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Date :

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

Content

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1	E-copies of outer jacket/content page of the books, chapters and papers published along with ISBN number in national/international conference-proceedings per teacher year-wise	34-73

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Ru. Mandali
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Measurement and Evaluation in Psychology and Education

By

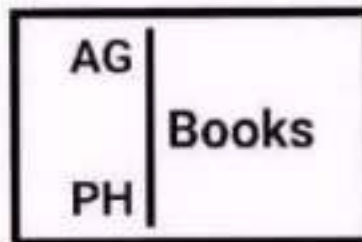
Prof. (Dr.) Munendra Kumar

Prof. (Dr.) Meenu Singh

Assoc Prof. (Dr.) Madhuri Isave

&

Prof. (Dr.) Rishikesh Mishra



2023



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Transformation in Teacher Education by the Means of Online Learning & Blended Learning

– Dr. Madhuri Isave*

ABSTRACT

Today the world is revolving around digital revolution in almost every field. Covid pandemic has introduced everyone us with a new term of digital transactions and online learning. Online learning has crossed the limits of place and time. In today's world not just literacy is important but digital literacy has become a prominent part of life. In the Covid years teaching field has changed to the era of online learning and blended learning modes. A student can attend the classes of the school from home. The teachers can use online platforms to deliver the lectures. Students can record the lectures & relearn it. Students must have a device like laptop or smartphones for attending the lectures of school. Hence various researches has been emerging to investigate the strengths & weaknesses & different changes which are occurring in the teacher education. The objective of the present paper to explore the changes which are occurred in the teaching fields by the modes of blended learning & online learning. It is a paradigm shift which has occurred in the classroom environment which are one of the objectives mentioned in NEP 2020. Present study tries to highlight the major transformations which are occurred in the teaching field by online learning mode. The study employed a survey method in which a questionnaire has been designed. The questionnaire which was mostly qualitative filled by teachers from different schools in the different regions by online mode. The analysis of the study was done by qualitative method which has been presented graphically with percentage. Findings of the study highlighted most of the teachers liked the online learning and called it essential in today's world but also mentioned the network problems and connectivity as a major issue. Most of the teachers responded that online learning is good but still it is on average stage. Many of the teachers feel face to face communication is also necessary with online mode. Almost all the teachers responded that training of the teachers and students is necessary to get competent in the blended or online learning era.

Keywords: Transformations, Teacher education, Online learning, Blended learning.



* Dr. Madhuri Isave, Associate Professor, Tilak College of Education, Pune.



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9

Inclusive Pedagogy for Inclusive School

Madhuri Isave (Dr.)*

Introduction

Inclusive education in National Education Policy 2020 seems to have given a lot of thought to the issue of inclusiveness in higher education. There is still a need to create awareness about inclusive education in India. There is time to create a common framework. At present, inclusive education seems to be the most talked about concept. Inclusive education is a broad concept. Recent technological, social and cultural changes have added new challenges to education around the world, especially internationally. It is imperative that teachers use a universal design to ensure equal access to all students due to the inclusive concepts. In terms of pedagogy, the teaching methods mainly include teaching theory, classroom processing and evaluation, etc. In the process of teaching students, imparting information, adding new information, inculcating values and keeping all students on equal footing, is raising their level of knowledge.



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TEACHERS AWARENESS ABOUT OER (OPEN EDUCATION RESOURCES) MOOC COURSE

Dr. Madhuri Isave

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Abstract

In emerging landscape of higher education our focus must be shifted toward learners' centric education and personalized learning. In pandemic Covid 19 situation real transformations have been seen in education field and it's highly impacted on learner's education from primary level to higher education. In connecting pedagogy learners have faces so many problems like digital divide, connectivity issues, incompetency in technology and mental stress. In the year 2021-22 current trends have been reflected on education. Recent Educause Horizon (2022) report sum up current trends in higher education are: the hybrid, online learning, skill based learning, remote working, learning analytics & big data, redefining instructional modalities, cyber security, digital economy, financial deficit, costs and values of college-degree and some environmental and political changes etc. A new technological trends like Artificial Intelligence (AI), Blended and Hybrid Course Models, Learning Analytics, Micro credentialing, Open Educational Resources (OER), Quality Online Learning have been reported.

In these new trends implication of quality assurance is big challenge in front of us. Are teachers aware about new trends? Were they competent to adopt, use and share open education resources? What is the role of MOOC provider learning platform? Issues regarding to OER reported accessibility, localization, technological barriers and quality content etc. In the present paper the researcher has focused on teachers and teacher trainees about their knowledge in OER and learners engagement in MOOC Objectives were- 1) To study the knowledge of teachers and teacher trainees about OER & MOOC. 2) To check the learners engagement on learning platform.

The survey has been conducted to check the knowledge of teachers about use and adopt of OER. A online two days' teacher training program was organized which was based on MOOC. A specific MOOC course launched to check the learner's engagement on platform. It was two-week duration program. 100 teachers and 350 MOOC participants selected as a sample of the study. Data was analyzed with the help of percentage and presented with graphical manner. A questionnaire was prepared and learners analytic was done. It was used as a tool. Conclusion was drawn. It was noticed that in emerging landscape teacher training must be needed to orient new trends in education. Learning loss of learners seen in distance learning because of challenging pedagogy. To overcome this, we must follow the four pillars of distance education as suggested by John Daniel (1998).

Keywords- MOOC, OER (Open education Resources), Teachers, Teaching learning, learners engagement



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Research Paper

1

Education

Integration of technology and transformation of Education

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Introduction :

As futurist and philosopher Alvin Toffler once wrote: "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn. He predicted that the rapid change in technology would profoundly change the way people would interact with each other. Every day we earn something new. One term Hyper-learning, this term used by Edward Hoss and Batten faculty fellow at the University of Virginia. It means "how to adopt to the speed of change". The capacity of the human being for learning, unlearning and relearning is essential to scope with our fast changing technology driven world. As per the quote of Franklin teacher has to involve by heart in teaching to learn new thing in technology era. In pandemic situation corona teach us how to adjust and involve in online teaching learning process with successful interaction of digitalized world. Traditional educational paradigm has shifted to digitally. One time learning to lifetime learning. Now we all are observing a real transformation of education. We are expecting to make global citizen through this dynamic education system and it is a challenging task because very soon education 4.0 will be shifted to education 5.0. How do we perceive in this rapid change of technology?

Key features of transformation of education :

Education 4, 0 provides us new paradigm for education. It is a cyber physical system and transformation involves in every aspects of life. The education system is no exception. Global transformation has began and we must accept it. It opens the door of opportunity. As a teacher our task to bring quality and equality in educational opportunities. For this we need digital technology, Open Education resources (OER), globally connected education and positive mindset to adopt new thing.



Ashwanti

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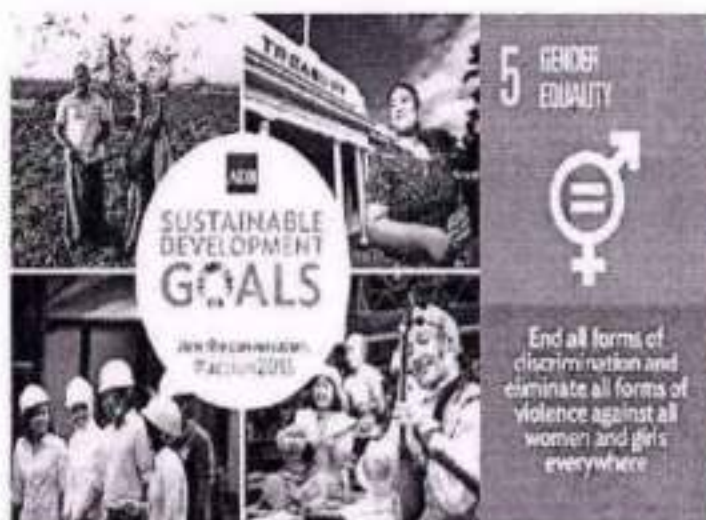
GENDER EQUALITY & EDUCATION

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Abstract-The gender equality is necessary because all human beings have their own strengths and weakness in general. The talent is not born beneath and judged by gender. The capabilities , achievements , talents are rarely inbuilt but is developed by hard efforts and its ability is not judged on whether you are a girl or boy .The gender discrimination is not done by nature or God but such a hurdle is created in the society by human being . Also I would wish to focus on our Constitution which gives fundamental right to us for choosing our desired profession, Role of the school and teacher is very important to create awareness about gender equality among students. It is necessary to bring those changes in education which would be helpful to bring gender parity.

Key words- Gender, Gender equality, school, Education

Introduction-



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Chapter 1

Introduction of Flexible Approach of Learning

1.1 Concept of Flexible Learning:

Learning is a highly flexible natural expression of human existence. Flexible Learning means greatest flexibility in learning as per students' learning style. It is the need of the hour and a mechanical term Flexibility in curriculum and that is designed to be truly appropriate to all learners sitting in classroom. It doesn't mean one size fit to all. Focus on learning and use variety of methods to engage learners and sustain their interest. It gives flexibility in all expressions of answer and mode of interaction and writing answers. It addresses the dynamic process of teaching learning.

In flexible learning students learn in free and stress-free environment. In this method students are given freedom in how, what, when and where they can learn. In classroom while implementing flexible teaching flexible environments is very important. In this environment teacher prepares classroom taking into consideration that how physical space is used and where student can learn, how students work in collaboratively in group, how to organize breakout room to work collectively.

Flexible Learning is an approach to learning. It varies from person to person. For example learner can take admission any time of the year. Learners can appear the board exam, a national exam. Anytime, anywhere. Only he has to inform the institution and the institution makes provision for the learner. It is on demand exam.

Definition:

Flexible learning means ability to customize one's pace, place and mode of learning. In flexible learning various modes of learning are included like blended learning mode, self-learning mode, interactive learning mode, communicative mode etc. Students have scope to choose any mode as per their interest and ability. It means practice of formal education in informal





RELEVANCE OF ANCIENT INDIAN KNOWLEDGE IN DESIGNING CONTEMPORARY TEACHER EDUCATION

Prin. Dr. Radhika Inamdar & Prof. Dr. Madhuri Isave

Tilak College of Education Pune, Maharashtra, (India)

Abstract

Indian knowledge system has its own unique culture as compared to other countries. Ancient Indian education system was most remarkable and it was the base of today's modern education system. Dimensions of teacher education, teaching learning strategy, teacher and students all are symbolically represented and reflected in ancient Indian knowledge.

Technological innovations, computer revolutions and most of the scientific innovations are taking place but its root found in ancient Indian knowledge. For example Indus civilization started more than 5000 years around 2500 BC. Mohenjo-Daro and Harappa have played an important role in the knowledge of Indian civilization. The contribution of ancient India in various field like, Science, Mathematics, Astronomy, Ayurveda, Technology, medicine, agriculture and so on. In progressive world lot of innovations take place and scientist look references from ancient literature. Most popular Epics Ramayana, Mahabharata and many mythological stories have give us information and knowledge about teaching learning, life skills, value education and protection of environment. Not only in education system but in entertainment area like in movies, cultural programme, celebration of festival etc ancient knowledge are used and try to make people aware about the heritage of ancient India, A heritage based education helpful to inculcate values and make people aware about Indian knowledge. In educational field from pre-primary level to higher education found references of ancient Indian culture in textbook, curriculum and activities. We can say that the relevance of ancient Indian knowledge in contemporary world and its linkages are found in school education & higher education.

The present paper focuses on the theme of conference to appreciate linkages of ancient Indian knowledge system with teacher education which is expected to rejuvenation of teacher education in National Education Policy 2020. In NEP 2020 chapter 5 and 15 is devoted to Teacher Education and directed toward multidisciplinary approach and high potential teaching learning process along with restore the prestige of the teaching profession. In the classical Indian system the Guru was at the nucleus of teaching, learning and assessment. He was trusted but the faith in the teacher has dwindled because of the shift from the teacher. The teacher was push to the periphery. It has once again been realized that the teacher has to be centre stage. The NEP reinstates the importance of the teacher and so the relevance and crucial importance of the teacher education program in the present situation of mass requirement of trained teacher.

Contemporary teacher education program are not up to the mark which is also mentioned in the NEP 2020. Unplanned mushrooming growth of teacher education institute, limited scope of curriculum, poor regulatory mechanism have resulted in serious fail in quality of teacher and teaching. Lack of experiential learning, absence of effective mechanism for practice lesson and internship and delay in admission process have all led to the existing abysmal situation of teacher education. The paper will highlight the issues which have led to the present situation and also discuss the remedies pulling examples from the ancient Indian knowledge system

In the present paper the authors aspire to highlight the recommendations of NEP 2020 related to teacher education and its correlation and linkages with Indian knowledge system of education.

Key words-Ancient Education, Teacher education, NEP2020, Responsive, Teacher training

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MULTIDISCIPLINARY APPROACH TOWARDS TEACHER EDUCATION RELATED IN NEP

Guide-Prof.Vijay Dhamne

Swati V. Barbhal

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Abstract

Education is an important aspect that plays a huge role in the modern, industrialized world. This is the age of science and technology. It is the age of explosion of knowledge, day by day, even at every moment, the new knowledge, researches have been explored. We live in the information era, where students are bombarded with information from all concerns, so the need of the hours, to engage students in the learning stream by establishing connections and linkages between various disciplines with the help of available knowledge. It is known as the multidisciplinary approaching the Education. NEP 2020 envision one large multidisciplinary Higher Education Institution (HET) in or near every district, 2030 and encourages multi-disciplinary approach from the primary education, flexibility to choose subjects from science and humanities to students. These types of recommendations encourages an inclusive holistic, fruitful, multidisciplinary education system.

Key words: *Multidisciplinary approach, teacher education, NEP 2020.*



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Introduction-

Education is an important aspect that plays a huge role in the modern, industrialized world. This is the age of science and technology. It is the age of explosion of knowledge, day by day, even at every moment, the new knowledge, researches have been explored. We live in the information era, where students are bombarded with information from all concerns, so the need of the hours, to engage students in the learning stream by establishing connections and linkages between various disciplines with the help of available knowledge. It is known as the multidisciplinary approaching the Education.

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CHALLENGES IN IMPLEMENTATION OF NEP (2020) WITH REFERENCE TO MERGER OF B.ED. COLLEGES

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Abstract

National Education Policy is one of most awaited educational phenomenon in Indian Education. There are many fundamental changes are brought in education and teacher education too. One of the changes is elimination of separate existence B.Ed. and its integration in multidisciplinary colleges. The process of confluence will create some issues which should be catered with more academic manners. All these issues are discussed in the paper.

Keywords – teacher-education, Integrated B.Ed., policy of education, future of teacher education, teacher training in India



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1. Introduction:

Teacher education colleges will be merged in senior colleges having Arts, Science and Commerce etc. faculties; such colleges will be called multidisciplinary Higher Education Institutes. HEI will be having multi-faculties including teacher education. Teacher education will lose its separate identity and will remain a department of a composite college. Teacher education is a professional course and it includes training part. When professional faculty will be joining to traditional and non-professional colleges, many issues will be aroused in the implementation.

2. Challenges:

- NCTE or equivalent authorities should modify the regulations of teacher education in case of staffing pattern, qualifications of faculty, physical resources, special requirement etc. So that there will be clarity and uniformity in the implementation. It is also made clarify the nature and role of Apex body which will be monitoring composite colleges.
- Since teacher education colleges will be merged in senior colleges the post of principal of Teacher Education College will be demolished and it will be converted into head of Department of Education. So the opportunity of career growth for the faculty in teacher education will have no chance to be a principal. There are lots of



A STUDY OF NATIONAL EDUCATION POLICY (NEP) 2020 AND QUALITY OF SCHOOL EDUCATION

Sanjay Rajaram Naidu

Guide

Dr. Prakash Jagtap

Department of Education Tilak College of Education 2021



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CHAPTER ONE

1.1 EDUCATION IN PRE-INDEPENDENCE PERIOD

The Education in pre-independence India can be related with religious periods and transformed towards mass education during British rule. The education system in each religious period has some special characteristics and different contributions to the society. The education of the country is focused with the principles of Vedic and aims to make a person self-reliant, wisdom and liberation. The contributions of Indian education were quoted by several scientists around the world. For example, Albert Einstein acknowledged the number counting as a instrumental for all scientific discovery. The paper analyses the development of education in each period. There is no country where the love of learning had so early an origin.

1.2 EDUCATION AFTER INDEPENDENCE PERIOD

Many efforts were made to develop a modern system of education in India prior and after Indian Independence through various educational commissions and committees. Government of India has constituted few more important Commissions and Committees for the overall development of education in India.

1.3 RATIONALE OF THE STUDY

Hence, it is revealed that the Government of India has constituted a good number of committees, commissions, policies and initiatives have been taken up by the government before and after independence to promote and develop the whole educational scenario of the country. But very few Education Commissions and Committees are successful in the implementation of the recommendations given by those Commissions and Committees.



ISSUES AND CHALLENGES OF NEP IMPLEMENTATION IN TEACHER EDUCATION

Prof. Digambar Durgade

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Abstract

In the context of 21st century, we are now entering in a knowledge based educational and economic environment. To succeed in this rapidly changing educational field teacher's role is very important because they give to students purpose, set them for success as citizen of country, world and inspire them. To make this visionary teachers, teacher education plays a vital role.

In July, 2020, the Union cabinet approved the new education policy (NEP) which brings major changes in the education system from pre school to higher education. It also affects the teacher education. As per the new policy the minimum degree required for teaching will be a four years integrated B. Ed., the teacher Eligibility Test (TET) will also be changed as per the new school system and so on. These type of recommendations arises the issues and challenges to NEP implementation in teacher education.

Key words: Teacher Education, NEP 2020, Issues and challenges



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NEP 2020 AND ROLE OF TEACHER EDUCATION

Dr. Jagtap Prakash & Mr. Shinde Suhas

Keywords – NEP 2020: National Education Policy 2020, Effects of NEP 2020 on Teacher Education, NEP 2020 and Challenges For Teacher Education, Role of Teacher Education in NEP 2020, Role of Teacher Educator to implement NEP 2020, Probable outcomes through NEP 2020.



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INTRODUCTION:

Teacher education refers to the policies, actions, and terms designed to provide teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community.

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote and regulate education in India. The policy covers elementary education to higher education in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system.

The NEP 2020 talks about creating higher performance standards for teachers clearly stating out the role of the teacher at different levels of expertise/stage and competencies required for that stage. Teachers will also have to be digitally trained to blend into the digital learning processes.

As per NEP 2020, "Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy".

EFFECTS OF NEP 2020 ON TEACHER EDUCATION:

As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programs must be conducted within composite

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NEP 2020 FOR THE QUALITY DEVELOPMENT OF TEACHER EDUCATION

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1. Introduction:

As it is told in introduction of New Education policy 2020 draft, Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The policy mentions its highly respectful attitude towards teacher by saying, Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards.

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AN INNOVATIVE TEACHER EDUCATION WITH A MULTIDISCIPLINARY PERSPECTIVE TO IMPART HOLISTIC EDUCATION

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Abstract

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. Standards of teacher training and quality of teaching are in the focus of the educational debate today. It is in discussion how school works, what basics of professional teaching are needed and what qualifications teachers should have. This study presents elements of holistic education that can be linked to teacher training program with multidisciplinary perspective.

Keywords: *Teaching skill, skill development, holistic education, multidisciplinary approach*



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Introduction: To understand how teachers are prepared, it is necessary to understand not only the nature of the education they receive in formal programs, but also the broader pathways through which they can enter the profession, which generally include some kind of teaching experience. The new policy aims for Universalization of Education from pre-school to secondary level with 100% GER in school education by 2030. This is the first education policy of the 21st century and replaces the 34-year-old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student. Major highlights of NEP 2020 considered in this study are Enriching Teacher education in content, competency, assessment strategies with the consideration, school students will take exams only for Classes 3, 5, and 8. Assessment in other years will shift to a "regular and formative" style that will be more "competency-based". The board exams will continue to be held for classes 10 and 12, but these will also be re-designed with "holistic development"

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राष्ट्रीय शैक्षणिक धोरण 2020 चा अवलंब करताना शिक्षक शिक्षणाच्या अभ्यासक्रमात होणारे बदल

प्रा. स्वाती पवार डॉ. चंदन शिंगटे

सारांश

शिक्षण प्रक्रियेचे हृदय असा शिक्षकांचा उल्लेख करणाऱ्या राष्ट्रीय शैक्षणिक धोरण 2020 मधील शिक्षक शिक्षणातील बदलांची चर्चा या संशोधन लेखात करण्यात आली आहे. शैक्षणिक धोरणात नोंदविलेले शिक्षक शिक्षणासंदर्भातील मुद्दे आणि त्यानुसार अभ्यासक्रमात करावे लागणारे बदल यांची चर्चा करण्यात आली आहे.

प्रस्तावना

जग हे जागतिक खेडे होत असताना समाजाच्या उन्नतीसाठी राष्ट्रीय शैक्षणिक धोरणाचे स्वागत आहे. पुढची पिढी आत्मनिर्भर भारताच्या नवनिर्माणासाठी सज्ज होण्याच्या दिशेने टाकलेले एक पाऊल म्हणजे राष्ट्रीय शैक्षणिक धोरण होय.

परीक्षेसाठी शिकणे किंवा अभ्यास करणे यास फाटा देत वैचारिक संकल्पना आकलनावर भर देण्यात आली आहे. भाषेची ताकद सिद्ध करत बहुभाषिकतेचा अंगीकार अध्ययन अध्यापनात करण्यात आला. देशात किमान शिक्षणाचा टक्का वाढत असला तरी पण गुणवत्तेच्या बाबतीत काही प्रमाणात प्रश्नचिन्ह आहेत यावर या शैक्षणिक धोरणात विचार करण्यात आलेला आहे.

अध्यापन हा नैतिक दृष्ट्या व बौद्धिक दृष्ट्या अतिशय आव्हानात्मक व्यवसाय आहे. नवीन शिक्षकांना प्रचंड मेहनत घेऊन कसून पूर्वतयारी करावी लागते आणि शिक्षकी पेशामध्ये असलेल्या व्यक्तींना निरंतर व्यावसायिक विकास आणि शैक्षणिक व व्यावसायिक सहाय्य गरजेचे असते. शिक्षक शिक्षण अभ्यासक्रम अतिशय परिणामकारक करणे.

सध्याच्या अभ्यासक्रमातील मुख्य वैशिष्ट्ये पुढीलप्रमाणे-

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Analysis of M.Ed. curriculum with respect to inclusive education

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Abstract

This study is related to analysis of teacher education (M.Ed. Two year choice based credit pattern 2015) curriculum'. By analysing the teacher education curriculum of Savitribai Phule Pune University using document analysis method with the help of data sheets. In M.Ed. curriculum (Revised 2015 two year choice based credit pattern) one theme based course is on inclusive education. One compulsory course, Psychology of learning & development, two optional courses i.e. Guidance & counselling, Education for children of special needs have more topics directly & indirectly related to inclusive education.

Key Words – Inclusive education, analysis, M. Ed. Curriculum

Introduction - Education systems have changed drastically in the last few decades as educating children with disabilities in regular schools has become an important aspect of education system in many countries. This development to keep pupils with disabilities in regular educational settings instead of referring them to special schools is best described with the term 'inclusion'.

Handling inclusive classroom is a challenge in front of teachers. Accordingly preparing teachers to face challenges of inclusive classroom, teacher education institutions plays a vital role with the help of curriculum. Teacher education Curriculum is very important in preparing teachers. M.Ed is essential to enhance the teachers' learning and career progress prospects

To know whether students get the knowledge about inclusion, any practice regarding the same, this study is conducted. The current study is to assess whether inclusive education is consistently taught throughout the M.Ed Curriculum at Savitribai Phule Pune University.

Statement of Problem:

"To analyse the Masters in Education curriculum concerned with inclusive education of 2015 pattern of Savitribai Phule Pune University"

Operational Definitions:

1. Analysis: is a process of inspecting, cleansing, transforming and modelling data with the goal of discovering useful information, informing conclusions and supporting decision making related to inclusive education.

2: Curriculum: is the combination of instructional practices, learning experiences and students' performance of an M.Ed course(two year choice based credit 2015 pattern) from Savitribai Phule Pune University.

3: Inclusive Education: is when all students ,regardless of any challenges they may have are placed in age-appropriate general education classes that are in their own neighbourhood



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शिक्षकांच्या जीवनावर कोविड-19 चा परिणाम

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सारांश

संशोधनामध्ये संशोधकाने मुख्यतः covid-19 शिक्षकांच्या जीवनावर झालेला परिणाम अभ्यासला आहे. यासाठी शिक्षणशास्त्र महाविद्यालयातील 80 विद्यार्थी शिक्षक नमुना म्हणून निवडण्यात आले. यामध्ये संशोधक निर्मित प्रश्नावलीच्या आधारे माहिती संकलन करण्यात आले. सर्वेक्षणपद्धतीचा वापर करून माहिती गोळा करण्यात आली. प्राप्त माहितीचे अर्थनिर्वचन आणि विश्लेषण करण्यात आले. यासाठी शेकडेवारीचा वापर केला आणि गुणात्मक विश्लेषण करण्यात आले. या अभ्यासातील प्राप्त निष्कर्षानुसार covid-19 च्या कालखंडात शिक्षकाना वयमाचा ताण मोठ्या प्रमाणात जाणवतो तसेच ऑनलाइन शिक्षणपद्धतीचे मोठे आव्हान त्यांच्या समोर आहे. त्यामुळे त्यांच्या जीवनात अनेक बदल झाले आहेत आणि यातून मार्ग काढत शिक्षक हा एखाद्या दीपस्तंभाप्रमाणे काम करत आहे.

प्रस्तावना

भारतात मार्च महिन्याच्या अखेरीस कोरोनामुळे टाळेबंदी सुरुवात झाली तेव्हा पासूनच यामधल्या काळात सगळ्यांनी काय अनुभवले? तर एका टोकाला होती बेफिकीरी, अहंभाव आणि अतिविश्वास तर दुसऱ्या टोकाला टोकाची चिंता, भीती आणि संताप.



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Teachers' opinion regarding development of English vocabulary

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Abstract

English vocabulary is a dire need in this era of science & technology. The study has examined teacher's opinion about development of English vocabulary of Marathi medium students. Respondents were 50 English subject teachers. Opinionnaire is used to collect data from teachers. The data collected through opinionnaire was analyzed using percentage. Findings revealed that role playing, group discussion, language games, word building & demonstration are useful to develop English vocabulary of Marathi medium students. Over-crowded class & disinterest of students are the obstacles in developing English vocabulary.

Keywords: Teacher, English Vocabulary

Introduction:

Language is the divine gift of God only to the man. The language distinguishes a man from an animal and gives him the biggest honour in life. Today, hundreds of languages and thousands of dialects are being spoken all over the world. According to F.G. Fresh – "No language ancient or modern can be compared with English in the number of geographical distribution of the home, factories & offices in which the language is spoken, written or read Because of the over spreading of the industrial development, science and technology, international trade and commerce & the close interdependence of nation's English has become a world language."

With the globalization and increasing role of ICT in development, the knowledge of English language has become more important. It has become the need of time that an individual should have knowledge of English equal to his/her mother-tongue. Thus, English has become an integral part of one's day-to-day life. In Maharashtra, the state government realised the importance of English language and introduced English at the Primary School level from 2000. Before independence, English language enjoyed a very prominent and privileged position in Indian Education and life. After independence, there was a reaction against the study of English. For a time, it seemed to be on its last legs. But today again, English is on the upward curve in our country. In free India, the importance of English is more that what it used to be in British India. In this context, C. Rajagopalchari says, "We in our anger against the British people, should not throw away the baby (English language) with the bath water (English people)." So on the basis of past and present, we can foresee a very bright future of English language in India.

Need and Significance -

It is found that if the student does not understand the content, he does not pay attention in the class. Here, many factors are related with the learning process. But, particularly if students lacks of a good knowledge of grammatical patterns and enough vocabulary, he/she cannot understand the topic.

It is also found that many times, the student know the answer of the question asked. But he cannot express it due to lack of proper vocabulary. Similarly, today it is observed that there is maximum emphasis on teaching content from the textbook but not enough efforts are taken for increasing vocabulary. To express the grammatically correct thought which occurs in our mind is



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3. Impact of Covid-19 on Education

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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 than 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.

3.1 Introduction:

India's first case of Coronavirus COVID-19 (Severe Acute Respiratory Syndrome Coronavirus – SARS-CoV-2) reported in Kerala. A medical student studying in Wuhan University was the patient zero in India. Then the graph of number of infected people was on high rise. Nationwide lockdown was ordered by Central Govt. of India from 24th of March 2020, for 21 days. On 14 April, India extended the nationwide lockdown till 3 May which was followed by two-week extensions starting 3 and 17 May with substantial relaxations. From 1st June 2020, the government started "unlocking" the country.

During the period of full lockdown i.e. 24th of March 2020 to 31st of May 2020 'Work from Home' principle was encouraged and so online education was promoted where teacher can engage students for education. It is continued further during the process of unlock, because schools and colleges were not allowed to start.



EMPLOYABILITY SKILLS FOR EMPOWERING THE VOCATIONAL LIFE OF HEARING AND SPEECH IMPAIRED STUDENTS

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ABSTRACT

The goal of socio-economic rehabilitation of persons with hearing and speech impairment is to be translated into action and help them to attend economic self sufficiency. Communication skill, social skill and technical skill have to be developed among them to achieve goal. Government efforts in this direction is encouraging (VRCs) vocational rehabilitation centers, (SERD) Socio economic rehabilitation center with NGOs collaboration special employment exchanges and special cells in ordinary employment exchanges caters to employment of persons with disability. Competitive, transitional, supported and sheltered employment emerged as viable options for persons with hearing and speech impairment. Home, school, vocational training institutes and employers have to be geared towards preparing persons with hearing and speech impairment in the vocational area of their choice. The National Curriculum Framework-2005 (NCF-2005) recommends bringing work and education into the domain of the curricular, infusing it in all areas of learning while giving it an identity of its own at relevant stages.

It explains that work transforms knowledge into experience and generates important personal and social values such as self-reliance, creativity and cooperation

Key words: socio-economic rehabilitation, hearing and speech impairment, Employment, disability. education

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"Study of the teaching, learning & Assessment of Children with Special need (CWSN) in Special Schools of Maharashtra"

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Key words: Teaching, learning, assessment, special education, disability

Abstract

Special education deals with the children with special needs and their education process. Special Education is an emerging branch of educational research. Various types of disabilities come under special education. Education of such children is very challenging task for special teachers. Teacher must create healthy teaching-learning environment in the school. It requires skills & competencies for the teachers to deal with the CWSN. Teacher needs to implement various teaching-learning strategies according to the level of the student, type of disability and nature of the student. For creating healthy atmosphere teacher should use physical games oriented technique for studies. Teacher should create healthy relationships with the students, make them comfortable & ready to learn.

In the present paper teacher has tried to observe and analyze the teaching-learning process & assessment of CWSN in the special schools of Maharashtra. Review taken for this study at international national and state level and it is observed that many researches has been done in the area of special education on various aspects of CWSN. Very few researches have done on assessment of CWSN in school. But there needs research for what changes should be done in teaching-learning process to make the students to reach to their fullest potential. What efforts should be taken by the teacher to make joyful education & assessment of them? The study on assessment should be done. How to assess the special children according to their type of disability is an important factor. Accordingly their progress is monitored and remedial plans for their growth & development is made and changes in the teaching-learning methods would be done.



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New Trend in English Language Teaching – Communicative Language Teaching

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Abstract:

Language is the greatest gift of nature to humans. In fact, it is a well-defined system of oral and written communication. This article refers to the new trend in English lessons, i.e. H. In communicative language teaching. This approach emphasizes the communicative competence of the language. Communicative language training systematically considers both the functional and structural aspects of language. CLT focuses on the process rather than the product.

Keywords :

Communicative language lessons, students, teachers, language.

Introduction :

Language is a unique feature of humanity that has separated it from the rest of the animal. Famed linguist P. Gurray rightly said, "For expressing things we've been studying, for recording information, thinking, and getting what we want, and so on."

It simply means that language plays a crucial role in a person's mental, emotional, social and intellectual development. The origin of communicative language teaching (CLT) lies in the changes in the teaching tradition of the British language. CLT gained speed in the 1970s and early 1980s due to various developments in Europe and the US. The ever-increasing need for good communication skills in English has led to a tremendous demand for English lessons around the world. Millions of people want to improve their English language skills. The opportunities to learn English are offered in a variety of ways, including formal education, travel, study abroad, and the media and the Internet.

Aims:

1. Know the concept of communicative language teaching.
2. Know the characteristics of CLT.
3. Know the role of the teacher in the CLT.

Concept of the communicative:

Teach language:

Communicative language teaching does not mean much more than integrating grammatical and functional education. As William Littlewood notes, one of the most important features of communicative language teaching is that it systematically considers both functional and structural aspects of the language. This approach emphasizes the communicative competence of the language. A communicative approach combines the newer functional view of language with traditional structure. Ads for a more complete communication perspective. It uses real situations that are needed for communication.

In the current approach, the teacher creates a situation that students are likely to encounter in real life. Communicative language training based on the communicative competence developed by H.D. Anthems. One of the goals of CLT is to improve your language skills.



DEVELOPMENT OF COMPETENCIES AMONG TEACHERS IN INCLUSIVE EDUCATION

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Abstract

Inclusive education is an important part of education system. It had been proved that disabled children can learn with the regular children with some extra help. They will acquire a free environment and new experiences with their friends. This would ultimately contribute to their all round development. For such type of integration the teacher needs extra skills and competencies. To maintain the environment with diversity, teacher needs to take into account individual differences and apply differentiated instructions. Hence there is a need to study the needs of special children and enhance the competencies among the special educators to make a growth & development of special children which will increase the enrolment of disabled children in the schools and would contribute towards the growth of the society.

Keywords: Inclusive Education, special education, competencies, special educators

Introduction: Inclusive education provides opportunity to students with some or any kind of disabilities to study with regular (normal) students with some kind of support aids or some special training. In the inclusive education special children and normal children study, sit and play together with some special help to the special children. By such kind of help special children have the chance to get mixed and normalized with regular children. They both possess a good kind of interaction which outcomes in social development and emotional bonding. They learn to help each other and understand the needs of the special children. Inclusive education provides the recognition of equal rights for all students and equal opportunities for all children with special needs. Their education is provided in the least restrictive and most effective environment. The least restrictive environment which disabled children need can only be provided in general school. Thus inclusive education refers to education of disabled children in common with other in general schools with provision for extra help for the disabled. It refers to integrating the physical and extra help for the disabled. It means to integrate the physically and mentally handicapped children with the non-disabled children in regular classroom and providing specialized services to meet their special needs. This results into good social interaction and would be helpful for the special children's development. The students which are eligible for inclusive education are the students having minor disabilities like partial problem in loco motor activities, visual & auditory impairment, students having learning disabilities such children are provided extra help and help them to integrate and regularize with the mainstream of children.

Theoretical Background of Inclusive Education: There was a sea change in attitudes and global initiatives on equalization of opportunities and education for all in the recent years. This change was mainly because of a growth in the understanding of children with disabilities which results into change in attitude towards children with disabilities and stressing the importance of integrating them in appropriate environment, suited to their special needs. This was followed by various Acts of Parliament which were strengthened by fiscal support ensuring implementation. During the British period primary and mass education did not receive serious attention. It was only in 1953, at National Policy level, with the creation of the Central Social Welfare Board that the Government started playing a role on a broader scaler. In 1974, The National Policy for children declared "Children as a supremely important asset of the nation whose nurture and solicitude are the responsibility of the nation" and the National Children's Board came into existence. In 1960s the Ministry of Education which had been responsible for the education of disabled children was bifurcated and the Ministry of Social Welfare was created now known as the Ministry of Social Justice and Empowerment.



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CHALLENGES OF INTEGRATED EDUCATION IN INDIA**Prof. Rajshree S. Rathod,**

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Abstract

India has made rapid economic gains in all sectors of life in the last few decades and currently has the 4th largest economy in the world. Despite of this improvement, half of the Indian population lives in poverty. The result of poverty producing disability, and disability in poverty creates unique challenges for the Integrated education movement in India.

This paper focuses on the concept of integrated education importance of integrated education, PWD act 1995 which covered such aspects as education, employment, non discrimination, prevention and early detection, social security, research and man power development and affirmative action's, challenges of integrated education and remedial measures to overcome problem of Integrated education.

Key words- Poverty, Integrated Education, Challenges, Remedial Measures, Disability.

Introduction-

Integrated education meets the unique needs of a child with disability it adapts what a child learns and how he or she learns it. Integrated education is a process that makes education individualized for each child. This education was started during 1950-1960 in India.

What is Integration?

The process of combining 2 or more things into one or bringing of people of different racial or ethnic groups into restricted and equal association as a society or an organization.

In Chinese the word 'Integration' literally means process of putting different cultures, based on positive moral concepts.

There are 3 phases of Special Education :-

1. **Primitive Era-** In this Era education was categorized as Brahmins, Kshatriyas, Vaishyas, Shudras etc.
2. **Modern Era-** Education for special need children specially designed instruction that meets the unusual needs of special children. This kind of education which are applied to all exceptional children-physically and mentally disadvantaged and gifted.
3. **Main Stream School-** It is any school that principally meets the needs of pupils who don't have special educational needs they are regular school.

Types of Main Streaming of education-

can be done by 3 ways

1. Integrated Education
2. Inclusive Education
3. Exclusive Education

Concept of Integrated Education-

Concepts of Integrated Education arises as a outcome of national policy of education 1986. Recommended provide equal opportunity to all not only for excess but also for success.

Integration signifies the process of interaction of disabled children with normal children in the same educational setting. Integration also means main streaming or normalization as disabled children are treated with normal



CROSS CURRICULAR TEACHING CONTRIBUTING THE REAL PROGRESS OF CHILDREN**Prof. Rajshree S. Rathod,**

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aim of Indian national curriculum is – the curriculum should enable all young people to become successful learner who enjoy learning, make progress and achieve goals, confident individual who are able to live life safe, healthy and fulfilling lives, and responsible citizen who make appropriate contribution in society to achieve these. The flexible management of cross curriculum should be made, which aims at improving the effectiveness of educational response to problems arising from the diversity of school context and assure that all students benefit more and more significantly.

This paper focuses on the importance of cross curriculum teaching. The Principles of Cross-Curricular Teaching and Learning, The Purposes of Cross-Curricular Teaching and Learning, three general phases of teacher preparation and interdisciplinary teaching and how cross curriculum activities contribute the real progress of students.

Keywords- Cross-Curricular Teaching, interdisciplinary, knowledge, skills, values, Cross-Curricular approach, Introduction-

United Nations Convention on the Rights of the child (UNICEF-1989) expects children to have a say in what how they are taught.

Outcomes from powerful experiences, focus exercises and different forms of cross curricular thinking in many studies have being greatly enrich because pupil led responses were encouraged. Knowledge, skills, activities and values are necessary for students to succeed in modern world.

Curricular activities and projects can help advance our students. the learning platform will develop skills for cross curricular teaching encourage interdisciplinary innovative activities and collaborating working and improve its motivation and engagement and support their development of key competences.

Curricular learning is an exceptional trend in breaking down walls between traditional topics of instruction. Traditionally, math, English and Science were even taught from different curricula sometimes even with different content and teachers.

Cross-curricular approach to teaching is characterized by sensitivity towards, and a synthesis of, knowledge, skills and understandings from various subject areas. These inform an enriched pedagogy that promotes an emphasis on learning which embraces and explores this wider sensitivity through various methods.

Principles of Cross-Curricular Teaching and Learning

Cross-curricular teaching and learning is:

Based on individual subjects and their connections through authentic links at the level of curriculum content, key concept or learning process, or through an external theme/dimension;

Characterised and developed by individual teachers with excellent subject knowledge, a deep understanding of their subject culture and a capacity to reconceptualise this within a broader context of learning beyond their subject, and with sensitivity towards other subject cultures;

As much about the development of a skilful pedagogy as anything else;

Coherent in its maintaining of links with pupils' prior learning and experience;



NATIONAL EDUCATIONAL POLICY 2019 AND TEACHER EDUCATION

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Abstract

4-year integrated Bachelor of Education at multidisciplinary institutions, Undergraduate programme of study, including both disciplinary and teacher preparation courses Stage-specific, subject-specific programme to prepare teachers from Foundational to Secondary stage All subjects including arts, sports, vocational education, special education Par with other undergraduate degrees - graduates eligible for Masters programme. Current two-year B.Ed. program to continue until 2030, after 2030, only those institutions offering a 4-year teacher education programme can offer the 2-year programme. No other rather preserves teacher preparation programmes will be offered after 2030 Substandard and dysfunctional teacher education institutes shut down.

Introduction: Changes is Natural and as well as indivisible. Day by day changes in every field. New research new knowledge new perspectives, new problems, new technology develops. Hence changes in every field and education Field also. National educational policy 2019 is an innovative, comprehensive .National Educational policy 2019 has thought about education process very micro level. National Educational policy 2019 focused on quality teacher education.

Objective: Ensure that teachers are given the highest quality training in content, pedagogy, and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the four-year integrated Bachelor's Degree as the minimum qualification for all school teachers.

Definition and Meaning of Teacher Education: Good's dictionary of Education defines Teacher Education as "All formal and informal activities and experiences that help to qualify to a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively".

Need of teacher education:

- 1) It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are; the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation. This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than more training.
- 2) Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.
- 3) People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education.
- 4) Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's



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

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Abstract

To become a lifelong learner as a teacher, student teachers already have to learn how to direct their own learning during initial teacher education programmes. Different variables that operate in the teaching-learning process invariably affect the educational performance and achievement of students. One crucial variable that directly impacts the quality of learning acquisition among students is the adequacy or lack of school facilities that aid in the reinforcement of knowledge and skills. The purpose of this study was to establish a relationship between the school infrastructural resources and student performance, in relation to the field of Technology and Livelihood Education. Mixed methods design was used in this study where questionnaires were administered and rating scale were carried out with the novice teachers.



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Introduction: The condition and adequacy of school infrastructural facilities has a measurable effect on Teaching- learning process, student- achievement and teacher experience. The quality of school infrastructure has a significant effect on school attendance and drop-out rates. Poor facilities affect the health and productivity of teachers and make retention of teachers difficult.

Need and Importance of the study:

The condition and adequacy of school infrastructural facilities have a measurable effect on Teaching- learning process, student achievement and teacher experience. A classroom is a learning space, a room in which both children and adults learn. The classroom attempts to provide a space where learning can take place uninterrupted by outside distractions. Favorable ambience in school contributes to student attendance and teacher's Productivity. Poor facilities affect the health and productivity of teachers and make retention of teachers difficult. The quality of school infrastructure has a significant effect on school attendance and drop-out rates.

The impact of infrastructure on educational quality

The conditions of the schools directly impact the performance of the students. Research has found that schools that have classrooms with less external noise are positively associated with

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GENDER AWARENESS OF STUDENT TEACHERS: A STUDY

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Abstract

Gender equality is a significant challenge for male-dominated society. This issue remains one of the crucial importance in present times. India signed on several international treaties which support the commitment of gender equality. Gender awareness is essential at school level. As the teachers has to develop Gender awareness among the school students. They should have the Gender awareness. Therefore, the researcher decided to study the Gender Awareness of student teachers.

The objectives of this study were to measure the Gender awareness of student teachers, to compare the Gender awareness of male and female student teachers, to compare the Gender awareness of rural and urban student teachers and to compare the Gender awareness of student teachers from Science and Non-science faculty.

The study was carried out with the help of Survey Method. The population includes the student teachers from Colleges of Education affiliated to the Savitribai Phule Pune University Pune, Maharashtra. The sample included about 412 student teachers from twenty Colleges of Education. Gender Awareness Scale is the tool for data collection was developed by the researcher.

The conclusions of this research work are Gender Awareness of student teachers is Moderate. Gender awareness of the Female student teachers is more than the Male student teachers, but this difference is negligible. Gender awareness of the student teachers from urban area is slightly more than the student teachers from rural area, but this difference is very slight. The Gender awareness of the student teachers Non-science faculty is more than the student teachers Science faculty, but this difference is insignificant.

Keywords: Gender Awareness, Student teachers



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1. Introduction

Gender equality is a significant challenge for male-dominated Indian society. This issue remains one of the crucial importances in present times. India signed on several international treaties which support the commitment of gender equality. These are The Dakar Framework for Action 2000, and the United Nations Millennium Development Goals 2000, the Programme of Action 1992, CEDAW 1993, The Beijing declaration 1995, and the World Conference on Education for All. India took several efforts which are reflected in National Policy of Education (1986), The Programme of Action (POA), 1992, National Curriculum Framework-2005, The Focus Group on Gender Issues in Education (2006). Gender

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PROGNOSTIC TEST FOR THE ASSESSMENT IN MATHEMATICS

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Abstract

In this paper, we will discuss the most important aspect of evaluation. Assessment of students is very essential stage subsequently followed by teaching in which, we measure achievement, diagnose or predict the performance of the students in Mathematics. In India, mostly the students are assessed by achievement or aptitude tests, while in the developed countries: they focus on predicting the performance of student well in advance with the help of Prognostic Tests. These tests are intended for use in prognosis or prediction of future success in specific subjects of the school curriculum.

Keywords: Prognostic Test, Assessment, Mathematics.



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1. Introduction

As per CCE it's a responsibility of teachers/ researchers/ experts to develop the tools needed for varied educational and career options. This leads to finds out the solution on one of the difficulties faced in schools in order to predict the performance of mathematics well in advance. Teaching learning process is incomplete without evaluation. Based on the functions served by tests, they can broadly classify as achievement tests, diagnostic tests and prognostic tests.

In most of the developed countries we observed that every student takes some form of a standardized aptitude test multiple times throughout his/her school career e.g. SAT, MAT They are generally used to predict the likelihood of a student's success in an academic setting. On the contrary in India we observe that most of admissions to the various courses are generally based on a percentage got by student and marks got in any entrance test due to this we can see most of students are unemployed, they do not have skills required for particular job or profession though they have degree certificate.

We can avoid all these problems if we place right person for right job and to achieve this goal we need to use various kinds of standardized Prognostic tests at various levels of schooling Present paper is an attempt to discuss the factors that one should take into consideration while constructing mathematics prognostic test for secondary school level.





शालेय शिक्षकांच्या वाढिलेकीचा अभ्यास

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Abstract

प्रस्तुत संशोधनात संशोधकाने शालेय शिक्षकांच्या वाढिलेकीचा अभ्यास केला आहे. वाढिलेकीचा अर्थ वेगळे व शालेय शिक्षकांच्या वाढिलेकीचा मार जाणून घेणे हा मुख्य उद्देश होता. या संशोधन अभ्यासासाठी त्यांच्यांच्या अकरा ३२२ शाळा. शिक्षक वाढिलेकी अन्वयाखाली माहिती संग्रहित केली. तथ्यांचा, प्रमाण विधान, ती परिक्षिका इ. गोळा-गोळा संशोधने माहितीचे निष्कर्ष व अर्थनिर्घर्ष केले. याने शालेय शाळांतील शिक्षकांच्या वाढिलेकीचा मार समजावून देण्याकडे अन्वयाचे निष्कर्ष निघाले.



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प्रास्ताविका

शिक्षक हा शिक्षण प्रक्रियेतील महत्त्वाचा घटक असतो. देशातील नागरिक म्हणजे पिढ्यांची घडविल्याची जबाबदारी शिक्षकांवर असते. म्हणूनच असे म्हटले जाते की, देशाचे जीवनमान त्या देशातील शिक्षकांच्या गुणवत्तेवर अवलंबून असते. शिक्षक आपल्या समाजाची मूल्य, ध्येय यांच्या माध्यमातून आपल्या संस्कृतीचे एखादे पिढीकडून दुसऱ्या पिढीकडे संक्रमण करतात. शिक्षकांकडे आपल्या विषय ज्ञानाबरोबर सामाजिक, आर्थिक, भावनिक, राजकीय इ. बाबतीची माहिती असायची.

२१ व्या शतकात माहितीचा प्रस्फोट माहिती तंत्रज्ञानातील क्रांती यांच्या शिक्षण प्रणालीवर परिणाम झालेला दिसतो. याची जाणीव शिक्षकांस असणे गरजेचे आहे.

१९८६ च्या राष्ट्रीय शैक्षणिक धोरणात शिक्षक शिक्षणाचा विचार केलेला दिसतो. राष्ट्रीय शिक्षक शिक्षण परिषद (NCTE) ने सध्याच्या शिक्षक शिक्षण प्रशिक्षण कार्यक्रमात ब्रूटो अन्वयाचे विशद केले. सध्याचे शिक्षण हे साधेवेद व परस्पराना चिकटलेले शिक्षण प्रणाली व सामाजिक प्रणाली यांच्यात एकत्रित नसते. व्यवसाय निष्ठा व जबाबदारीची जाणीव असलेला म्हणजे शिक्षक तयारीसाठी सध्याच्या शिक्षक



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शालेय शिक्षकांच्या समुपदेशन ज्ञानाचा अभ्यास

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Abstract

प्रस्तुत संशोधन लेखाने सशोधनने शालेय शिक्षकांच्या समुपदेशन ज्ञानाचा त्या अभ्यासाचे उद्दिष्टे कोणे. या संशोधनाची उद्दिष्टे शालेय शिक्षकांचे समुपदेशन ज्ञान व्हावसे, शालेय शिक्षकांच्या समुपदेशन ज्ञानाची विशेषता, व्यावसायिक शिस्त, अध्यापन अनुभव आणि समुपदेशनकालाचे प्रतिष्ठित सादरचा मुल्यमा असे.

सात संशोधनासाठी सर्वेक्षण पध्दतीचा वापर करण्यात आला असून, जयसिंगनेचे पुणे शहरातील माध्यमिक शाळांमधून शिक्षकांचा नमूदना केला आहे. सर्वेक्षणमाती ५०१ शिक्षक सध्या सात विद्यालये आहेत. सर्वेक्षणमा संकलित महिलेचे विभागात कार्यमाती अध्यापन व ही पेशीका वा संशोधनातील कोणा जण कार्यमा असा. या सर्वेक्षणाचो पुढील निष्कर्ष प्राप्त झाले : शालेय शिक्षकांचे समुपदेशन ज्ञान चाखने नाहे, शिक्षकांचे समुपदेशन ज्ञान शिक्षकांच्या समुपदेशन ज्ञानापासून ज्ञान आहे. शिक्षक आणि शिक्षकांच्या समुपदेशन ज्ञानात असाता फरक नाही आहे. शिक्षकांच्या पेशीमाती शिक्षकांचे समुपदेशन ज्ञान शिक्षकांच्या पेशीमाती शिक्षकांचा अधिक आहे. शिक्षकांच्या पेशी आणि पेशीका ज्ञान शिक्षकांच्या समुपदेशन ज्ञानातील फरक नाही आहे. ज्ञान अनुभवी शिक्षकांचे समुपदेशन ज्ञान ज्ञानी अनुभवी शिक्षकांचे ज्ञान आहे. कमी अनुभव व ज्ञान अनुभव ज्ञानांच्या शिक्षकांच्या समुपदेशन ज्ञानातील फरक नाही आहे. समुपदेशन विषयक परिचित व अपरिचित शिक्षकांचे समुपदेशन ज्ञान सादरचे आहे. समुपदेशन विषयक परिचित व अपरिचित शिक्षकांच्या समुपदेशन ज्ञानातील फरक नाही आहे.

शालेयचे सुद्धे : शालेय शिक्षक, समुपदेशन ज्ञान



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१. प्रस्तावना

शालेय शाळांना मार्गदर्शन व समुपदेशन सेवा उपलब्ध करून देण्याची जबाबदारी शालेय अधिकाऱ्यांक मुल्यमापक व शिक्षण चाचणीवर असते. परंतु मार्गदर्शन अथवा समुपदेशनाचे काम व्यक्ति, राज्य व राष्ट्रीय व आंतरराष्ट्रीय शाळांवर अनेक संस्था. या क्षेत्रात कार्य करीत आसात. औद्योगिक शाळांवर कार्य करणाऱ्या संस्था व निम्नसंस्था खाद्यान्माचे छत्राचे संस्था, संस्था या क्षेत्रात कार्य व असायत काम करतात दिवून येतात.

शाळांमधून शाळा शाळांना जगाच्या क्षेत्रांचा विचार करता. जन्मापर्यंत शिक्षण विषयक क्षेत्रे अपोय किंवा अभिप्राय अध्यापन कार्यमात आल्या किंवा घोरमे आसली गेली. त्यामध्ये ही या विषयांच्या पुस्तिका वाचण्यात आल्या आहेत. मार्गदर्शन व समुपदेशन माहितीची परिशुधन देणाऱ्या सेवा शाळांमधून सत्वा आहेत.

१. राष्ट्रीय शैक्षणिक संशोधन व प्रशिक्षण परिषद (NCERT) मार्फत एक वर्षाचा व्यावसायिक मार्गदर्शन व समुपदेशन विषयक पेशीका अध्यापकांना वापरिता जती.

२. महाराष्ट्र शैक्षणिक संशोधन व प्रशिक्षण परिषद (MSCERT) अर्थात पेशीका ज्ञानाचय मार्गदर्शन निवड संस्था, सुद्धे ही राज्य स्तरावर काम करणे. संस्थेमार्फत एक वर्षाचा व्यावसायिक मार्गदर्शन व समुपदेशन विषयक पेशीका अध्यापकांना वापरिता जाते. तसेच विभागाचे स्तरावर व्यावसायिक शिक्ष हे २१ दिवसांचे प्रशिक्षण घेतले जाते. वरील

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The field of educational technology focuses on the design, implementation, and assessment of both new methods meant to enhance the educational experience for students. It might be thought of as a science that studies the tools, processes and methods that are used to achieve educational aims. With regards to the teaching and learning process, educational technology consists every possible action, stage, or depth. In a nutshell, it serves the purpose of facilitating system or subsystems with educational planning and organization. The book's contents include the definition, scope, significance and goals of technological interventions in education. It also highlights the value of analysis and investigation for its assessment and efficacy in creating and displaying various forms of digital and physical instructional support. This book helps readers better understand the notion of teaching and learning by introducing them to various stages, levels, and types of instruction. The book is intended for advanced students in learning and instructional technology graduate programmes, as well as for individuals seeking careers in educational technology, instructional design, media and information systems, and related fields. This book will also serve as a helpful reference for teacher preparation courses that place an emphasis on standard-based education and call for a reliable resource in instructional design and educational technology. The field of educational technology focuses on the design, implementation, and assessment of both old methods meant to enhance the educational experience for students. It might be thought of as a science that studies the tools, processes and methods that are used to achieve educational aims. With regards to the teaching and learning process, educational technology consists every possible factor, stage, and depth. It is natural, it serves the purpose of facilitating system or subsystems with educational planning and organization. The book's contents include the definition, scope, significance and goals of technological interventions in education. It also highlights the value of analysis and investigation for its usefulness and efficacy in creating and displaying various forms of digital and physical instructional support. This book helps readers better understand the notion of teaching and learning by introducing them to various stages, levels, and types of instruction. The book is intended for advanced students in learning and instructional technology graduate programmes as well as for individuals seeking careers in educational technology, instructional design, media and information systems, and related fields.

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Theme-III: Integration of Technology for Quality Teacher Education

Sl.No.	Name of the Presenter	University Name	Title of the Paper
1	Neha	Research Scholar, Banasthali Vidyapeeth Rajasthan.	Integration of Pupil-Teachers in Technology for Quality Teacher Education
2	Shrouty	Research Scholar, Banasthali Vidyapeeth, Tonk Rajasthan, Nowai	Integration of ICT in Teacher Education with reference to TPACK
3	Dattisri GohindaMunda* & Prof. G.R Anagadi**	*Doctoral Research Scholar, **Professor, School of Education, Central University of Gujarat	A study on awareness and attitude among prospective teachers about indigenous platform MOOCs-SWAYAM
4	Dr. Madhuri Issac	Associate Professor, Tilak College of Education, Pune.	Transformation in teacher education by the means of online learning & blended learning
5	Dr. Chittababu Putcha	Assistant Professor, Department of Adult Education, Dr Hari Singh Gour Vishwavidyalaya (A Central University) Sagar, Madhya Pradesh (India)	Teacher Education: Integration of Technology for Quality Education
6	Dr. L.V.R. Deekshithulu	Principal, Mother Teresa College of Education, Sathupally, Khammam District	National and Global Concerns in Teacher Education
7	Dr. Rashmi Singh	Assistant Professor, Department of Education, S.S. Khanna Girls' Degree College University of Allahabad	Integration of Technology for Quality Teacher Education
8	Dr. Sarita Verma* & Dr. Kritika Gossin**	*Assistant Professor, Sharda University **Assistant Professor, Sharda University	Integration of Technology for Quality Teacher Education: Insights from West
9	Dr. Jagannohana Rao Gurugubelli	Faculty of Education, Modern Institute of Teacher Education, Kohima	Blended Mode of Teaching and Learning: A Pedagogical Approach for 21st Century Education System

Sl.No.	Name of the Presenter	University Name	Title of the Paper
10	Dr. Manda Naveen	Principal, Trinity College of Education Khammam, Telangana	Teacher Education Programme is Enriched through Digitalized Transformation
11	Dr. V.S. Sumi* & Md. Haider Ali**	*Research Scholar (JRP), **Asst. Professor, Dept. of Education and Training, Maulana Azad National Urdu University, Hyderabad	Interactive Learning Technologies for Quality Teacher Education
12	Hanshu Sharma*, Devavrat Sharma** & Prof. Laxika Sharma***	*Research Scholar, **Research Scholar, ***Professor, Punjab University, Chandigarh	A Study on the Technological Self Efficacy Among School Teachers
13	K. Guru Padam	Research Scholar, Department of Education, Acharya Nagarjuna University, Guntur, A.P.	Integration of Technology for Quality Teacher Education
14	Manisha Rani	Research Scholar, Department of Education, Punjab University, Chandigarh	Perspective of Teachers in Improvement of Quality Of Education Through Flipped Classroom
15	Kalakoti Urjay Kumar* & Dr. Qudus Hafeez**	*Research Scholar, **Assistant Professor, Department of Education, University College of Education (OU), Hyd.	Attitude of Students Towards Blended Learning in Higher Education Level
16	Prof. (Dr.) Santosh Arora* & Shabli**	*Professor, **Research Scholar M.J.P. Rohilkhand University, Bareilly	Integrating Technology in Teacher Education: Enhancing Quality Education
17	Saka Ram* & Manjya Meena**	*Institute of Development Studies, Rajasthan **Indira Gandhi National Tribal University, Amarkantak Madhya Pradesh.	Impact of Educational Technology in Teaching and Learning at Senior Secondary Level in Western Rajasthan
18	Suhashree Mahanty	M.Phil. Scholar, Fakir Mohan University, Balasore, Odisha	Integration of Technology for Quality Teacher Education
19	Neema Jha	Assistant Professor, S.K Mahila College Begusarai, Bihar.	Challenge of Effective Technology Integration into Teaching and Learning
20	Shabnum Parveen* & Prof. Mashtaq Ahmed I.Patel**	* Research Scholar, ** Prof. of Education, Dept. of Education & Training, Maulana Azad National Urdu University, Hyderabad	Integration of Technology for Quality Teacher Education



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Towards Inclusive Education

With
Special Reference to
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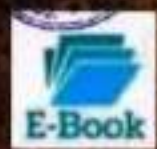
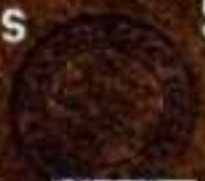
Lifelong Learning: Issues and Challenges

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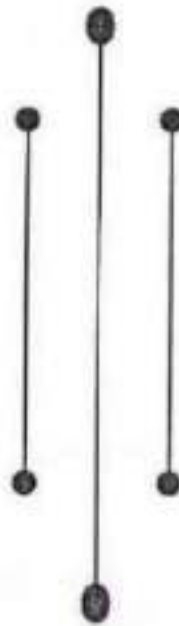
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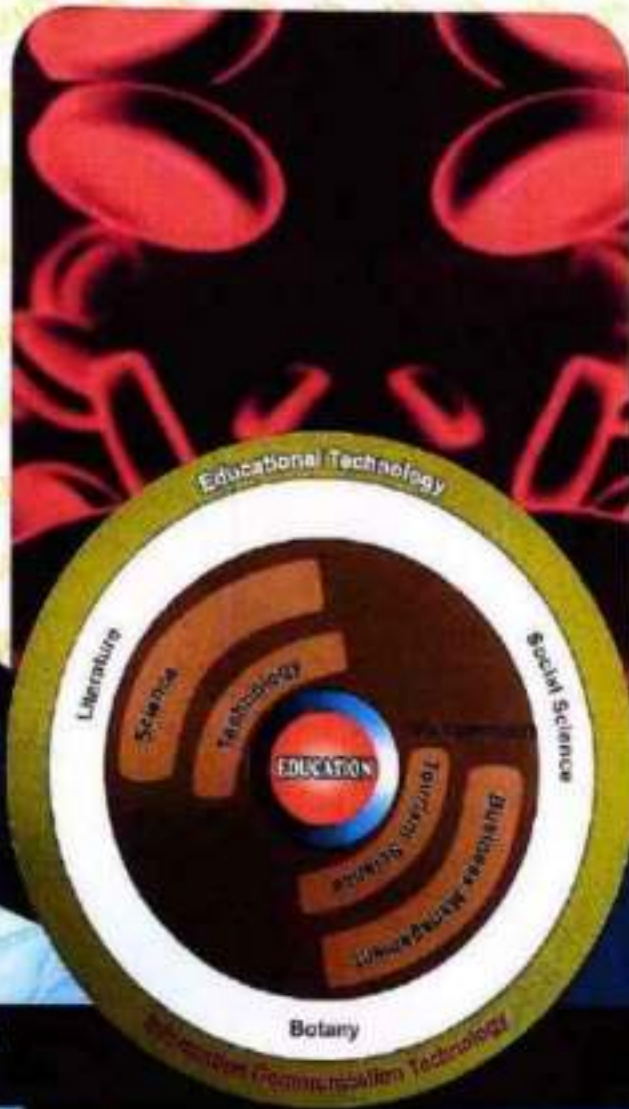
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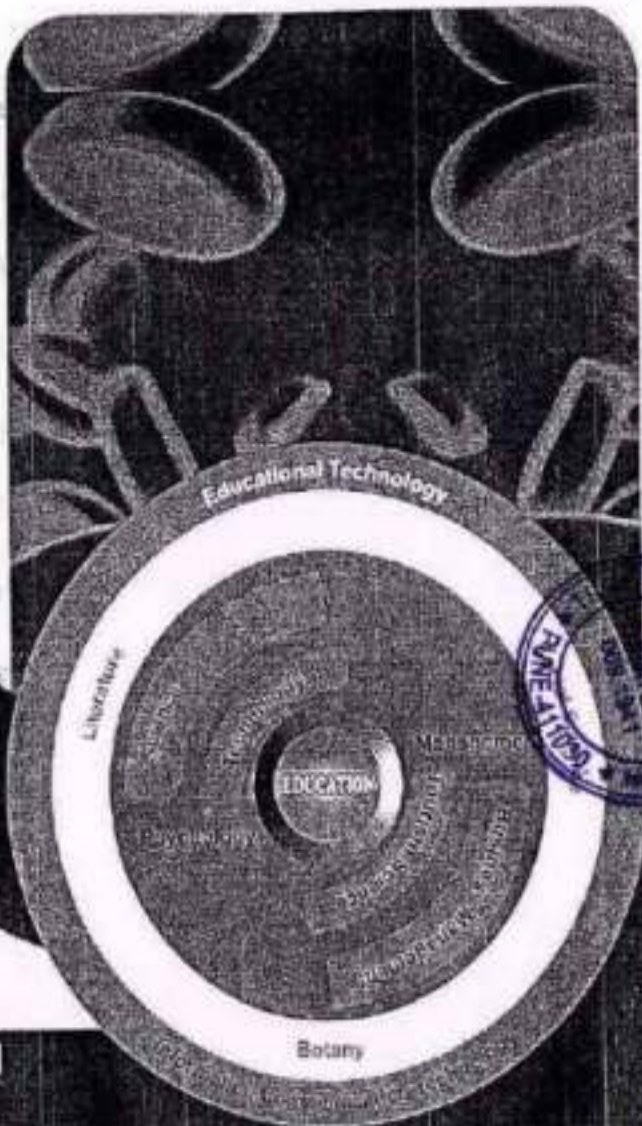
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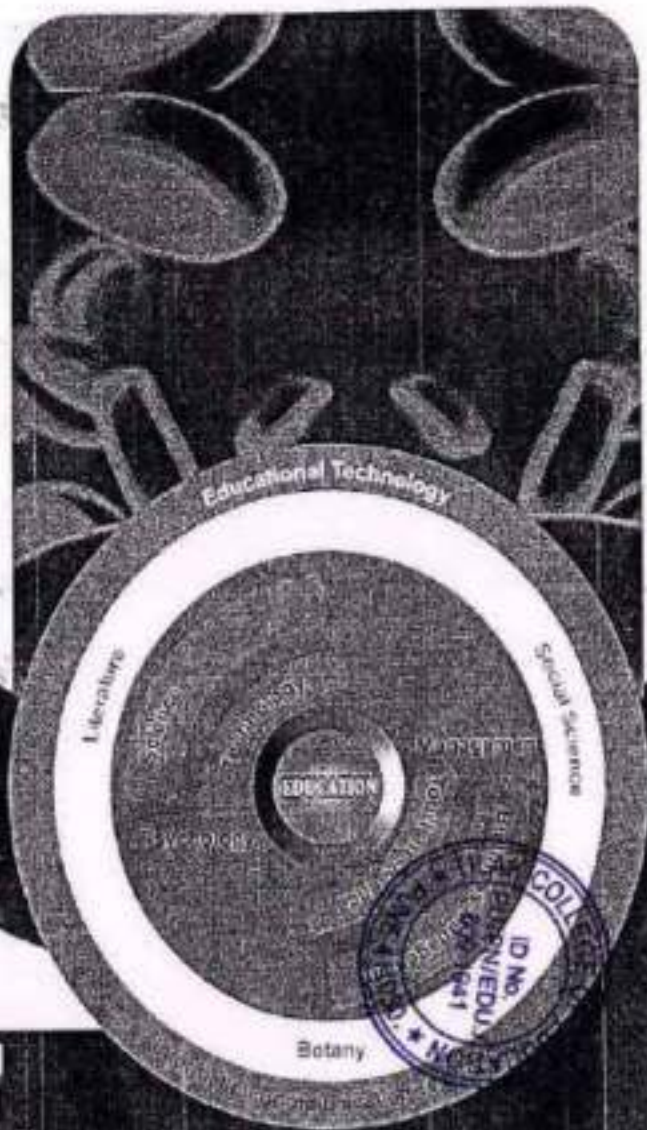
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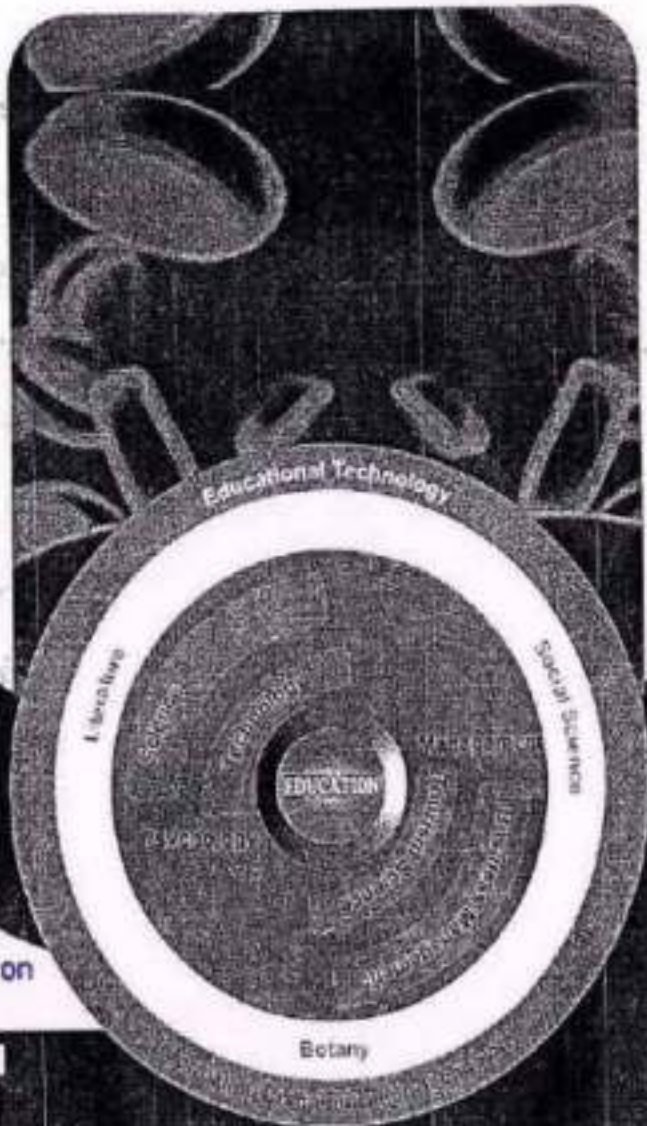
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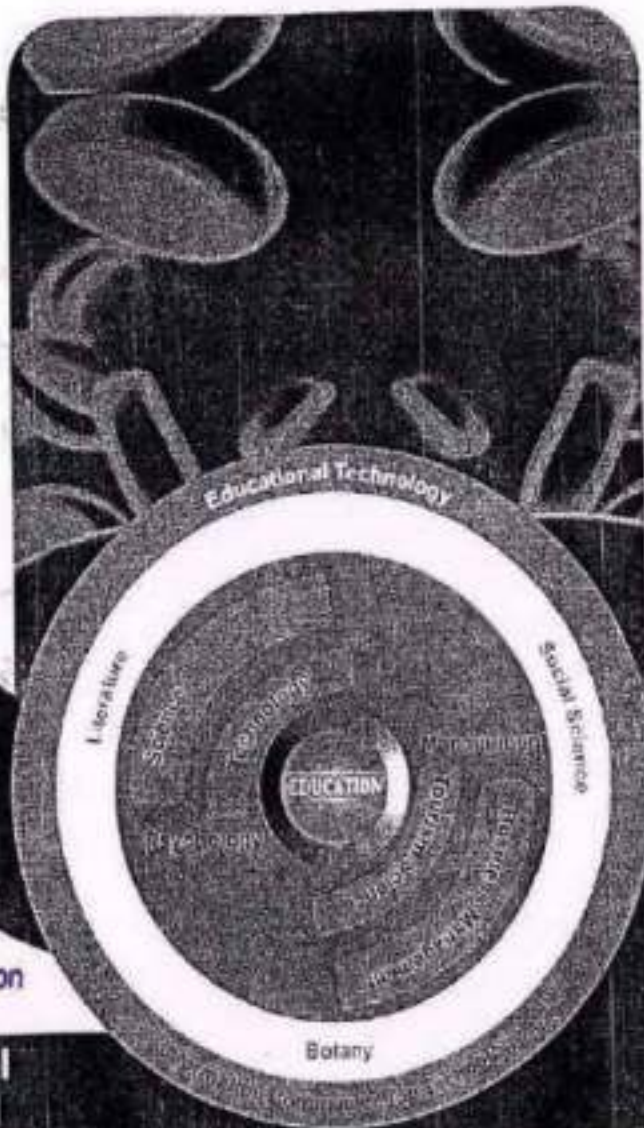
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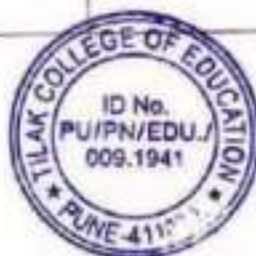
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He /She acted as a Resource person / Chairperson for Technical Session / presented a paper entitled

"Employability Skills for empowering The Vocational Life of Hearing And Speech Impaired Students."

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Inter-University Centre for Teachers Education [IUCTE]

Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching [PMMMNMTT]

21 - 23 January, 2020

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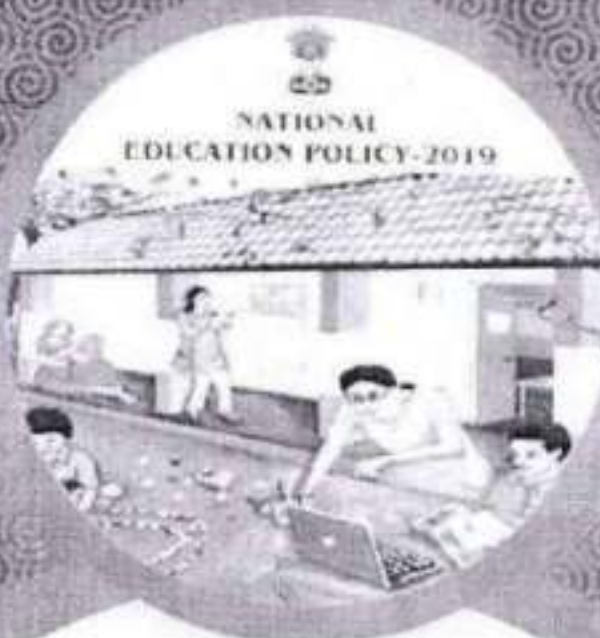
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Two-Day National Level Conference On National Education Policy-2019

July 27th & 28th 2019



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

Sr. No.	Year	Title of the book/chapters published	Title of the paper	Name of the conference	National / International	Year of publication	ISBN number of the proceedings	Affiliating Institution of teacher at the time of publication	Name of publisher	Relevant link
1		Measurements and Evaluation in Psychology and Education	N/A			2023	978-81-19152-20-9	Tilak College of Education, Pune	AGPHI Books Bhopal	https://www.agphibooks.com/
2	2022- 23		Transformation in teacher education by the means of online learning & blended learning	Integration of Technology for Quality Teacher Education	National	2022		Tilak College of Education, Pune		
3		Inclusive Pedagogy for Inclusive School				2022	978-93-91978-26-6	Tilak College of Education, Pune	Shruti Publications, Delhi	https://www.shrutipublications.com/
4	2021- 22	Lifelong learning: Issues & Challenges	N/A			2022	978-93-5620-680-9	Tilak College of Education	Dr. Ekraath, Mundhe, S.M.Jeshi College Hadapsar, Pune	
5		Integration of technology and transformation of education	N/A			2022	2393-8412	Tilak college of education	Indo Asian Publication	



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Sl. No.	Year	Title of the book/chapters published	Title of the paper	Name of the conference	National / international	Year of publication	ISBN number of the proceedings	Affiliating Institution of teacher at the time of publication	Name of publisher	Relevant link
6	2021-22	Multi Faceted Perspectives of Gender Education : Reaching the unreached	N/A	-	-	2022	978-93-5593-442-0	Tilak College of Education	Council for Educational Administration & management	https://ceam.in/
7		Flexible approach of learning	N/A			2021	978-81-949998-3-6	Tilak College of Education, Pune	Kripa Drishti Publications, Pune	https://www.kdpublication.in
8	2020-21	N/A	RELEVANCE OF ANCIENT INDIAN KNOWLEDGE IN DESIGNING CONTEMPORARY TEACHER EDUCATION	Implementation of National Education Policy 2020 for Teacher Education	National	2021	2278-8808	Tilak College of Education, Pune	Amrutesh Publication and Company, Pune, M.S.	https://www.aafp.com/
9		N/A	MULTIDISCIPLINARY APPROACH TOWARDS TEACHER EDUCATION RELATED IN NEP	Implementation of National Education Policy 2020 for Teacher Education	National	2021	2278-8809	Tilak College of Education, Pune	Amrutesh Publication and Company, Pune, M.S.	https://www.aafp.com/



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10		N/A	CHALLENGES IN IMPLEMENTATION OF NEP (2020) WITH REFERENCE TO MERGER OF B.ED. COLLEGES	Implementation of National Education Policy 2020 for Teacher Education	National	2021	2278-8810	Tilak College of Education, Pune	Amitech Publication and Company, Pune, M.S.	https://www.stijl.com/
11	2020-21	N/A	A STUDY OF NATIONAL EDUCATION POLICY (NEP) 2020 AND QUALITY OF SCHOOL EDUCATION	Implementation of National Education Policy 2020 for Teacher Education	National	2021	2278-8811	Tilak College of Education, Pune	Amitech Publication and Company, Pune, M.S.	https://www.stijl.com/
12		N/A	ISSUES AND CHALLENGES OF NEP IMPLEMENTATION IN TEACHER EDUCATION	Implementation of National Education Policy 2020 for Teacher Education	National	2021	2278-8812	Tilak College of Education, Pune	Amitech Publication and Company, Pune, M.S.	https://www.stijl.com/
13		N/A	NEP 2020 AND ROLE OF TEACHER EDUCATION	Implementation of National Education Policy 2020 for Teacher Education	National	2021	2278-8813	Tilak College of Education, Pune	Amitech Publication and Company, Pune, M.S.	https://www.stijl.com/



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14		N/A	NEP 2020 FOR THE QUALITY DEVELOPMENT OF TEACHER EDUCATION	Implementation of National Education Policy 2020 for Teacher Education	National	2021	2278-8814	Tilak College of Education, Pune	Amitesh Publication and Company, Pune, M.S.	https://www.sril.com/
15	2020-21	N/A	AN INNOVATIVE TEACHER EDUCATION WITH A MULTIDISCIPLINARY PERSPECTIVE TO IMPART HOLISTIC EDUCATION	Implementation of National Education Policy 2020 for Teacher Education	National	2021	2278-8815	Tilak College of Education, Pune	Amitesh Publication and Company, Pune, M.S.	https://www.sril.com/
16		N/A	शिक्षण क्षेत्रातील 2020 च्या राष्ट्रीय शिक्षण धोरणाचा अन्वयानुसार शिक्षकांच्या शिक्षणाला	Implementation of National Education Policy 2020 for Teacher Education	National	2021	2278-8816	Tilak College of Education, Pune	Amitesh Publication and Company, Pune, M.S.	https://www.sril.com/
17		N/A	Analysis of M.Ed. Curriculum with respect to inclusive education	Global Emerging Trends in Transformation of Education	International	2021	2581-9100	Tilak College of Education, Pune	D.Y.Patil College of Education, Pimpri, Pune, M.S.	https://portal.sril.com/resource
18		N/A	शिक्षण क्षेत्रातील 19 व्या शतकातील	Challenges before Higher Education in 21st Century	International	2021	2319-9318	Tilak College of Education, Pune	Harshwardhan Publication Pvt.Ltd, Beed M.S.	https://www.vit.yawara.com/02



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19		N/A	Teachers' opinion regarding development of English vocabulary	Challenges before Higher Education in 21st Century	International	2021	2319-9319	Tilak College of Education, Pune	Harshwardhan Publication Pvt. Ltd, Beed M.S.	https://www.vidyavarta.com/02/
20	2020-21	N/A	Impact of COVID-19 on education	Impact of COVID-19 on economy, business, education and social life	National	2021	978-81-948755-9-8	Tilak College of Education, Pune	Kripa Drishti Publications, Pune	www.kripapublications.in
21		ग्रीष्म ऋतूचा अन्वेषण अभ्यास	N/A			2019	978-1-31231-222-31	Tilak College of Education, Pune	Amitesh Publication and Company, Pune, M.S.	http://www.amiteshpublishers.com/
22	2019-20	N/A	Employability skills for empowering the vocational life of hearing and speech Impaired Students	Connecting beyond the classroom: employability skills for Global Teacher Education	International	2020		Tilak College of Education, Pune	Azam college international conference Feb-2020	
23		N/A	study of the teaching, learning & Assessment of children with special need (CWSN) in special schools of Maharashtra	Education of the Gifted and of Learners with Disability: Teaching, Learning and Assessment	National	2020	2394-3114	Tilak College of Education, Pune		https://www.sooindia.org/index.php/sign



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Sr. No.	Year	Title of the book/chapters published	Title of the paper	Name of the conference	National / international	Year of publication	ISBN number of the proceedings	Affiliating Institution of teacher at the time of publication	Name of publisher	Relevant link
24	2019-20	N/A	New Trend in English language teaching- communicative language teaching	Human Rights present scenario and challenges and Humanities	International	2019	2348-7143	Tilak College of Education, Pune	Azam college international conference feb-2020	https://www.researchjournay.net/
25		N/A	Development Of Competencies among Teacher's In Inclusive Education	National Education Policy- 2019	National	2019	2319-4766	Tilak College of Education, Pune	Rashtri Group of Institutions, Karnataka	https://portal.issn.org/resource/SSN/2319-4766
26		N/A	Challenges of integrated education in india	Ameliorating education in india : From segregation to integration	National	2019	2278-5655	Tilak College of Education, Pune	H.G.M. Azam College of Education, Pune	https://aarhat.com/journals/amie/article?page=scope
27	2018 -19	N/A	Cross curricular Teaching Contributing The Real Progress of Children	Cross over curriculum approaches for gen next	State level	2019	2319-4766	Tilak College of Education, Pune	H.G.M. Azam College of Education, Pune	https://portal.issn.org/resource/SSN/2319-4766
28		N/A	National education policy-2019 and Teacher education	Cross over curriculum approaches for gen next	State level	2019	2319-4766	Tilak College of Education, Pune	H.G.M. Azam College of Education, Pune	https://portal.issn.org/resource/SSN/2319-4766



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