S.P. Mandali's
टिळक शिक्षण महाविद्यालय, पुणे – ४११ ०३०.
Tilak College of Education, Pune 411 030.
NAAC - Reaccredited to Grade 'A' from 25th October 2013
1663/2, Sadashiv Peth, S.P. College Campus, Pune - 411 030.
Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Edn/009, 1941)
Website : www.tilakcollegeofeducation.edu.in E-mail : tilakcollege1941@gmail.com
Mobile No. 8263836388
020 - 2999 8228

Ref.No. Date :

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Content

Sr. No.	Particulars	Page No.
1	First page of the article/ Journals with seal and signature of the principal	1-34

TILAK COLLEGE OF EDUCATION * PUNE-30. * ID No. PU/PN/Edn/009, 1941

PRINCIPAL
Tilak College of Education
Pune-411030.

S.P. Mandali's
टिळक शिक्षण महाविद्यालय, पुणे – ४११ ०३०.
Tilak College of Education, Pune 411 030.
NAAC - Reaccredited to Grade 'A' from 25th October 2013
1663/2, Sadashiv Peth, S.P. College Campus, Pune - 411 030.
Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Edn/009, 1941)
Website : www.tilakcollegeofeducation.edu.in E-mail : tilakcollege1941@gmail.com
Mobile No. 8263838388
020 - 2999 8228

Ref.No. Date :

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Content

Sr. No.	Particulars	Page No.
1	E- copies of outer jacket/content page of the journals in which articles are published	35-74

TILAK COLLEGE OF EDUCATION * ID. NO. PU/PN/EDN/009/1941 * PUNE-30

PRINCIPAL
Tilak College of Education
Pune-411030.

Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2021 = 7.380, www.srjis.com
PEER REVIEWED & REFEREED JOURNAL, NOV-DEC, 2022, VOL- 10/74

DEVELOPING AWARENESS ABOUT CLIMATE CHANGE AND CARBON FOOTPRINT AMONG FUTURE TEACHERS THROUGH MATHEMATICS EDUCATION

Namita S. Sahare, Ph. D.

Associate Professor, Tilak College of Education, Pune 30

Paper Received On: 25 DECEMBER 2022

Peer Reviewed On: 31 DECEMBER 2022

Published On: 01 JANUARY 2023

Abstract

Climate change affects humans and natural environments today and particularly in the future. Mathematical knowhow is necessary in producing knowledge about climate change, understanding it as a phenomenon and contributing to the climate debate. Therefore, learning mathematics plays an important role in building a climate-friendly world by raising teachers as critical thinkers and students as active citizens and young scientists. Practicing mathematics boosts abstract thinking, which is an essential tool for anyone interested in climate issues. In this study Researcher has tried to develop awareness among B.Ed. students as future teachers through solving mathematical word problems based on climate change and carbon footprint with a hope to spread this awareness in secondary school students in future.

Keywords: *climate change, carbon footprint, mathematics education*

Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction

The world is facing an energy crisis, partly driven by Putin's war since the path to minimize the climate crisis demands that we all use less energy. One place where we can help is by changing the way we eat. Less meat & eating local are often highlighted, but cooking is another big one with carbon footprint of 500 million tones a year , only slightly below the 800 contributedby transporting food. Energy efficient cooking like Bhel, Matki Bhel, Sprout-Bhel, Jhal Mudi, Pant bhat, Bhate bhat came up in Gujrat, Maharastra, Orissa, West Bengal long before.

Scientists discovered the first signs of climate change already over 100 years ago, and ever since then knowledge of climate issues has increased and become more accurate.

Copyright © 2022, Scholarly Research Journal for Interdisciplinary Studies

PRINCIPAL
Tilak College of Education
Pune-411030

ISSN: 2394 5303 | Impact Factor 9.001(IIJIF) | Printing Area® Peer-Reviewed International Journal | May 2023 Issue-101, Vol-04 | 014

02

वाचन कौशल्य विकासनासाठी वेगवान वाचन

डॉ. विजय धामणे
मार्गदर्शक,
टिळक कॉलेज ऑफ एज्युकेशन, पुणे

मनिषा राजेंद्र दरेकर
संशोधिका, शिक्षणशास्त्र विभाग,
सावित्रीबाई फुले पुणे विद्यापीठ

प्रस्तावना :—

माणसाचे श्रेष्ठत्व हे त्याच्या स्वयंविकास क्षमतेने सिद्ध होते. आधुनिक जगातील स्वयम विकासाचे एक महत्वाचे साधन म्हणजे वेगवान वाचन होय. कारण भाषा शिक्षणाची सुरुवात घरातूनच होत असते. श्रवण, भाषण, वाचन आणि लेखन ही भाषा अवगत होण्यासाठी चार माध्यमे महत्वाची मानली आहेत. मातृभाषेतूनच श्रवण व संभाषणासाठी आवश्यक कौशल्ये बालपणापासूनच घरातूनच प्राप्त झालेली आहेत वाचन आणि लेखन या कौशल्यांचा परिचय औपचारिकशिक्षण पद्धतीतून होत असतो. कारण औपचारिक अभ्यासक्रमाच्या माध्यमातून शैक्षणिक गुणवत्ता वाढविण्यासाठी व व्यावसायिक जीवनाचा स्तर उंचावण्यासाठी वेगवान वाचन कौशल्य आवश्यक आहे. सध्याच्या शिक्षणात गणित—विज्ञान विषयांचे महत्व वाढत आहे. आजचे युग म्हणजे माहिती व तंत्रज्ञानाचे युग होय. त्यात विशेषत: गणित—विज्ञानाचे उपयोजित रूप मानले जाते. त्यामुळे व्यावहारिक आयुष्यात नोकरी —व्यवसायासाठी गणित—विज्ञान हे विषय महत्त्वाचे आहेत. परंतु कोणत्याही विषयाच्या ज्ञान प्राप्ती साठी व ज्ञानाचे संक्रमण करण्यासाठी भाषा हे माध्यम वापरले जाते (१)

लेखन, वाचन, अंकगणित या तीन मुलभूत गरजा आत्मसात करता आल्या तरी त्यांचा वापर व सराव होणे आवश्यक आहे. परंतु या मूलभूत विषयाकडे सध्या दुर्लक्ष होत आहे. कारण प्रसार माध्यमे टीव्ही, संगणकाचा वापर, इंटरनेट इत्यादी असल्यामुळे वाचनाची गरज भासत नाही, लिहायला येते पण आधुनिक संपर्क साधना मुळे लेखन कौशल्याची गरज जाणवत नाही. शिक्षण तज्ञांना ज्यावेळी त्यामधील धोका उमगला त्यावेळी त्यांना बॅक टू बेसिक अशी चळवळ उभारावी लागली. कारण शैक्षणिक गुणवत्ता टिकवून ठेवण्यासाठी अनेक कार्यक्रम आखण्यात आलेले आहेत. त्यात सर्वांमध्ये मूलभूत गरजांवरच भर दिला जातो. वाचन, लेखन व गणित हा पाया पक्का असेल तर प्रत्येक व्यक्ती जीवनाच्या कोणत्याही क्षेत्रात यशस्वी होऊ शकतो. म्हणून प्रस्तुत संशोधनात वेगवान वाचन कौशल्याचा अभ्यास करण्यात आलेला आहे.

वेगवान वाचन कशासाठी :—

वेगवान वाचनाने ज्ञानात भर पडून भाषेला एक वेगळे वळण प्राप्त होते. आपल्या विचारांमध्ये स्पष्टता येऊन विचारांमध्ये योग्य दिशा प्राप्त होत असते. कारण वेगवान वाचन हे व्यक्तिमत्व संवर्धनाचा, मनोरंजनाचा व ज्ञान संपादनाचा एक महत्वाचे साधन आहे. वेगवान वाचन हे आपले व्यक्तिमत्व घडविण्यासाठी महत्वाचे कार्य करते, म्हणून आजच्या आधुनिक युगात वेगवान वाचन कौशल्य महत्वाचे आहे. वेगवान वाचनामुळे व्यावहारिक व वैयक्तिक प्रश्नांची सोडवणूक होते म्हणून प्रस्तुत संशोधनात वेगवान वाचनाला प्राधान्य दिले आहे.

वेगवान वाचनाचे प्रमुख प्रकार :—

आपण कधी मोठ्याने कधी मनातल्या मनात वाचन करीत असतो. कधी—कधी सहज दुकानाच्या पाट्या जाहिराती दिसल्या म्हणून तर कधी जाणीवपूर्वक आवश्यक म्हणून वाचन करतो. तर कधी फारशी गरज नसतानाही वाचन करतो.या वाचनातून हेतू नुसार व स्वरूपानुसार प्रकार पडत असतात म्हणून खालील प्रमाणे वाचनाचे प्रकार स्पष्ट करण्यात आलेले आहेत.

(१) प्रकट वाचन:—

दुसऱ्याला स्पष्ट रीतीने समजेल अशा पद्धतीने मोठ्याने केलेले वाचन म्हणजे प्रकट वाचन होय. लेखकाने लिहिलेले विचार, भावना, कल्पना योग्य त्या विराम चिन्हासह योग्य ठिकाणी आघात देते. स्वराच्या उतारासह शुद्ध उच्चार करीत श्रोत्यांपर्यंत पोहोचविणे हे वाचकाचे काम असते. वाचन एक कला आहे अशा कौशल्याचा उपयोग वक्ता,शिक्षक, विद्यार्थी, प्रवासी, वकील,दुभाषी, वृत्तनिवेदक, संदेश वाहक,

TILAK COLLEGE OF EDUCATION TB. NO. PU/PN/ Edn./009, 1941 PUNE-30

PRINCIPAL
Tilak College of Education
Pune-411030.

Innovative Practices for Acquisition of Foundational Literacy & Numeracy Skills (FLN)

(Innovations in Teaching and Learning)

Jaya Chetwani
Ph.D. Research Scholar,
Tilak College Education, Pune
Dr. Suresh G. Isave
Associate Professor,
Tilak College Education, Pune

Introduction:

"Destroying any nation does not require the use of atomic bombs or long missiles. It only requires lowering the quality of education... the collapse of education is the collapse of the nation" (Sharma, M., 2017, Speaking Tree, TOI). The importance of a good, quality and early education system for a country is well summarized in the above few lines. Recognizing the importance of early learning, the National Education Policy 2020 states that "Our highest priority must be to achieve universal foundational literacy and numeracy (FLN) in primary school and beyond by 2025. The rest of the policy will be largely irrelevant for such a large portion of our students if this most basic learning (reading, writing, and arithmetic at the foundational level) is not first achieved."

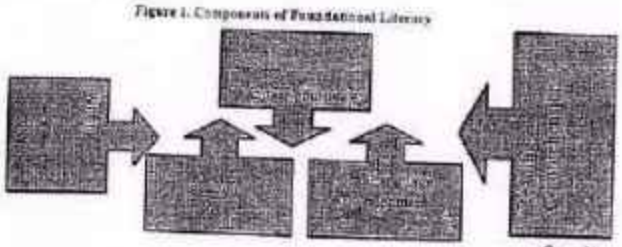
Foundational Literacy and Numeracy

UNESCO defines literacy in 'Education for All', Global Monitoring Report (2006), UNESCO as the ability to identify, understand, interpret, create, communicate, compute and use printed materials associated with varying contexts.

Foundational Literacy

Prior knowledge of language aids in building literacy skills in languages. As mentioned in NIPUN Bharat Guidelines 2021, the key components in Foundational Literacy and Numeracy are:

Figure 1. Components of Foundational Literacy



Foundational Numeracy

PRINCIPAL
Tilak College of Education
Pune-411030.

PRINCIPAL
Tilak College of Education
Pune-411030.

Using An Unguided Digital Mindfulness based Self-help App to Reduce Kindergarten Teachers Stress

Mrs. Vinsila Divakaran
Research Scholar
Tilak College of Education, Pune
Dr. Mrs. Jotsna Kamble
Professor,
Tilak College of Education, Pune

Abstract:

The profession of teaching has traditionally been regarded as tough, difficult, and stressful. High levels of stress are reported by kindergarten instructors, which affects their ability to connect with students and be an effective teacher. Previous studies have shown a substantial association between psychological symptoms in teachers, such as job-related stress, anxiety, depression, and emotional tiredness, and job satisfaction, the teacher-child interaction, the quality of child care, behavioral issues in children, and increased turnover. Kindergarten teachers typically deal with immature, unruly groups of students, which subtly increases the difficulty of their work. Teachers may benefit from early intervention or preventative strategies that help them learn healthy coping mechanisms and lessen the experience and effects of stress. In this essay, research on one such strategy is reviewed.

Although face-to-face mindfulness-based therapies can reduce teacher stress, they are rarely provided or convenient for working teachers.

Self-help therapies that are unguided, digital, and focused on mindfulness (MBSH) have promise and allow for flexible engagement. However, their efficacy in lowering teachers' stress has not yet been thoroughly tested. The most promising approach for achieving intermediary effects on teachers' emotion control was mindfulness-based interventions (MBI).

Keywords: Unguided, digital, mindfulness, self-help app, reduce, kindergarten teachers, stress

Introduction:

Compared to other categories of educators, kindergarten instructors are more susceptible to psychological disturbance. The quality of a young person's early education is receiving increasing focus as the nation's economy grows. Consequently, kindergarten teachers today must manage a variety of disruptive classroom conduct, participate in practical research, and foster the social and emotional growth of the students while also juggling high-intensity tasks in their daily lives and high pressure from society. Buddhism-based mindfulness has a strong correlation with a number of

TILAK COLLEGE OF EDUCATION Id. No. PU/PN/Edn./009/1941 PUNE-30.
PRINCIPAL
Tilak College of Education
Pune-411030.

Innovative Approaches for Awareness about Environment in Secondary Level Students

Soniya Prabhakar Nagre
Student of M.Ed.
Dr. Jotsna Kamble
Professor
S. P. Mandali's, Tilak College of Education, Pune

Abstract:

One of the most important areas in education is learning and teaching, simply because all that is done in the educational institution has the objective of ensuring that instruction is effective and that students are able to maximize their outcomes. The goal of education is learning, and the vehicle used to achieve that goal is teaching. Various kinds of ventures about environmental awareness program will be imparting in science subject such as symposium, discourse of illustrious person, field visit, Eco-club, Science corner etc. so as to study the effectiveness of awareness about environment among the secondary level students. These ventures will be chosen according the performance of students in the conducted Science lesson "Environmental Management" and pre-test. This study was examined and try to study the effectiveness of environmental awareness program in secondary level students. The experimental method was used to study the effectiveness of environmental awareness program among the secondary level students.

Keywords: Effectiveness, secondary level student, Environmental awareness program

Introduction:

The awareness of environment through education is the paramount concerns of all the citizens of society. Environment protection starts by creating awareness among the people so that it becomes part of their lifestyle. Students are growing up in a highly technological environment and, more often than not, away and literally cut off from the natural environment, makes learning experiences and knowledge about the latter imperative. The question though is whether science education can provide such learning experiences can raise environmental awareness. This is a crucial question given the contested relationship between science education and environmental education.

In the field of education too from the National Education Policy 1986 to the National curriculum framework of 2000, emphasis was placed on environmental issues. An international conference on the human environment was held in Stockholm, Sweden in 1972 with the aim of raising global awareness about the environment. Each country decided to formulate its own environmental policy to stop and improve the deteriorating system of global environment, in this conference. A 26-points authorization letter, the magna chart was announced in it. This research study proposed in order to find out what

TILAK COLLEGE OF EDUCATION I.D. No. PU/PN/Edn./009/1941 PUNE-30
PRINCIPAL
Tilak College of Education
Pune-411030.

To Develop and test the Usability of Training Program on E-modules to improve the Work Accountability of Primary Teachers

Dr Prakash Jagtap
Associate professor, Tilak College, Pune
Geeta More
Ph. D. research scholar, SSPU, Pune

Abstract:

This research study investigated how teacher professional development changed face-to-face teaching practices for online teaching. As they were trained, teachers usually based their primary teaching style on their teachers. Few people, nevertheless, have any prior experience learning or teaching online. Learning how to teach online might serve as a spark for teachers to examine and assess their existing methods of instruction. A five-day program was designed and conducted for the teachers who did not have any exposure to teaching the subjects using the E-Modules or audio-visual aids. The inputs were sought from the participating teachers about their existing status on the use of technology / E-modules to teach their subjects before the conduct of the program. The teachers who were willing to learn the use of E-modules for their subjects were identified for the conduct of the training program. A five-day training program on the use of E-module along with the case studies was executed for them. To test the usability of the program in enhancing the work accountability of the teachers was tested using a statistical analysis of the pre-test and post-test data through a t-Test tool of SPSS. The results revealed that the conduct of a training program on the E-module for primary teachers has contributed positively to improving the work accountability of the teachers who participated in the training program.

Keywords: E-Module, Primary Teachers, Work Accountability, Teacher Training

Introduction:

To prepare teachers to teach online, there is a recognized requirement for professional development. Various models of teacher professional training are being used, each with a particular focus on technology, pedagogy, and course content. It has only lately been discussed in the context of work accountability which emphasizes the concept of doing one's duty and being aware of one's obligations. Generally speaking, accountability is a duty, a self-imposed "moral obligation," or a limited duty. Education has ethical requirements, just like other professions like medicine, law, etc. A teacher feels ethically obligated to carry out his tasks honestly to the best of his abilities and capability. The idea of accountability in education has been adapted from the corporate management, engineering, and science fields as well as from the technical and economic worldview.

TILAK COLLEGE OF EDUCATION ID No. PU/PN/EDU/009/1941 PUNE-411030.
PRINCIPAL
Tilak College of Education
Pune-411030.

Enhancing Mental Wellness and Promoting Good Mental Wellness in Schools Across India

Mr. Sanjay Naidu
Research Student
Tilak College of Education, Pune.
Dr. Prakash Ashok Jagtap
Associated Professor

Abstract:

Enhancing Mental wellness may be a vital issue in any organization. The Nature of Student overall development modified so fast during the early twentieth the first twentieth century. A healthy student with good mental wellness is one that not solely survives this atmosphere but additionally continues to grow and prosper over the future for a long time. When a person's feelings, thoughts, actions, as well as perception, deviate from the norm they experience distress. Mental disorders occur in different magnitudes depriving one's joy and self-esteem. However, being diagnosed and tested with necessary measures may lead to the healthy well-being of the person. Mental wellness refers to the overall well-being of a person, encompassing both their emotional and psychological state. It includes our capacity to communicate effectively, think critically, learn new things, and respond to situations with self-assurance. Though abundant analysis was done to advertise mental wellness no clear answers were found for what mental wellness systematically was related to good well-being. Students who possessed good mental wellness and well-being had a high success rate and achieved better in their studies. Hence, it is essential for schools to focus on promoting the mental wellness and well-being of their students.

Keywords: Mental wellness, Well-being, Students, and Schools

Introduction:

Maintaining peace is crucial primarily because it is inherent to our existence. It is our innate state that can be effortlessly accessed, but it is often obscured by ignorance, and we can only sense the surface-level signs of its absence. When we operate from this natural state, our level of understanding and sensitivity increases, and we gain clarity and awareness about everything within and around us. By regularly reminding ourselves to access peace, we can attain Supreme Consciousness.

A society that is highly evolved can be created by accessing and operating from a state of unwavering peace. Just imagine a society where individuals prioritize self-realization and accessing higher consciousness; where businesses are an expression of the self; where the key department in every government is the Ministry of Higher Consciousness; where people of all nationalities and races coexist joyfully and resolve

TILAK COLLEGE OF EDUCATION ID. NO. PU/PN/Edn./009/1941
PRINCIPAL
Tilak College of Education

Peace Education Knowledge of School Teachers: A Study

Dipak Chavan, Ph. D.
Professor, Tilak College of Education, Pune (India)
Madhuri Bhamre, Ph. D.
N.M.V. School and Junior College, Pune (India)

Abstract:

Peace education is a crucial aspect of fostering a culture of peace in schools and communities. Teachers play a pivotal role in promoting peace education, but their level of knowledge in this field is a significant factor in determining the effectiveness of peace education initiatives. This research aims to investigate the Peace education knowledge of school teachers and compare it according to their gender, experience and locale.

The null hypotheses for this study were, there is no significant difference between peace education knowledge test score means of male and female school teachers, there is no significant difference between peace education knowledge test score means of Marathi and English medium school teachers, there is no significant difference between peace education knowledge test score means of less and more experienced school teachers and there is no significant difference between peace education knowledge test score means of rural and urban school teachers. The population is the teachers from secondary school in Pune district and the sample includes 140 teachers from twenty secondary schools from Pune district. Peace Education Knowledge Test (PEKT) developed by the researcher was the tool for collection. Mean, Standard Deviation and t-test are the statistical tools used for analysis of data.

The conclusions of this research are the Peace Education knowledge of school teachers is good; there is slight difference between male and female school teachers, Marathi and English medium school teachers, less experienced and more experienced teachers as well as teachers from rural area and urban teachers but this difference is not significant.

Keywords: Peace Education Knowledge, School teachers

Introduction:

Peace education is the process of teaching individuals, communities, and societies the values, knowledge, and skills needed to create a culture of peace. It involves developing an understanding of the causes of conflict and violence, and teaching individuals how to resolve conflicts in nonviolent ways. Peace education is an approach to education that emphasizes the development of critical thinking, empathy,

TILAK COLLEGE OF EDUCATION ID. No. PU/PN/Edn./UG/1941 PUNE-30
PRINCIPAL
Tilak College of Education
Pune-411030.

Teacher Education Linked with Indian Knowledge System through Interdisciplinary Approach

Dr. Namita Shriram Sahare*

Abstract:

A quality education is the foundation of sustainable development, through universal quality education for all. The new National Education Policy 2020 & Sustainable Development Goal share the goals of universal quality education & lifelong learning. Teacher education should help to stimulate to change the perspective of teachers, their attitudes, their professional understanding, their understanding of learning and teaching towards the purpose of education that is to nurture human potential in as comprehensive sense. An interdisciplinary approach of teaching and learning process depends to a large extent upon disciplinarily itself. The Indian knowledge System supports the approach through identifying the correlation between the subjects. This study presents elements of Indian knowledge system that can be linked to teacher education in wider perspective.

Keywords: Indian Knowledge System, Teaching Skill, Interdisciplinary Approach

Introduction:

Education is a dynamic mechanism in a country's progress and it is very important to keep improving our education system and program with the frequently changing times. It is a best tool for achieving economic and social mobility. Ancient Bharat was renowned for its strong philosophy, scientific approach, and spiritual knowledge, but such system was decline over time due to the introduction of Macaulay's system, which was intended to produce a labor force to support the colonial rulers. Thus legacy and significance of the old Indian knowledge system were never passed on to succeeding generations of India. In the year 1968 &1986 education policies were passed but such policy was lacked interdisciplinary approach, coordination among the funding agencies, and paid little attention to the problem-solving nature of research. So after 34 years new National Education Policy was passed. The NEP 2020 has put more emphasis on indigenous culture, Indian languages, and experiences that incorporate scientific dynamics of several discipline genres that started in elementary school and continued through higher education. In ancient India the aim of education was not only the acquisition of knowledge but in that time, education was centered on the total realization and liberation of the self.

*Tilak College of Education, Pune.

TILAK COLLEGE OF EDUCATION ID. NO. PU/PN/ Edn./009. 1941 PUNE-411030.

TILAK COLLEGE OF EDUCATION ID No. PU/PN/EDU./ 009.1941 PUNE-411030.

PRINCIPAL
Tilak College of Education
Pune-411030.

ISSN-2278-5655

AMIERJ Aarhat Multidisciplinary International Education Research Journal

Volume-XI, Issue- V Sep - Oct, 2022

Original Research Article

Effectiveness of Active Engagement Teaching Programme (AETP) In Geography

* Research Scholar, Savitribai Phule Pune University, Pune

**Associate Professor, Tilak College of Education Pune, Maharashtra State 411030 , India

Abstract

The purpose of this study was to examine the effectiveness of the Active Engagement Teaching Programme (AETP) and Traditional Teaching method in Geography on the achievement of the student of Ninth standard one school from a Marathi medium selected school. The Active Engagement Teaching Programme (AETP) was based on ARCS motivational model which was prepared by John Keller. The experimental method was used for the study to see the effectiveness of Active Engagement Teaching Programme(AETP). The AETP was developed by the researcher. The purposive sampling method was used to select sixty students who are learning in the Ninth standard from one of the Marathi medium school in the rural area of Satara Taluka. The achievement test was prepared and administered by the researcher. The achievement test scores data was interpreted by some Mean, S.D., and t-value. The students were found better learning through Active Engagement Teaching Programme (AETP) than the traditional way of teaching method. The achievement score of students in Geography was high in the experimental group than in the control group where the students were taught by the traditional method of teaching.

Key Words: *Active Engagement Teaching Programme (AETP), ARCS Motivational Model, Achievement Test.*

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

Introduction:

Motivation is considered a critical component of teaching and learning. Motivation plays an important role in engaging students in academic activities. It helps the teacher to determine how much knowledge they gained from the activity and the involvement of the student in the activity. Motivation to do something can come about in many ways. It can be a personality characteristic or a stable long-lasting interest in something. Many theories such as Tolyer's motivational theory, Skinner's reinforcement theory, etc. support the viewpoint that motivation is rewarded in the past that can be repeated several times. The theories posit that these types of experiences will motivate the students to perform the activity in the future as a part of their learning process. In such a type of situation, a teacher has to increase the motivation of learners; he or she should have strategies that would help increase student motivation. The strategies, which can improve student motivation include giving interesting study material, setting good goals, creating conducive learning situations, and also providing them with a variety of activities and exercises to keep them engaged in the teaching-learning process.

PRINCIPAL
Tilak College of Education
Pune-411030.

Scholarly Research Journal for Humanity Science & English Language,
Online ISSN 2348-3083, SJ IMPACT FACTOR 2021: 7.278, www.srjis.com
PEER REVIEWED & REFEREED JOURNAL, OCT-NOV, 2022, VOL-10/54

EXPLORING HAPPINESS EDUCATION FOR ENVIRONMENTAL AWARENESS USING ACTIVITY BASED LEARNING

Namita S. Sahare, Ph. D.
Tilak College of Education, Pune 30

Paper Received On: 25 NOV 2022
Peer Reviewed On: 30 NOV 2022
Published On: 1 DEC 2022

Abstract

Happiness education is seeing the smile on a child's face as they learn. Research related to environmental Awareness has consistently indicated that many students and young adults attribute a large amount of their knowledge of environmental concepts, problems, and issues to out-of-school educational settings and experiences. Printed Media plays a vital role when it comes to informing the public on what's happening around the world, which is as well helpful to students who need to be updated on the current issues surrounding them. To achieve this, researcher use newspapers as a environment friendly aid, especially as a tool to promote the reading culture for exploration and reflection so that happiness education happen effectively. Researcher has deliberately giving importance to activities as a resource for implementing the happiness education in class, home and out of the school also as education has no boundaries.

Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction: long back Frobel and Maria Montessori suggested activity based learning for pre primary level children. Maria montesori was in Gujarat with Gijubhai Badheka and she involve herself in implementing Montesori method for pre primary level schools in Gujarat. India

One test of the correctness of educational procedure is the happiness of the child.

- Maria Montessori

Childhood is about playing, Discovery and believing in dreams. The imagination and possibilities are endless. Newspaper is very vital source of all types of the information. For teachers the newspaper offers a special attraction. It has been called the living textbook and it lives up to that name. The newspaper can be used to enhance skills in reading, writing,

Copyright © 2022, Scholarly Research Journal for Humanity Science & English Language

PRINCIPAL
Tilak College of Education
Pune-411030

Scholarly Research Journal for Humanity Science & English Language,
Online ISSN 2348-3083, SJ IMPACT FACTOR 2021: 7.278, www.srjis.com
PEER REVIEWED & REFEREED JOURNAL, JUNE-JULY, 2022, VOL-10/52

DEVELOPMENT OF INNOVATIVE TUTORIAL MODEL (ITM) FOR B.ED. COLLEGES AND ITS EFFECTIVENESS

Rajendra Thigale, Ph.D.

Associate Professor, Tilak College of Education, Pune 30

Paper Received On: 25 JULY 2022

Peer Reviewed On: 31 JULY 2022

Published On: 1 AUGUST 2022

Abstract

This paper is about the development of Innovative Tutorial Model (ITM) for B.Ed. Colleges and its effectiveness. The research methodology used for this is multi-method, to check the perception of the student-teachers about tutorial method and their attitude toward ITM was checked by questionnaire, the ITM was developed by product development method and its effectiveness was tested by the experimental method, the sample was 66 student-teachers from B.Ed. College, the selection of college was purposive while the student-teachers selected by incidental sampling technique. The sample was same for survey and experimental. The effectiveness was tested on the basis of finished product of tutorial, qualitative feedback and observation techniques. The questionnaire of 13 closed ended and 2 open ended was used to collect the data, feedback forms and observation techniques were used to test the effectiveness. The conclusions are as follows, 1) The perception of student-teachers about the traditional tutorial is like writing examination in the class. 2) The attitude of student-teachers toward the ITM was positive, however they did not take any initiative to write and submit the tutorial on Google classroom before the workshop. 3) The product of ITM was developed in this research and found effective. Finally this research recommends that the B.Ed. colleges should use ITM in their colleges at least for the subject Advanced pedagogy and application of ICT, provided if infrastructure of ICT is sufficient.

Keywords:- *Self-learning mode, CCA, ITM, advanced pedagogy and application of ICT.*

Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction: - India is 3 trillion dollar economy as on date, and has kept a target of crossing 5 trillion dollar economy up to the year 2024. So can it be possible? Where we are right now as far as the educational statistics are concerned? According to National Statistical Office (NSO) data, as of the Year, 2021 India's average literacy rate is 77.70%. According to the All India Survey on Higher Education 2019-20 there are total 3.85 crore students of age group 18-23 are studying in 1043 Universities, 42343 Colleges and 11779 Stand-Alone institutes all over India. The GER i.e. Gross Enrollment Ratio of higher education in India is 27.1 and as per the NEP 2020 India has to achieve the GER to 50 in the year 2035, whereas Tamil

PRINCIPAL
Tilak College of Education
Pune-411030.

Copyright © 2022, Scholarly Research Journal for Humanity Science & English Language

VOLUME - XL ISSUE - I - JANUARY - MARCH - 2022
AJANTA - ISSN 2277 - 5730 - IMPACT FACTOR - 6.399 (www.sjifactor.com)

12. Strategies and Techniques to Keep Students Motivated in an Online Learning

Dr. Rajshree S. Rathod
Tilak College of Education Pune, 30

Abstract

Year 2020 has been transforming year for the whole world. Due to pandemic everything has changed, especially the teaching learning process.

Drastically face to face classroom changed into virtual classroom. During the first few months of the pandemic teacher and students both were scrambled. Teachers tried their best to find ways to set up a virtual classroom that would keep their student engaged.

This paper mainly focuses on how online teaching is different than face-to-face learning, challenges of online teaching, different Strategies and techniques for effective online teaching and how come teacher make effective use of Technology for Online teaching.

Keywords: - Online learning, virtual classroom, face to face learning, Strategies and techniques, effective use of Technology.

Introduction

Online learning is very different from face-to-face learning in a face-to-face classroom student learning with teachers and other classmates. They get much more involved in the process of learning whereas learning from home or online they are less focused and attentive so many students are not achieving their aim and progress from online teaching. how to keep students motivated in online learning.

How Online Teaching is Different from Face-to-Face Teaching

1. It has a flexible schedule.
2. Absence of physical meeting space.
3. Emphasis is given on visual design of content.
4. Communication Via mediated online channels.
5. Face to face interaction changes to online web communication.
6. Delayed feedback to the student.
7. It is self-paced.

PRINCIPAL
Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION PUNE-30 Jun/009/N.D. No. 1941

B.Aadhar' International Peer-Reviewed Indexed Research Journal | ISSN : 2278-9308

Impact Factor -(SJIF) -7.675,Issue NO, 308 (CCCVII I) | Augst, 2021

Difficulties Faced By The History Teacher For Teaching History Subjectto Hearing And Speech Impaired Students.

Dr. Rajshree S. Rathod

Tilak College of Education Pune, 30

Email – rajshreerathod840@gmail.com Mob No 9881471076

Abstract

The major goal of education for children with hearing and speech impairment is imparting knowledge. Various methods and strategies are incorporated in the school to achieve this goal.

Children with hearing and speech impairment are deprived of the sense of hearing and speaking. They rely more on the other senses for gaining knowledge. It is also necessary to provide a barrier free learning environment to enhance the learning process which is achieved through appropriate use of teaching method and teaching aids.

This study focuses to understand the challenges faced by the history teacher to teach hearing and speech impaired students. Survey questionnaire was prepared for special school teachers to find out the challenges faced by the teachers for teaching hearing and speech impaired students. various aspects were covered in this questionnaire like topics which were challenging to teach, use of different methodology effective use of teaching aids, use of Technology, Special training, use of multi-sensory methods etc. The responses were collected from the teachers of various hearing and speech impaired schools in Pune city. The data was compiled and the results were drawn.

keywords: - Hearing and Speech impaired, challenges, special teachers, History subject, teaching learning process

Introduction.

Human beings have an inborn urge to learn. One of the basic skills for success in the knowledge society is the ability to learn with increasingly Rapid changes in the changing Technology explosion of knowledge in the context of globalisation.

Learning is a process hence it involves various mechanism of the body and mind. It is a proven fact that effective learning occurs when the senses are stimulated. One theory says that if multi sense are stimulated greater learning takes place. children learn about the world through their senses. To increase knowledge, one must be able to interpret sensory input hence environment must be created such that all the senses are stimulated.

Need of the Study:

1. History is the conceptual subject and it cannot be taught using traditional method only.
2. It is necessary to understand the concepts at the primary level because they are the foundation; unless the foundation is strong a strong building can't be built upon it.
3. In a class having students with hearing and speech impairment, only traditional method is not useful to understand new concepts in History.

Research Questions.

1.What are the difficulties did the special school teachers faced in teaching history to hearing and speech impaired students?

2.What teaching methods did special teachers used rather than traditional methods to teach history subject to hearing and speech impaired students?

Significance of the study

PRINCIPAL
Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION * ID. NO. PUN/009/ EDN./1941 * PUNE-30

VOLUME - X, ISSUE - I - AUGUST - JANUARY - 2021-22
GENIUS - ISSN - 2279 - 0489 - IMPACT FACTOR - 6.631 (www.sjifactor.com)

16. Total Qality Management - The Art of Managing the Whole to Achieve Excellence

Dr. Rajshree S. Rathod
Tilak College of Education, Pune.

Abstract

Total Quality Management is considered to be a means of achieving certain qualitative advantages. Schools and small business have several limitations when they implement quality practices. But once they apply TQM there will be a significant change in knowledge management as well as organizational performance. TQM is considered a very important factor for the long-term success of an organization.

TQM improves the organizational efficiency. There is a direct relationship between Total Quality Management and Organizational Performance. TQM focuses on continuous process improvement within organizations to provide superior customer value and meet customer needs. TQM provides a guideline for the organizational management and achieve the pre-determined objectives. During the past decade, quality improvement has become one of the most important organizational strategies for achieving competitive advantage. With improving quality, an organization can deliver its products and services with success in global market. TQM focuses on satisfaction levels of the customer (students) and has a positive impact on all the stakeholders. TQM is a systematic quality improvement approach for the purpose of improving performance in terms of quality, productivity, customer satisfaction and profitability.

The purpose of the paper is to study application of Total Quality Management in schools. The study describes its effects and importance in school development processes. The study attempts to examine what Quality means across school organizations.

Keywords: - Total Quality Management, Quality Education, school development, an organization, performance.

Total Quality Management (TQM)

Total Quality Management helps or facilitates the adaptation to today's external environment. It enhances confidence and trust and removes insecurity and fear among the members of the institution. It helps an institution to work within its budget and predetermined time limit. It also helps to establish a flexible design and infrastructure so as to enable the institutes to fulfill societal demands. It brings a change in an institution.

PRINCIPAL
Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION ID. NO. PU/PN/EGN/009/1941 PUNE-30.

Indo Asian Social Science Research Journal (IASSRJ) (1)

IMPACT FACTOR 6.10
ISSN 2393-8412

Indo Asian Social Science Research Journal (IASSRJ)
Issue : XV, Vol. I
August 2021 To Jan. 2022
www.irasg.com

Research Paper 1 Education

Challenges Faced by the Secondary Teachers for Online Teaching and Its Remedies

Dr. Rajshree S. Rathod
Tilak College of Education,
Pune, Dist. Pune

ABSTRACT

Covid-19 outbreak impacted most of the sectors globally. This includes academic World too, which consists of millions of enrolled learners and active teachers who previously had regular classes in their institutions. Due to covid-19 outbreak these people got stucked at the home. Due to the rules and regulation of Government and educational institution to continue the education process the online classes were introduced in most of the countries including India. In this online mode both teaching and learning happen through electronic devices which are very new to the entire teaching learning community. This study focus is to understand how online teaching and learning had a challenge for teachers and students.

Survey questionnaire was prepared for school teachers to find out the challenges of online teaching. Various aspects were covered in this questionnaire like teachers training, learning material, technical problems, assessment related problem, students' health related problems. The questionnaire circulated electronically as Google forms. The responses were received from the secondary teachers of various schools from Pune City. The data was compiled and the results were discussed. The Researcher had suggested remedies to overcome the challenges faced by the secondary teachers while teaching online and obtain equal access to resources for all.

Keywords: Online education, covid-19, Pandemic, teaching learning, challenges.

Introduction: -

Due to the outbreak of covid-19 education is going on online. Many Teachers are being asked to teach their students from home. All the teachers are not aware of online

PRINCIPAL
Tilak College of Education
Pune-411030.

Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2021 = 7.380, www.srjis.com
PEER REVIEWED & REFEREED JOURNAL, SEPT-OCT, 2021, VOL- 9/67

HOW TO USE FLIPPED CLASSROOM APPROACH?

Rajendra Thigale, Ph.D.
Associate Professor, Tilak College of Education, Pune 411030

Paper Received On: 21 OCT 2021
Peer Reviewed On: 31 OCT 2021
Published On: 1 NOV 2021

Abstract

The aim of this paper is to review the flipped classroom to find out the definitions, meaning, concept, features, strategies, benefits of flipped classroom and limitations to the flipped classroom in the literature as well as in the researches, for this purpose author reviewed many resources on the internet, research databases sites and found extensive information about the same, author also tried to categories the information into different points to make it easy to understand the teacher community. In NEP 2020 use of innovative methods in Indian classrooms is highlighted. The students as well as teachers are not using flipped classroom effectively because of rigidity in the previous structure, now it is the demand of time, which one has to follow.

Keywords: *Flipped Classroom, Inverted Classroom, Reverse Instruction, flipped-learning method*

Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction:

Generally, the teachers start teaching in the classroom and introduce any new topic in the classroom only, so the students come across to the learning material first time in the classroom setting. But what if, the teacher is introducing the learning material before starting actually teaching in the classroom, this sounds better. We all well aware about the textbooks, and some students buy the textbooks and read them before the school starts, now we don't have to buy the books, e-books are easily available without a cost, so somehow the student who reads the lessons before teacher teaches in the classroom, would be very well aware about the teaching points, and his/her understanding will be more fast than others. If some part which he didn't understand in first reading and even if it is not discussed or addressed well by the teacher then he/she can ask the questions to his/her teacher in the class.

In traditional teaching method teacher was important, teaching plays a vital role, no matter whether the student is learning or not? In flipped classroom, learning is very important than teaching and the process is student centered or learner centered, no matter where the learner learns, in the school, colleges or at home, after teachers teach in the formal setting in

Copyright © 2021, Scholarly Research Journal for Interdisciplinary Studies

PRINCIPAL
Tilak College of Education
Pune-411030.

Scholarly Research Journal for Humanity Science & English Language,
Online ISSN 2348-3083, SJ IMPACT FACTOR 2021: 7.278, www.srjis.com
PEER REVIEWED & REFEREED JOURNAL, OCT-NOV, 2021, VOL-9/48

READING AND REFLECTING SKILL DEVELOPMENT PROGRAMME AND IS EFFECTIVENESS

Vijay F. Dhamane[1], Ph. D. & Madhuri J. Thipsay[2]

[1]Ass. Prof., Tilak College of Education, India

[2]P.hd Student, Tilak College of Education Pune – 411030, India

Paper Received On: 25 NOV 2021
Peer Reviewed On: 30 NOV 2021
Published On: 1 DEC 2021

Abstract

The focus of this paper is development of a reading and reflecting skill enhancement programme (RRSEP). The skill enhancement programme has a strong theoretical base. It provides a standardized strategy to develop reading and reflecting skills. The effectiveness of the programme was tested at two levels – at attitude level and achievement level. The programme showed positive and significant changes at both levels. The success of this programme will certainly contribute in the professional development of teachers.

Key Words: *skills, strategies, text, teacher education*

Scholarly Research Journal's is licensed Based on a work at www.srjis.com

1. Introduction to the Research

World civilizations involve some degree of reading. They grow and prosper due to the skill of reading. Every aspect of social life grows and progresses due to reading skills. From learning current events to enjoying literature, reading allows us every bit of it. An individual with very limited reading skills is called a functionally illiterate person due to the inability to accomplish basic things like filling forms or slips. Unemployment, receiving lower wages becomes inevitable due to this functional illiteracy.

The topic of developing a programme to enhance reading and reflecting skills is very debatable amongst researchers, yet there are evidences to show they are important for developing readership.

Copyright © 2021, Scholarly Research Journal for Humanity Science & English Language

TILAK COLLEGE OF EDUCATION * ID. No. PU/PN/Edn/009/1941 * PUNE-30

PRINCIPAL
Tilak College of Education
Pune-411030.

आनंद शिक्षणाद्वारे आध्यात्मिक आणि नैतिक विकास
आनंद शिक्षणाच्या निर्मितीसाठी वाचन समृध्द करणारा बोधकथेचा उपक्रम राबविणे व त्याची परिणामकारकता तपासणे

मनिषा राजेंद्र दरेकर* और मा. डॉ. विजय थामणे**

प्रस्तावना:

शिक्षणाच्या प्रक्रियेत विद्यार्थी हा सर्वात महत्त्वाचा घटक, त्याची जडणघडण भाषा विकासासाठी खूपच महत्त्वाची, भाषा विकास साधण्यासाठी वाचन क्षमता हे सर्वात महत्त्वाचे क्षेत्र आहे. तंत्रज्ञानाच्या प्रवाहात वाहत जाणारी आणि मोबाईलमध्ये वाहवत जाणारी मुले पुस्तकापासून लांब पळताना दिसत आहेत. त्यांच्यामध्ये वाचनाची गोडी लागावी आणि वाचनाचा आनंद मुलांना मिळावा, वाचनाच्या माध्यमांतून नवनवे ज्ञान प्राप्त व्हावे यासाठी नव्या शैक्षणिक धोरणांमध्ये एक उद्दिष्ट ज्ञानप्राप्ती तर दुसरे कौशल्यप्राप्ती आणि या दोघांचा समन्वय म्हणजे अप्रत्यक्षरित्या आध्यात्मिक व नैतिक विकास निर्माण करणे आणि त्यासाठी मूल्यशिक्षणाची, नीतीमूल्यांची रूजवणूक करणे अत्यंत महत्त्वाचे आहे.

गरज व आवश्यकता :

वाचन कशासाठी केले जाते? तर आपल्याला आपल्या पूर्वजांनी, समाजाच्या नेत्यांनी, राजकारण्यांनी, राजे महाराजांनी, ऋषीमुनींनी, इतिहासकारांनी भूतकाळात केलेले लेखन व विचार, आधुनिक ज्ञान, तंत्रज्ञान समजून घेण्यासाठी केले जाते. आधुनिक काळात टेलिफोन, मोबाईल फोन या आधुनिक साधनांमुळे कोठेही त्वरीत संभाषण करता येते, त्यामुळे माणसा-माणसांतील पत्रव्यवहार

*संशोधिका, पीएच.डी. विद्यार्थीनी, शिक्षणशास्त्र विभाग, सा. फु. पुणे विद्यापीठ, पुणे.
**शिक्षण महाविद्यालय, टिळक कॉलेज, पुणे.

PRINCIPAL
Tilak College of Education
Pune-411030.

Scanned with CamScanner

Education for Happiness- A mission for Parents, Teachers and Government

Mayuri Anilkumar Mahajan*

ABSTRACT

Happiness is the important key in education system. Happiness motivates activities, increase awareness, facilitates social relationships and strengthens creativity. So, there should be a clear program for creating happiness in the students through education. The purpose behind this conceptual paper is to study the meaning of happiness and the ways for creating happiness in schools.

Keywords: Education, happiness, schools.

INTRODUCTION

There are many low-excited or passive students who are not interested in class and sometimes they have hidden escape feeling, therefore no progress as a result. Although there is no difference among schools from the perspective of superficial forms and official duties there are still a lot of differences by deep investigations. While in some schools you may observe students' great interests to take part in classes, in some others you may witness students going to classes by force. Such varieties in school environments are the signs of different functions of schools. Serious revitalizing should be given to school administration. While current problems in schools may prevent from finding social requests and viewpoints, our society needs to have schools for betterment of social life of children. Therefore, this paper intends to find effective factors on happiness of students in schools

MEANING OF HAPPINESS

Happy people have more safety feeling and make decisions more easily with higher level of partnership mode. They are more satisfied through living with others (Myers, 2002). According to Veenhoven, (1993b), humanistic psychologists believe that happiness may cause personal activities and increase its knowledge and encourage its innovation with easy methods for creating social relations. It may also encourage any political partnership and better maintenance of health and life span. In spite of finding happiness, it may cause betterment of bodily health. Certainly, positive transaction in the school and omission of negative transactions and excitement are necessary for better learning of students. On the other hand, positive excitements may cause better recognition functions. As a result, omission of negative excitements and depression are the most important goals in any educational organization. Therefore, there will be an increase in operational quality of students.

Elements of happiness

- **Joyful feelings-** People in this condition will be happy by joyful voices and excitement social accidents. In its other form which is calmer happiness, people may enjoy from calmness and personal activities. The other type of happiness is very serious and when

*Assistant Professor, Tilak College of Education, Pune 30.

TILAK COLLEGE OF EDUCATION ID. No. PU/PN/Edn./009/1941

PRINCIPAL
Tilak College of Education
Pune-411030.

A study of preparedness of schools for online education in Pune city during Covid-19 lockdown

Dr.Suresh G.Isave
Associate Professor,
Tilak College of Education, Pune

Abstract :

The Covid-19 virus created historic situation of pandemic lockdown across the globe 2020. Due to prolonged period of lockdown work from was encouraged. The same was applicable to education. Online education was started. The present study focused of preparedness of schools for online education. Before commencement of online education, lots of support of hardware, software and skills was required to ensure the quality online education. The study analysed the readiness of schools for this online education.

Keywords – online education, education in lockdown, work from home in education

1. Introduction:

In the month of March 2020, the Covid19 influenced the world population on larger scale. In respond to that many countries declared lockdown in India. During the period many services were shutdown including education. After certain days step by step unlocking process was initiated. Hence online education also started by schools in online mode. This was new for Indian education system to completely rely on online mode. The system was not prepared for it. The paradigm shift was sudden, so online education became a part of public discussion.

2. Need of the study:

Pune was at the epicenter of Covid-19 in the country. It was leading after Mumbai in case of number of cases. Pune is also educational hub. Lots of schools, colleges, institutions situated in the city. After lockdown, many schools started online education from the month of April. It was one of the most discussed topic on public platforms. Parents, teachers, students etc. all stakeholders were the part of it. Because

PRINCIPAL
Tilak College of Education
Pune-411030

© 2021 Vidya Publications. Authors are responsible for any plagiarism issues.

TILAK COLLEGE OF EDUCATION * PUNE-30 * ID. No. PU/PN/Edn./009/1941

ISSN–2278-5655

AMIERJ

Aarhat Multidisciplinary International Education Research Journal

Volume–X, Issues– I Jan-Feb 2021

A STUDY OF THE USE OF INTERNET AND SOCIAL MEDIA BY STAKEHOLDERS OF PRE SERVICE TEACHER EDUCATION AND ITS EDUCATIONAL IMPLICATIONS

DR. SURESH G. ISAVE

Associate Professor, Tilak College of Education, Pune

Abstract

The paper is about the use of internet and social media by various stakeholders of B.Ed. course including principal, educators and students to understand the status of use ICT in teacher education. Findings of the study are useful to decide the learning experiences for student-teachers. Also useful to make policy and execution of ICT integration in teacher education. As we know that most of stakeholders using internet and social media, but we need to know what exact status of it. So the evidences are collected and its educational implications are discussed in the paper.

Keywords – *teacher education, ICT, social media, educational technology, stakeholders of education*

Aarhat Publication & Aarhat Journals is licensed Based on a work at *http://www.aarhat.com/amierj/*

1. Introduction:

ICT has become integrated part of education. Teachers are supposed to be techno savvy. Teacher education curriculum is also integrating ICT component. There are many tools of ICT which can be used in education. Pre service teacher education is key of all the changes. If ICT is well implemented in teacher education, teachers will be well prepared for use of ICT tools in education. So teacher education should be well prepared for integration of ICT in education.

It can be observed that social media has been used lot by people including stakeholders of teacher education. Social media is one of the prominent communication tool nowadays even for official communication. Student-teachers make use of internet and smart phone. Use of ICT and Social media in education.

TILAK COLLEGE OF EDUCATION PUNE

PRINCIPAL
Tilak College of Education
Pune-411030.

Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2019 = 6.380, www.srjis.com
PEER REVIEWED & REFEREED JOURNAL, SEPT-OCT, 2020, VOL- 8/61

PEDAGOGICAL SKILLS PROBLEMS RELATED TO EFFECTIVE TEACHING OF ENGLISH AT PRIMARY SCHOOL LEVEL

Vijay Dhamane[1], Ph. D. & Swati Barbhai[2]

[1]*Associate Professor, Tilak College of Education, Pune – 411030.*

[2]*Research Scholar, Tilak College of Education, Pune – 411030, Maharashtra, India.*

Abstract

Present research study deals with the pedagogical skills problems related to English language at Zillah Parishad primary schools. The major objectives of the study were to identify and analyze the problems related to pedagogical skills of primary teachers for effective teaching of English. Survey method was used for the research, under which data were collected from 325 primary teachers of Zillah Parishad, Pune. The pedagogical problems related to Preparation, Presentation (Instructions), Language skills and Evaluation phases of English Language were surveyed through questionnaire. After analyzing the data it was concluded that while preparing and planning for English teaching in the classroom, most of the teachers are facing the problems of limited time period for preparation, bi-class teaching method, availability of the audio-visual aids, also difficulties to plan for teaching the diverse learners in the class. Lack of communicative approach due to insufficient knowledge, vocabulary and training of the teachers. Impact of mother tongue, phobia about English speaking While evaluating the students, teachers came across the problems of lack of positive attitude of students, towards evaluation.

Key Words: *Pedagogical Skills, Pedagogical Skills Problems, Primary School, Language skills, Evaluation*

Scholarly Research Journal's is licensed Based on a work at www.srjis.com

1. INTRODUCTION:

In formal education, curriculum, books, teaching learning process, examination are important parts. Books and curriculum are written in language as per the region and circumstances. Teacher explains any point through the language and students understand it through the medium of language. Evaluation or examination is also taken through the medium of language. In this way, language becomes compulsory part of formal education from the ancient period to the recent age of ICT.

Recommendations of different commissions and policies, it is clear that, all the commissions gave importance to the study of English language as a second language or as official language or as a link language. The implementations of those recommendations

Copyright © 2020, Scholarly Research Journal for Interdisciplinary Studies

PRINCIPAL
Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION * PUNE-30 * 1941 ID. No. PU/PN/EDU/009

ISSN- 2349-7076

EduInspire-An International E-Journal
An International Peer Reviewed and Referred Journal
Council for Teacher Education
(CTE, Gujarat Chapter)
www.ctegujarat.orgEmail. jig_barge@yahoo.com

Attitude towards Professional Development of Teacher Educators

Dr. Dipak Chavan
Associate Professor,
Tilak College of Education
Pune
Mo.9850742304
Email:-dipakchavansir@yahoo.co.in

Rupali Shewale,
Ph.D Scholar
Department of Education and Extension
Savitribai Phule Pune University, Pune
Mo.9403914268
Email:-rupalishewale@gmail.com

Abstract

The present study was focused on study of teacher educators' attitude for professional development. The teacher educators are artists at recognizing, encouraging, and developing the normal desires of children to understand and make intelligent use of things that appear to concern them. Teachers educators' attitudes directly influence students' attitudes are in turn, influenced by their culture and belief system. The subject of the research concerns the attitude of teacher educators for professional development. This study was conducted on 100 teacher educators. The teacher attitude scale and professional development scale developed by researcher is used which covers the four components of the attitude of teacher educators of teacher education institutions affiliated to SPPU. The study concluded that there is no significant difference in the attitude of teacher educators for professional development of teacher education institutions affiliated to SPPU.

Key Words: Attitude, professional development, teacher educators, teacher education

PRINCIPAL
Tilak College of Education
Pune-411030.

Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2019 = 6.380, www.srjis.com
PEER REVIEWED & REFEREED JOURNAL, NOV-DEC, 2020, VOL- 8/62

IMPACT OF COVID-19 PANDEMIC LOCKDOWN ON LEARNING, TEACHING AND EVALUATION

Suresh G. Isave, Ph. D.
Associate Professor, Tilak College of Education, Pune

Abstract

Education is lifelong process. We learn different things from different situations formally and informally. Due to rise of Covid-19 virus sudden change occurs in life of human kind. Lockdown was implemented by all the affected countries. Education including all other activities were stopped. After initial chaos, work from home become the principal of new normal of working. Education was also allowed to restart. School were closed but education started. As education system was not ready for it initially, later all stake holder accepted and adopted online education i.e. work from home.

Online education raised as an alternative for formal education in the lockdown period. It was no choice situation, so accepted. It makes great impact on whole education system. The gap between reality and expectation was much more then guessed. Teachers were finding ways out to reach students. Students were trying to get connected with teachers.

Teaching, learning, evaluation, research, extension, admission etc. all processes affected by the situation created by Covid-19 virus pandemic. The impact of the situation created by covid-19 pandemic has been described in the chapter on different processes of education. The impact even continue after pandemic, so post covid-19 pandemic era also considered in the chapter.

Keywords– *education, online teaching, new normal in education, post pandemic education, education in lockdown*

Scholarly Research Journal's is licensed Based on a work at www.srjis.com

1. Background :

Nationwide lockdown was declared by Central Govt. of India from 24th of March 2020, for 21 days. On 14th of April, central govt. extended the nationwide lockdown till 3 May, which was followed by two-week extensions starting of lockdown 3rd and 17th of May 2020 with substantial relaxations. From 1st June 2020, the government started unlocking the country.

During the period of lockdown i.e. 24th of March 2020 to 31st of May 2020 'Work from Home' principle was accepted in all business and professions. In Education field online education was promoted. Schools and colleges were closed but education was going on due to online education. Synchronous and asynchronous modes of online interaction were used for online education.

PRINCIPAL
Tilak College of Education
Pune-411030.

Copyright © 2020, Scholarly Research Journal for Humanity Science & English Language

Worldwide International Inter Disciplinary Research Journal (A Peer Reviewed Referred) ISSN – 2454 - 7905

Teacher's Quality of Life and Happiness

Prof. Swati Pawar
(Research Scoular, Tilak College of Education, Pune)
Dr. Chandan Shingate
(Research Guide, Tilak College of Education, Pune)

Abstract

The concepts of quality of life and happiness are broad. Today both concepts are discussed widely in different fields. The purpose of this research is to analyze the concept of quality of life and happiness and to understand happiness inquality of life. Happysocieties are possible through training of quality of life. Responsibility of enhancement of happy and successful individuals belongs to teacher. Its shows that happiness is one of the most important components in quality of life.

Key words- Quality of life, Happiness, Enhancement, Teacher

Introduction

Today the concept of quality of life is discussed widely in different fields. In sociology it is understood as well-being and in medical field it is ratio of health and illness. And in the psychology it is dependupon the happiness.

There is no one universally accepted definition of quality of life. In 1995 the world health organization introduced a definition- Quality of life is an individual's perception. Medvedev &Landhuis (2018) in his research showed that quality of life can defined 75 % happiness and 25% well-being.

Objectives

To analyze the concept of quality of life and happiness.

To understand happiness in quality of life.

Concept of Quality of life

An Oxford dictionary definition of quality is,(1970)'The nature, kind or character (of something) now registered to cases in which there is comparison (express or implied) with other things of some kind,hence the degree or grade of excellence etc. possessed by a thing.'

'The nation of quality include all the attributes of thing, except those of relation and quality,Quality is the third of Aristotelien categories.'

'Quality of life as individuals perception of their position in life in the context of the culture and value systems in which theylive and in relation to their goals, expectations, standards and concerts.'It is a broad ringing concept affected in a complete way by the person's physical health, psychological state, level of independence, social relationships, personal beliefs and their relationship to silent features of their environment.

Asper Wikipedia the quality of life refers to general well-being of individuals and societies.The term is used in a wide range of contexts.Quality of life should not be confused with the concept of standard of living, which is based on income.Instead, standard indicators of the quality of life include not only well and employment, but also the built environment, physical and mental health, education, recreation and leisure time and social belongings.

Quality of life is relatively a newer concept in the field of Organizational Behavior.It is yet to receive due care and attention.Quality of life is a difficult area to define, as it is impacted by a number of factors which themselves may be ill-defined, inter-related and to some extent overlapping and interdependent.Also quality of life means degree of excellence of one's life that contributes to benefit to the person himself and the society at large.

Quality of life means to feel good and you have what is needed to copy with your life in the best day possible. (Robert Groulx, President people first of Montreal, quoted in Groulx et Al.,2000:23)

TILAK COLLEGE OF EDUCATION ID. No. PU/PN/Edn./009/1941 PUNE-30
PRINCIPAL
Tilak College of Education
Pune-411030.

Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2019 = 6.380, www.srjis.com
PEER REVIEWED & REFEREED JOURNAL, JAN-FEB, 2020, VOL- 7/57

HOW TO IMPLEMENT PERSONALIZED LEARNING IN INDIAN CLASSROOM?

Rajendra Thigale, Ph.D.

Associate Professor, Tilak College of Education, Pune 30

Abstract

This paper is about the concept of personalized learning, synonyms used for personalized learning in the education, various definitions of PL, Need of PL, Strategies for PL, Status of personalized learning in USA and in India after the NEP2020, there is lot of emphasize on the quality of education and use of technology as well its blending in the education. This paper also discusses about the features of PL, benefits of PL and limitations to the PL. The author suggested some techniques to use personalized learning in Indian school. The author also reviewed some papers and books to study the pros and cons of the PL and it argues about the privatization and corporatization of the education, it seems that there is only PL or customize learning which will help the learners, it will be threat to the thinking process of a child, a child will ask each and everything to the AI, and this will block the thought process of a child.

Keywords: *Personalized learning, customize education, tailor-made learning*

Scholarly ResearchJournal's is licensed Based on a work at www.srjis.com

Introduction: - In most settings, all students are expected to learn the content/material at the same time and in the same way. Many find themselves either ahead or behind others, and learning outcomes suffer, particularly for students who need extra time to master the content/material. Flipped courses, competency-based education, and online and hybrid classes are changing the way we think about learning. Flexibility in delivery creates opportunities for learning that adapts to the needs of each student. Combining new learning models with digital courseware, integrated planning and advising for student success, and analytics can create a learning ecosystem that tailors support to individual students. For example, an e-textbook could share data with a learning management system about the number of pages read, time spent on each page, notes made, or the number of times a video is watched. An analytics tool could evaluate those data for patterns associated with engagement, achievement, and course success. The tool could trigger alerts to students and faculty when problems arise. An adaptive learning system could adjust learning content on the fly, based on data from an online quizzing tool that shows each student's mastery of the material. Prior-learning assessment credits skills and knowledge individuals have when they enter a course. In a competency-based program, students move to the next unit as soon as

Copyright © 2020, Scholarly Research Journal for Interdisciplinary Studies

PRINCIPAL
Tilak College of Education
Pune-411030.

ISSN- 2349-7076

EduInspire-An International E-Journal
An International Peer Reviewed and Referred Journal
Council for Teacher Education
(CTE, Gujarat Chapter)
www.ctegujarat.orgEmail: jig_hari@yahoo.com

Theoretical Background of Attitude, Beliefs and Teacher Effectiveness of teacher Educators

Dr. Dipak Chavan
Associate Professor,
Tilak College of Education
Pune
Mo.9850742304
Email:-dipakchavansir@yahoo.co.in

Rupali Shewale,
Ph.D Scholar
Department of Education and Extension
Savitribai Phule Pune University, Pune
Mo.9403914268
Email:-rupalishewale@gmail.com

Abstract

This paper is trying to focus on the theoretical background of attitude, beliefs, and teacher effectiveness of teacher educators. Any research needs to explain the basics, so it is highly clarified the scope of the research. Attitude and teacher effectiveness of teacher educators is being prominent factor for the professional development. However, learners need to understand the all theories, which are supporting to strengthen the base of the research. In the present paper, researcher is explaining the all the psychological theories of attitude, beliefs and teacher effectiveness. This is useful to understand the perspectives of the research, which is working to deepen and magnify what we see or distort them. It can also be thought of as a frame, serving to both include and exclude certain things from our views

TILAK COLLEGE OF EDUCATION ID. NO. PUNE-30 EST./1009/1941

PRINCIPAL
Tilak Colle ucation

Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2018 = 6.371, www.srjis.com
PEER REVIEWED & REFERRED JOURNAL, JULY-AUG, 2019, VOL- 7/52

A COMPARATIVE STUDY OF NON VERBAL INTELLIGENCE BETWEEN RURAL AND URBAN SECONDARY SCHOOL STUDENT OF MAHARASHTRA STATE

Vijay Dhamane[1], Ph. D. & Roshan More[2]

[1]*Associate Professor, Tilak College of Education, Pune – 411030.*

[2]*Research Scholar, Tilak College of Education, Pune – 411030. Maharashtra, India.*

Abstract

The present study investigated the Intelligence of Secondary and Higher Secondary School Students of Maharashtra. The study was conducted on fourteen hundred and forty (1440) class 9th to 12th by giving due representation to boys and girls as well as rural and urban location of the six administrative regional zone in Maharashtra state, namely: Pune, Aurangabad, Amravati, Nasik, Kokan and Nagpur. The schools were selected using stratified random sampling technique. The selected schools are affiliated to SSC and HSC board, i.e. Secondary and Higher Secondary School Board controlled by the department of education, government of Maharashtra. The descriptive survey method is used for data collections. As far as Intelligence was measured by the group test of Non verbal test of Intelligence constructed and standardized by More (2019). The finding of the study reported that, i) comparisons between rural and urban secondary and higher secondary school a student on NVTI shows that urban student are more intelligent than rural students. ii) Comparisons between male and female secondary and higher secondary school students on NVTI shows that male student are more intelligent than female students.

Keywords: *Intelligence, Secondary and Higher Secondary School Students*

Scholarly Research Journal's is licensed Based on a work at www.srjis.com

1. INTRODUCTION

Intelligence is a key factor to determine the individual's development throughout the life. It concerns to his or her every need and has effect on his or her performance in every situation. That is why it is considered to be an essential ingredient in success of any individual. Student's academic performances in school and outside the school always get affected by his intelligence. So far a career is concerned; success is counted on intelligence basis. Thus Intelligence is cognitive potentiality which helps to increase the learning abilities in the students which helps in defining achieving various demands of his environment.

2. MEANING OF INTELLIGENCE

Intelligence is one of the most popular concepts defined and studied variously in education and psychology. As it is considered as the major key ingredient in success of an individual,

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

PRINCIPAL
Tilak College of Education
Pune-411030.

Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2019 = 6.38, www.srjis.com
PEER REVIEWED & REFERRED JOURNAL, SEPT-OCT, 2019, VOL- 7/53

A COMPARATIVE STUDY OF NORMS OF SECONDARY AND HIGHER SECONDARY SCHOOL STUDENTS ON TEST OF NON VERBAL INTELLIGENCE

Vijay Dhamane[1], Ph. D. & Roshan More[2]

[1]*Associate Professor, Tilak College of Education, Pune – 411030.*

[2]*Research Scholar, Tilak College of Education, Pune – 411030. Maharashtra, India.*

Abstract

The present study investigated the Intelligence of Secondary and Higher Secondary School Students of Maharashtra. The study was conducted on fourteen hundred and forty (1440) class 9th to 12th by giving due representation to boys and girls as well as rural and urban location of the six administrative regional zone in Maharashtra state, namely: Pune, Aurangabad, Amravati, Nasik, Kokan and Nagpur. The schools were selected using stratified random sampling technique. The selected schools are affiliated to SSC and HSC board of State of Maharashtra. The descriptive survey method is used for data collections. As far as Intelligence was measured by the group test of Non verbal test of intelligence constructed and standardized by More (2019). The finding of the study reported that, i) comparisons ***norms of secondary and higher secondary school student on test of non verbal intelligence*** *shows that :- i) on* ***below average level*** *urban student's raw score are higher than rural students. ii) On* ***average level*** *urban students are on high raw score than rural students. In 10th std. urban boys are on higher raw sore than other students. iii) On* ***above average level*** *urban students are on high raw score than rural students. In 9th std. urban and rural boys are on higher raw sore than urban boys. 9th and 10th std. students are on high raw score than other students.*

Keywords: *Intelligence, Secondary and Higher Secondary School Students, Norms*

Scholarly Research Journal's is licensed Based on a work at www.srjis.com

1. INTRODUCTION

Intelligence is a key factor to determine the individual's development throughout the life. It concerns to his or her every need and has effect on his or her performance in every situation. That is why it is considered to be an essential ingredient in success of any individual. Student's academic performances in school and outside the school always get affected by his intelligence. So far a career is concerned; success is counted on intelligence basis. Thus Intelligence is cognitive potentiality which helps to increase the learning abilities in the students which helps in defining achieving various demands of his environment.

2. CONCEPTS

2.1 Intelligence

Wechsler (1939) defined Intelligence as," the aggregate or the global capacity of a person to act purposefully, to think rationally, and to deal effectively with his environment." He believed that intelligence was made up of specific elements that could be isolated, defined,

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

TILAK COLLEGE OF EDUCATION PUNE-30 ID No. Edn./009/1941

PRINCIPAL
Tilak College of Education
Pune-411030.

Scholarly Research Journal for Humanity Science & English Language,
Online ISSN 2348-3083, SJ IMPACT FACTOR 2017: 5.068, www.srjis.com
PEER REVIEWED JOURNAL, APR-MAY, 2019, VOL- 7/33

खाजगीरित्या एस.एस.सी.परीक्षेस प्रविष्ट विदयार्थ्यांच्या निकालाचा आढावा

श्री. शेख शाहिद हजरतअली[1] & प्राचार्या श्रीम. राधिका इनामदार[2], Ph. D.

[1]विदयार्थी संशोधक

[2]मार्गदर्शक, टिळक कॉलेज ऑफ़ एज्युकेशन पुणे

Abstract

महाराष्ट्र राज्य माध्यमिक व उच्चमाध्यमिक शिक्षण मंडळामार्फ़त एस.एस.सी. परीक्षेकरित्या खाजगीरित्या (फ़ॉर्म क्र. १७) प्रविष्ट होणाऱ्या विद्यार्थ्यांमध्ये उत्तीर्णतेचे प्रमाण कमी (५० %) आहे. खाजगीरित्या प्रविष्ट होणाऱ्या विदयार्थ्यांना राज्यमंडळ व संपर्कशाळा याकडून योग्य मार्गदर्शन प्राप्त होते. नियमित विदयार्थ्यांना असणारे विषय व परीक्षा पद्धती या विदयार्थ्यांना लागु असते. पुरेशा मार्गदर्शना अभावी हे विदयार्थी पुढील शिक्षणापासुन वंचित राहतात. मुक्त शिक्षण संकल्पनेदवारे अशा विदयार्थ्यांना पुढील शिक्षणाची संधी प्राप्त करता येऊ शकते.

कळ शब्द : खाजगी विदयार्थी, मुक्त शिक्षण

Scholarly Research Journal's is licensed Based on a work at www.srjis.com

प्रस्तावना :

शिक्षण क्षेत्रातील परिस्थिती व्यावसायिकतेच्या बाबतीत इतर क्षेत्रापेक्षा अगदी विरुद्ध आहे. बौद्धिक पात्रता उच्च व आर्थिक परिस्थिती चांगली असलेल्या विदयार्थ्यांना अध्यापन करण्याकरिता उच्चशिक्षित, विषयातील तज्ञ अध्यापक, आधुनिक तंत्रज्ञान, पूरक मार्गदर्शन /साहाय्य, साधन सामग्रीची मुबलक प्रमाणात उपलब्धता असते व अध्ययनात अक्षम, बेताची आर्थिक परिस्थिती, शैक्षणिक साहाय्य नसलेल्या विदयार्थ्यांना अध्यापन करण्यासाठी सर्वसाधरण शिक्षक असतात. जागतिक आर्थिक धोरणांच्या झपाटयाने बदलणा-या परिस्थितीमुळे योग्य पात्रतेच्या मनुष्यबळाची मागणी सतत वाढत आहे व ती पूर्ण करण्यासाठी जगातील प्रगत देश आपल्या शैक्षणिक धोरणांमध्ये व अभ्यासक्रमांमध्ये सतत बदल करीत आहे. २०२० पर्यंत जागतिक महासत्ता होऊ पाहणा-या आपल्या देशाला देखील या बदलांची तातडीने दखल घेणे आवश्यक आहे व त्याकरिता शैक्षणिक धोरणांमध्ये व अभ्यासक्रमांमध्ये बदल करणे अपेक्षित आहे

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

PRINCIPAL
Tilak College of Education
Pune-411030.

Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2018 = 6.371, www.srjis.com
PEER REVIEWED JOURNAL, MAR-APR, 2019, VOL- 6/50

अप्रगत विदयार्थ्यांकरिता शैक्षणिक उपक्रम "अविष्कार गुणवर्धन कार्यक्रम"

श्री. शेख शाहिद हजरतअली & प्राचार्या. श्रीम. राधिका इनामदार, Ph. D.

[1]विदयार्थी संशोधक

[2]मार्गदर्शक, टिळक कॉलेज ऑफ़ एज्युकेशन पुणे

Abstract

अप्रगत विदयार्थ्यांना पुरेसे मार्गदर्शन केले असता त्यांच्या गुणवत्तेत व निकालात वाढ होऊ शकते. एस.एस.सी. पुनर्रचित अभ्यासक्रमामध्ये अप्रगत विदयार्थ्यांच्या निकालात वाढ व्हावी याकरिता पुणे जिल्हा शिक्षण मंडळ या संस्थेने आपल्या पुणे जिल्ह्यातील ५३ मराठी माध्यमांच्या शाळांतील एस.एस.सी. परीक्षेचा निकाल वाढावा याकरिता एक "अविष्कार गुणवर्धन" हा उपक्रम पथदर्शी प्रकल्प म्हणून सुरू केला व या उपक्रमास मोठे यश प्राप्त झाले आहे.

महत्त्वाचे शब्द : अप्रगत विदयार्थी, अविष्कार गुणवर्धन, एस.एस.सी. परीक्षा निकाल

Scholarly Research Journal is licensed Based on a work at www.srjis.com

प्रस्तावना :

पौगंडावस्था हा विदयार्थ्यांच्या जीवनातील अतिशय महत्वाचा टप्पा आहे. किशोरवय हा संक्रमणाचा कालखंड साधारणपणे पौगंडावस्थेच्या थोडा आधी सुरू होतो व माणसाचे पूर्ण विकसित प्रौढ व्यक्तीत रूपांतर झाल्यावर संपतो. या अवस्थेत माणसाच्या शारीरिक व लैंगिक विकासाबरोबरच मानसिक, बौद्धिक व सामाजिक असा सर्वसमावेशक विकास होतो. या वयात विदयार्थ्यांना सामाजिक व भावनिक मदतीची गरज असते. साधारणत: इयत्ता ९ वी व इयत्ता १० वीतील विदयार्थी या गटात येतात. इयत्ता ८ वी मधून ९ वी त आलेले सर्वच विदयार्थी प्रगत नसतात, त्यांचे मानसिक व शारीरिक वयामध्ये अंतर असते. (जेन्सन, १९८०) यांच्या मतानुसार "ज्या विदयार्थ्यांच्या शारीरिक क्षमतांपेक्षा मानसिक क्षमतां कमी असतात असे विदयार्थी अप्रगत विदयार्थी गणले जातात." राष्ट्रीय अभ्यासक्रम आराखडा २००५ मध्ये अशा विदयार्थ्यांवर शाळा व संस्थांनी विशेष लक्ष देण्याची गरज व्यक्त केली आहे कारण वर्गात असे अप्रगत विदयार्थी स्वत:चे समायोजन व्यवस्थित करू शकत नाही. योग्य वेळी त्यांना भावनिक व सामाजिक साहाय्य प्राप्त न झाल्यास शाळेच्या व समाजाच्या अनुशासन व शिस्तीचा किंबहुना कायदा व

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

PRINCIPAL
Tilak College of Education
Pune-411030.

Scholarly Research Journal for Interdisciplinary Studies,
Online ISSN 2278-8808, SJIF 2018 = 6.371, www.srjis.com
PEER REVIEWED JOURNAL, SEPT-OCT, 2018, VOL- 6/47

KNOWLEDGE OF SECONDARY SCHOOL HEADMASTERS TOWARDS MANAGERIAL SKILLS

Vijay Dhamane[1], Ph. D. & Ganesh Raut[2]

[1]*Associate Professor, Tilak College of Education, Pune – 411030.*

[2]*Research Scholar, Tilak College of Education, Pune – 411030. Maharashtra, India.*

Abstract

The research aimed to find out the present status of the knowledge regarding managerial skill of the secondary school headmasters in Ahmednagar district. The researcher developed a managerial skill knowledge test for data collection. The data was collected by adopting survey method from 136 headmasters from different tehsils of Ahmednagar district. The collected data was analyzed and interpreted by using statistical technique 'mean'. It was concluded that knowledge regarding overall managerial skill of secondary headmasters is on average level and needs training to improve it. The knowledge regarding managerial sub skills self-awareness and empowering & delegation was on high level and it was satisfactory. Among the remaining eight skills knowledge of power and influence skill is on above average level. The knowledge of managerial sub skills problem solving, communication, motivation and leading for positive change is on average level. Knowledge regarding managerial sub skills stress management and power and influence is on below average level, while knowledge of teamwork skill is on low level and it is very poor. All these eight skills were found weak in secondary school headmasters and need to improve it.

Key words: *Managerial, skills, headmasters, knowledge*

Scholarly Research Journal's is licensed Based on a work at www.srjis.com

1. a) Introduction

The role of headmaster is rather more extensive. Headmaster is responsible for carrying out the orders and the policies of the educational authorities as well as managing committee. He also establishes the link between the society and school.

For better school management headmaster need a good knowledge regarding managerial skills. Headmasters, those having a good knowledge regarding managerial skills, succeed in their profession. But those who are lack of knowledge regarding managerial skills have lack of awareness about management skills which results as a lack of performance in school management. Hence the researcher decided to find out the present status of knowledge regarding managerial skills of headmaster.

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

PRINCIPAL
Tilak College of Education
Pune-411030.

SJIF 2021 = 7.380
ONLINE ISSN 2278-8808
PRINTED ISSN 2319-4766

An International, Peer Reviewed, & Refereed Quarterly
Scholarly Research Journal for Interdisciplinary Studies

OCT-DEC 2022, VOL-11, ISSUE-53

31. Impact of Covid 19 on Indian Economic Development
Prof. Sabiya Shaikh & Prof. Dattatray Katore (189-197)

32. Study of The NGO's Coordination with the State Government and Other NGO's
Vidya Avachat (197-205)

33. A Comparative Analysis on the Competition Law Regime of Us and India with Respect To the Loopholes in the Indian Competition Act
Shivangi Sharma (206-212)

34. Juvenile Justice in India: An Analysis on Increase in Number of Juvenile Offenders with Respect to Technological Advancement
Shivangi Sharma (213-219)

35. Developing Awareness about Climate Change and Carbon Footprint among Future Teachers through Mathematics Education
Namita S. Sahare (220-226)

36. Issues and Challenges of Inclusive Education in Context of National Education Policy (NEP), 2020
Aparajita Jaiswal, Anju Agarwal & Yash Pal Singh (227-230)

37. Uncommon Writer: A Life of John Galsworthy
Prof. Surekha Baburao Bhosle (231-237)

38. Knowledge Status of Biodiversity Management Committee (BMC) Members and Functioning Of BMC at the Gram Panchayat (GP) Level: An Introspective Study from the Budge Budge Ii Block, South 24 Parganas, West Bengal
Mr. Santanu Bhowmick & Inderjeet Singh Sodhi (238-247)

39. Correlation between Per Capita Income and Expenditure of Different Income Group Countries
L.G. Retwade, Nitin D. Ade, Kalpesh U. Mendke & Ramesh Sayaji Desai (248-255)

40. Existential Quest in Rajkumar Hirani's Film Pk
Sutar Yuvraj Subhash & Thakur Riyanka P. (256-260)

41. A Study on Forensic Evidence Reliability in Criminal Trials in India
Deepali Shivaji Bhalshankar & Shilparani S. Dongre (261-271)

42. Bioremediation of Seafood Processing Plant Effluent: Collection and Biochemical Analysis of Effluent
Mehta Samiza Rameshchandra & Jadeja J. Vasantba (272-279)

TILAK COLLEGE OF EDUCATION PUNE-30 18. No PU/PN/ Edn./009, 1941

PRINCIPAL
Tilak College of Education
Pune-411030.

ISSN 2394-5303

प्रिंटिंग एरिया®

Peer Reviewed International Refereed Research Journal

Editor

Dr.Bapu G.Gholap

TILAK COLLEGE OF EDUCATION
ID No. PUIPN/EDU/
PUNE-411030

PRINCIPAL
Tilak College of Education
Pune-411030.

UGC CARE LISTED PERIODICAL
ISSN 2278-6864

Education and Society

Since 1977

Year 46, Issue 1, Oct. to Dec. 2022

INDIAN INSTITUTE OF EDUCATION

J. P. Naik Path, 128/2, Kothrud, Pune-411 038

PRINCIPAL
Tilak College of Education
Pune-411030.

UGC CARE LISTED PERIODICAL
ISSN 2278-6864

Education and Society

Since 1977

Year 46, Issue 1, Oct. to Dec. 2022

INDIAN INSTITUTE OF EDUCATION

J. P. Naik Path, 128/2, Kothrud, Pune-411 038

PRINCIPAL
Tilak College of Education
Pune-411030.

UGC CARE LISTED PERIODICAL
ISSN 2278-6864

Education and Society

Since 1977

Year 46, Issue 1, Oct. to Dec. 2022

INDIAN INSTITUTE OF EDUCATION

J. P. Naik Path, 128/2, Kothrud, Pune-411 038

PRINCIPAL
Tilak College of Education
Pune-411030.

UGC CARE LISTED PERIODICAL
ISSN 2278-6864

Education and Society

Since 1977

Year 46, Issue 1, Oct. to Dec. 2022

INDIAN INSTITUTE OF EDUCATION

J. P. Naik Path, 128/2, Kothrud, Pune-411 038

PRINCIPAL
Tilak College of Education
Pune-411030.

UGC CARE LISTED PERIODICAL
ISSN 2278-6864

Education and Society

Since 1977

Year 46, Issue 1, Oct. to Dec. 2022

INDIAN INSTITUTE OF EDUCATION

J. P. Naik Path, 128/2, Kothrud, Pune-411 038

PRINCIPAL
Tilak College of Education
Pune-411030.

UGC CARE LISTED PERIODICAL
ISSN 2278-6864

Education and Society

Since 1977

Year 46, Issue 1, Oct. to Dec. 2022

INDIAN INSTITUTE OF EDUCATION

J. P. Naik Path, 128/2, Kothrud, Pune-411 038

PRINCIPAL
Tilak College of Education
Pune-411030.

E- ISSN - 2348 - 3083
P- ISSN - 2349 - 9664

An International Peer Reviewed

Quarterly Refereed

SCHOLARLY RESEARCH JOURNAL FOR HUMANITY SCIENCE & ENGLISH LANGUAGE

OCT-DEC, 2022 VOL. 10 / 34

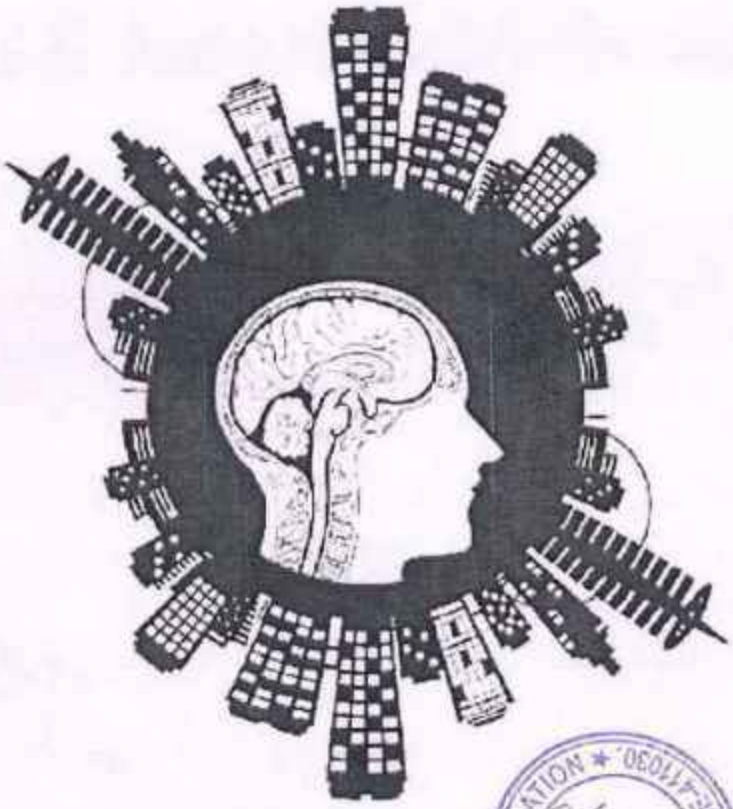
EDITOR IN CHIEF : YASHPAL D. NETRAGAONKAR, Ph.D

PRINCIPAL
Tilak College of Education
Pune-411030.

ISSN 2278-5655

AMIERJ

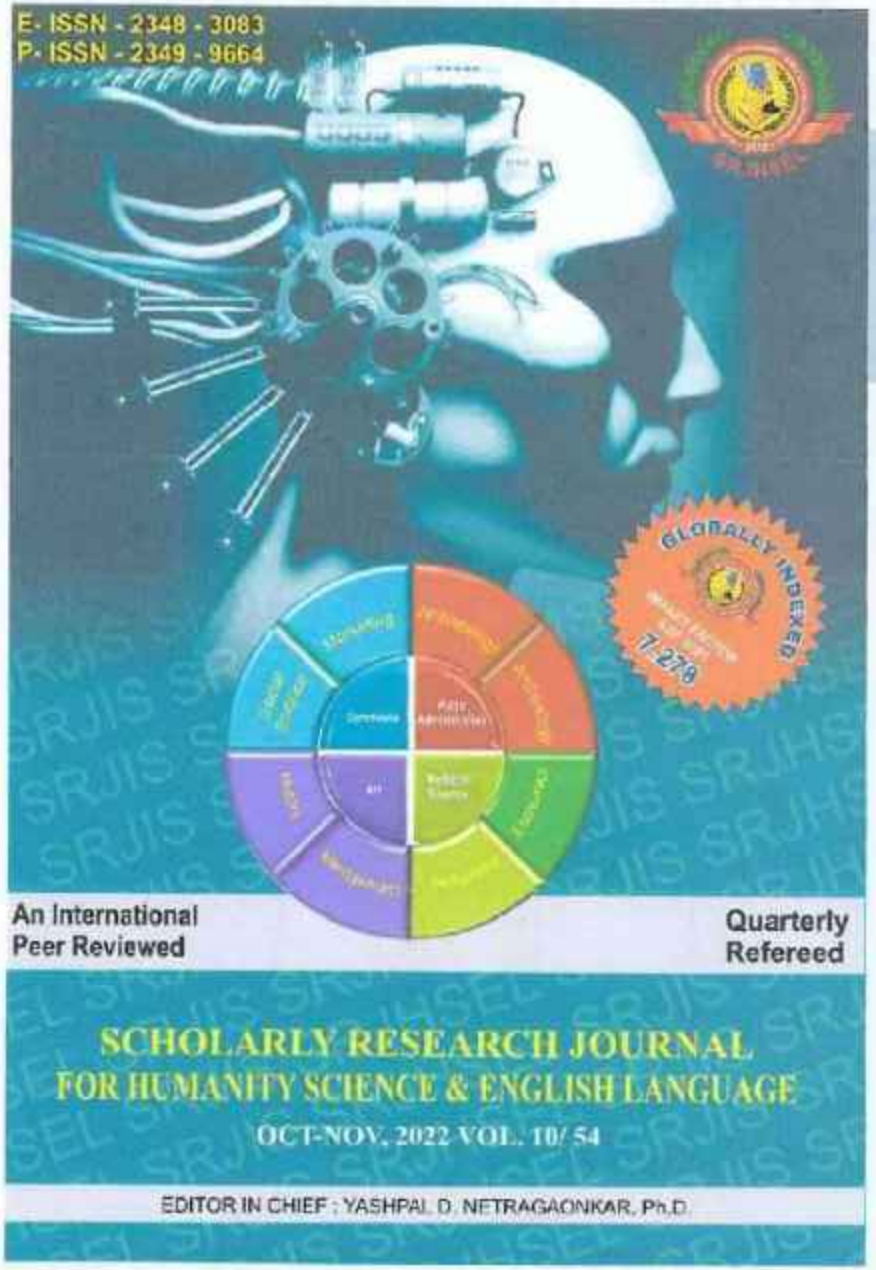
Aarhat Multidisciplinary International Education Research Journal



TILAK COLLEGE OF EDUCATION ★ PUNE-411030. ★ ID No. PU/PN/EDU/609/1941

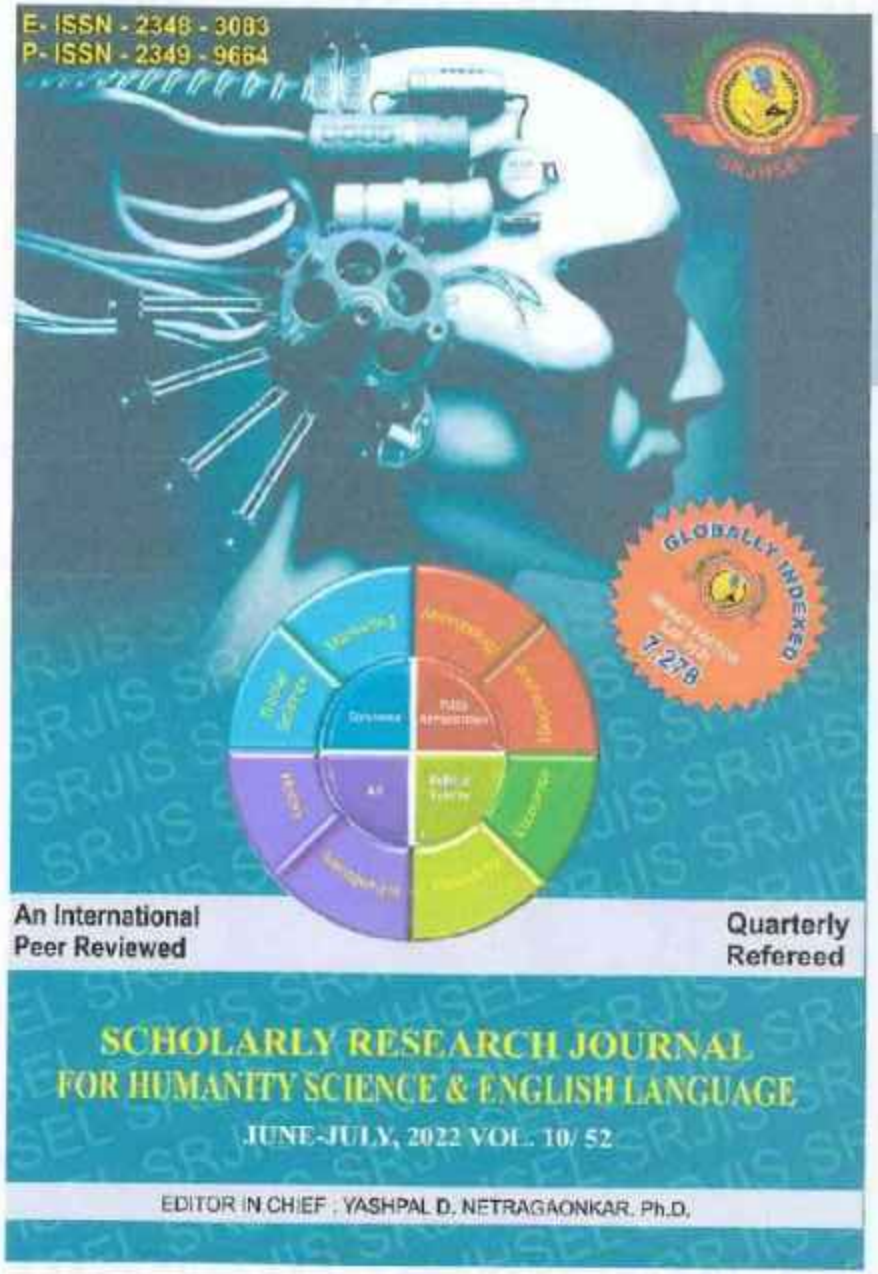
PRINCIPAL
Tilak College of Education
Pune-411030.

Peer Reviewed Journal



TILAK COLLEGE OF EDUCATION * PUNE-411030. *
ID No. PU/PN/EDU/ 059 1941

PRINCIPAL
Tilak College of Education
Pune-411030.



TILAK COLLEGE OF EDUCATION
ID No. PU/PN/EDU/009/1941
PUNE-411030.

PRINCIPAL
Tilak College of Education
Pune-411030.

ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume - XI Issue - I January - March - 2022

ENGLISH PART - I / II

Peer Reviewed Refereed
and UGC Listed Journal

Journal No. 40776

ज्ञान-विज्ञान विमुक्तये

IMPACT FACTOR / INDEXING
2019 - 6.399
www.sjifactor.com

❖ EDITOR ❖
Asst. Prof. Vinay Shankarrao Hatole
M.Sc (Maths), M.B.A. (Mktg.), M.B.A. (H.R.),
M.Drama (Acting), M.Drama (Prod. & Dir.), M.Ed.

❖ PUBLISHED BY ❖

Ajanta Prakashan
Aurangabad. (M.S.)

PRINCIPAL
Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION * ID No. PU/PN/EDU/009/1941 * PUNE-411030.

(SJIF) Impact Factor-7.675 ISSN-2278-9308

B.Aadhar

Peer-Reviewed & Refreed Indexed

Multidisciplinary International Research Journal

Augst-2021

SPECIAL ISSUE CCCVIII (308)

Chief Editor
Prof. Virag S. Gawande
Director
Aadhar Social
Research & Development
Training Institute Amravati

Editor:
Dr.Dinesh W.Nichit
Principal
Sant Gadge Maharaj
Art's Comm,Sci Collage,
Walgaon.Dist. Amravati.

Executive Editor :
Dr.Sanjay J. Kothari
Head, Deptt. of Economics,
G.S.Tompe ArtsComm,Sci Collage
Chandur Bazar Dist. Amravati

The Journal is indexed in:

Scientific Journal Impact Factor (SJIF)

Cosmos Impact Factor (CIF)

International Impact Factor Services (IIFS)

PRINCIPAL
Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION ID No. PU/PN/EDU./009.1941 PUNE 411030

ISSN - 2279 - 0489
AN INTERNATIONAL MULTIDISCIPLINARY
HALF YEARLY RESEARCH JOURNAL

GENIUS

Volume - X Issue - I August - January - 2021-22

ENGLISH / MARATHI / HINDI PART - I

Peer Reviewed Refereed and
UGC Listed Journal No. 47100

ज्ञान-विज्ञान विमुक्तये

IMPACT FACTOR / INDEXING
2019 - 6.631
www.sjifactor.com

❖ EDITOR ❖
Asst. Prof. Vinay Shankarrao Hatole
M.Sc (Maths), M.B.A. (Mktg.), M.B.A. (H.R.),
M.Drama (Acting), M.Drama (Prod. & Dir.), M.Ed.

❖ PUBLISHED BY ❖

Ajanta Prakashan
Aurangabad. (M.S.)

PRINCIPAL
Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION * ID No. PU/PN/EDU./009.1941 * PUNE-411030.

IMPACT FACTOR 6.10

ISSN 2393- 8412

International Registered & Recognized Research Journal Related to Higher Education for Social Sciences

INDO ASIAN SOCIAL SCIENCE RESEARCH JOURNAL

UGC APPROVED, REFEREED & PEER REVIEWED RESEARCH JOURNAL

Issue : XV, Vol. I

Year-VIII,Bi-Annual(Half Yearly)

(August 2021 To Jan. 2022)

Editorial Office :
'Gyandev-Parvati',
R-9/139/6-A-1,
Near Vishal School,
LIC Colony,
Pragati Nagar, Latur
Dist. Latur - 413531.
(Maharashtra), India.

Website

www.irasg.com

Contact : - 02382 - 241913

09423346913 / 09637935252

09503814000 / 07276301000

E-mail :

visiongroup1994@gmail.com

interlinkresearch@rediffmail.com

mbkamble2010@gmail.com

Published by :

Indo Asian Publication,

Latur, Dist. Latur - 413531 (M.S.)India

Price : ₹ 200/-

EDITOR IN CHIEF

Dr. Jaldeep R. Solunke
Dept. of Geography,
Shri Pandit Guru Pardikar Mahavidyalaya,
Sirsala, Dist. Beed (M. S.)

EXECUTIVE EDITORS

Dr. Vinod Jadhav
Head Dept. of Sociology,
M. D. M. Mahavidyalaya,
Aurad (S), Dist. Latur (M. S.)

Dr. H. P. Kadam
I/C Principal,Head, Dept. Pol. Science,
Shri P. G. P. Mahavidyalaya,
Sirsala, Dist. Beed (M. S.)

DEPUTY EDITOR

Dr. Mahesh Mothe
Head, Dept. of Pol. Science,
S. M. P. Mahavidyalaya,
Murum, Dist. Osmanabad (M. S.)

Dr. Shankar Lakhane
Head, Dept. of P. A.,
A. C. S. Mahavidyalaya,
Shankar Nagar, Dist. Nanded (M. S.)

CO - EDITOR

Dr.G. V. Gatti
Head, Dept. of History
Shri P. G. P. Mahavidyalaya,
Sirsala, Dist. Beed (M. S.)

Dr. D. B. Maske
Librarian
Shri P. G. P. Mahavidyalaya,
Sirsala, Dist. Beed (M. S.)

MEMBER OF EDITORIAL BOARD

Dr. Jyoti A. Upadhye
Dept. of Phy. Edu & Sports Sciences,
K. S. A. Women's University,
Vijayapura, Dist. Vijayapura (K.A.)

Dr. Sunil Kumar
Dept. of Physical Education,
Dr. Babasaheb Ambedkar College,
Amravati, Dist. Amravati (M.S.)

Dr. Alok Tiwari
Dept. of Yoga Science,
Dr. R.M.L.A University,
Ayodhya, Dist. Ayodhya (U. P.)

Dr. Vaishali Deshmukh
Head, Dept. of Music,
Govt. Arts & Science College,
Aurangabad, Dist. Aurangabad (M.S.)

Dr. Sanjay Shinde
Head, Dept. of Sociology,
S. B. M. Mahavidyalaya,
Rahimatpur, Dist. Satara (M.S.)

Dr. Yadhav Ghodke
Dept. of Sociology,
P. V. P. Mahavidyalaya,
Pathoda, Dist. Beed (M. S.)

TILAK COLLEGE OF EDUCATION PUNE ID. PU/PN/CN/1941

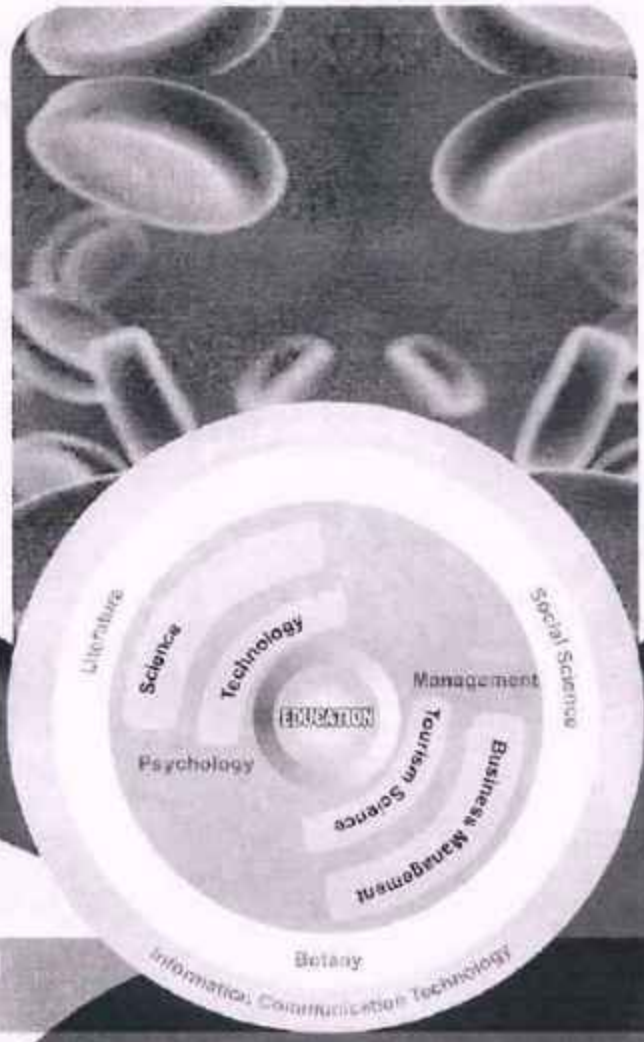
PRINCIPAL
Tilak College of Education
Pune-411030.

GLOBALLY INDEXED

IMPACT FACTOR 2019 7.380

SRJIS

ISSN -2278-8808



An International Peer Reviewed

Referred Quarterly

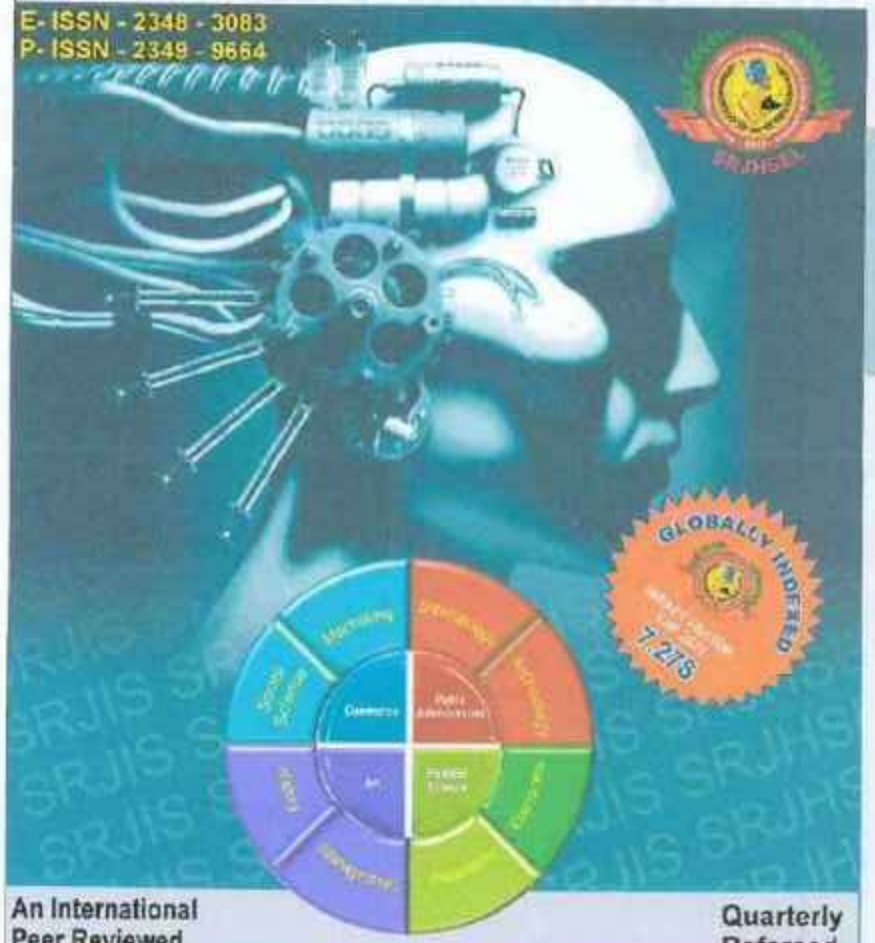
SCHOLARLY RESEARCH JOURNAL FOR INTERDISCIPLINARY STUDIES

SEPT-OCT , 2021. VOL. 9, ISSUE -67

EDITOR IN CHIEF : YASHPAL D. NETRAGAONKAR, Ph.D.

PRINCIPAL
Tilak College of Education

E- ISSN - 2348 - 3083
P- ISSN - 2349 - 9664



GLOBALLY INDEXED
7.215

An International
Peer Reviewed

Quarterly
Refereed

SCHOLARLY RESEARCH JOURNAL FOR HUMANITY SCIENCE & ENGLISH LANGUAGE

OCT-NOV, 2021 VOL. 9 / 48

EDITOR IN CHIEF : YASHPAL D. NETRAGAONKAR. Ph.D.

TILAK COLLEGE OF EDUCATION
ID No.
PU/PN/EDU/
009.1941
PUNE-411030.

PRINCIPAL
Tilak College of Education
Pune-411030.

Vol. X
Number-1

ISSN 2319-5282
Jan.-Dec. 2021

Edu Care

A Multidisciplinary International
Peer Reviewed/Refereed Journal

APH PUBLISHING CORPORATION

Scanned with CamScanner

PRINCIPAL
Tilak College of Education
Pune-411030.

APH PUBLISHING CORPORATION

4435-36/7 ANSARI ROAD
DARYAGANJ, NEW DELHI-110 002
Tel.:011-23274050/9810121903/9810136903/9818581487
E-Mail:aphbooks@gmail.com
(Publishers of Educational Journals and Books for last 45 years)

CERTIFICATE OF APPRECIATION

This certificate is awarded to Mayuri Anil Kumar Mahajan
Education for Happiness – a mission for parents, teachers
for contributing their Article/Research Paper in our Journal EDU CARE
ISSN 2319-5282 Volume No. X Issue Number 1 for month/year
Jan-Dec 2021

Place of Issue-New Delhi

APH PUBLISHING CORPORATION
4435-36/7, Ansari Road, Darya Ganj,
New Delhi-110002

Authorized Signatory
APH PUBLISHING CORPORATION
NEW DELHI

PRINCIPAL
Tilak College of Education
Pune-411030.

172

Research Cell: An International Journal of Education
(IJoE)
ISSN 2347-4343 (Online)
Web Presence: http://www.vidyapublications.com
January 2021
Journal Volume 13

Table of Contents

Sr. No.	Title	Page No.
1.	Impact of Globalization on Teaching and Learning *Prof. Dipali Mehakarka*	1-7
2.	Effectiveness of Co- Operative Learning For D. T. Ed. Students *Dr. Datta Shankar Waghmare*	8-16
3.	Development and Growth of Entrepreneurship in The Era of Globalization A New Wavelength *Prof. Navnath Dharmaji Hegade*	17- 25
4.	A Study Of Preparedness of Schools for Online Education in Pune City During Covid-19 Lockdown *Dr. Suresh G Isave*	26- 34
5.	Teacher Perspective Implementing Happiness Education for Inclusive Students From Psychological aspects *Dr. Vijay Nagnath Kamble*	35- 40
6.	The Image of Happiness Among Children with Different Levels of Creativity *Dr. Somnath Kisansing Suryvanshi*	41- 45
7.	Developing Skills for 21st Century of Teachers in Teacher Education *Dr. Mahadeo Vishnu Mate*	46- 52
8.	Grama Devata Worship, A Panacea To Everyday Troubles and Foibles of Village Life-Fact and Fiction. *Dr. Madhavi. R. And Ms. D. Mani Bhagyasri*	53-59
9.	Inclusive Education In Teacher Education: Issues and Challenges *Dr. Mahadeo Sadashiv Disale*	60-69
10.	Risks and Benefits Regarding The Use of ICT At Early Years *Dr. Madhukar Markandeya Jaddat*	70- 80

TILAK COLLEGE OF EDUCATION ID No. PU/PN/EDU./009/1941 PUNE-411030.

PRINCIPAL
Tilak College of Education
Pune-411030.

AARHAT PUBLICATION & AARHAT JOURNAL'S
108, Gokuldham Park, Dr. Ambedkar Chowk, Near T.V. Tower, Badlapur (E)-421503.
Email ID: aarhatpublication@gmail.com • **Phone:** 9822307164
Website: www.aarhat.com

CERTIFICATE OF PUBLICATION

This is to certify that, Mr./Mrs/Dr.

DR. SURESH G. ISAVE

has contributed a paper as author/co-author to **Aarhat Multidisciplinary International Education Research Journal (AMIERJ) ISSN- 2278-5655**.Volume–X, Issues– I ,Jan-Feb 2021 (SJIF Impact Factor :7.372) .under the Title

A Study Of The Use Of Internet And Social Media By Stakeholders Of Pre Service Teacher Education And Its Educational Implications

The Editor in chief and The Editorial Board appreciate the Intellectual Contribution of the author/co-author

PRAMILA THOKALE
Managing Editor

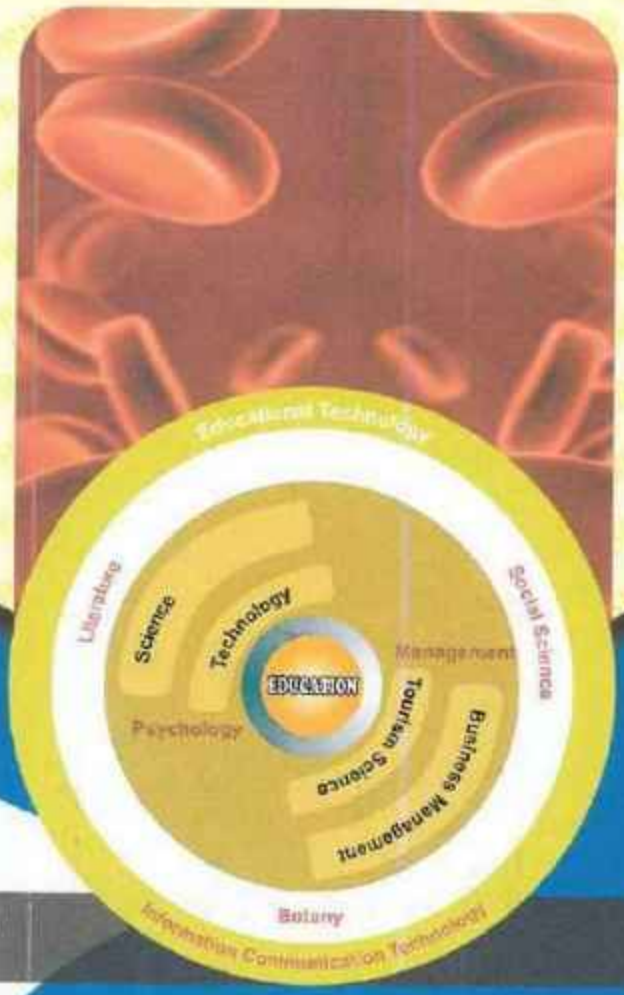
PRINCIPAL
Tilak College of Education,
Pune-411030.

GLOBALLY INDEXED

IMPACT FACTOR SJIF 2019 6.380

SRJIS

ISSN -2278-8808



An International Peer Reviewed

Referred Quarterly

SCHOLARLY RESEARCH JOURNAL FOR INTERDISCIPLINARY STUDIES

SEPT-OCT , 2020. VOL. 8, ISSUE -61

EDITOR IN CHIEF : YASHPAL D. NETRAGAONKAR, Ph.D.

TILAK COLLEGE OF EDUCATION PUNE-411030

PRINCIPAL
Tilak College of Education
Pune-411030.

EduInspire-An International E-Journal
An International Peer Reviewed and Referred Journal
Council for Teacher Education
(CTE, Gujarat Chapter)
www.ctegujarat.orgEmail. jig_har@yahoo.com

Attitude towards Professional Development of Teacher Educators

Dr. Dipak Chavan
Associate Professor,
Tilak College of Education
Pune
Mo.9850742304
Email:-dipakchavansir@yahoo.co.in

Rupali Shewale,
Ph.D Scholar
Department of Education and Extension
Savitribai Phule Pune University, Pune
Mo.9403914268
Email:-rupalishewale@gmail.com

Abstract

The present study was focused on study of teacher educators' attitude for professional development. The teacher educators are artists at recognizing, encouraging, and developing the normal desires of children to understand and make intelligent use of things that appear to concern them. Teachers educators' attitudes directly influence students' attitudes are in turn, influenced by their culture and belief system. The subject of the research concerns the attitude of teacher educators for professional development. This study was conducted on 100 teacher educators. The teacher attitude scale and professional development scale developed by researcher is used which covers the four components of the attitude of teacher educators of teacher education institutions affiliated to SPPU. The study concluded that there is no significant difference in the attitude of teacher educators for professional development of teacher education institutions affiliated to SPPU.

Key Words: Attitude, professional development, teacher educators, teacher education

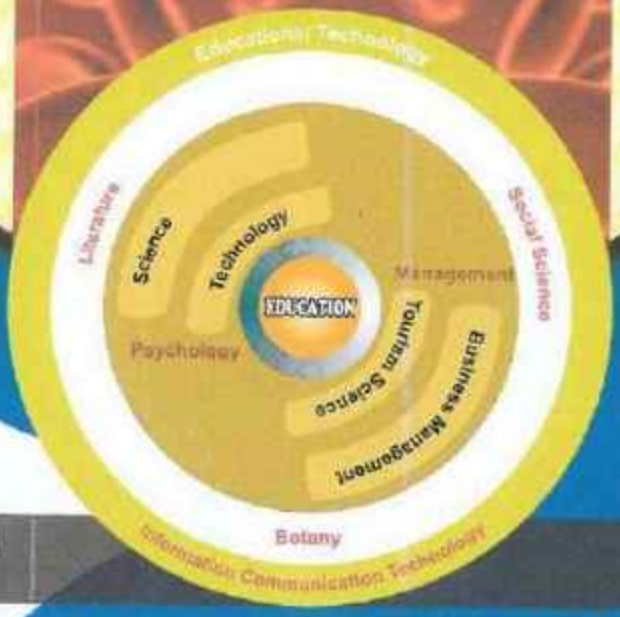
TILAK COLLEGE OF EDUCATION * PUNE-411030. ID No. PU/PN/EDU/609/1941
PRINCIPAL
Tilak College of Education
Pune-411030.

SRJIS

ISSN -2278-8808

GLOBALLY INDEXED

IMPACT FACTOR SJIF 2019 6.380



An International Peer Reviewed

Referred Quarterly

SCHOLARLY RESEARCH JOURNAL FOR INTERDISCIPLINARY STUDIES

NOV-DEC , 2020. VOL. 8, ISSUE -62

EDITOR IN CHIEF : YASHPAL D. NETRAGAONKAR, Ph.D.

PRINCIPAL
Tilak College of Education
Pune-411030.

सिद्धी प्रकाशन

श्रीनगर, नांदेड.

येथे सर्व प्रकारची पुस्तके, नियतकालिके व मासिके प्रकाशित केली जातील.
पुस्तकांसाठी ISBN नंबर उपलब्ध.

संपर्क : डॉ. राजेश गंगाधरराव उंबरकर, सौ.पल्लवी लक्ष्मण शेटे मो. 9623979067

Worldwide International Inter Disciplinary Research Journal
(A Peer Reviewed)
C/o. R.G. Umbarkar, H.No. 624, Bela Nagar, Near Maruti Mandir, Tamda Rh. Nanded - 431 605 Maharashtra (India)
Email : umbarkar.rajesh@yahoo.com
shrishprakshan2009@gmail.com
Mob : 9623979067

Siddhi Prakashan

Worldwide International Inter Disciplinary Research Journal (A Peer Reviewed) Year - 5, Vol. I, Issue-XX, March 2020

ISSN : 2454-7905

Worldwide International Inter Disciplinary Research Journal

(A Peer Reviewed)

Year - 5, Vol.I, Issue-XX, March 2020

Editor : Mrs. Pallavi Laxman Shete

Quarterly Research Journal

(Arts - Humanities - Social Sciences - Sports, Commerce, Science, Education, Agriculture, Management, Law, Engineering, Medical, Ayurveda, Pharmaceutical, Journalism, Mass Communication, Library Science Faculty's)

PRINCIPAL
Tilak College of Education
Pune-411030.

SRJIS

ISSN -2278-8808

GLOBALLY INDEXED

IMPACT FACTOR SJIF 2019 6.380

An International Peer Reviewed

Referred Quarterly

SCHOLARLY RESEARCH JOURNAL FOR INTERDISCIPLINARY STUDIES

JAN-FEB, 2020. VOL. 7, ISSUE -57

EDITOR IN CHIEF : YASHPAL D. NETRAGAONKAR, Ph.D.

PRINCIPAL
Tilak College of Education
Pune-411030.

EduInspire-An International E-Journal
An International Peer Reviewed and Referred Journal
Council for Teacher Education
(CTE, Gujarat Chapter)
www.ctegujarat.org Email: jig_har@yahoo.com

Theoretical Background of Attitude, Beliefs and Teacher Effectiveness of teacher Educators

Dr. Dipak Chavan
Associate Professor,
Tilak College of Education
Pune
Mo.9850742304
Email:-dipakchavansir@yahoo.co.in

Rupali Shewale,
Ph.D Scholar
Department of Education and Extension
Savitribai Phule Pune University, Pune
Mo.9403914268
Email:-rupalishewale@gmail.com

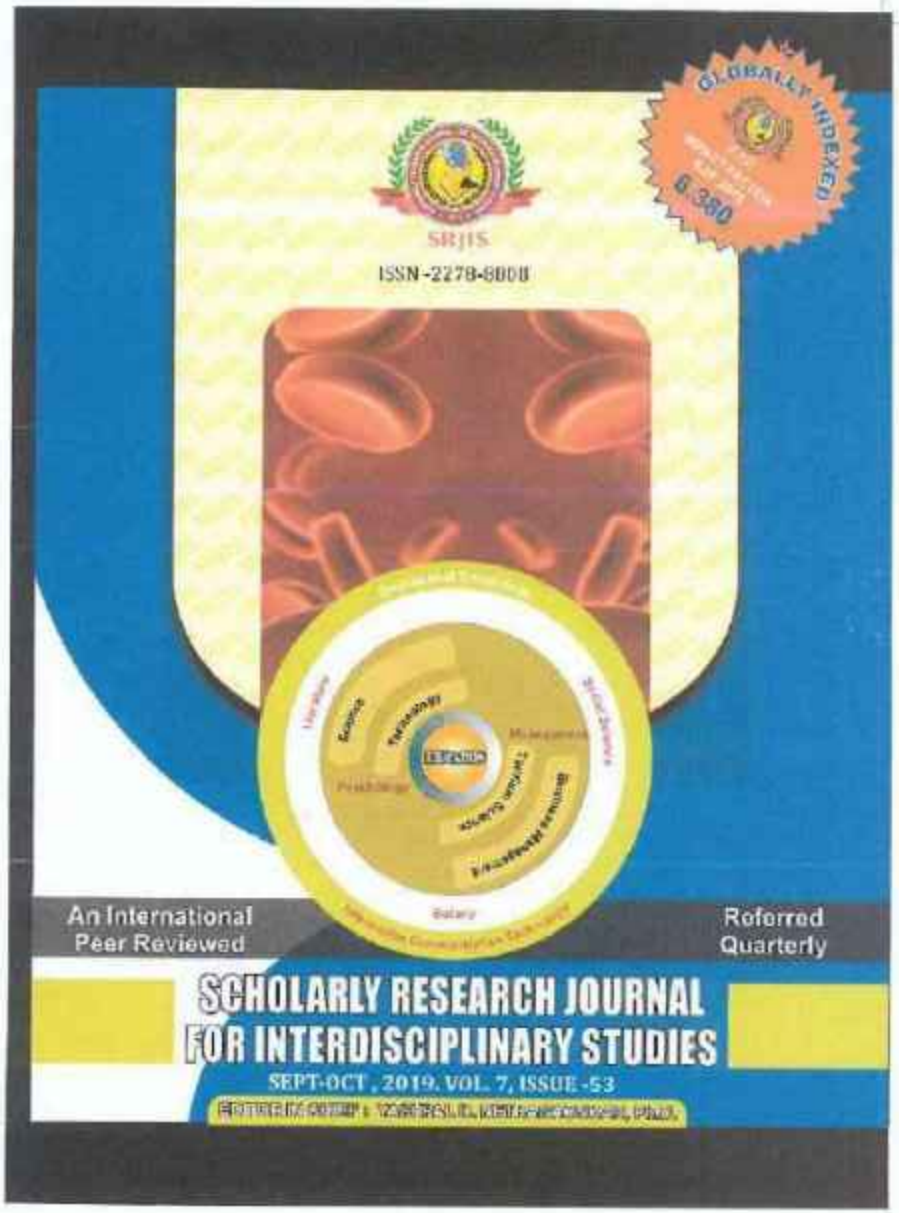
Abstract

This paper is trying to focus on the theoretical background of attitude, beliefs, and teacher effectiveness of teacher educators. Any research needs to explain the basics, so it is highly clarified the scope of the research. Attitude and teacher effectiveness of teacher educators is being prominent factor for the professional development. However, learners need to understand the all theories, which are supporting to strengthen the base of the research. In the present paper, researcher is explaining the all the psychological theories of attitude, beliefs and teacher effectiveness. This is useful to understand the perspectives of the research, which is working to deepen and magnify what we see or distort them. It can also be thought of as a frame, serving to both include and exclude certain things from our views

TILAK COLLEGE OF EDUCATION ID No. PU/PN/EDU./ 009.1941 * PUNE-411030. *
PRINCIPAL
Tilak College of Education
Pune-411030.

TILAK COLLEGE OF EDUCATION
ID No. PU/PN/EDU./009/1941
PUNE-411030

PRINCIPAL
Tilak College of Education
Pune-411030.



TILAK COLLEGE OF EDUCATION * PUNE-411030. * ID No. PU/PN/EDU./ 006-1941

PRINCIPAL
Tilak College of Education
Pune-411030.

SCHOLARLY RESEARCH JOURNAL'S

CERTIFICATE

of Contribution Awarded to

श्री. शेख शाहिद हजरतअली & डॉ. श्रीम. राधिका इनामदार

Has successfully contributed and published a paper

खाजगीरित्या एस.एस.सी.परीक्षेस प्रविष्ठ विदयार्थ्यांच्या निकालाचा आढावा

In an

International Peer Reviewed & Referred

Scholarly Research Journal For Humanity Science & English Language

E- ISSN 2348 - 3083& P-ISSN 2349-9664, SJIF 2017: 5.068
PEER REVEIEWED JOURNAL
APR-MAY, 2019 Volume 7, Issue 33, Released On 01/06/2019

Certificate No. SRJHSEL/01/01/2019
www.srjis.com

SRJIS

Dr. Yashpal D. Netragaonkar
Editor in chief for SR Journal's

TILAK COLLEGE OF EDUCATION PUNE-30

PRINCIPAL
Tilak College of Education
Pune-411030.

SCHOLARLY RESEARCH JOURNAL S

Certificate

श्री. शेख शाहिद हजरतअली & डॉ. श्रीम. राधिका इनामदार

Has successfully contributed and published a paper

अप्रगत विदयार्थ्यांकरिता शैक्षणिक उपक्रम "अविष्कार गुणवर्धन कार्यक्रम"

In an
International Peer Reviewed & Referred

Scholarly Research Journal for Interdisciplinary Studies

ISSN 2278-8808, SJIF 2018:6.371

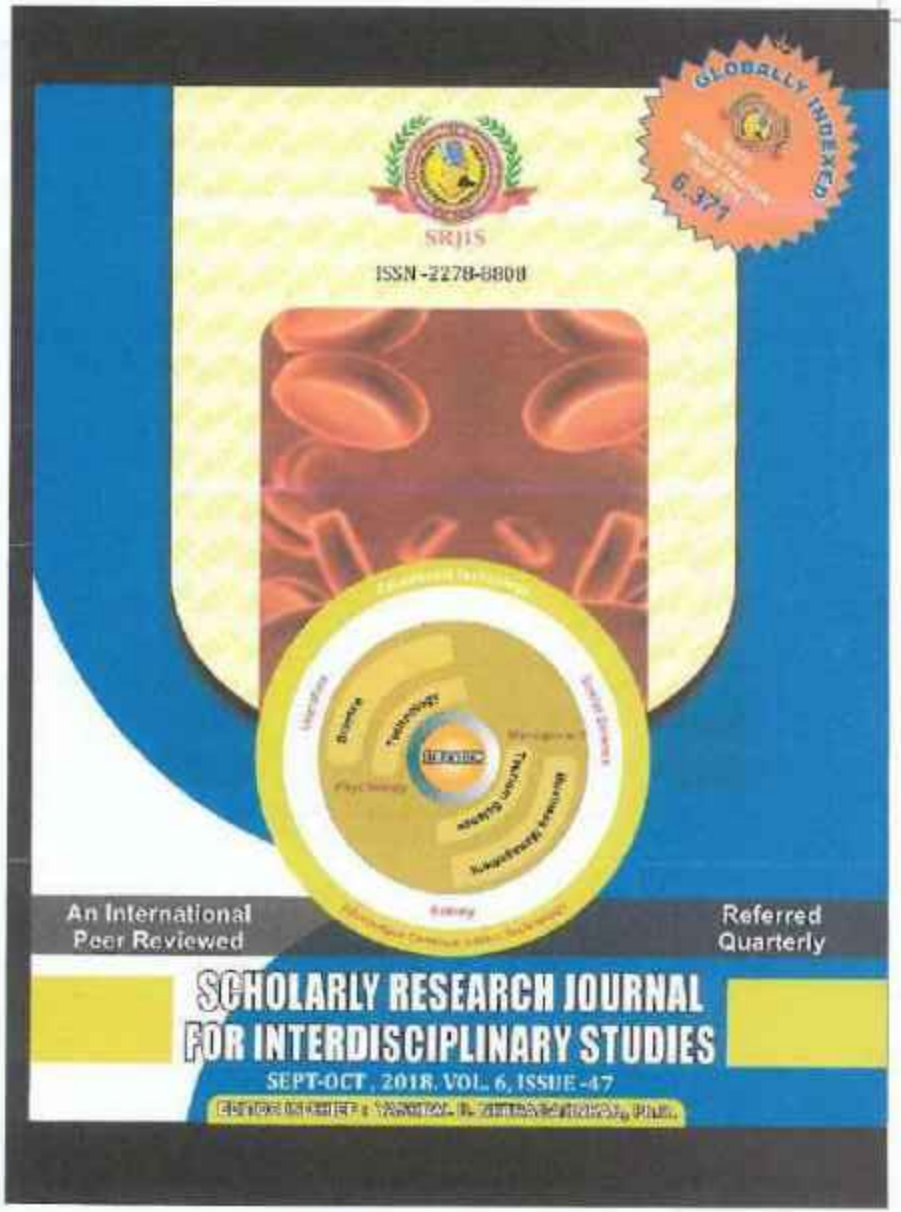
MAR-APR 2019 VOLUME 6, ISSUE 50, RELEASED ON 01/05/2019

Certificate No. SRJIS 42/42/2019

SRIJS

Dr. Yashpal D. Netragaonkar

PRINCIPAL
Tilak College of Education
Pune-411030.



TILAK COLLEGE OF EDUCATION ★ PUNE-411030 ★
ID No. PU/PN/EDU/009.1941

PRINCIPAL
Tilak College of Education
Pune-411030.

Horiz Holis Edu
Volume 6, Issue-2, April-June-2019
p ISSN : 2349-8811
e ISSN : 2349-9133

The International Quarterly Journal

Horizons of Holistic Education

Peer Reviewed and Referred Journal

:: Published By ::
Children's University
Sector-20, Gandhinagar-382021 (Gujarat) India
Email : editorhhe@gmail.com & editor@hhecu.org
Website : www.cugujarat.ac.in & www.hhecu.org

TILAK COLLEGE OF EDUCATION * PUNE-411030. ID No. PUPNEDU 009.1941
PRINCIPAL
Tilak College of Education
Pune-411030.

SCHOLARLY RESEARCH JOURNAL'S

CERTIFICATE

of Contribution Awarded to

Namita S. Sahare

Has successfully contributed and published a paper

A STUDY OF SATISFACTION LEVEL OF NOVICE TEACHERS ABOUT MANAGEMENT AND ADEQUACY OF INFRASTRUCTURAL RESOURCES IN SECONDARY SCHOOLS

In an

International Peer Reviewed & Referred

Scholarly Research Journal For Interdisciplinary Studies

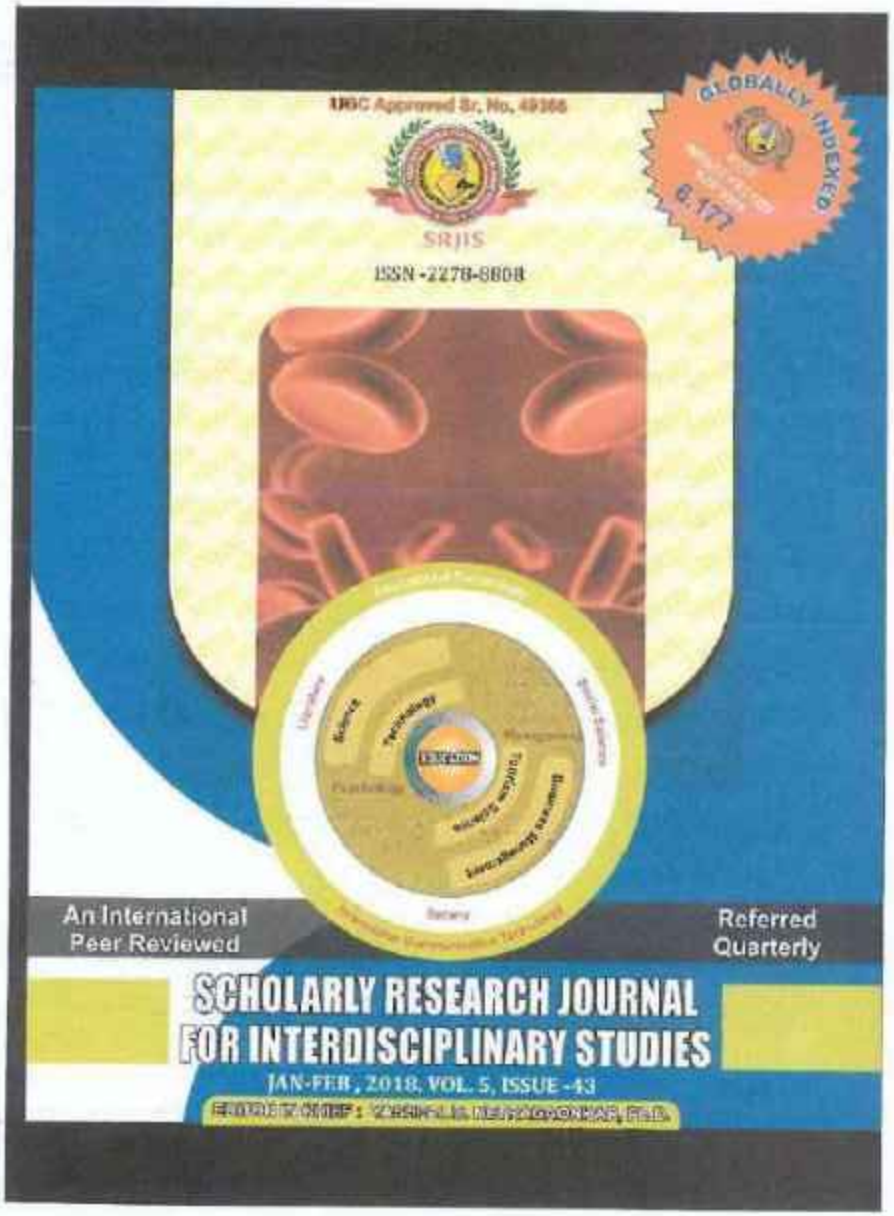
ISSN 2278 – 8808, SJIF 2018: 6.371
PEER REVEIEWED JOURNAL
JULY-AUG, 2018 Volume 6, Issue 46, Released on 01/09/2018

PRINCIPAL
Tilak College of Education
Pune-411030.

Certificate No. SRJIS 42/42/2018
www.srjis.com

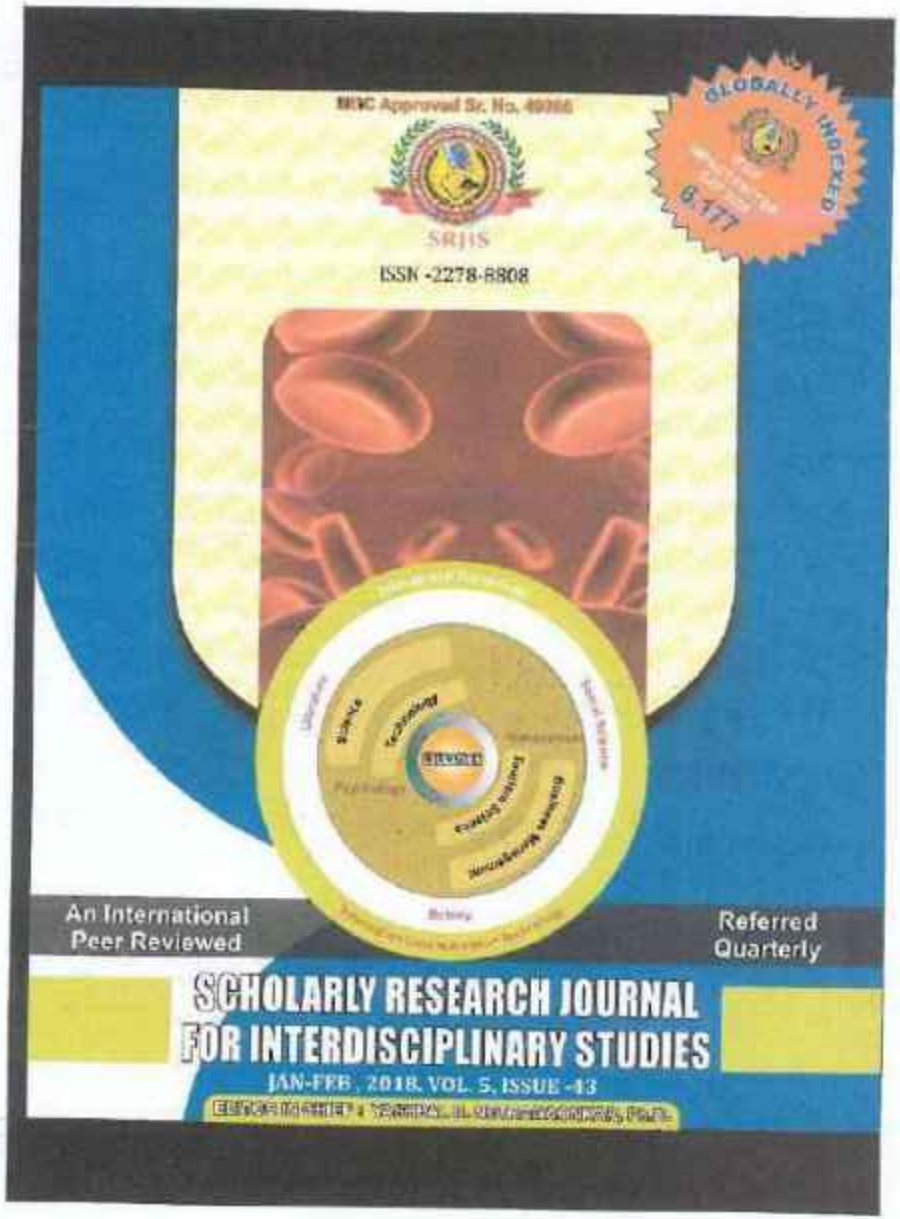
SRJIS

Dr. Yashpal D. Netragaonkar
Editor-In-Chief for SR Journals



TILAK COLLEGE OF EDUCATION * ID No. PU/PN/EDU/009/1941 * PUNE-411030.

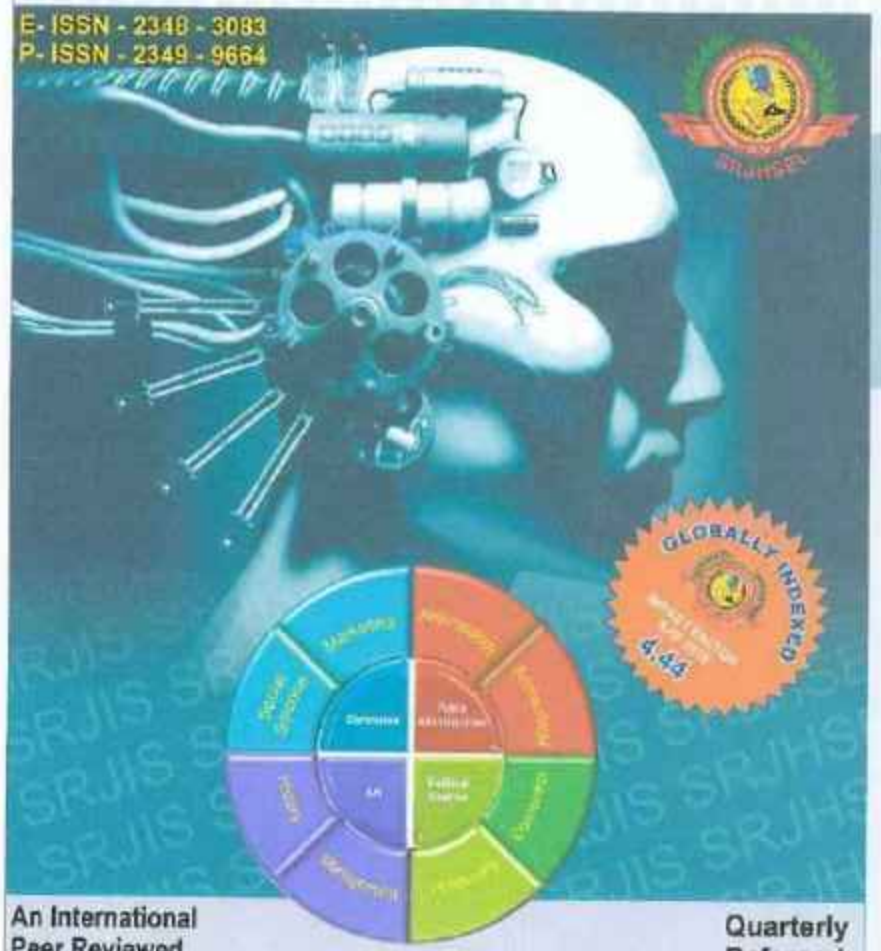
PRINCIPAL
Tilak College of Education
Pune-411030.



TILAK COLLEGE OF EDUCATION
ID No. PUPN/EDU/008/1941
PUNE-411030.

PRINCIPAL
Tilak College of Education
Pune-411030.

E- ISSN - 2348 - 3083
P- ISSN - 2349 - 9664



An International
Peer Reviewed

Quarterly
Refereed

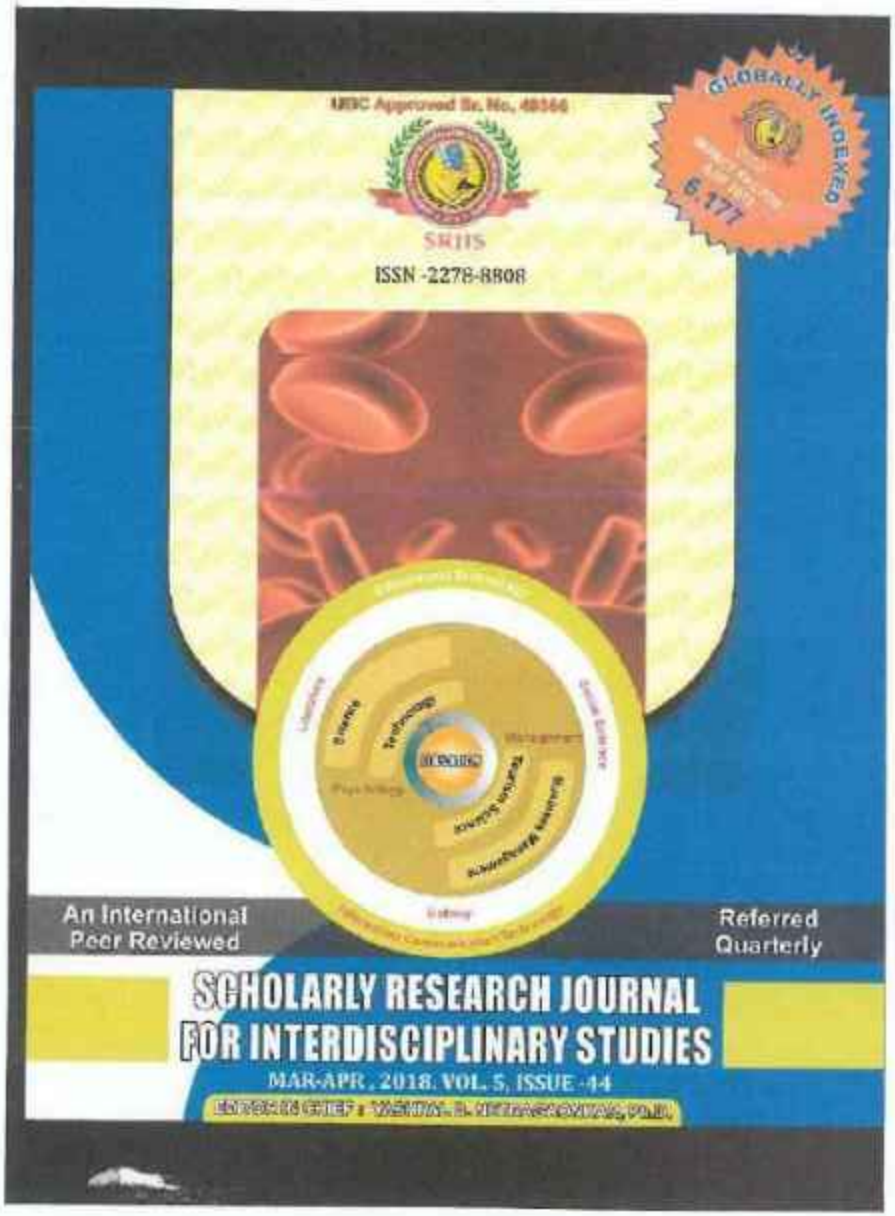
SCHOLARLY RESEARCH JOURNAL FOR HUMANITY SCIENCE & ENGLISH LANGUAGE

FEB-MAR. 2018 VOL. 5/ 26

EDITOR IN CHIEF : YASHPAL D. NETRAGAONKAR, Ph.D.

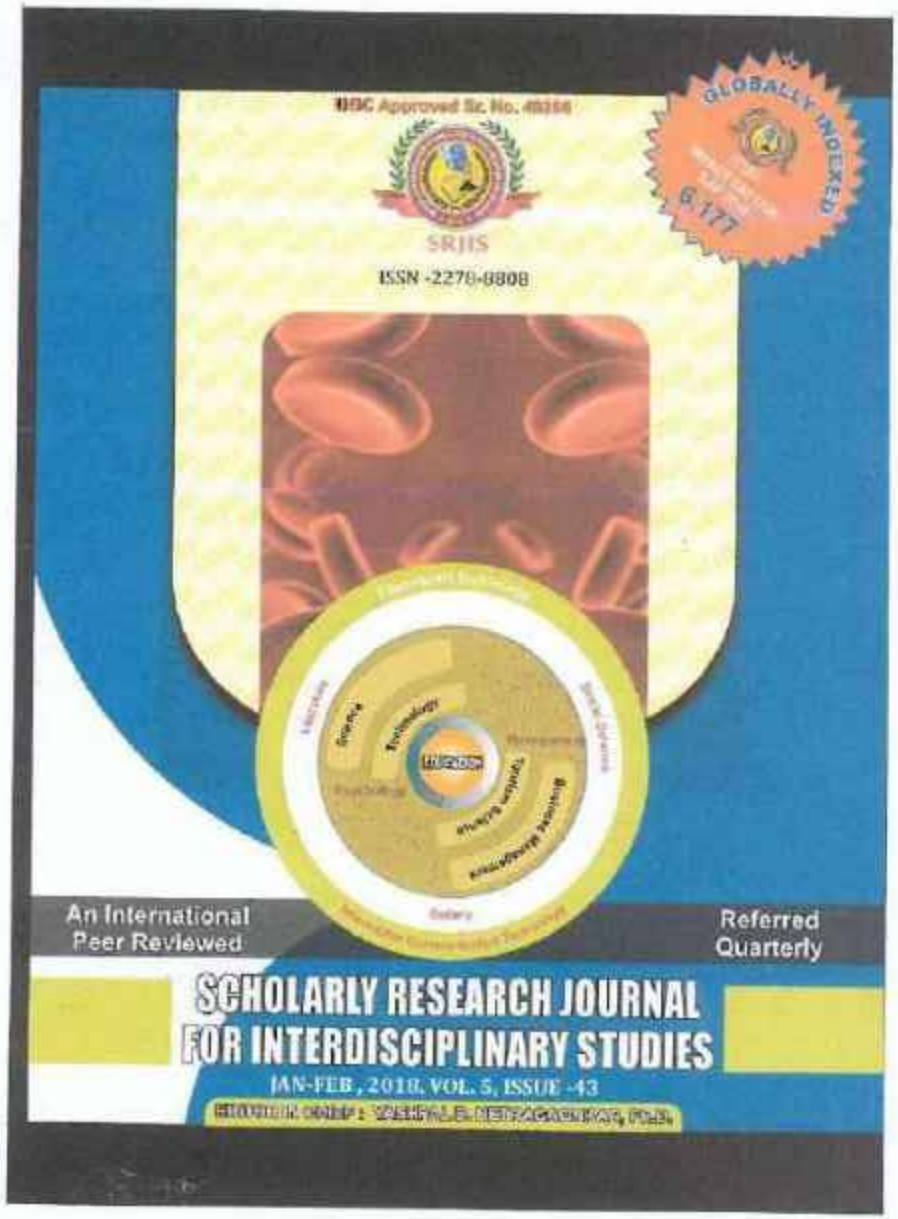
TILAK COLLEGE OF EDUCATION * PUNE-411030 *
ID No. PU/PN/EDU/.../009.1941

PRINCIPAL
Tilak College of Education
Pune-411030.



TILAK COLLEGE OF EDUCATION
ID No. PU/PN/EDU./009.1941
PUNE-411030.

PRINCIPAL
Tilak College of Education
Pune-411030.



TILAK COLLEGE OF EDUCATION ★ PUNE-411030. ★ ID No. PU/PN/EDU/ 009/1941

PRINCIPAL
Tilak College of Education
Pune-411030.