teaching profession among secondary school teachers on the basis of gender and types of school board. Methodology used was descriptive type (Survey). Job stress and Attitude towards teaching profession scale was constructed by the researcher. The sample size consists of 610 secondary school teachers. Data was descriptively and inferentially analysed. For the analysis Pearson's coefficient correlation test was used to find out relationship between job stress and attitude towards teaching profession. It revealed that there is no relationship between Job stress and Attitude towards teaching profession on the basis of gender and types of school board.

Key words: *Job stress, Attitude towards teaching profession, ICSE and SSC secondary school teachers, Female and Male Teachers*

1. Introduction

Last 10 years are considered as whirlwind for the teaching profession due to new technology. The policy are changing like a pendulum that swung back and forth, and there has been a growing number of demands put on teachers' part. There's an increasing amount of responsibility and accountability for teachers. To maintain high standard of education quality there are chances teachers experience job stress in order to adjust and cope up with new challenges. While managing job stress there are chances

USEFULNESS OF TECHNOLOGICAL ASSISTED TEXTBOOK LEARNING RESOURCE IN THE TEACHING LEARNING PROCESS

Mrs. Smita Santosh Mhatre
 Research Scholar

University of Mumbai

Research Guide: *Dr. Frances Ketan Vaidya*

Abstract

The pandemic situation has caused shutting down of schools, colleges and educational institutions globally. More than a billion students are not able to avail classroom boons. Ergo, education has drastically modified giving an uplift to e-Learning through the utility of digital platforms. Analysis on how the education sector responded this pandemic, making the maximum and optimistic use of digital platforms for teachers, students and parents. Education must always be based on the present situation or scenario. Education should be oriented to the present situation and not the past. Time changes and so the scenario. We need to learn and understand the techniques to study. Learning is the act of acquiring or modified and reinforcing existing behaviours, skills, values, or preferences which may lead to potential changes in synthesizing information, depth of the knowledge, attitude or behaviour related to type and range of experience.

Key Words:- e-Learning, techniques, digital platforms.

Introduction:

"Technology will not replace great teachers but technology in the hands of great teachers can be transformational!" George Couros

The pandemic situation has caused shutting down of schools, colleges and educational institutions globally. More than a billion students are not able to avail classroom boons. Ergo, education has drastically modified giving an uplift to e-Learning through the utility of digital platforms. Analysis on how the education sector responded



COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS

Suhara P Muhammadkutty

Research Scholar ,

Gandhi Shikshan Bhavan's

Research Guide: **Dr. Frances Vaidya**

Abstract

Teacher is the most vital single factor of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. The educational process is governed by the extent of receptivity and initiative. The well-equipped teacher is supreme in education. At all times the teacher is the pivot in the system of education. This is especially the case in a period of basic change' and reorientation. The study aimed at finding the difference between emotional intelligence and Teacher Effectiveness. of secondary school teachers on the bases of gender and types school board. And the data was descriptively and inferentially analysed. Emotional intelligence scale was constructed by Dr. Ekta Sharma and. used for the purpose of the study with the necessary permission. Teacher Effectiveness scale was constructed by the researcher. 600 secondary school teachers were selected from different SSC and CBSE schools of Raigad district. Descriptive analysis and Anova i.e. 't' test done for analysis. . The descriptive analysis revealed that for the mean score of Emotional Intelligence and Teacher Effectiveness, the male Secondary school teachers are marginally higher than the female Secondary school teachers. Similarly the SSC teachers are marginally higher than the CBSE school teachers when we compare the mean score. In the inferential analysis, the 't' test revealed that there is no significant difference in the emotional intelligence on the bases of gender and types of school board.. For Teacher effectiveness the t test revealed that there is no significant difference on the bases of gender. However there is a significant difference in the Teacher Effectiveness of secondary school teacher on the

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Gandhian Values And Challenges

Chief-Editors:

Dr. Ratnaprabha Rajmane

Dr. Sunayana Kadle

Dr. Yogita Mandole

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AWARENESS ABOUT LONG TERM ENVIRONMENTAL SUSTAINABILITY AMONG THE SECONDARY SCHOOL STUDENTS

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“There is enough on Earth for everybody's need, but not enough for everybody's greed.”- Mahatma Gandhi.

Prologue

Long-term environmental sustainability is a business concept that has gained extensive consideration following exposures about global warming and deteriorating natural resources. At its most basic level, long-term environmental sustainability suggests that a corporation will improve its chances of survival in the future by ensuring that resources used by the business are responsibly managed and maintained.

Resources whether man made or natural is in abundance and is sufficient for people around the world. However these resources are exploited by man for his own needs without thinking about his fellow brethren. The resources must be therefore used wisely so that can be sufficient for everyone.

Whenever we talk about Mahatma Gandhi one word that usually strikes our mind is Ahimsa (Non-Violence). Do we follow Non-Violence in every aspect of life? We have forgotten that the earth is not just meant for the man but we are just a part of the 8.7 Million species living today on the earth. Humans have constantly made use of the earth for his various needs. The needs of the human to a larger extent cause destruction of the natural habitat. Every year climate change is boosting out to be a greater issue; instead of solutions there is being done more harm. The desire to have a comfortable life had led to a place nowhere.

Mahatma Gandhi believed in effectively using the natural resources. He believed that artificial resources should also be used wisely without damaging the environment for

AWARENESS ABOUT THE DIGNITY OF LABOUR AMONG THE SECONDARY SCHOOL STUDENTS-THE GANDHIAN WAY

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Prologue

"I call myself a labourer because I take pride in calling myself a spinner, weaver, farmer and scavenger."—Mahatma Gandhi

No job should be considered superior or inferior. Every job that is dutifully done with honesty and sincerity deserves appreciation. Dignity of labour means that all occupations, whether involving intellect or physical labour, deserves equal respect and dignity. A person should never be discriminated on the basis of his occupation.

Labour is of two kinds: intellectual labour and manual labour. But whatever it is, it has its own dignity of its own. Some think manual labour as an inferior affair. But manual labour is dignified as the highest intellectual labour. The people who work with their hands are as much useful as those who work with their brain. All great men used to do various kinds of manual labour. Mahatma Gandhi preferred to do all his personal works of his own. He always respected and treated everyone equally. He had the same respect in his eyes for a manual labourer that he had for the most educated intellectual.

A sense of dignity of labour should be conveyed to students in schools and colleges. They should be encouraged to participate in various kinds of programmes. If their minds are cleared of the view that none of the works is undignified and humiliating.

This research paper deals with the awareness about the dignity of labour based on Gandhian philosophy. A survey was conducted with 47 secondary school students of Mary Immaculate

GANDHIAN VALUES FOR A WHOLISTIC AND SUCCESSFUL LIFE AMONG THE STUDENTS OF HIGHER EDUCATION

Dr. Frances Vaidya

Assistant Professor

Smt. Surajba College of Education, Juhu

“In a gentle way you can shake the world”- Mahatma Gandhi

Relevance of Gandhian philosophy based on truth and non-violence is being questionable today in the midst of a stressful, violent and tensed environment. The whole world is suffering with problems of inequality, injustice and there is no peace anywhere. It is disheartening that the people who disagree with his philosophy are Indians themselves and not any foreigners. Erosion of values is what India is facing today in abundance. We need to revive those values before there is no going back. As the saying goes, “**Values are caught not taught**”. The parent, teachers must therefore go out of their way to foster the values that Gandhi tried to imbibe among the people. There is an urgent need to foster Gandhian values in today's generation.

This research paper deals with the awareness and need for Gandhian values for a wholistic and successful life among the students of higher education. 100 students of Nanavati College of Higher Education, Commerce Stream was purposively as sample for the study. Five open ended questions based on Gandhian Values –Satya, Peace, Ahimsa and Tolerance were asked. There is dire need to reinforce his values among the young generations. It was divided into two part wherein the students were made to write a couple of questions before the interactive session to find out whether they are aware of Gandhian values and then after the interactive session, the students were made to answer questions on the relevance of Gandhian values in modern times.

Need of the Study

The researcher has come across many researches on Gandhian values and on different aspects of Gandhian values. There are few researches done on relevance of Gandhi values among the students of higher education.

AWARENESS ABOUT NON-VIOLENCE AMONG SECONDARY SCHOOL STUDENTS

Dr. Frances Ketan Vaidya

Assistant Professor

Mrunal Lugade

Student-Teacher

Gandhi Shikshanbhavan

Smt. Surajba College of Education Juhu (North) Mumbai

Prologue

"I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent"

When we look at the daily newspaper, we find that there is violence all around us and in the world. The world is suffering, there is pain all over. This is because, people are become intolerant towards each other. Gandhiji's said of 'An eye for an eye, a tooth for a tooth, makes the whole world blind. Therefore, he insisted on Non violence

Nonviolence is the personal practice of being harmless to self and others under every condition. It comes from the belief that hurting people, animals or the environment is unnecessary to achieve an outcome and refers to a general philosophy of abstention from violence. Nonviolence provides us with tools, the positive means to oppose and stop wars and preparations for war, to resist violence, to struggle against racial, sexual and economic oppression and discrimination and to seek social justice and genuine democracy for people throughout the world.

This research paper deals with the awareness of Nonviolence based on Gandhian philosophy. A two-point rating scale was prepared by the researcher. The tool was administered to 40 secondary school students of Mary Immaculate Girls High School.

Statement of the problem

Awareness of Nonviolence Among the Secondary School Students

Research Questions:

1. Are the students of Mary Immaculate Girls High School aware about Gandhiji's view



**GANDHI:
THE HIDDEN POWER**

DR. FRANCES VAIDYA

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CHAPTER ONE

GANDHI'S EXPERIENTIAL LEARNING



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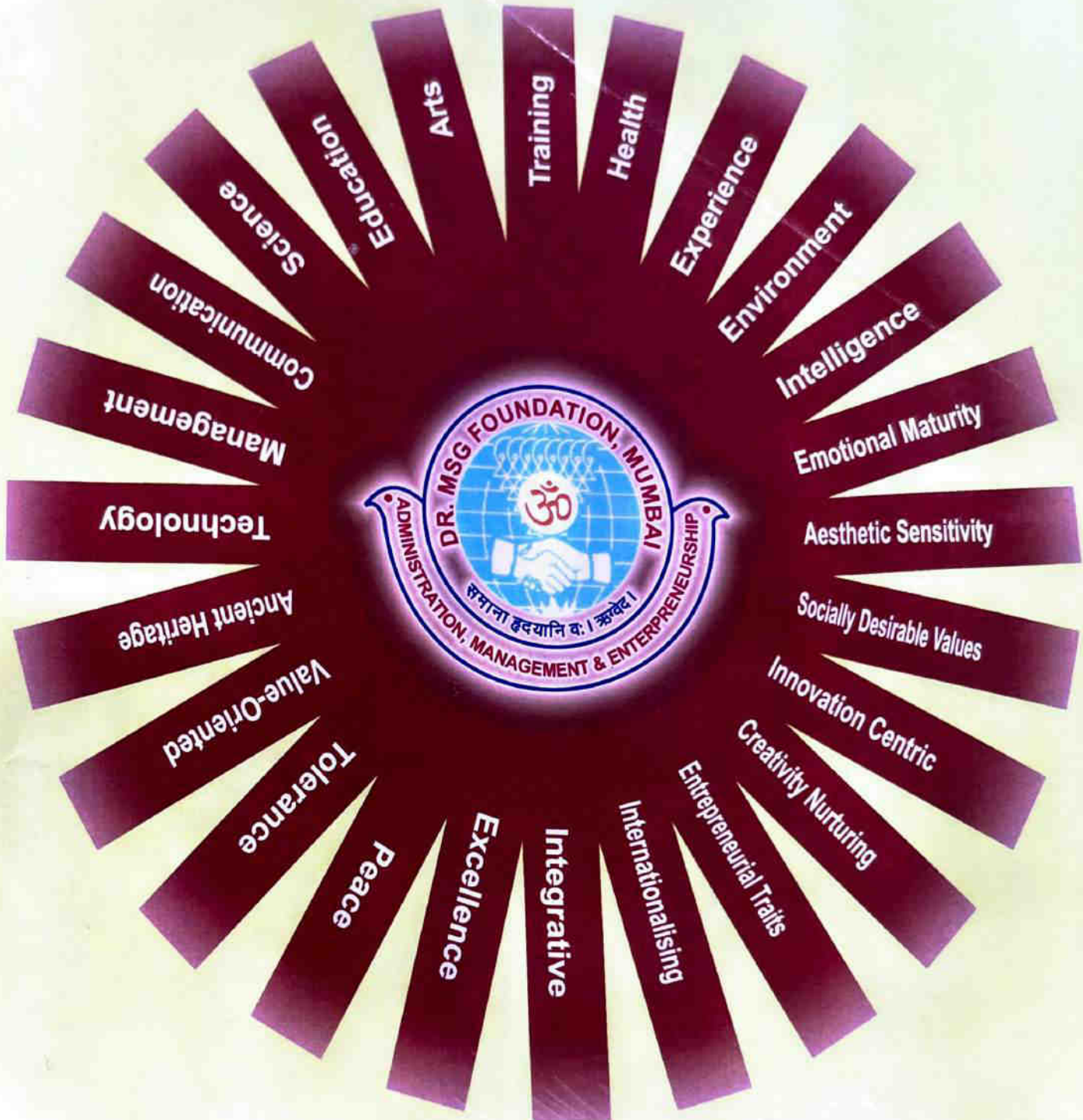
**"By education I mean drawing out the best in child and man-
mind body spirit"-Mahatma Gandhi**

Education in earlier decades only catered to the knowledge domain and hence it was regarded as lop sided. Bapuji, the father of the nation believed that Literacy in itself is no education. Literacy is not the end of education nor even the beginning. Gandhiji vision of education was a wholistic one wherein all the domains- knowledge, psychomotor and affective domains are involved. Centuries ago, the idea of a wholistic personality development of an individual was envisaged by the Mahatma and it was never considered.

The shift from the role of the teacher from being the giver of knowledge to being the provider of situation has led to shifting education from teacher centeredness to student centeredness. This has led to active involvement of learners in the teaching learning

E·D·U·C·A·R·E

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Reimagine Learning through Technology

Dr. Frances Vaidya

Gandhi Shikshan Bhavan's, Smt. Surajba College of Education, Juhu (North), Mumbai

"If we teach today as we taught yesterday, we rob our children of tomorrow"

- John Dewey

New challenges have been paved in the educational institutions with the advancement of Information and Communication Technology. Use of technology has been sharply risen during the last decade around the world. Varied technology assisted learning includes use of internet, video conferencing, e books, online tests, online reference books, articles/journals. Open educational resources are easily and freely available over the net to every student without any discrimination. Students identify ways to supplement their content with interesting teaching aids such as sound clips, video clips by a quick internet search. This helps in making the content livelier and more interesting. Effort should be made that they meet standards of quality, accuracy and credibility just as any other educational resource.

Drastic transformation is therefore required in the traditional classroom in order to keep up with technology. The use of 3 A's- **Anytime, Anywhere** and **Anyhow** has been introduced with the advancement of technology. This has provided the learners opportunities and flexibility. The shift of responsibility of learning has already been set in that is from the teacher to the learner. Use of technology helps in mastering the 4 C's namely **creativity, collaboration, communication** and **critical thinking** in the students. The use of technology assisted learning has introduced the concept of self-education.

Teachers now play a role from the sage on the stage to a guide by the side. Technology has transformed the role of a teacher to a coach. The teacher's role is now no longer an instructor but a facilitator or mentor in the teaching learning process. With the help of technology, teachers can be learning masters than content masters.

Teachers, therefore, need to be updated with the use of the technology in the teaching learning process. So, teachers require the necessary training to acquire new skills to facilitate this transformation. The question every teacher must ask herself while planning her teaching learning strategies is **What Else?** What else can I do for my students become more interactive, interested and involved? This is only possible when the teacher keeps analysing on what she can do keep the student lively, engaged and interested in the teaching learning process. The teacher must motivate students to explore, design and create just as professionals would do. Learning teaching strategies must be planned in such a way that makes it a joyful experience and they regret to hear the ringing of the school bell at the end of the day. This scenario can be created with the use of technology assisted learning. Technology Assisted Learning - the word used is *assisted* which signifies that technology helps in the teaching learning process along with the other methods involved. Technology is a small but plays a significant part of a much larger picture.

The need for technology is in very much demand in recent times. The teacher must therefore start to **Reimagine Learning through Technology**. The use of mere integration of technology does not help in changing the scenario of learning. Technology assisted learning must create in the students intrinsic motivation towards learning. Passion for learning must be inculcated through technology assisted learning. This helps to build a community for learning where learners contribute, share, and research and learn the content through the technology assisted learning. Technology must make a difference in the teaching learning process. Teachers must not make student learn, they must want them to want to learn. Technology can make that difference.

Technology is in every individual's pocket. It is easily available and accessible to all its learners.



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Dr. Ratnaprabha Rajmane



**GANDHI:
THE HIDDEN POWER**

DR. FRANCES VAIDYA

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CHAPTER FIVE

GANDHI'S
TRUSTEESHIP AS AN
INSTRUMENT OF
HUMAN DIGNITY



Dr. Ratnaprabha N. Rajmane
Former Principal Gandhi Shikshan Bhavan's
Smt. Surajba College of Education
Juhu North, Mumbai-400049

"I believe in trusting. Trust begets trust. Suspicion is fetid and only stinks. He who trusts has never yet lost in the world."

— Mahatma Gandhi

Gandhi's concept of Trusteeship: -

Gandhi recognized society based on truth, non – violence and love. In any circumstances, Gandhi was against the use of force. He had faith in human soul unity. He thought that landlords and capitalists can have the change of heart. Farmers and laborers do not need the use of force for fighting own rights as he did not accept the compulsion of class conflict. Gandhi had faith that landlords and industrialists having a monopoly over land or industries can be

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RESEARCH IN EDUCATION

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A STUDY ON TOTAL QUALITY MANAGEMENT - A DEVELOPMENT OF QUESTIONNAIRE AND PILOT-TESTING

Bharati Singh

Research Scholar,

University Of Mumbai

Research Guide: Dr. Ratnaprabha Rajmane

Abstract

It is well documented that Total Quality Management is need of the present and future society. The objective was to validate and develop an instrument to assess the awareness and practices towards TQM in the Greater Mumbai population. A pilot study was conducted to measure perception of 30 Principals towards TQM in Greater Mumbai including all three Zones. Reliability testing in terms of test-retest, internal consistency, and content validity was performed. A panel of nine experts from education field evaluated the research instrument for content validity and it was found to have strong content item validity (Indices = 1). Each domain of Total Quality Management showed good internal consistency of Cronbach's Alpha 0.961 for TQM. The instrument established sound reliability and validity and, therefore, can be an effective tool to measure knowledge and practices of the general population towards Total Quality Management in any Educational Institute, and can help Principals the administrative heads to ensure quality management in their respective institute.

Keywords: *Total Quality Management, TQM, ISO 9001:2015, Reliability, validity.*

1. Background:

The quality revolution was started by W. Edwards Deming, a student of Shewart, who introduced a clever twist to his teacher's theory of shifting so as to check the quality analysts from the inspection stage to the inception stage. Quality has been focused as one of the utmost serious concerns that organizations have concentrated on in the last 20 to 30 years (Rajaram & Sivakumar, 2008).^{*1} In former times education was restricted to limited people and more of spiritual learning was encouraged. India being

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**"ENVIRONMENTAL CHANGE -
MULTIFARIOUS ISSUES & CHALLENGES"**

Chief Editors

Dr. Ratnaprabha Rajmane

Dr. Judy Grace Andrews

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CLIMATE CHANGE - A CHALLENGE FOR SUSTAINABLE DEVELOPMENT

Dr. Ratnaprabha N. Rajmane

Principal

G.S.B.S Smt. Surajba college of Education,

Juhu (north) Juhu Mumbai -400049

"Climate Change Increasingly Poses One of the Biggest Long Term Threats. It is a Collective Endeavors, Its Collective Accountability and its May Not Be Too Late"

by -Christine Laggart

Introduction:-

Climate change is the most significant challenge to achieving sustainable development and it threatens to drag millions of people into grinding poverty. At the same time, we have never had better know-how and solutions available to avert the crisis and create opportunities for a better life for people all over the world. Climate change is not just a long-term issue. It is happening today, and it involves uncertainties for policy makers trying to shape the future.

Major Environmental Issues:-

Some of the major environmental issues that are causing immense concern are environmental pollution, air pollution, water pollution, garbage pollution, noise pollution, deforestation, Ozone Depletion, Greenhouse Effect, climate change etc.

1. Ozone Depletion, Greenhouse Effect and Global Warming:-

All the three physical phenomena are related to one another to a great extent. To understand their effect on environment, we must first of all know what their meaning, interrelationship and working is. Near the earth's surface, ozone is an increasingly troublesome pollutant but it is also as important to life as oxygen itself. If this layer disappears or thins, all terrestrial life will be annihilated. The thinning and depletion of the ozone layer has generated global concern during the last few years. This is due to several chemical pollutants discharged by industries and produced through other chemical reactions. The main cause of the ozone depletion is generally attributed to the

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KHADI AND SELF RELIANCE

Dr. Ratnaprabha N. Rajmane

Principal

G.S.B.S Smt. Surajba college of Education,

Juhu (north) Mumbai -400049

**“Chakra is The Symbol of Nation's Prosperity and Therefore Freedom.
Do Regard Spinning and Weaving as a Necessary Part of any National System of
Education “**

Mahatma Gandhi

Introduction:-

Khadi means handspun and hand-woven cloth. This concept of Vastra Swavalamban, an activity where an individual engages himself or herself in spinning of yarn for his/ her own self-sufficiency is not a novel concept. Gandhiji placed prime importance on the spinning of khadi (handspun and hand-woven cloth) using a charkha (a type of spinning wheel) for rural self-employment and self-reliance and made it an iconic piece of the Indian Freedom Movement. The individual called a Vastra-Swavalambi, does not work for wages. The Swavalambi being a habitual wearer of khadi based on handspun yarn turned out by their own hands.

Gandhiji said: - "If we have the "khadi spirit" in us, we would surround ourselves with simplicity in every walk of life. The "khadi spirit" means fellow-feeling with every human being on earth. It means a complete renunciation of everything that is likely to harm our fellow creatures, and if we but cultivate that spirit amongst the millions of our countrymen, what a land this India of ours would be!"

"Khadi is the soul of the village Industry system. The planets are the various industries which can support khadi in return for the heat and the sustenance they derive from it. Without it other industries cannot grow." Charkha is the symbol of the nation's prosperity and therefore freedom. It is a symbol not of commercial war but of commercial peace. Charkha is the symbol of the nation's prosperity and therefore freedom. It is a symbol not of commercial war but of commercial peace."

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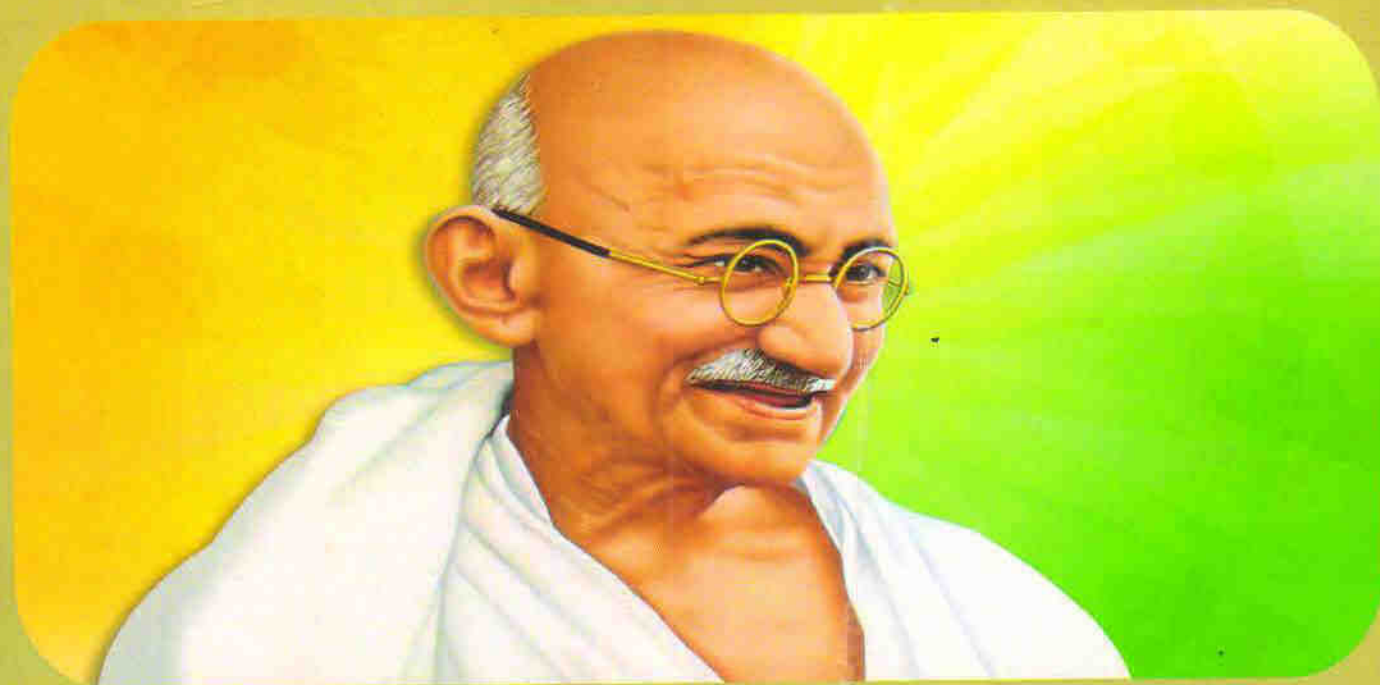
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**“REMEMBERING THE
MAHATMA- EPITOME OF HUMANISM”**



On
30th January, 2019

Chief Editor
Dr Ratnaprabha Rajmane

Dr. Judy Grace Andrews
Dr. Sunayana Kadle

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“ROLE OF A SCHOOL IN DEVELOPING NONVIOLENT PERSONALITY OF THE STUDENTS”**Dr. Ratnaprabha N. Rajmane**

Principal

Gandhi Shikshan Bhavans ,Smt. Surajba college of Education,Juhu (north) Juhu Mumbai -400049

Peace is a daily, a weekly, a monthly process, gradually changing opinions, slowly eradicating old barriers, quietly building new structures.

- John F. Kennedy

INTRODUCTION:-

Our approach is based on a belief in the transformative power of education and its potential to build and ensure a strong base for tolerance, empathy, acceptance and respect for human rights. Our educational focus is based on both, prevention and intervention, and on measures that address root issues, rather than punish behaviour or feed blame.

Imagine the following school scenario. All participants are treated with respected and valued as a human being. School is warm welcoming environment with students work displayed prominently throughout. Smiling staff greet new comers and called students by their first names. The unusual hub of learning to present but it is conversational and polite. Students are responsible for their behavior and teacher model exception for behavior to reinforce positive social attitude.

It is by educating and empowering children that we can achieve this culture of peace and non-violence. The idea of education as the means for developing a culture of peace and non-violence is reinforced by a statement once made by Gandhi, “If we are going to bring about peace in the world, we have to begin with the children”.

Violence affects children’s physical and mental health in many ways, both in the short and long term. It impairs their ability to learn and to socialize, and it hinders their transition to adulthood, which can have numerous consequences later in life. However violence can be overcome. There are solutions which come through connecting and engaging with people to tackle the roots causes so that everyone can be committed and involved to prevent harm from happening, and to address it when it does. As there are many **Obstacles to a culture of peace and non-violence it will take great efforts to achieve the same.** It can be achieved through collaborative efforts between families, colleagues, neighbors, classmates, governments and all other people in our world. Everyone can be involved in creating a culture of peace; even if in a minor way, there can be a major impact. If peace is achieved in all of our families there would be positive consequences of this seen in our societies, which would continue to extend throughout our world. If peace is reached in our schools and classrooms and children can extend a peaceful way of living into society, we will see the leaders of our world develop into individuals who understand how to resolve conflicts, have respect for other people and lifestyles, and who work towards the alleviation of poverty while contributing to a peaceful, productive, society.

OBSTACLES TO A CULTURE OF PEACE AND NON-VIOLENCE

To be able to live a peaceful and non-violent life, an individual must first have their basic survival needs met. They must have food, shelter and water. Alleviating the poverty of our people in our world is one of the first steps to creating a culture of peace and non-violence. For this to ever happen, it has to be a worldwide effort, however it can start with individuals and on a small scale. The simplest step is sharing your own time and resources to help others. This can be done in our own lives, in our homes, at our workplaces, in classrooms. If

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ON

**BUILDING A CULTURE OF INNOVATION
AMONGST TEACHERS OF 21ST CENTURY**



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**A STUDY OF B.ED. COURSE TRAINEE TEACHERS ATTITUDES TOWARDS USE OF ICT IN THE TRAINING****Dr. Ratnaprabha Rajmane***Principal**Oriental College of Education and Research***Introduction:**

Role of the teacher utilizing ICT Teachers remain central to the learning process. A shift in the role of a teacher utilizing ICTs to that of a facilitator does not remove the need for teachers to serve as leaders in the classroom; traditional teacher leadership skills and practices are still important (especially those related to lesson planning, preparation, and follow-up). Teacher lesson planning is vital when using ICTs; where little planning has occurred; research shows that student work is often unfocused and can result in lower attainment.

Pedagogy- Introducing technology alone will not change the teaching and learning process but ICTs can enable teachers to transform their teacher practices, given a set of enabling conditions. Teachers' pedagogical practices and reasoning influence their uses of ICT, and the nature of teacher ICT use impacts student achievement.

ICTs seen as tools to help teachers create more 'learner-centric' learning environments:-The most effective uses of ICT are those in which the teacher, aided by ICTs, can challenge pupils' understanding and thinking, either through whole-class discussions and individual/small group work using ICTs. ICTs are seen as important tools to enable and support the move from traditional 'teacher-centric' teaching styles to more 'learner-centric' methods.

ICTs can be used to support change and to support/extend existing teaching practices: Pedagogical practices of teachers using ICT can range from only small enhancements of teaching practices using what are essentially traditional methods, to more fundamental changes in their approach to teaching. ICTs can be used to reinforce existing pedagogical practices as well as to change the way teachers and students interact.

Using ICTs as tools for information presentation is of mixed effectiveness:-The use of ICTs as presentation tools (through overhead and LCD projectors, television, electronic whiteboards, guided "web-tours", where students simultaneously view the same resources on computer screens) is seen to be of diverse effectiveness. While it may promote class understanding of and discussion about difficult concepts (especially through the display of simulations), such uses of ICTs can re-enforce traditional pedagogical practices and divert focus from the content of what is being discussed or displayed to the tool being utilized.

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**THE IMPACT OF COVID-19 PANDEMIC ON THE ACADEMIC PERFORMANCE OF STUDENT TEACHERS****Dr. Yogita Mandole***Assistant Professor**Gandhi Shikshan Bhavan's**Smt. Surajba College of Education, Mumbai***Introduction:**

Coronavirus disease 2019 (COVID-19) is firstly identified in Wuhan city, Hubei Province, China in December 2019 as a pneumonia of unknown origin. Later, the international committee on taxonomy of viruses (ICTV) identifies the causative agent of COVID-19 as a novel coronavirus, severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2). COVID-19 outbreak spreads rapidly not only in China, but also worldwide, therefore, the World Health Organization (WHO) has announced it as pandemic on March 12, 2020. The total number of confirmed cases and mortalities are 23,491,520 and 809,970, respectively, in 216 countries as of August 25, 2020.

Several governmental measures have been taken to counteract the risk of disease spreading. These measures include travel restrictions, mandatory quarantines for travelers, social distancing, bans on public gatherings, schools and universities closure, business closures, self-isolation, asking people to work at home, curfews, and lockdown. Authorities in several countries worldwide have declared either lockdown or curfew as a measure to break the fast spread of virus infection. These measures have a negative worldwide effect on the business, education, health, and tourism.

COVID-19 pandemic has affected all levels of the education system. Educational institutions around the world (in 192 countries) have either temporarily closed or implemented localized closures affecting about 1.7 billion of student population worldwide. Many universities around the world either postponed or canceled all campus activities to minimize gatherings and hence decrease the transmission of virus. However, these measures lead to higher economical, medical, and social implications on both undergraduate and postgraduate communities.

Due to the suspension of classroom teaching in many colleges and universities, a switch to the online teaching for all levels became mandatory. This form of learning provides an alternative way to minimize either the contact between students themselves or between the students and lecturers. However, many students have no access to the online teaching due to lack of either the means or the instruments due to economical and digital divide.