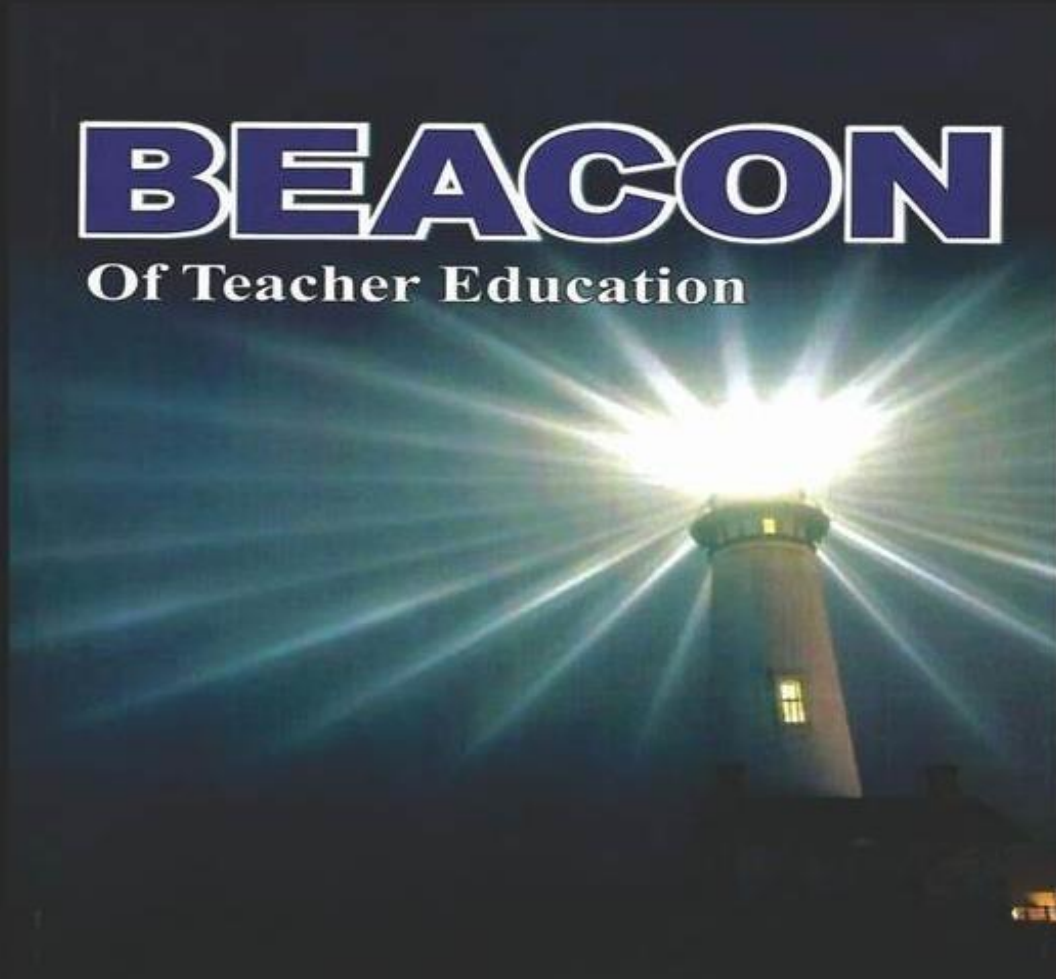


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# BEACON

Of Teacher Education



**Government College of Education (CTE) Panvel,  
Dist. Raigad (Maharashtra), Pin 410 206.**

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# **BEACON**

**Of TEACHER EDUCATION**

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# BEACON

## Of Teacher Education

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Chief Editor Dr. Raamaa Bhoslay, Principal, Government College of Education, Panvel has published this annual research journal online.

## EDITORIAL

### Esteem Readers,

I am very much glad to handover successfully the 10<sup>th</sup> issue of 'BEACON OF TEACHER EDUCATION' a peer reviewed research journal of our institution 'Government College of Education, Panvel'. This is our annually published research journal. Our publication of peer reviewed research journal is dedicated to researchers in 'Teacher Education'. It is in this context that an additional effort requires to be convened to sensitize the system for better realization and awareness about teachers' role and responsibility. The goal is to pave the way for a teacher to enhance his capacities, and improve the quality of teaching. Quality education shapes future of the nation. Nation cannot develop beyond the quality of its educational system.

The education landscape in India has undergone a significant transformation with the implementation of New Education Policy 2020. As teachers, it is essential to understand the key provisions and implications of NEP 2020 to effectively navigate the changing educational landscape. As you embark on this journey, it is necessary to stay updated. Together, we can pave the way for a brighter and more inclusive education system.

We are experiencing a paradigm shift in the field of Education and Research. Knowledge and technology plays very important role in Education. Our research journal provides a platform to our research scholars and teachers' community for sharing their innovative ideas. It leads an institution towards quality education.

***"Quality is never an accident; it is always the result of intelligent effort"***

***- Nelson Mandela***

This interdisciplinary peer reviewed research journal is an important milestone in the progress of Government College of Education, Panvel. I am very grateful all the stakeholders, editorial members and all known and unknown supporters who make this journal possible. This is a Dias for teachers. It works as a lighthouse to the teachers.

**Dr. Raamaa Bhoslay**  
Principal,  
Chief Editor

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## Developing Environment Conscious Behaviour among B.Ed. Students:

Dr. Raamaa A. Bhoslay  
Principal,  
Govt College of Education, Panvel.

**(Key Words** – Environmental Problems, Environment Conscious Behaviour, Environmental Action Strategies)

**Summary** – Environmental problems have reached up to a level where almost everyone is conscious of them. This article throws light on environmental sensitivity and environmental conscious behaviour. Environmental Education plays vital role for creating interest in environment. Researcher plan this study on the basis of objective, to know the level of environmental conscious behaviour among B.Ed. Students in respect to their sex. “There exists nosignificant difference between male and female students in respect to their sense of responsibilitytowards environmental protection” is the hypothesis of present study. 100 regular B.Ed. students (54 male, 46 female) were selected by using random sampling technique. ERAI (Environmental Responsibility Assessment Inventory) was a standardized inventory used for data collection. Conclusion of this research is, student teachers are best to generate environmental conscious behaviour. Video intervention has been proved very effective medium for this purpose.

### INTRODUCTION

Environmental Problems have reached up to a level where almost everyone is conscious of them. This raising consciousness has also given rise to a wide spread responsiveness to the idea for the need to do something about it (Chhokar-2000).

The world scenario has undergone great upheaval during last century due to technological advancement, ever increasing industrialization and the tendency of the masses to settle down in urban areas. This has resulted in environmental degradation. The repercussions of deteriorating environmental conditions have been casting negative impact on the ecological conditions on the globe. Due to the activities pertaining to over exploitation of biotic and abiotic components, ecological balance is being disturbed day-by-day. In the present age of technological revolution, the needs of human being are increasing rapidly. Consequently, the human being is destroying the nature brutally. Insensitive and irrational exploitation of natural resources and effects of

destroyingthe nature can be seen in the form of global warming, ozone depletion, increasing amount of CFC’s, acid rain, green house effects etc. Nature is threatening to the mankind in the form of drought, floods, earthquake, landslides, epidemics etc. As far as the prevailing situations are concerned, there is great need that the society should not only be aware of the present deteriorating environmental conditions but it should also feel the responsibility to save the environment.

Environmental problems are not the problems of developing countries like India but it is concerned with the whole globe. It is the need of an hour to make the whole society conscious about the ecosystem and ecological balance. Education is a powerful medium for changing our behaviour. Recommendations of the Stockholm Conference in 1972 declared that there was closelink between the society and the environment and that the relationship between them was at criticalstage, saying that “a point has been reached in history when we must shape our action throughoutthe world with a more prudent care for their environmental

consequences (Basu – 1991).

Thus this is a crucial time to realize that environmental sensitivity and environmental conscious behaviour should be cultivated among masses particularly among youths. For the awareness of the society, it is essential to work at grass root level. So that the whole society can

work to save the environment. If we want the environmental values in our children, in due course, we will get the seedlings in the form of adolescents which will nurture as tree i.e. citizens having responsibility towards environment. For this purpose it is essential to educate and train the youth regarding the significance of healthy environment. When students learn about the functioning of eco-system and about environmental action strategies that contribute to their maintenance they develop more environmentally responsible behaviour (Marion & Mary – 1994).

For the sake of our planet, obviously environmental education plays vital role for creating interest in environment. Environmental responsible behaviour should be the integral part of any environmental curriculum encouraging students to take an active role in the protection to their environment in one way, by which the critical balance between man and environment may be preserved. It can be said that young students are full of curiosity to learn about their environment. Here question arises that which method/medium is suitable for imparting environmental education among B.Ed. students. Various researches show that the visual medium is the best medium for imparting environmental education. With use of visual medium environmental responsible behaviour can be instilled among B.Ed. students.

### **Objectives**

The present study was based on the following objectives:

- To know the level of environmental conscious behaviour among B.Ed. students in respect to their sex.
- To find out the effect of video intervention on the environmental

conscious behavior among B.Ed. students in the respect to their sex.

### **Review of Previous Work**

Few researchers (Ramsey & Hungerford – 1989; Haung – 1995; Mathew & Riley – 1995; Plemberg & Kuru – 2000) studied on environmental responsibility. Ramsey & Hungerford (1989) reported significant changes in the environmental behaviour and knowledge of possible solutions to environmental problems among the students of experimental group. Plemberg and Kuru, (2000) confirmed that comparing peoples who were experienced in outdoor activities have a strong and clearly definable empathetic relationship of nature. Mathew and Riley (1995) also supported the same views.

### **Hypotheses**

There exists no significant difference between male and female students in respect to their sense of responsibility towards environmental protection.

There is no significant effect of intervention on the sense of responsibility towards environmental protection of the B.Ed. students on the basis of sex (male / female students).

### **Sample and Sampling Technique**

For the present study researchers used random sampling technique has been used. 100 regular students (54 male and 46 female) were selected.

### **Tools Used**

Data was collected with the help of Environmental Responsibility Assessment Inventory (ERAI). The inventory was developed and standardized by Gihar, Kukreti & Shah (2002). ERAI has 71 items spread over seven dimensions related to environmental responsibility. It has multiple choice types items each item has three options. In this inventory one mark has been awarded to the correct response where as 0 to the incorrect response.

**Data Analysis:-** To get the precise and scientific results of the study, the data were analyzed with the help of mean, SD and 't' test

**Table 1: Mean and S D Scores of Male and Female B.Ed. Students on Different Dimension of Environmental Responsibility Assessment Inventory (ERAI)**

Sl No.	Dimension of ERAI	Male Students (N=54)		Female Students (N=46)		't' Value (df 298)
		Mean	S.D.	Mean	S.D.	
1.	Using environment friendly products	5.05	1.37	5.06	1.23	0.07
2.	Participation in activities to save the he environment	6.42.	1.56	6.22	1.50	1.13
3.	Economic use of natural resources	6.76.	1.87.	6.56	1.77	0.95
4.	Prevention of pollution	7.25	2.14	7.10	2.13	0.61
5.	Be aware of environmental issues	5.79	1.50	5.48	1.61	1.72
6.	To save green trees and vegetation	6.43	1.40	6.07	1.56	2.10*
7.	Ecological Concern	6.15	1.80	6.12	1.71	0.15
8.	Overall environmental responsibility	43.84	6.75	42.61	6.97	1.55

\*Significant at 0.05 level of significance    \*\*Significant at 0.01 level of significance

Participation in environmental activities, economic use of national resources, prevention of pollution, be aware of environmental issues, ecological concern and overall environmental responsibility the male and female students obtained almost similar mean values.

**Table 2: Pre-Intervention (before Intervention) and Post-Intervention (after Intervention) mean and SD Scores of Male B.Ed. Students on Different Dimensions of Environmental Responsibility Assessment Inventory (ERAI)**

Sl No.	Dimension of ERAI	Pre Test before Intervention Score (N=54)		Post Test before Intervention Score (N=54)		't' Value (df 306)
		Mean	S.D.	Mean	S.D.	
1.	Using environment friendly products	5.05	1.37	6.00	1.09	6.73**
2.	Participation in activities to save the he environment	6.42.	1.56	7.84	1.15	9.09**
3.	Economic use of natural resources	6.76.	1.87.	8.71	1.78	9.37**
4.	Prevention of pollution	7.25	2.14	9.29	2.09	8.46**
5.	Be aware of environmental issues	5.79	1.50	6.45	0.86	4.74**
6.	To save green trees and vegetation	6.43	1.40	7.19	0.88	5.70**
7.	Ecological Concern	6.15	1.80	7.62	1.23	8.37**
8.	Overall environmental responsibility	43.84	6.75	53.10	6.24	12.50**

\*\*Significant at .01 level of significance

Table no. 2 indicates that the sense of responsibility towards environment among male B.Ed.Students was significantly affected.



**Table 3: Pre-Intervention (before Intervention) and Post-Intervention (after Intervention) mean and SD Scores of Female B.Ed. Students on Different Dimensions of Environmental Responsibility Assessment Inventory (ERAI)**

Sl No.	Dimension of ERAI	Pre Test before Intervention Score (N=46)		Post Test before Intervention Score (N=46)		't' Value (df 290)
		Mean	S.D.	Mean	S.D.	
1.	Using environment friendly products	5.06	1.23	5.99	1.15	6.67**
2.	Participation in activities to save the he environment	6.22	1.50	7.97	1.16	11.15**
3.	Economic use of natural resources	6.56	1.77	8.86	1.85	10.85**
4.	Prevention of pollution	7.10	2.13	9.54	2.01	10.07**
5.	Be aware of environmental issues	5.48	1.61	6.52	0.86	6.88**
6.	To save green trees and vegetation	6.07	1.56	7.22	0.93	7.65**
7.	Ecological Concern	6.12	1.71	7.66	1.18	8.96**
8.	Overall environmental responsibility	42.61	6.97	53.75	5.88	14.76**

\*\*Significant at .01 level of significance

It has been found that the intervention influenced significantly the responsibility towards environment of female B.Ed. students.

**Details of the Coverage of Different Environmental Aspects in the Video Films Treated as Intervention in the Present Study**

Sl. No.	Different Environment Aspects	Video films And Coverage of Different Environmental Aspects							
		F1	F2	F3	F4	F5	F6	F7	F8
1.	Causes of pollution	*	*	*	*	*	*	*	*
2.	Effects of Pollution	*	*	*	*	*	*	*	*
3.	Measures of Pollution	*	*	*	*	*	*	*	*
4.	Natural resources conservation		*	*	-	*	*		*
5.	Environment quality management	*	*	*	*	*	*	*	*
6.	Mass movement and environmental protection	*	*	*		*	*	*	*
7.	Waste Management		*	*					*
8.	Using Environment Friendly Products	*	-	-	-	-	*	-	-
9.	Awareness towards environmental issues	*	-	-	-	-	*	-	-
10.	To save green trees and vegetation	-	-	*		*	*	-	*
11.	Responsibility towards Environment protection	*	*	*	*	*	*	*	*
12.	Consciousness about pollution and environmental protection	*	*	*	*	*	*	*	*
13.	Process ozone depletion	*	-	-	-	-	-	-	-

‘\*’ Indicates that video films cover the aspects of environment in front of which ‘\*’ mark is mentioned

F1 Ozone save our skies  
F2 Video spot on garbage  
F3 Biogas Safe Clean Ecological  
F4 Water and water pollution

F5 Noise pollution in developing countries  
F6 Air Pollution  
F7 Occupational health in industrial workers  
F8 Our village, our home

## Results

- 1) Male students had scored significantly higher mean values than female students on responsibility towards the dimension, to save green trees and vegetation of Environmental Responsibility Assessment Inventory (ERAI).
- 2) It may be possible because the findings confirmed that boys are more conscious towards environment and have more positive attitude than girls. As such they should possess more responsibility towards environment and actively participate in these activities that are related to environmental protection.
- 3) A remarkable difference was found between pre-intervention and post intervention scores of the male and female students. After getting intervention all the male and female students had scored post – intervention mean values on using environment friendly products, participation in activities to save the environment, economic use of natural resources, prevention of pollution, be aware of environmental issues, to save green trees and vegetation, ecological concern as well as overall environmental responsibility.

## Conclusion

Environmental problems cannot be solved within a day or two. It requires rigorous

efforts, so there is an urgent need to take immediate action

in this regard. The present investigation has assessed the effect of video intervention on environmental behaviour of the B.Ed. students. In order to make them feel their own responsibility towards environment, the use of video intervention has been proved as a powerful tool that can make citizens aware and conscious about the hazardous impact of environmental degradation, pollution and it can generate knowledge, awareness and

consciousness and to inculcate environmental conscious behaviour among B.Ed. students about different environmental components. It focuses their attention towards significance of maintaining environmental and ecological balance. To conclude, we suggest that through video intervention, the main agencies of education, teacher training college can motivate the students to realize the nature of environmental problems and ensure their participation in preservation and protection of environment. Student teachers are most receptive and sensitive; therefore this is the best time to generate environmental conscious behaviour and to motivate them to establish a congenial and harmonious coexistence with nature. Video intervention has been proved very effective medium for this purpose.

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## **Socio-Cultural Impact on Dalit Women Autobiographies**

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### **Abstract:**

Indian Dalit autobiographies which can be reverted to the writing from Maharashtra in the 1970s, which comment on literature of the ill-treated, usually connected with the different group of people considered the lowest among the Indian people. Dalit women autobiographies developed in response to concerns specially to Indian social and cultural history. Over last 30 years Dalit autobiographies has got itself a new place the world of literature through the translation of autobiographies into English. They have acquired great significance because critical issues like subjugation, oppression, self-identity are discussed in detail. Dalit autobiography is new dimension in literature

**Keywords;** Dalit women, oppression, self-identity.

### **Introduction;**

In a new era when issues concerning human rights have been depicted in the literary works of marginalized groups have gained great significance related to human rights and humanity. Now a days in Dalit literature in India writers trying to bring in focus the experiences of discrimination violence and poverty of Dalit society. The expression of Dalit people has been silenced and erased section of society for many decades. Their existence was denied. The widening collection of Dalit texts, poems, autobiographies, short stories

explore to correct this situation by examining Dalit culture. Dalit literature is one of the most important literary movements emerge in post-independence India. Mahatma Jyotiba Phule and Dr. B. R. Ambedkar two towering figures in Dalit history, were the first to appropriate the word, 'Dalit' to describe the extreme oppression of untouchables.

The term 'Dalit Literature' was used in 1958, at the first Dalit conference held in Bombay. A group of Marathi young activist founded an organization called 'Dalit Panthers,' after that the term came into prominence in 1972. The trend to write Dalit autobiographies was started by Daya Pawar with

his Baluta. Dalit men started writing about their owes, sufferings, humiliation, torture and exploitation of their community. But many writers were unable to express the woman's inner sufferings, marginalization, subjugation, double exploitation by their society and upper-class society.

Baby Kamble was the first woman in Dalit society who dared to write autobiography in Marathi. Many female writers wrote their autobiographies to reveal their feelings and thoughts and suffering.

### **Aims and Objectives:**

This research paper aims at fulfilling following aims and objectives:

1. To study autobiography as a new dimension in literature.
2. To study the rise and growth of Dalit literature with impact of socio-cultural elements on society.
3. To analyze the social condition of Dalit in India.
4. To study the cultural impact on Dalit society.
5. To study the Dalit woman's condition in the society.

6. To analyze the double exploitation of Dalit women by their society and high-class society.

7. To create awareness of the torments faced by Dalit women to non-Dalit in India.

The present research study is based on hypothesis such as:

1)The impact of socio-cultural elements is important in society. Society and culture are co-existent. Socio-cultural elements play a critical role in individuals' development.

2)Dalit women autobiographies are the protests against 'Dalit patriarchy' and 'social patriarchy' which depict the social-rejection and its consequences faced by Dalit women regarding with socio-cultural elements. Their 'look within' approach gives readers a clear picture of their community.

3)Dalit women organized themselves under the banner of different organizations such as Dalit Mahila Federation, National Federation of Dalit Women, All India Dalit Women's Forum. These organizations are powerful which help to bring back dignity and self-respect.

The present research undertakes close study of impact of socio-cultural elements on Dalit women autobiographies. The present study also takes review of journals about Dalit women autobiographies published by editors.

### **Socio-cultural factors:**

Socio concern with society. The term 'society' is derived from Latin word 'societus' meaning championship. In general, the word 'society' denotes a group of people interacting with one another, helping each person to fulfill his wishes.

Society is responsible for the mental and intellectual of its dwellers. Society and individuals are complimentary and supplementary to each other.

Culture: culture means a set of patterns of human activity within a community or social group and a symbolic structure that gives significance to such activity. Customs, laws, dress, architectural style, social standards, religious beliefs and traditions are all examples of cultural moments.

This socio-cultural environment refers to changes in society's attitude, behavior values, lifestyle, costumes, tastes all play an important part.

Mostly the Dalits are known in contemporary society for their culture and tradition which can well identified through their day today lifestyle and activities performed.

### **Social status of Dalit women:**

Dalit women are placed at the very bottom of social hierarchies. The caste system declares Dalit women to be intrinsically impure and 'untouchable' which sanctions social exclusion and exploitation. Dr. B. R. Ambedkar started Dalit movement, many Dalit women were activist in movement and started writing about their sufferings, injustice, anguish. They became aware of their self-respect, self-dignity.

### **Dalit women autobiographies: -**

Dalit women have been invisible on the pages of history. They have not been described anywhere. As in society, in literature, Dalit women were silenced and made only guest appearance. They have been pugilists and combatants enough to tackle any problem. They were always ready to embattle for their rights. When Mahatma Phule opened his school in Pune then Mukta Mang wrote her first essay about Dalits and Dalit women. Due to casteism, poverty and Dalit patriarchy, Dalit women were thrown away at the lowest level in society. They faced disparaging snags and hitches.

Being women, the female autobiographers are attached to every pain of woman. They themselves bear every atrocity and humiliation. They wrote about the hurdles in getting education due to casteism, social experiences and social rejection, gender issues, fear, poverty and revenge

### **Review of Literature**

Dalit women autobiographies in literature is a new phenomenon in the modern era where the tormented experiences of Dalit women writers are exposed to present the contemporary social,

mental condition before readers. Many autobiographies are written in regional languages but later translated in English. In Maharashtra Dalit literature was famous because of different genres of writing. Dalit women autobiographies aims at generating awareness of Dalit women about their social situation in the society to all readers.

### **A) Dalit women rejection: -**

Many Dalit women writers have given an expression to their experiences of social rejection in their autobiographical works. Experience of social rejection points out the various effects of social rejection on one's performance. Urmila Pawar, a Maharashtrian literary writer portrays several incidents of social rejection due to casteism. Her autobiography 'Aaydan' translated by Maya Pandit as 'The Weave of My Life: A Dalit Woman's Memoir' is replete with such accounts. Pawar depicts social reflection and consequences of social rejection faced by the members of her caste, especially a common social reality for Dalit women. She narrates one such incident of social reality and rejection when she was asked to carry Upper caste and forced to stand outside the house. She recalls how the baskets were washed when she put them down, by sprinkling "water on them to wash away the pollution, and only then would they touch them". She narrates another incident of social rejection when coins were dropped "in my hands from above, avoiding contact as if their hands would have burnt if they touched me"

In this autobiography there are many narratives of how Dalit men, women and children encounters with social rejection- in the school, in the city, in the family in literary societies and in other spaces.

### **B) Dalit women oppression: -**

Many Dalits autobiographies are mostly depicting the Dalit women oppression. Women of the Dalit community endured the burden of multiple oppressions of caste, class, and gender. However, caste remains the root of their sufferings. The caste system is an evil practice. Bama was born in

Roman Catholic family in Tamil Nadu and real name is Faustina Mary Fathima. Her ancestors were converted from Hinduism to Christian family; and in this way she inherits her marginalized identity as a Dalit Christian girl. Bama works as a high school teacher. Bama in 'Karukku' portrays the oppressed lives of Dalit community and more specifically Dalit-women whose voices are silenced by a labyrinth of Indian mainstream communities. Bama excavates her identity as a marginalized soul and also endeavors to project a subversive history of Dalit culture. Bama represents Dalit Paraya community, her individual experiences are very well-connected with typical marginalized position of this Dalit caste and its oppressed identity. Bama points out, "It was only after this that I began to understand, little by little, that in that order m Tamil people were looked upon as a lower caste. And the, among Talils, Parayar were a separate category." About Parayar community Bama writes as "----- the poorest of poor, struggling for daily survival, doesn't need spelling out' Bama draws picture of Dalit-woman oppression through the belief of untouchability among upper- caste women towards Dalit-woman/girl. The shameful incident as portrayed by Bama:

The Naicker women would pour out the water from a height of four feet while Paatti and the others received and drank it with cupped hands held to their mouths. I always felt terrible when I watched this.

Somewhat frustratingly due to poverty Dalit girl children are even oppressed by Dalit -male and spend their life "collecting firewood, looking after the house, caring for the babies and doing household chores" consequently, their life becomes full of burden and labor.

### **C) Dalit women caste: -**

Dalit autobiographies have the themes of oppression, resistance, pain, exploitation, subjugation, untouchability hardships, poverty. Kumud Pawde was born in Mahar family in Nagpur as Kumud Somkuvar. She got Pawde surname from her husband who was a social worker. She is a renowned author, scholar and a

Sanskrit professor. Her autobiography named "Antaspot" literally means 'outburst' but Kumud Pawde clearly mentions that word "Antaspot" "must not be confused with an emotional outburst rather it is a very thoughtful outburst of feelings. Kumud has depicted the memories of her childhood in her autobiography. She was a mere child, and she did not know who the Hindus were. She wanted to know about the Mahar also. Her mother explains to her that they are also Hindus, but they are from the lower caste, the Hindus were from the upper caste. She was born in a low Mahar caste, but she is praised for her knowledge of Sanskrit and for her ability to learn and teach it. The point is not new as there may be many people who have learnt Sanskrit and taught it also, but the strange thing was the caste which she belonged to be the lowest of low and Sanskrit is considered for upper caste people only. She tells an incident of auspicious occasion of the Vijaya Dashami. The Maharashtra State Government has arranged a felicitation meeting in Nagpur to honor of the scholars of Vedas. It was decided that Kumud may introduce these scholars in Sanskrit, it was challenging task for her. Many people were against this act that a Dalit girl may introduce the Vedic scholars. Shudras and women were not allowed to learn Sanskrit."

Why did you need to make the introductions in this manner? To humiliate us? She feels proud of this wonderful opportunity she has got in her life. But the culture and environment were still preventing her from doing so.

**Conclusion: -**

In many autobiographies writers used "we" instead of "I" at many places to represent their community. These women writers not only shared their personal experiences but universalized the theme of Dalit women oppression in Dalit marginalized perspective.

Dalit women autobiography give message about their community, about their progress concerned with socio-cultural elements, norms and factors. Their message is to the whole world about their condition in the Indian society. They want to bring social awareness about the social reality and strong inner will to fight against difficulties.

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## DIGITAL TRANSFORMATION IN EDUCATION: ALIGNMENT WITH THE NATIONAL EDUCATION POLICY 2020

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### **Abstract:**

The National Education Policy 2020 (NEP 2020) heralds a transformative era in Indian education. This comprehensive policy places a significant emphasis on integrating digital technology into the education landscape. This paper explores the alignment of digital transformation initiatives in Indian education with the goals and provisions of NEP 2020. Through illustrative case studies, it examines successful implementations, challenges, and the vast potential of digital education within the framework of NEP 2020.

**Keywords:** Digital Transformation, National Education Policy 2020, Equity, Access, Digital Divide, Innovation, Resource Optimization, Digital Literacy, Education Policy, India.

### **Introduction**

The National Education Policy 2020 (NEP 2020) in India marks a significant turning point in the country's education landscape. Among its key objectives is the integration of digital technology to revolutionize teaching and learning. This chapter delves into the alignment of digital transformation initiatives in Indian education with the provisions and goals set forth by NEP 2020. Through case studies, we examine successful implementations, challenges, and the immense potential that digital education holds within the context of NEP 2020.

Certainly, here's a section on the "Need of Study" or "Rationale" for the chapter on "Digital Transformation in Education: Alignment with the National Education Policy 2020":

### **Need of Study**

The study of digital transformation in education, particularly in alignment with the National Education Policy 2020 (NEP 2020), holds profound relevance in the contemporary educational landscape of India. Several compelling reasons underscore the importance of this study:

#### **1. Fulfilling NEP 2020 Objectives:**

NEP 2020 represents a fundamental shift in India's educational framework. To effectively realize its objectives, including universal access to quality education, flexible pedagogy, and preparing students for the digital age, understanding the alignment of digital transformation with these goals is imperative. This study provides critical insights into the



practical implementation of NEP 2020 through digital initiatives.

## **2. Addressing Educational Disparities:**

India's educational landscape is characterized by significant disparities in access to quality education. The digital divide exacerbates these disparities, hindering equitable educational opportunities. This study sheds light on how digital education initiatives can bridge these gaps and make quality learning resources accessible to all, aligning with NEP 2020's commitment to inclusivity.

## **3. Leveraging Technological Potential:**

Digital technology has the potential to revolutionize education by offering personalized, scalable, and cost-effective learning solutions. Understanding how digital education aligns with NEP 2020 enables policymakers, educators, and stakeholders to leverage these technological advancements effectively.

## **4. Meeting the Demands of the 21st Century:**

In an increasingly digitized world, equipping students with digital literacy and fluency is paramount. This study explores how digital education aligns with NEP 2020's vision of preparing students for the digital age, ensuring they are competitive in a globalized workforce.

## **5. Optimizing Resource Allocation:**

The efficient allocation of educational resources is a pressing concern. By examining the benefits of digital education, this study

highlights opportunities to optimize resource utilization and reduce costs, a consideration of great importance in educational policy planning.

## **6. Promoting Innovation and Collaboration:**

NEP 2020 encourages innovation in pedagogy and curriculum design. This study underscores the role of collaboration between educators, policymakers, and technologists in driving innovation within the digital education ecosystem, aligning with NEP 2020's vision of a dynamic educational environment.

In conclusion, this study on digital transformation in education and its alignment with NEP 2020 is not merely an exploration of technological trends; it is a crucial examination of how technology can serve as a catalyst for achieving educational equity, excellence, and innovation in India. Understanding this alignment is essential for realizing NEP 2020's vision of transforming education for the betterment of the nation's future generations.

## **Alignment with NEP 2020**

NEP 2020 is underpinned by several critical provisions aimed at reforming and revitalizing the education sector. These provisions inherently align with the concept of digital transformation:

### **1. Universal Access to Quality Education:**

NEP 2020 aims to ensure quality education for all. Digital technologies provide a

means to transcend geographical barriers, offering educational resources to even the remotest corners of the country.

## **2. Flexibility and Student-Centric Learning:**

The policy emphasizes flexibility in curriculum design and pedagogy, promoting student-centric learning. Digital platforms allow for personalized learning experiences tailored to individual students' needs and pace.

## **3. Preparation for the Digital Age:**

NEP 2020 recognizes the importance of preparing students for the digital era. Digital literacy and fluency are deemed essential for 21st-century learners.

### **Digital Initiatives in Indian Education**

India has seen a surge in digital education initiatives. From the SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) platform to the Diksha portal, these initiatives offer a diverse range of educational resources, including video lectures, e-textbooks, and interactive quizzes. Furthermore, state governments have been actively promoting digital learning through the distribution of tablets and laptops to students.

### **Challenges and Opportunities**

The path to digital transformation is not without its challenges. Chief among these is the digital divide, as not all students have equal access to devices and the internet. Moreover, the

digitalization of education necessitates substantial teacher training to effectively harness the potential of digital tools.

However, the opportunities presented by digital education are immense. It can democratize access to quality education, bridge gaps in learning, and cater to diverse learning needs. The scalability and cost-effectiveness of digital platforms also make it a viable option for reaching millions of students simultaneously.

### **Case Studies**

Two illustrative case studies highlight the practical implementation of digital transformation aligned with NEP 2020:

#### **Case Study 1: Eklavya Digital Schools**

Eklavya Digital Schools, established in rural Maharashtra, exemplify NEP 2020's commitment to universal access to quality education. These schools leverage digital technology to provide a comprehensive curriculum even in remote areas. With carefully designed e-content and teacher training programs, they have successfully bridged the digital divide.

#### **Case Study 2: Swayam Prabha DTH Channels**

The Swayam Prabha initiative, supported by the Ministry of Education, broadcasts educational content through direct-to-home (DTH) television channels. This initiative caters

to students who may not have internet access and aligns with NEP 2020's goal of inclusivity.

### **Benefits of Digital Education**

**Digital education offers several key benefits, including:**

- **Accessibility:** It reaches students regardless of their geographical location.
- **Personalization:** It tailors learning experiences to individual needs.
- **Scalability:** It can accommodate large numbers of learners.
- **Cost-Effectiveness:** It optimizes resource utilization and reduces costs.

### **Conclusion**

The alignment of digital transformation in education with the National Education Policy

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2020 represents a pivotal moment in India's educational journey. As this chapter has shown, digital initiatives, despite challenges, offer unprecedented opportunities to realize NEP 2020's vision of quality, accessible, and student-centric education. Collaboration among educators, policymakers, and technologists is the key to leveraging digital technology's full potential for the betterment of education in India.

This chapter provides an overview of the alignment of digital transformation in education with NEP 2020, supported by case studies and an exploration of challenges and opportunities. Please adapt it as needed to meet the specific guidelines of the journal to which you intend to submit it.

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**Reviving the reflective practitioners of Indian Knowledge system through the framework of two year B.Ed. Curriculum**

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**Abstract**

Indian Knowledge encompasses the Foundational knowledge, Science, Engineering & Technology, Humanities and Social Sciences through a structured classification. The NEP proposes the removal of internal exams until the Second Grade, the introduction of semesters in Grade 12 and the clearance of 8 board exams at the end of Grade 10. Furthermore, the NEP proposes the removal of internal exams until the Second Grade, the introduction of semesters in Grade 12 and the clearance of 8 board exams at the end of Grade 10. This implies that schools which till now, have provided education ending at the 8th or 10th grade, must reevaluate their infrastructure to meet new guidelines. Colleges that embrace teaching grades '11 to 15', must reflect on what constitutes 'higher education'

**Keywords:** Indian Knowledge reflection, Perspectives in Education, Curriculum and Pedagogical studies, Engagement with the field, Enhancement of Professional Capacities.

**Introduction:**

In the teacher education programme the expert system consists of four components a knowledge base, the search or inference system, a knowledge acquisition system, and the user interface or communication system. Factual, Conceptual, Procedural and Metacognitive. early childhood care and education, foundational literacy and numeracy, and curriculum and pedagogy. The students will get to study in their Mother Tongue or regional language till the 5<sup>th</sup> standard. Early childhood care and education, foundational literacy and numeracy, and curriculum and pedagogy. Language, sense

perception, emotion, reason, imagination, faith, intuition, and memory. Our ancient education system focused on the holistic development of the individual and emphasized on values such as humility, truthfulness, discipline, self-reliance and respect for all creations.

A teacher functions within the broad framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The

expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society.

### **Rational of the study:**

The National Education Policy 2020, as the first such document of the 21st century, aims to reconfigure the education system of India on the framework of Indian knowledge System. With its emphasis on the rejuvenation of Indian languages, arts and culture, the NEP 2020 is a promising policy document. The NEP 2020 bears testimony to the fact that the Indian Education System needs a complete overhaul. It recognizes that the distinct place that India holds at the global stage is only because of its cultural developments, civilizational values and rich literature in all the fields. Therefore, all curriculum and pedagogy, from the foundational stage onwards needs to be redesigned which is strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning.

Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question; there is no engagement with the curriculum. Curriculum, syllabi and textbooks are never critically

examined by the student teacher or the regular teacher. Language proficiency of the teacher needs to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum. Teacher education programmes provide little scope for student teachers to reflect on their experiences.

### **Objectives:**

1. To analyse the National Education Policy 2020 in the context of National curriculum framework for two year B.Ed. Curriculum.
2. To reflect on Indian Knowledge system percolated in National curriculum framework for two years B.Ed. Curriculum.
3. All Disciplinary knowledge is viewed as independent of professional training in pedagogy.

### **Previous Ground Realities:**

1. Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.
2. It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student teachers.
3. There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
4. Theory courses have no clear link with practical work and ground realities.
5. The evaluation system followed in teacher education programmes is too information-oriented,

excessively quantitative and lacks comprehensiveness.

6. Apart from conceptual and pedagogical aspects, prior existing programmes need to develop certain attitudes, dispositions, habits and interests in a teacher.

7. The previous evaluation protocol has no place for evaluating these aspects. The above observations provide distinct pointers for addressing issues on the different aspects of teacher education curriculum reform.

Now the course structure for the NCTE Two-year B.Ed. Programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas –

I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

### **Perspectives in Education:**

Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The following are the six courses to be transacted in the two year period, under the curricular area of Perspectives in Education.

The course on ‘Childhood and Growing up’ shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on ‘Contemporary India and Education’ shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on ‘Teaching and Learning’ will focus on aspects of social and emotional development; self and identity, and cognition and learning. ‘Knowledge and Curriculum’ shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning. The course on ‘Creating an Inclusive School’ shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

### **Curriculum and Pedagogic Studies:**

In Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one subject area, at one/ two levels of school. The courses under the curricular area of 'Curriculum and Pedagogic Studies' for the two year period includes.

These courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes that communicates meaningfully with children. Optional courses will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, or an additional pedagogy course (in another subject at the secondary level or the same subject at the higher secondary level). The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas.

### **School Internship:**

Having gained some experience with the child, the community and schools in Year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the first year,

to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc. During the Internship, a student-teacher worked as a regular teacher and participates in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning. School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience

during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to 2-Year B.Ed. Curriculum 7 understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

### **Courses on Enhancing Professional Capacities (EPC):**

Throughout the programme several other specialized courses shall be offered to enhance the professional capacities of a student-teacher. The EPC courses shall be internally assessed and are as follows:

Course EPC 1: Reading and Reflecting on Texts

Course EPC 2: Drama and Art in Education

Course EPC 3: Critical Understanding of ICT

Course EPC 4: Understanding the Self

A course on critical understanding of ICTs shall be offered as an important curricular resource, according

primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege participation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music, drama and yoga. These courses shall offer opportunities to self-reflect, study issues of identity, interpersonal relations, while viewing schools as sites for social change; developing social sensitivity and the capacity to listen and empathize skill based programme.

### **Conclusion:**

The Indian knowledge system possesses the potential to rectify anomalies and establish a more harmonious relationship and balance between individuals, as well as between humanity and nature and the environment. A good teacher has the ability to look past oneself and reach each student. Keeping student's accountability to standards that they set for themselves and achieve even greater expectations. The curriculum development is crucial for education and improving learning outcomes. For making the reflective practitioners of Indian Knowledge system through the framework of two year B.Ed. Curriculum.



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# National Education Policy 2020

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## Abstract -

The present article has been brought out after the scanning of recent literature published on NEP 2020 over the internet and other relevant sources PDF,s books which is published by the government of India present article mainly focuses on highlights of NEP

significant highlights ideas for a better understanding of the need and purpose of NEP 2020.In the context of primary education primary and secondary education higher and adult education and other areas of education.

## Keywords

NEP 2020 National education policy, quality education, higher education new trends.

## Introduction

The new education policy 2020 was launched on 29th July 2020 by the Education Ministry of India. The nature of NEP 2020 is a kind of advisory and it is up to the states, Institutions and schools to decide its implementation. The new education policies make some fundamental changes to the current education system. The key highlights of the new education policy inc multi-disciplined line Universities and colleges with at least one in the year in every district. The active learning experience is reformatting students' curriculum evaluation and support for enhancing the use of knowledge of students and establishing a national research foundation to support excellent-review view research work. Basic infrastructure libraries are an essential component of the educational institution not only providing resources for joyful learning but also equipping children with sustainable reading skills and all-over

development of students. and support of ICT.

## The objective of the study.

The objectives of the study are as :

- 1 To raise awareness about the new education policy 2020.
2. To discuss the changing landscape of learning and education.
- 3 To focus on the significant highlights of NEp 2020.

Significant highlights of the NEP 2020.

Significant highlights of NEP 2020 are as follows.

- 1 It changed the structure of 10+5 and introduced a new one 5 + 3 + +3+4 in the education system.

The previous 10 + 2 structure of school curriculum is to be replaced by a 5 + 3 + 3 + 4 curricular structure including 3 years of

Anganwadi and preschooling and 12 years of schooling corresponding to ages 3 to 18 years respectively.

2. The school from 3 years as per NEP 2020 from the age of 3 the children will become part of early childhood care and education and this will be delivered through a standalone Anganwadi / Anganwadi co-located with primary schools. Pre-primary schools and stand-alone preschools all are under the ECCE program

3 Establishment of Bal bhavans Every state or district will be encouraged to establish Bal bhavan as a particular daytime boarding school infrastructure that can be used by samajik Chetna Kendras.

4 Application of colleges will be phased out in 15 years. The major announcements made in new education are that NEP gives an application of college will be phased out in 15 years and a state-wise mechanism guaranteeing the anatomy of colleges.

5 Teaching in the mother tongue or mother language / regional language up to the fifth-grade class according to a policy of the mother tongue /regional language is to be the medium of teaching in all schools up to 5th class.

6. National Education Technology Forum Anatomy National Education Technology Forum NETF will be created to provide a free platform for the exchange of ideas on the use of technology to enhance the overall teaching and learning both for schools and higher education as well as in research fields.

7 Foreign education in India The new education policy has been opening the door for foreign universities to set up campuses in the country for education.

8 Common Entrance Exam The National Testing Agency NTA offers a common entrance exam for admissions to different courses in higher education institutions.

9. Academic Bank of credits one of the provisions of the national education policy 2020 is the introduction of the academic Bank of Credit ABC the academic Bank of Credit ABC is a national-level facility that will promote the flexibility of the curriculum framework and interdisciplinary multidisciplinary academy mobility of students across the higher education institutions in the country with the appropriate credit transfer mechanism.

10 National education technology forum the. an autonomous body of the national education technology forum NEP will be credited for providing a free platform for the exchange of ideas on the use of technology and learning both for schools and higher education.

11 Multiple entries and exit points to higher education. This is the main and important significance in higher education. The multiple entry and exit points in the academic programs would remove Rigid boundaries and create new possibilities for students to choose and learn the subjects of their course and their choice. The national education policy was multiple entries and exit points in higher education in less than 4 years of the program. Students can exit after 1 year with the certificate after 2 years with a diploma and after 3 years a bachelor's degree and bachelor's research after 4 years.

12 Easy to board exam The board exams are said to get easier as they will be preliminary secure core capacities, and competencies rather than months of coaching or memorizing for the class 12th and 10th.

13 . Promoting the facilities and technology for schools, colleges and universities according to National Education Policy 2020. Extensive initiatives will be undertaken to ensure the basic infrastructure and facilities as well as libraries and other related resources for education.

New education policy also introduce new trends in higher education like online education as well as promoting artificial intelligence. It also promotes project-based methods for learning. It simply means that project-based methods of learning help students to think creatively to solve complex problems and become active in the learning process.

An important aspect of the new education policy is the prevalence of the hybrid learning model A healthy mix of online and offline or campus education is expected to be trained for the foreseeable future moving to accessibility. It provides teachers as well as students with the help of a hybrid learning model education will breach almost who needs and will help to change the whole scenario of the education system.

Introduction of technology-driven and s

Is an important part of human life and education to enrich the online experiences for students and teachers.

For Evolution, online assessments self-assessment formative evaluation, summative evaluation, peer reviews and evaluation are introduced in this policy.

## **Education**

On soft skill training, it is a must-have. Soft skills training is very important in our day-to-day lives. Critical thinking, problem-solving management and creativity will continue to be the most preferred skills in every

institution. stakeholders want to see emerging professionals make hard decisions and showcase their leadership abilities. The f institutions that uncover quality formulas for an increase in the development of these skills in NEP also focus on and work with this.

Gamification for joyful and Happy learning as well as activity-based learning. Education must be like gamification support. This gamification of virtual learning is also significant. anything

Work experience and vocational training from 6 to 8 grade is introduced in NEP for students' better future.

NEP take initiative in skill development for that NEP try to enrich the curriculum for skill development and githe ves student many opportunities for vocational courses and vocational training. Many courses increase the employability and income levels of workers by developing technical skills and practical experience in particular jobs or domains. It is also helpful for professional fields and professional development. This education policy also works on women's empowerment through different skill programs training and schooling. National education policy rts and helps person person .persons with a

Special need.

## **Principles of New Education**

new education policy 2020 has the main purpose of every education system is to develop human beings who will be capable of habits and actions possessing compassion and empathy

It is at producing engaging productive and contributing citizens for building and equal inclusive and plural society and investing in our constitution and fundamental principles of the NEP which will provide the road map

for the educational system as well as individual educational institutions as below

1 To achieve foundational literacy and numeracy by all students by grade 3 this area was identified as the highest priority for the government to introduce the NIPUN Bharat program, the FLN concept.

2 Recognizing identifying and forestalling the unique capabilities of each student for the holistic development of every student and teacher as well as parents of the student will help students' academic spheres.

3 Flexibility to achieve their path in life according to their talents and interests. National education policy will offer flexibility for learners to choose their learning programs.

Narrow down barriers between arts, vocational and science no hard separations between arts and science and between curricula and extracurricular activities between vocational and academy streams.

4 Overall multidisciplinary and holistic education across the sciences, social science, arts, humanities and sports for a multi-disciplinary world to ensure the unity and integrity of all languages.

5 Infosys on understanding promotion of conceptual understanding rather than rote learning and learning for exams.

6 Building logical thinking and Francis on creativity and critical thinking to encourage logical decision-making and innovation that's why these three skills are very important.

7 Building moral and social ethics in students' ethics and human and constitutional values like integrity respect for others, cleanliness, courtesy democratic spirit, spirit of service, respect for public

property, scientific temper, Liberty, responsibility, freedom, pluralism, equality and justice.

promoting multi-language and the power of multi-language in teaching and learning for that NEP introduces modern foreign languages as well as ancient Indian languages like Sanskrit and others.

8 Skill improves life skills such as communication, cooperation, teamwork and promoting regular formative assessments focusing on regular formative assessments for learning to walk down the summative assessments and encourages today's coaching culture That's why continuous comprehensive valuation is introduced or promoted by NEP.

9 promotion of education in concurrent subjects for diversity and respect for the local context in all curriculum pedagogy and policy always keeping in mind that education is a consent subject.

10 curriculum Synergy Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education

12 Teachers and faculty as the heart of the learning process promote education quality with the recruitment of continuous professional development, a positive working environment and service conditions of teachers and trainers.

Emphasis on research and development promotion of outstanding research as a core requisite for outstanding education and development

as Continuous. Continuous review of progress based on substance research and regular assessment by education. experts.

13 Emphasis on ancient divine culture as well as an emphasis on education diversity and modernity and pride in India and its wealthy and ancient and modern culture and knowledge system and traditions as a public service access to quality education must be considered a basic right of every child based on RTE 2009.

14 Strengthen the education system investment in a strong vibrant public education system as well as the encouragement and facilities of true philanthropic private and community participation. All through a light but tight regulatory framework to ensure integrity, transparency and resource efficiency of the education system through audit and public disclosure while encouraging innovations and out-of-the-box ideas through autonomy, good governance and empowerment.

### **Conclusion :**

The vision of the policy is to instill among the learners a deep-rooted pride in being Indian not only throughout but also in spirit intellectually and well as to develop knowledge skills, values and dispositions that support responsible commitment to human rights, sustainable development and living global will be there by reflecting truly global citizens. There are rapid changes in all

over according to various aspects of the life. It is a time when the world, as well as India, understands rapid changes in all fields. The year will make qualitative changes in education with the implementation of the policy. India will become a great knowledge centre and education hub in the world. NEP 2020 build on the fundamental pillars of areas equality, quality, affordability and accountability and will transfer India into an active knowledge hub and it makes India into a rich knowledge society by making higher education more holistic, flexible, multi-disciplinary suited to 21st century needs and bringing out the unique capabilities of each student. The NEP will recap these students into global citizens who are rooted in their ethics and values. The NEP 2020 focuses on invention based enquiry based and analysis based methods to help foster greater, curiosity interest and logical reasoning in the students in mind. The apparatus of learning we change from what to think, how to think. The national education policy 2020 will be meant to overcome the issues and challenges faced in the existing system. No doubt this policy has overcome all the challenges in making India a big developed country.

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## Environmental Education for Sustainable Development

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### Introduction

Environmental degradation is an alarming issue in the planet. The main reasons behind the problem are industrial revolution and population explosion and high demand of luxury items in the life. Presently, lack of proper education, awareness, knowledge and approach of people towards environment degrades the nature and its resources. Thus, sustainable development appears to be a doom stay approach for various countries across the globe. There is a need of hour to develop a strong environmental education (EE) system with the responsiveness of human towards the nature for sustainability and environmental security. United Nation and various countries are taking active steps in this aspect to develop collaboration with the society. Various initiatives in the form of awareness campaigning and community development programmes are running across various countries of the globe in this connection. This chapter focusses on the major emphasis of EE programmes towards sustainability to develop the awareness and perception on the environmental issues among the students, researcher, policymakers and society. However, success stories rely on the concept of public participation, awareness and knowledge to gain environmental security. Proper policy and planning in-terms of locality and sector-specific approaches are required very much at the present moment. Further the potential role of women along with recognizing traditional culture needs to be recognized for successful implementation of EE on the earth. Keywords: Community participation, Development, Environment, Sustainability.

Environmental education has been defined and redefined over the last twenty five years. Definitional issues are inherent in a field this broad and encompassing. It is generally agreed that environmental education is a process that creates awareness and understanding of the relationship between humans and their many environments - natural, man-made, cultural and technology. Environmental education is concerned with knowledge, values, attitudes, application and has as its aim responsible environmental behaviour (NEEAC, 1996).

### Objectives

The major Objectives of this action research are to foster the acquisition and transfer of knowledge, skills and attributes concerning the environment and sustainable development at the local level through the implementation of the specially prepared EESD modules and to monitor their efficacy in selected schools. The specific objectives are to:

- Assess the student's knowledge, behavioral attitudes, and actions towards environmental problems, issues, conservation and protection of biodiversity/vital natural resources-

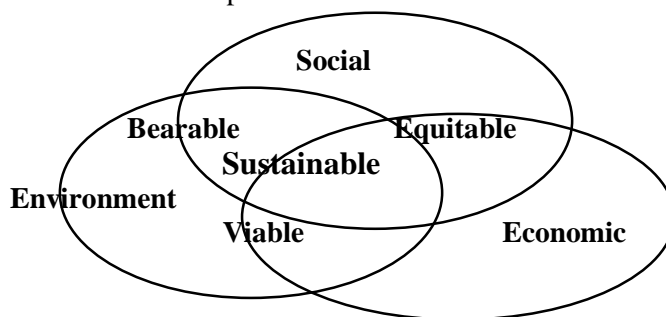
especially air and water, besides solid waste management

- Investigate the changes in student's knowledge, attitude, behaviour and skills before and after the EESD interventions among the school students
- Investigate the environmental education awareness of school teachers as a function of school type, residential background, and gender.
- Analyze the magnitude of environmental literacy presented in science and social science text books in Tamil Nadu and to compare them with national missions of environmental literacy prescribed by

National Council of Educational Research and Training (NCERT).

The environmental sustainability & education – Environmental sustainability development is about respecting & preserving our histories, valuing culture & community, caring for others & the environment & taking action to create a fair, healthy & safe world for all being.

1. The fundamental principle of S.D. goals acknowledges the nexus between the environment & development. Thus environmental Education that changes the behaviour of people toward the environment is crucial in achieving sustainable development goals.
2. Environment can be defined as a sum total of all the living & non – living elements of their effects that influences human life. While all living or biotic elements are animals, plants, forests, fisheries & birds, non – living or abiotic elements include water, land, sunlight, rocks & air 30 Dec. 2020.
3. What is sustainable development –  
----- is development that meets needs for the rest without compromising the ability of future generations to meet their own needs.
4. Environment & Sustainable development –



### 7.3 Pillars of sustainable development

Sustainability is an essential part of facing current & future global challenges not only those related to the environment 15 June 2023.

The 3 pillars of sustainability – environmental, social & economic.

8. The five importance of sustainable development – It allows us to preserve the environment, protect biodiversity, mitigate climate change, eradicate poverty, promote social inclusivity & foster long term economic growth. The earth has enough resources to meet our present & future needs for

Sustainable development aims at promoting the kind of development that minimizes environmental problems & meets the needs of the present generation without compromising the ability of the future generation to meet their own needs.

5. 4 major components of sustainable development –

The term sustainability is broadly used to indicate programs, initiatives & actions aimed at the presentation of a particular resource. However it actually refer to four distinct areas, human, social, economic & environmental known as the four pillars of sustainability.

Main features of sustainable development.

- a) It improves the quality of human life.
- b) It minimizes the depletion of natural resources.
- c) It teaches us to respect & care for all the life forms.
- d) Checking the pollution levels.
- e) Making arrangements so that the future generation are able to meet their own demands.

6. The scope of environmental education –

The scope of environment education is called the content or subject matter of environment education. There are different aspects & components in the environment. Among them the biological, physical, social & cultural aspects are important.

development if we use them economically – 17 May 2023.

Examples of sustainable development – 1) Wind energy 2) Solar energy 3) Crop rotation 4) Sustainable construction 5) Efficient water fixtures 6) Green space 7) Sustainable forestry

9. The scope of sustainable development –

The entire scope of sustainability includes a cultural, social, technical, economic, political & lastly, environmental aspect. All firms, whether fashion houses or overvalued tech companies, can find applicable actions to sustain John Elkington's triple bottom line. – Profit, people &



planet – 13 Jan. 2022.

10. 17 concepts of sustainable development – No poverty, (SDG) zero hunger, good health & well-being, quality education, gender equality, clean water & sanitation, Affordable & clean energy, Decent work & economic growth, industry, innovation & infrastructure, reduce inequalities, sustainable cities & communities, Responsible consumption & production, climate action, life below water, life on land, peace, justice & strong institutions & partnerships for

the goals.

11. The role of environmental education in sustainable development – Environmental education is vital to winning the fight against climate change. Without it, the leaders of tomorrow will be ill-equipped to overcome the environmental challenges the world will face 5 Oct. 2023.

## Conclusion

There was a significant statistical difference between the pre and post tests on the student's environmental knowledge, behaviour, attitude, and skills. The students who have been educated by active Environmental education and sustainability Development teaching strategies have gained more environmental knowledge, attitudes,

behaviour and skills than the students who have been educated by the traditional teaching methods. The present study has proven that students who participated in active Environmental education and sustainability Development program have more environmental knowledge and are more environmentally active than the control group.

The local environment such as lakes, ponds, local residential areas, vermi-compost units and botanical gardens were used as ideal field sites for the implementation of the active EESD module. Students should be encouraged to be involved by expressing and communicating their experiences, ideas and emotions about their immediate environment and their everyday life (Barratt Hacking, Barratt, and Scott, 2007). However, student's involvement can take place at different levels, along a broad spectrum of opportunities: from local issues to regional, national and international policies.

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## **“A study of availability of Library facilities and utilization of Library Period in the Secondary schools in Navi Mumbai.”**

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### **Introduction**

For a man's intellectual progress the most important factor being his first steps in ocean of education. After India's independence in 1947 rapid development started taking place in every field. Its effects were seen in the field of education also. In 1942 the Indian government appointed Mudaliyar commission for the review of educational sector. There reports of main objective behind education was quoted as **“The aim of the secondary education is to train the youth of the country to be good citizens who will be competent to play their role efficiently in the social reconstruction & economic development of their country.”** Education should motivate citizens of his democratic constitution to be a responsible individual & to fulfill his duties efficiently. Along with personal development, discipline, patriotism, cultural & scientific thinking should be developed. Mudaliyar commission stressed that a well furnished & well equipped library is a must for every school, since syllabus oriented books do not provide sufficient knowledge & other reference books providing with ample information on the subject will better the knowledge. Kothari commission also placed forward a recommendation about library & library period in the words, **“The period includes the time for library period or the guided studies.”**

As a potter shapes the pots to give it perfect structure, similarly it is necessary during the student phase itself that the habit of reading is instilled. To avail library facilities for students is an important duty of educational as well as social institutions. It is also the duty of librarians, teachers as well as parents to play a role in this. The curiosity of the students 'to know' should blossom into a healthy habit of reading & channelize their thoughts towards reading.

Library plays a significant role for the all round development of a student. A school library can provide with all the necessary literature for extracurricular cultural activities & for encouraging different hobbies in students. Using the means of syllabus oriented textual books, different references & literatures a school library sparks the interest of students for reading & for all of these to happen, a library with all facilities & owning a treasure of many books is required. In short, in today's world, library is an important & easily available information resource centre.

In this research, taking in to consideration the nature of working of school libraries, the activities that can be introduced to develop a habit of reading in students has been done. Also a study of all the facilities available in the library and the utilization of the library period have been done.

## Need of research-

A library being an important instrument in education, there is still not sufficient awareness about it. Library is an important unit in school management. In spite of this, today there is negligence about library facilities & library period in many secondary schools. A huge difference was seen in the survey data of school libraries & actual situation of school libraries. So the researcher was curious to know about the actual condition of school library facilities & the library period.

On verification of the previous research data it was found that a comparative study of the available library facilities & the utilization of library period in aided schools & unaided schools have not been done. So the researcher was curious to do a comparative study.

On verification of the previous research data and review of literature it was found that there are researches done only about library facilities & not about utilization of library period. So the researcher chose this topic for research.

## Statement of the Problem-

**“A study of availability of Library facilities & utilization of Library Period in the Secondary schools in Navi Mumbai.”**

## Main Objectives-

1. To study the availability of Library facilities in aided & unaided secondary schools.
2. To do a comparative study of the availability of Library facilities in aided & unaided secondary schools.
3. To study the utility of Library Period in aided & unaided secondary schools.
4. To do a comparative study of the utility of Library Period in aided & unaided secondary schools.

## Assumptions-

1. Library Facilities are less in aided & unaided secondary schools.
2. Utilization of Library Period is less in aided & unaided secondary schools.
3. Utilization of Library Book for reading is less in secondary school.

## Research Method

The researcher has used Descriptive Survey method. Survey means collection of facts, its explanation & its gradation. A survey gives collection of all the three i.e. the present condition, expected condition & necessary facilities in particular field.

As this research is based on the availability of Library facilities & utilization of Library Period in the Secondary schools, the Descriptive Survey method is used. The present status of Library facilities & utilization of Library Period in the aided & unaided Secondary schools in Navi Mumbai is measured & compared by using the collected data. For that, survey and comparative description is done.

In short **descriptive & comparative survey method** is used for this research.

## Sampling

In Navi Mumbai 215 aided & unaided schools are present. Out of these only 150 schools are selected because 65 schools are NNMC schools. Out of 65 only 4 schools are secondary schools. These 4 schools did not give proper response. So they are not selected.

30 students of 9<sup>th</sup> std. class, 3 teachers & 1 librarian of each school were given questionnaire. Necessary instructions were given to them. Out of 150 only 39 aided & 90 unaided i.e. 129 schools had given proper response.

In 129 schools, 3870 students, 387 teachers & 129 librarians is the sample. This sample is stratified random.

## Tools of Research-

In this research open & close ended questionnaire was used. In this questionnaire yes/no type & descriptive questions which can motivate to think were present. After yes/no type questions, sub question were given & empty space was provided for an answer. So that respondent could give his response freely. By Pilot study, content validity & reliability was checked and questionnaire was finalized. This questionnaire was given to librarian, teachers, students and with help of this, data was collected.

## Data Analysis-

### Inference of data analysis:

Interpretation of data was done as follows.

- I 1) Library Facilities in school- class library, open shelf librarySystem, reading hall.
- 2) Facility for Lending & Distribution of books.
- 3) Who selects the books?
- 4) Utility of books by teachers & students.
- II 1) Utility & use of Library Period
- 2) Inclusion of Library Period in school time table.

Frequency of all these facilities are available in how many aided & unaided schools was calculated & then converted into percentage. According to main objective & sub objective tables are formed using data of percentage. After analyzing and interpreting, the major findings are given as follows.

Table No. 1a shows the Percentage of Library Facility present in aided & unaided schools.

[Table No. 1a](#)

### Percentage of Library Facility present in aided & unaided schools

Library Facility	Aided schools			Unaided schools		
	Students	Teachers	Librarian	Students	Teachers	Librarian
Class library facility	86.41	69.23	61.53	67.33	46.66	60
Who manages class library facility	72.05	30.76	25	43.66	64.28	16.66
1) Teachers						
2) Librarian	5.38	69.23	100	51.33	35.71	83.00
3) Class monitor	1.02	0	37.5	5.00	0	0
Open shelf library system	38.02	33.33	30.76	21.66	36.66	20
Reading Hall	0	76.92	61.53	0	66.66	80
Computerized library	27.69	10.25	23.07	30.66	23.33	30

According to table no. 1a - In aided schools, class library facility according to students is 86.41%, according to teachers is 69.23%, and according to librarian is 61.53%. In unaided schools, class library facility according to students is 67.33%, according to teachers is 46.66% and according to librarian is 60%.

Percentage of managing class library by teachers in aided schools according to students is 72.05, according to teachers is 30.76, according to librarian is 25. Percentage of managing class library by

teachers in unaided schools according to students is 43.66, according to teachers is 64.28, according to librarian is 16.66.

Percentage of managing class library by librarian in aided schools according to students is 5.38, according to teachers is 69.23, according to librarian is 100. Percentage of managing class library by librarian in unaided schools according to students is 51.33, according to teachers is 35.71, according to librarian is 83.00.

Percentage of managing class library by class monitor in aided schools according to students is 1.02, according to

teachers is 0, according to librarian is 37.5. Percentage of managing class library by class monitor in unaided schools according to students is 5.00, according to teachers is 0, and according to librarian is 0.

Percentage of availability of open shelf library system in aided schools according to students is 38.02, according to teachers is 33.33, according to librarian is 30.76. Percentage of

availability of open shelf library system in unaided schools according to students is 21.66, according to teachers is 36.66, according to librarian is 20.00.

Percentage of availability of reading

hall in aided schools according to teachers is 76.92, according to librarian is 61.53. Percentage of availability of reading hall in unaided schools according to teachers is 66.66, according to librarian is 80.00.

Percentage of availability of computerized library in aided schools according to students is 27.69, according to teachers is 10.25, according to librarian is 23.07. Percentage of availability of computerized library in unaided schools according to students is 30.66, according to teachers is 23.33, according to librarian is 30.00.

Table No. 2a

**Comparative study of Library Facilities in aided & unaided schools**

(in percentage)

Library Facilities	Aided schools	Unaided schools
	Total percentage	Total percentage
Class library facility	72.39	57.99
Who manages class library facility	42.60	41.53
1) Teachers		
2) Librarian	58.20	56.68
3) Class monitor	12.84	1.66
Open shelf library system	34.03	26.10
Reading hall	46.15	48.88
Computerized library	20.33	27.99

According to table no. 2a - Percentage of class library facility in aided schools is more i.e. 72.39 & in unaided schools is less i.e. 57.99.

Percentage of managing class library by teachers in aided schools is more i.e. 42.60 & in unaided schools is less i.e. 41.53.

Percentage of managing class library by librarian in aided schools is more i.e. 58.20 & in unaided schools is less i.e. 56.68. Percentage of managing class library by class monitor in aided schools is more i.e.

12.84 & in unaided schools is less i.e. 1.66.

Percentage of availability of open shelf library system in aided schools is more i.e. 34.03 & in unaided schools is less i.e. 26.10.

Percentage of availability of reading hall in aided schools is less i.e. 46.15 & in unaided schools is more i.e. 48.88.

Percentage of availability of computerized library in aided schools is less i.e. 20.33 & in unaided schools is more i.e. 27.99.

Table No. 2b shows the Comparative study of Lending Facilities in aided & unaided schools in percentage.

Table No. 3a

**Percentage of library period in aided & unaided schools**

Library period	Aided schools			Unaided schools		
	Teachers	Students	Librarian	Teachers	Students	Teachers
special period for library	56.41	43.58	61.53	90	57.33	70
Who conducts the library period?	36.36	21.7	37.5	59.25	35.33	14.28
1)Teacher						
2)Librarian	63.63	78.20	62.5	40.74	64.66	85.71
utilization of the period 1)for introduction of the library	22.72	9.23	25	0	19.00	28.57
2)for handling books	18.18	15.64	12.5	7.4	17.33	57.14
3)For utilization of library & it's different sections	27.27	13.58	12.5	18.51	11.66	14.28
4)using reference books	40.90	9.7	37.5	22.22	17.33	14.28
5) All above	68.18	51.79	62.5	66.66	34.66	57.14

According to table no.3a - Percentage of special period for library in aided schools according to teachers is 56.41, according to students is 43.58, according to librarian is 61.53. Percentage of special period for library in unaided schools according to teachers is 90, according to students is 57.33, according to librarian is 70.

Percentage of conducting library period by teacher in aided schools according to teachers is 36.36, according to students is 21.7, according to librarian is 37.5. Percentage of conducting library period by teacher in unaided schools according to teachers is 59.25, according to students is 35.33, according to librarian is 14.28.

Percentage of conducting library period by librarian in aided schools according to teachers is 63.63, according to students is 78.20, according to librarian is 62.5. Percentage of conducting library period by librarian in unaided schools according to teachers is 40.74, according to students is 64.66, according to librarian is 85.71.

Percentage of utilization of the period for introduction of the library in aided schools according to teachers is 22.72, according to students is 9.23, according to librarian is 25. Percentage of utilization of the period for introduction of the library in unaided schools according to teachers is 0, according to students is 19.00, according to librarian is

28.57.

Percentage of utilization of the period for handling books in aided schools according to teachers is 18.18, according to students is 15.64, according to librarian is 12.5. Percentage of utilization of the period for handling books in unaided schools according to teachers is 7.4, according to students is 17.33, according to librarian is 57.14.

Percentage of utilization of library & its different sections in aided schools according to teachers is 27.27, according to students is 13.58, according to librarian is 12.5. Percentage of utilization of library & its different sections in unaided schools according to teachers is 18.51, according to students is 11.66, according to librarian is 14.28.

Percentage of utilization of the period for using reference books in aided schools according to teachers is 40.90, according to students is 9.7, according to librarian is 37.5. Percentage of utilization of the period for using reference books in unaided schools according to teachers is 22.22, according to students is 17.33, according to librarian is 14.28.

Percentage of utilization of the period for all above purpose in aided schools according to teachers is 68.18, according to students is 51.79, according to librarian is 62.5. Percentage of utilization of the period for all above purpose in unaided schools according to teachers is 66.66, according to students is

34.66, according to librarian is 57.14.

Table No. 4a shows the Comparative percentage study of library period in aided & unaided schools.

**Table No. 4 a**

**Comparative percentage study of library period in aided & unaided schools**

Library period	Aided schools	Unaided schools
	Total percentage	Total percentage
special period for library	53.84	72.44
Who conducts the library period?	1)Teacher	36.28
	2)Librarian	63.70
utilization of the period	18.98	15.85
1)for introduction of the library		
2)for handling books	15.64	27.29
3)For utilization of library & it's different sections	17.78	14.81
4)using reference books	29.36	17.94
5) All above	60.82	52.82

According to table no. 4a - Percentage of special period for library in aided schools is less i.e. 53.84 & in unaided schools is more i.e. 72.44.

Percentage of conducting library period by teacher in aided schools is less i.e. 31.85 & in unaided schools is more i.e. 36.28.

Percentage of conducting library period by librarian in aided schools is more i.e. 68.11 & in unaided schools is less i.e. 63.70.

Percentage of utilization of the period for introduction of the library in aided schools is more i.e. 18.98 & in unaided schools is less i.e. 15.85.

Percentage of utilization of the period for handling books of the library in aided schools is less i.e. 15.64 & in unaided schools is more i.e. 27.29.

Percentage of utilization of the period for utilization of library & its different sections in aided schools is more i.e. 17.78 & in unaided schools is less i.e. 14.81.

Percentage of utilization of the period for using reference books in aided schools is more i.e. 29.36 & in unaided schools is less i.e. 17.94.

Percentage of utilization of the period for all above purpose in aided schools is more i.e. 60.82 & in unaided schools is less i.e.

52.82.

Percentage of getting books after the school time 'If there is no library period' in aided schools is more i.e. 26.27 & in unaided schools is less i.e. 16.83.

Percentage of getting books at any other time 'If there is no library period' in aided schools is less i.e. 5.38 & in unaided schools is more i.e. 11.5.

According to table no.5 - Percentage of part time librarian in aided schools according to teachers is 38.46, according to librarian is 30.76. Percentage of part time librarian in unaided schools according to teachers is 20, according to librarian is 30.

Percentage of full time librarian in aided schools according to teachers is 61.53, according to librarian is 69.23. Percentage of full time librarian in unaided schools according to teachers is 80, according to librarian is 70.

### **Objective wise conclusion**

Conclusions are as per analysis of Tables

1. To study the availability of Library facilities in aided & unaided secondary schools.

Conclusions are as follows.

1. It is found that in Aided schools, Class

- library facility and Open shelf library system is more in percentage.
2. In unaided schools there is more percentage of reading hall and computerized library facility.
  3. In aided schools there is less percentage of lending facility.
  4. In unaided schools more percentage of

- lending facility is observed.
5. In aided schools there is more percentage of issuing one book for one week.
  6. In unaided schools there is more percentage of issuing two or more than two books for one week.

2. To do a comparative study of the availability of Library facilities in aided & unaided secondary schools.

<b>Library Facility</b>	<b>Aided schools</b>	<b>Unaided schools</b>
Class library facility	More in Percentage	Less in Percentage
Open shelf library system	More in Percentage	Less in Percentage
Reading Hall	Less in Percentage	More in Percentage
Computerized library	Less in Percentage	More in Percentage
Who manages class library facility 1) Teachers or 2) Librarian	More in Percentage	Less in Percentage

<b>B) Lending facility</b>	<b>Aided schools</b>	<b>Unaided schools</b>
Percentage of lending facility	Less in Percentage	More in Percentage
How many books are allowed to be taken from library? 1) one book	More in Percentage	Less in Percentage
2) Two books or more than two books	Less in Percentage	More in Percentage
How long can library books be kept at home? 1) One week	Less in Percentage	More in Percentage
2) Less than one week	More in Percentage	Less in Percentage

C) Issuing of books to students by old method i.e. register instead of library cards is nearly equal in aided and unaided schools.

D) 1) The Percentage of selecting books by Headmaster and Librarian in aided schools is more. 2) There is more Percentage of selecting books by Teachers' Committee in unaided schools.

Objective No. 3. To study the utility of Library Period in aided & unaided secondary schools.

1. There is more Percentage of special Library Period in unaided schools.
2. It is found that librarians are taking library period in aided schools.
3. It is found that Teachers are taking library period in unaided schools.
4. The Percentage for use of library for introduction of books, finding books from booklist and use of books for reference purpose is more in aided schools.
5. In unaided schools library period is used for handling books in more Percentage.



**Objective No 4. To do a comparative study of the utility of Library Period in aided &unaided secondary schools.**

<b>A) Library Period</b>	<b>Aided Schools.</b>	<b>Unaided Schools</b>
Special period for library	Less in Percentage	More in Percentage
Library period taken by Teacher	More in Percentage	Less in Percentage
Library period taken by Librarian	More in Percentage	Less in Percentage
Utilization of the period	Less in Percentage	More in Percentage
1)For introduction of the library		
2)For handling books	Less in Percentage	More in Percentage
3)For utilization of library & it's different sections	More in Percentage	Less in Percentage
4)Using reference books	More in Percentage	Less in Percentage

<b>B) Getting books 'If there is no library period'</b>	<b>Aided Schools.</b>	<b>Unaided Schools</b>
1)Off period	Less in Percentage	More in Percentage
2)Before the school time	More in Percentage	Less in Percentage
3)After the school time	More in Percentage	Less in Percentage
4) Any other time	Less in Percentage	More in Percentage

## Recommendations:

### A) MANAGEMENT

1. School management should appoint a trained librarian for the school.
2. Management should stay in touch with renowned institutions and obtain books for the school library.
3. Management should arrange orientation programs for Teachers and Students before opening of schools to understand the importance and use of library facility

### B) LIBRARIAN

1. Librarian should maintain a register of all the available books for easy access to students.
2. Librarian should provide frequent updates about purchase of new books, magazines (weekly, monthly) for students.
3. Librarian should arrange the library books in a proper sequence for easy searching.

### C) TEACHER

1. Teachers should teach the students to read books that they like and the books that encourage reading.
2. Teachers should teach the students on how to optimally use the library period.
3. Teachers should provide a list of reference of the books to the students.

### D) STUDENTS.

1. Students should gain maximum benefit from the library facilities.
2. The environment should be conducive for students to seek help from the principal, teachers and librarian.
3. Students should be made to participate in various activities (like quiz) that would encourage the habit of reading in students.

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## Emotional Intelligence of Trainee Teachers” A Study

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**Abstract:** - This study aimed to study emotional intelligence of trainee teachers. The data was collected from 33 trainee teachers. Researchers selected one college from the South Mumbai area. For the measurement of emotional intelligence researchers used the emotional intelligence scale developed by Anukool Hyde, Sanjoyt Pethe and Upender Dhar. Mean and percentage was used to analyze the data. The number of trainee teachers having high emotional intelligence is found 78.78% .Self Development , Value Orientation ,Commitment and Altruistic Behavior is found normal in the maximum number of trainee teachers . Empathy and self-motivation is low in most of the Trainee Teachers.

**Key Words:** - Emotional Intelligence, Trainee Teachers, Factors of Emotional Intelligence

**Introduction:** - The Person who understands how to treat others has emotional intelligence. Emotional intelligence is personal competency by which a person can understand others feelings. We can improve emotional intelligence.

We tend to think that intelligent people are always successful. But to be successful in life, apart from intelligence, a person has to have some other attributes. In today’s world we face the problems like competition, fast-paced life, nuclear family, increasing physical and mental stress on the individual, increasing rate of suicide, increasing rate of ragging, high blood pressure. Emotional intelligence is required to control all these problems.

If prospective teachers are emotionally intelligent, they can do a better job of teaching. Also, can handle students properly. Emotionally intelligent teachers can communicate with students very well.

Emotionally intelligent teachers understand student’s emotions and solve their problems.

So it is important to know whether prospective teachers are emotionally intelligent.

Peter Salovey and John D. Mayer first explored and defined EI. They explained EI as “the ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and actions” (Salovey & Mayer, 1990).

Dr. Daniel Goleman in his book Emotional Intelligence. Dr. Goleman described emotional intelligence as a person's ability to manage their feelings so that those feelings are expressed appropriately and effectively. Five components of emotional intelligence are self-awareness, self-regulation, motivation, empathy and social skills. Self-awareness, self-regulation and motivation are personal competencies. Empathy and social skills are social competencies. (Goleman Daniel, emotional intelligence 1996 Pg. No 46-47)

**Need of the study:** -Education is the process of all round development of students. But in today's education system more attention is paid to intellectual development of students. Today's education system is not paying attention to emotional development.

Teachers play an important role in the teaching learning process. Teachers must have high emotional intelligence. If a teacher has high emotional intelligence, he can understand the students better. The teacher will come to know the problems of the students quickly and can guide students. If the teacher has high emotional intelligence, then the teacher can communicate well with the students and can understand the emotions of students.

So researchers were eager to know whether trainee teachers are emotionally intelligent or not. Researcher was also eager to know the level of factors of emotional intelligence. So researcher selected this problem for research.

**Objectives:** - 1) To study emotional intelligence of trainee teachers

2) To find out the levels of factors of Emotional intelligence in trainee teachers ..

3) To suggest ways to improve emotional intelligence in trainee teachers.

**Scope and limitations of the research:** -

1. The present study was limited to trainee teachers.

2. In the present study only 33 students from the one B.Ed. College in South Mumbai area is considered.

3. In the present study only one variable Emotional Intelligence was considered

**Methodology of the study:** - The study was designed to find out Emotional Intelligence of trainee teachers. So descriptive type of research was used. Under Descriptive research survey method was used.

**Sample of the study:** - The data for the present study was collected from one B.Ed. college of South Mumbai. The college was selected from the South Mumbai area by incidental sampling method. So trainee teachers were selected from the same college. The researcher collected data using an emotional intelligence scale developed by Anukul Hyde and Sanjoyt Pethe.

**Tool for the present study:** - In the present study emotional intelligence scale was used to collect data from. Trainee teachers The scale was developed by Anukool Hyde, Sanjoyt Pethe and Upender Dhar. The scale includes statements focused on the following aspects of emotional intelligence- self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, self-development value orientation, Commitment and altruistic behavior.

This is a five point scale in which a strongly agree, agree, uncertain, disagree and strongly disagree alternatives were given against each statement. There are total 34 statements in the scale. The Trainee teachers were asked to put a tick mark against each statement in the appropriate column. Each item should be scored 5 for strongly agree, 4 for agree, 3 for uncertain, 2 for disagree and 1 for strongly disagree. Maximum value of emotional Intelligence is 170 by this scale.

**Statistical analysis:** -The data collected was subject to statistical analysis namely by percentage and mean.

**Results and discussion:** - After analyzing the data following results were observed from the study.

**Objective 1:** - To study emotional intelligence of trainee teachers

Table 1: Table showing emotional intelligence of trainee teachers

Limits of Emotional Intelligence	frequency	percentage
111 - 130	2	6.06
131-150	33	78.78
151-170	5	15.15

**Result:** - No of trainee teachers having very high emotional intelligence i.e. E.I.in between 151-170 are 15.15%. The number of trainee teachers having high emotional intelligence is found to be 78.78%. Trainee

teachers having emotional intelligence between 111 - 130 are 15.15 %.

Very less number of trainee teachers are having emotional intelligence between 151-170 and 111 - 130.

**Objective 2:** - To find out the levels of factors of Emotional intelligence in. trainee teachers

**Table 2:** Table showing factors of Emotional Intelligence of trainee teachers

<b>Sr.No.</b>	<b>Factors of Emotional Intelligence</b>	<b>Low %</b>	<b>Normal %</b>	<b>High %</b>
1	Self Awareness	21.21	78.79	-----
2	Empathy	75.75	24.25	-----
3	Self-Motivation	78.78	21.22	-----
4	Emotional Stability	12.6	6.07	81.33
5	Managing Relations	6.07	60.60	32.73
6	integrity	12.13	30.30	57.57
7	Self-Development	3.04	96.96	-----
8	Value Orientation	6.07	93.93	-----
9	commitment	3.04	96.96	-----
10	Altruistic behavior	6.07	93.93	-----

**Result:** - From above table it is observed that 1)Self Development, Value Orientation, Commitment and Altruistic Behavior is found normal in the maximum number of trainee teachers. i.e. percentage of these factors are above 90.

2)Self-awareness and Managing Relations is found normal in 78.79% and 60.60% trainee teachers respectively.

3) Emotional stability is found to be high in 81.33% trainee teachers.

4) Integrity is found to be normal in 30.30% and high in 57.57% trainee teachers respectively.

5) Empathy and Self-Motivation is low in most of the. trainee teachers . i.e. Empathy and Self Motivation is low in 75.75% and 78.78% trainee teachers respectively.

**Objective 3:** - To suggest the ways to improve Emotional Intelligence in trainee teachers

By following ways we can improve the emotional intelligence of trainee teachers.

To think about what we would have done if we were in someone else's place. To practice for recognizing facial expressions of others. Make the students write a diary daily. A self-awareness questionnaire should be given to the students to introduce themselves. Teachers should tell the students to find the reasons for their own success and failure. To

develop self-regulation, we can keep 10 minutes for yoga and Pranayama at the beginning of the first hour in college. To develop motivation, honor the students who come to work on their own as a volunteer. Organizing poetry reading competition and poetry writing competition to develop empathy in trainee teachers. . Giving group projects to students to develop social skills. To give experience of group projects, group presentations, group problem solving to develop social skills in trainee teachers.

**Conclusions:** - Maximum number of trainee teachers have high emotional intelligence. Number of trainee teachers having very high emotional intelligence is less. Self-Development, Value Orientation, Commitment and Altruistic Behavior is found normal in the maximum number of trainee teachers. Emotional stability is found to be high in the maximum number of Trainee teachers. Empathy and Self-Motivation is low in maximum number of Trainee teachers.

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Mahatma Gandhi's inspired "Ekadash Vrate" (एकादश व्रते) and its relevance in contemporary life:

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**Abstract:**-Mahatma Gandhi's entire life is a beautiful journey of human transformation. He bestowed the invaluable principles of truth and non-violence upon the world. Embracing these ideals, he set an exemplary standard in personal, public, and political domains, which remains highly relevant in the current circumstances. Within this framework, the core principles of truth, Non-violence, Asteya, Celibacy, Asangrah, Physical Labour, Aswad, Fearlessness, Sarvdharmi Samanatva, Swadeshi, Sparsh bhavna.. Followers of Gandhi, exemplified by Acharya Vinoba Bhave, encapsulate these principles eloquently in a beautiful verse. In the current global challenges on both local and international fronts, the thread of disentangling advocated by Gandhi through these eleven vows becomes a significant guide.

**Key words:** Ekadash Vrate(एकादश व्रते), truth (सत्य), Non-violence (अहिंसा), Asteya (अस्तेय), Celibacy(ब्रह्मचर्य), Asangraha (असंग्रह), Physical Labour(शरीरश्रम), Aswad(अस्वाद), Fearlessness(सर्वत्र भयवर्जन), Sarvdharmi (सर्वधर्मी), Samanatva (समानत्व), Swadeshi(स्वदेशी), Sparsh bhavna(स्पर्श भावना).

Mahatma Gandhi's entire life is a beautiful transformation from Mohandas Karamchand Gandhi to Mahatma Gandhi. Through unwavering commitment to eternal principles, he became an exemplary journey that laid the foundation for various aspects of humanity. Gandhi's profound adherence to the principles of truth, non-violence, and more became an ideal for diverse fields, including personal, social, political, economic, and beyond. His life served as a guide for individuals and society, pushing humanity forward. In personal conduct, Gandhi set an excellent example, determining the path to be taken in public, political, and other spheres. His entire life is a valuable lesson in applying principles in various contexts. His autobiography, "My Experiments with Truth," provides insight into these ideals.

Leading India's struggle for independence, Gandhi explored the path of Satyagraha, guided by the principles of truth and non-violence. His legacy influenced leaders like Martin Luther King Jr. and Nelson Mandela, who embraced the philosophy of nonviolent resistance. In public life, Gandhi emphasized the importance of ethical values, contrasting with the notion that "everything is fair in love, war, and politics." His mentor, Gopal Krishna Gokhale, introduced the concept of the spiritualization of politics, influencing Gandhi to advocate for ethical values. This led to the transformation of public goals,

emphasizing the pursuit of truth and wisdom in the actions of individuals engaged in public service. Gandhi's followers, including Vinoba Bhave, formed a collective commitment to eleven vows – अहिंसा, सत्य, अस्तेय, ब्रह्मचर्य, असंग्रह, शरीरश्रम, अस्वाद, सर्वत्र भयवर्जन, सर्वधर्मी समानत्व, स्वदेशी, स्पर्श भावना. These vows became an essential part of personal and public life, as Gandhi's adherence to these principles influenced his followers.

The essence of Gandhi's philosophy lies in his commitment to truth, as expressed in his autobiography. His lifelong dedication to truth and worship of truth as a guiding force is evident. His inspiration from the play "Raja Harishchandra" during childhood shaped his belief in the universality of truth.

Gandhi faced severe challenges in practicing truth, including an incident where he succumbed to bad company, engaging in theft and addiction. However, he later publicly confessed and sought his father's forgiveness, expressing remorse with tears shed on his father's and son's deathbeds.

Subsequently, Gandhi dedicated his entire life to the worship of truth. In the freedom struggle, with the assistance of truth, he pioneered the path of Satyagraha. Initially, he professed "Truth is God," but later he followed the ideal that "God is Truth."

Following this, Gandhi said, "I have no God to serve but Truth. God is Truth. I am devoted to none but Truth, and I owe no allegiance to anybody except Truth."

In adhering to the ideal of Raja Harishchandra, Gandhi lived a life of fearlessness and steadfastness, following the path of truth regardless of any cost. In today's life, the pursuit of truth symbolizes victory for the nation, but the importance of truth extends to both personal and public life. However, it is often observed that while we may honour these ideals, they are not consistently reflected in our behaviour and conduct. There is a prevalent saying that "God's house may be late, but there is no darkness," indicating that despite acknowledging these ideals, they do not always manifest in our actions and conduct.

Nonetheless, Gandhi's commitment to truth remained unwavering throughout his life, guided by the principle that "God is Truth." He embraced this ideal irrespective of circumstances, without wavering in his dedication to the pursuit of truth.

### **Non-violence (अहिंसा):**

Mahatma Gandhi experienced the transformative power of non-violence during changing times influenced by the teachings of Mahavira and Buddha. He internalized the principle of non-violence, as depicted in the saying, "If someone throws thorns at you, respond with flowers." Gandhi not only preached this principle but lived it out in his entire life, aligning his behaviour with his principles.

Gandhi considered non-violence not as a weakness but as a manifestation of courage. He advocated for non-violence not only in external actions but also as an inner strength, fighting battles within oneself. While armed soldiers fight with

weapons until the end, a non-violent person, even when facing armed conflict, ultimately seeks refuge in non-violence. Gandhi's non-violent struggle, evident in movements like Satyagraha, became a revolutionary method and an innovative approach compared to traditional violent methods.

In the present age, violence is conspicuous in all fields. Despite the existence of laws to control and provide justice against violence in the domestic sphere, an unsuccessful transformation has led to an unsuccessful attempt at creating a violence-free society. Wars, conflicts, and struggles persist on social, national, and international levels. On October 2, observed as the "International Day of Non-Violence," in honour of Bapuji's birthday, we celebrate this day. However, we have not succeeded in putting an end to violence on our planet. Gandhi emphasized that achieving truth without non-violence is practically impossible. Due to this, there is a significant deviation in society from mental peace and a peaceful life.

### **Asteya (अस्तेय):**

Asteya vow means refraining from theft. It implies not taking another person's property without their consent. Gandhi elaborates on this by stating that even if there is no need for a particular object or things taking it without approval is not appropriate. Unnecessary acquisition of goods should be avoided. Unfortunately, today, the practice of asteya often leads to various problems. The pursuit of things that are neither necessary nor ours requires us to exert all our energy. From this, arise violence, conflict, unrest, and discord in society. To prevent these and to lead a life full of peace and contentment, practicing the asteya vow becomes essential.

### **Celibacy (ब्रह्मचर्य):**

Brahmacharya involves abstaining from indulgence and excesses in the realm of sensual pleasures. It means refraining from activities that are prohibited concerning sensual enjoyments – this is what Brahmacharya signifies. Gandhi emphasizes the necessity of exercising control over all senses and desires through the Brahmacharya vow. By adhering to this vow, one can achieve the practice of truth and non-violence, as Gandhi asserts. Restraining desires, gaining control over them, and thereby practicing Brahmacharya is essential. In a broader sense, Brahmacharya involves pursuing the truth, searching for the divine, and leading a lifestyle appropriate for such pursuits. Gandhi emphasizes that Brahmacharya is not only about physical control but extends to mental and spiritual disciplines, aligning with the larger pursuit of truth and self-realization. In the present life, people are running after various desires and material pursuits, and the lack of control over desires leads to violence and the prevalence of crimes in society.

### **Asangraha (असंग्रह):**

Asteya and Asangraha are two elements of Gandhi's eleven vows that complement each other. Asteya means refraining from theft, while Asangraha means not accumulating unnecessary possessions. Gandhi asserts that where

accumulation exists, there is also the fear of theft. The desire to steal arises merely by seeing what one possesses. Gandhi emphasizes that if stealing is to be eradicated from society, the inclination towards unnecessary accumulation must also be abandoned. He lived his entire life following the ideals of non-possession and minimalism, advocating, "We must forsake the desire to accumulate things that we do not need; otherwise, we inadvertently become a temptation for thieves."

In 1947, during his journey from Patna to Delhi to meet Lord Mountbatten, the English government offered Gandhi a special train or air travel at their expense. Gandhi, considering the unnecessary expenditure and the inconvenience it would cause to the common people, decided to undertake the third-class railway journey instead. To ensure his simplicity and peace, his niece Manu arranged for two reserved compartments for their comfort and meals during the journey. When Gandhi realized this, he insisted on traveling in an ordinary third-class compartment, leaving everyone astonished.

The lesson here is that if something is essential, we must follow through with it, but unnecessary pursuits and accumulations, as Gandhi believed, can lead to a trap of desires, theft, and distractions in society. Embracing minimalism may be the key to overcoming the disparities of wealth and practicing non-possession for the welfare of humanity.

### Physical Labour (शरीरश्रम) :

According to Gandhi's philosophy, no work, especially physical labour, should be considered trivial. The term 'Bread labour' suggests that individuals should earn their sustenance through their hard work. Gandhi believed that earning without effort is considered 'unlawful earnings.' While everyone needs to consume to survive, it is essential that the labour expended for one's bread is respectable. This perspective underwent a transformation in Gandhi's philosophy, which can be traced back to the third chapter of the Bhagavad Gita. The verse, "He who enjoys the fruits of work without offering them to the deity steals," conveys a severe condemnation for earning without toil. The term 'Yajna' in this context represents physical labour, and the concept of 'Bread labour' aligns with this principle.

Gandhi's teachings advocate for a balanced and holistic approach to education and life. His principles emphasize the integration of intellect, emotions, and actions, reflecting in the '3H' concept—Head, Heart, and Hand. The vocational education plan implemented in Vardha in 1937, under the guidance of Gandhi, incorporated elements such as handcrafts, coordination of life and education, cooperation, self-reliance, and the assimilation of intelligence, emotions, and

actions. This approach aimed at harmonizing various aspects of human existence and learning, reflecting Gandhi's commitment to holistic education. Abstinance:

### Aswad (अस्वाद) :

"Aswad and celibacy complement each other in the observance of vows. Abstinance means not indulging in taste. Taste refers to flavour. Gandhi ji states, 'In my experience, practicing the vow of abstinance leads to success in observing celibacy as well.' Just as one consumes medicine without considering its taste, it is essential to consume food for the body's needs. Similarly, controlling the taste buds in food intake contributes to the discipline of the five senses to achieve self-control. Gandhi ji, referring to a verse from the Bhagavad Gita, emphasizes, 'Through the pursuit of sensual pleasures, no one has achieved truth.' Even the practice of non-violence is impossible without celibacy. Non-violence means universal love. In contemporary society, the pervasive influence of junk food industries is evident. Producing harmful products on a large scale, detrimental to everyone, has become commonplace. In this context, adhering to the vow of abstinance becomes crucial.

### **Fearlessness (सर्वत्र भयवर्जन):**

Fearlessness, or a state without fear, is achieved through the pursuit of truth. Even the practice of non-violence requires fearlessness. A timid person cannot adhere to truth and non-violence. Freedom from fear means liberation from various fears such as fear of death, theft, illness, future uncertainties, harm from others, and resentment. Freedom from diverse fears is true fearlessness!

Gandhi ji, with boundless faith in the divine, remained fearless. Hence, even in a turbulent communal environment, he advocated peace through fearlessness. Today, the proliferation of the arms industry has brought various fears to our doorstep. Misconduct in various forms, stemming from the competition for power, is rooted in these fears. Gandhi ji imparted the mantra of fearlessness to the common people through his own conduct. He provided the strength to resist government oppression. He asserted that the true attainment of self-rule is not just about acquiring power in the hands of common people, but also the ability to resist misuse of power fearlessly. He stated, 'True self-rule is achieved when the power to resist the misuse of power fearlessly is acquired.' Gandhi ji aimed for complete external and internal fearlessness in the lives of individuals. His life exemplifies a steady progression towards this goal."

### **Sarva Dharma Samanatva (सर्वधर्मी समानत्व):**

"Sarva Dharma Samanatva," the principle advocated by Mahatma Gandhi, imparts the teaching of equality among all religions. Gandhi emphasized that the various paths leading to the divine in different religions should not foster discrimination based on superiority or inferiority. The fundamental tenet of all religions, according to him, is reaching the divine. Tolerance, in the true sense of the word, is the essence of this principle.

Through the lens of Sarva Dharma Samanatva, Gandhi successfully united the entire Indian society in the pursuit of independence. Even in the governance of the Indian state, adherence to this principle has brought about balance. As per the prayers of Sane Guruji, "प्रभूती लेक्रे सारी, तयांना सर्वही प्यारी, समस्ता बंधू मानावे."". this essence holds true. However, in today's scenario, amidst the proliferation of education and material comforts, religious animosity, distinctions of superiority-inferiority, and societal imbalance seem to be on the rise. This trend not only erodes social well-being but also underscores the essential need for a broad and elevated perspective on one's own religion.

### Swadeshi (स्वदेशी) :

"Swadeshi," a concept championed by Dadabhai Naoroji, Justice Ranade, and later by Lokmanya Tilak, formed the core of their ideology. Within Lokmanya Tilak's four-point program, the rejection of foreign goods and the acceptance of indigenous products were two principles that resonated with the masses. They demonstrated that the export of raw materials and the import of finished goods were detrimental to India's economic progress. Gandhi, too, continued this mantra, envisioning it as the lifeblood that could awaken the spirit of the nation, symbolized by the charkha and khadi, influencing a way of life.

In the contemporary context, the mantra of Swadeshi remains relevant at the national level for economic development. Embracing Swadeshi can lead to reduced imports and increased exports. However, along with this, there is a responsibility to uphold the quality of our products at an optimal level.

### Touch ability (स्पर्श भावना):

"Gandhiji considered untouchability as a stain on Hindu society,

deeming it a crime against both God and humanity. He questioned how one could be untouchable when the soul is one, God is one, and we all belong to Him collectively. In Hinduism, this untouchability has relegated millions of people to a life of exclusion and discrimination, contradicting the essence of the religion," asserted Gandhi.

Mahatma Gandhi, along with Mahatma Phule and Dr. Ambedkar, dedicated their entire lives to eliminating untouchability and promoting equality and brotherhood. Gandhi's favourite hymn, " वैष्णव जन तो तेने कहिये " encapsulates the true mantra of humanity. Even today, if touch ability-untouchability discussions exist in society, it is imperative for us, as individuals and citizens of a free nation, to contemplate our roles. Eradicating discrimination, animosity, and inequality among humans is essential for everyone to practice equality.

The adherence to Gandhi's Eleven Principles in contemporary times is essential for society. If the goal of human society is to be peaceful and harmonious coexistence, with the aspiration for sustainable development, then following these principles becomes a crucial step on the path to turning these dreams into reality in today's world.

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## **A clinical study of emotional intelligence and aggression in elementary teachers**

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**Abstract:** *Primary education is an important stage in a student's life. The experiences during this period have a great impact on the behavior of the students. Every commission held so far in the country has emphasized the importance of primary education. Primary education very important not only country but all over the world. The position of teachers is very important for students during this period. That is why it is important for teachers to understand and teach students accordingly. Only then it will help the development of the students in the right direction. For this it is necessary to understand the relationship between teacher's emotional intelligence and aggression.*

**Introduction:** Primary education plays an important role in the future life of a student. The experiences that the student gets during this period should be for their proper behavior change. Primary education is the education imparted at primary level and it is the basic foundation of individual development. An innocent child's very sensitive and docile mind is unknowingly formed here and the role of the teacher is important to make it memorable. Along with curriculum, textbooks, teaching methods, evaluation, teacher's emotional intelligence and their aggressiveness also affect the development of students. Therefore, research has been conducted on the relationship between teacher's emotional intelligence and aggression.

Psychologists have conducted many researches on teaching methods to students.

1. Learning through observation and imitation
2. Learning through associative

reinforcement

3. To be able to gain insight.

Through these three methods, primary level students learn more through observation and imitation. For this, the teacher's behavior, speech, every behavior should be an ideal copy. Their emotional intelligence should be of high level. While introducing the area, the teacher should be able to understand the area according to the age of the students. This will show the level of emotional intelligence of the teacher. It will also know how the relationship between students and teachers is. For this you need to know more about emotional intelligence.

## **Definition of Emotional Intelligence:**

**Golman:** Emotional intelligence is the ability to recognize one's own and other's emotions, motivate oneself and manage one's own and interpersonal emotions.

**John Mayer:** Emotional intelligence is the ability to exercise authority over one's own emotions and the emotions of others and to distinguish between emotions, using all information to guide thought and action.

A person with high emotional intelligence can communicate with people of all ages at their level, persuasive, maintain good relationships, solve many problems, and use that ability to have a more positive attitude.

## **Definition of Aggression:**

**Dollard :** A type of behavior that is aimed at making a person think, includes physical and verbal aggression.

**Baron:** Aggression is behavior intended to hurt or harm other living being. Another being tries to avoid such behavior.

The purpose of this research is to create awareness about the level of emotional intelligence and level of aggression of primary teachers. So that the behavior of teachers while dealing with students is for proper development.

## **Research Objectives:**

1. Exploring the level of emotional intelligence among female primary school teachers.
2. Exploring the level of emotional intelligence among male primary school teachers.
3. To explore the level of aggression among female primary school teachers.
4. Exploring the level of aggression among male primary school teachers.
5. Exploring the relationship between emotional intelligence and aggression in male and female primary school teachers.

## **Research Hypothesis: Null Hypothesis:**

1. There is no significant difference in the level of emotional intelligence between male and female primary school teachers.
2. There is no significant difference in the level of aggression between male and female primary school teachers.
3. There is no significant difference in the relationship between emotional intelligence and aggression between male and female primary school teachers.

## **Scope:-**

1. The findings of this research can be applied to all primary teachers in Maharashtra.
2. This research is useful for designing and developing effective learning in a classroom by using psychological concept like intelligence, depression, anxiety.
3. This research is useful in primary as well as secondary and higher secondary education.



Parishad at Panvel center in Raigad district has been included.

**Limitation:-**

4. This research is limited to emotional intelligence and aggression.
5. This research is limited only male and female primary school teachers.
6. This Research is limited to government primary schools in Panvel.

**Research Method:** Survey method in descriptive research method has been used for this research.

**Sample Selection:** Purposive sample selection in non-probability sampling method has been used for this research. For this research, 30 female primary teachers and 30 male teachers of Raigad Zilla

**Research Tool:**

1. Scale on Emotional Intelligence: Scale by Dr. Yashveer Singh and Dr. Mahesh Bhargava.
2. Aggression: Scale by Ku. Roma Pal. These two scales are used in this research. These scales were solved by the teachers. Information was collected accordingly.

**Statistical analysis:** Statistical tools such as mean, standard deviation, t test and correlation coefficient were used to analyze the data in this research and conclusions were drawn.

**Emotional Intelligence score of women teachers**

Score of Maturity	Score of women teachers	Total Teachers 30	percent
50-80	57,58,76,70,76,76,55,75,76,70,61,65,51,50,71,78,80,74,70,70,76,65	24	80 %
81-88	82,82,83,84,87,88	6	20 %
89-106	-----	---	---
107-240	-----	---	---

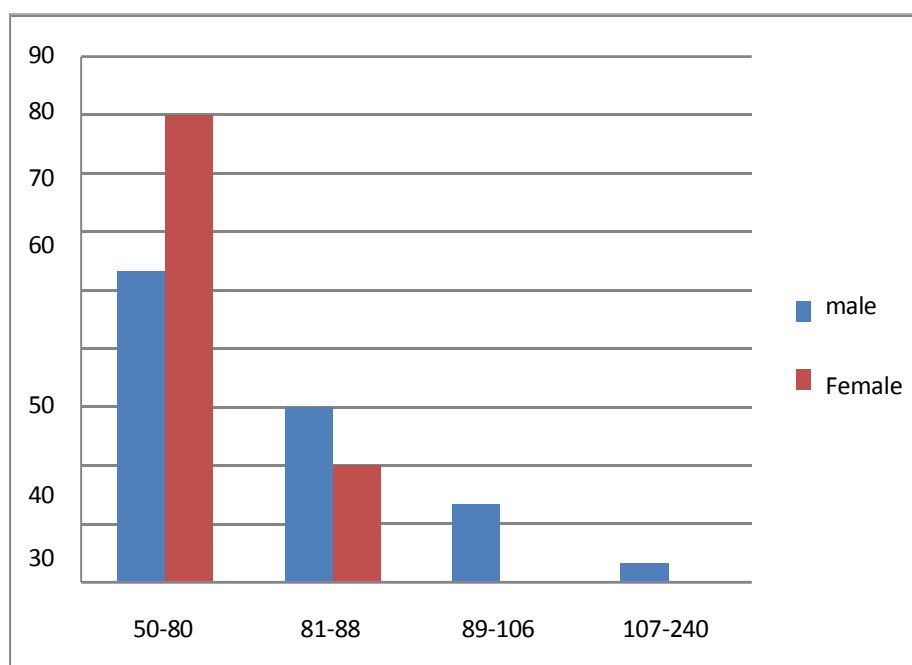
From the above table, it can be seen that the level of maturity of female teachers is mostly 80 % with high emotional maturity.

### Emotional Intelligence score of men teachers

Score of Maturity	Score of men teachers	Total Teachers 30	percent
50-80	51,64,62,51,74,69,64,76,69,70,60,80,66,57,66	16	53.33%
81-88	85, 82, 84, 84, 82,83, 86, 84, 81	9	30%
89-106	105, 100, 98, 96	4	13.33%
107-240	131	1	3.33%

Form the above table it can be seen that the authority level of maturity of male teachers 53.33% is seen as having high emotional maturity. However, this ratio is less than compared to female teachers.

### Graph showing the comparative position of emotional intelligence of male teachers and female teachers.



As you can see from the above graph, emotional intelligence of women is better than men. They understand students better. Understands their feelings properly.

### Aggression score of female teachers

Score of Maturity	Score of female teachers	Total Teachers 30	percent
More than 107	108	1	3.33%
90-106	100	1	3.33%
61-89	61,64,87,89,74	5	16.66%
46-60	57,50,51,49,57,49	6	20%
Less than 45	32,25,15,40,21,30,44,40,29,21,45,23,33,32,31,45	17	56.66%

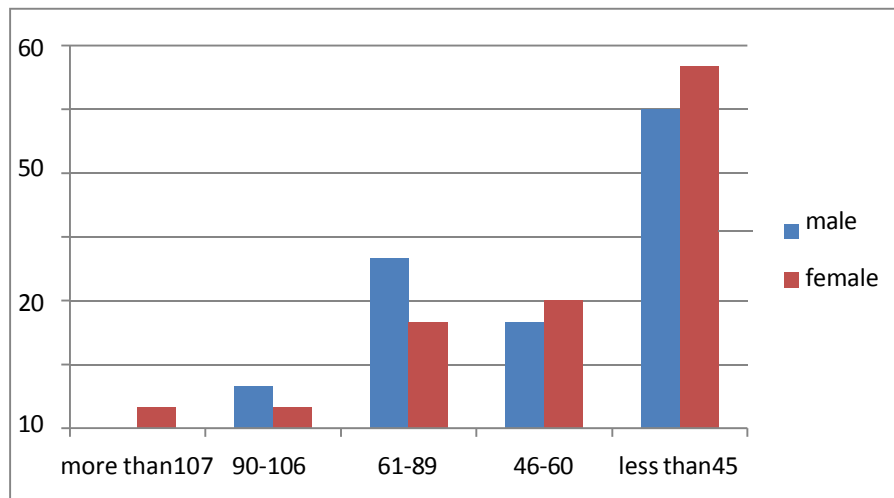
From the above table it can be seen that the maturity of female teachers is more 56.66% fall into the lowest level of aggression. That is, their aggressiveness is very less. While 3.33% appear to be very aggressive.

### Aggression score of male teachers

Score of Maturity	Score of female teachers	Total Teachers 30	percent
More than 107	-----	-----	-----
90-106	92,103	2	6.66%
61-89	66,61,65,88,84,70,69,68	8	26.66%
46-60	50,60,49,60,57	5	16.66%
Less than 45	42,42,39,43,45,24,25,30,30,37,40,45,34,18,35	15	50%

From the above table it can be seen that the maturity of female teachers is more 50 % falls in the lowest level of aggression. That is their aggressiveness is very less. While 6.66 % appear to be very aggressive.

### Graph showing the comparative level of aggression of male teachers and female teachers



The above graph shows that there is no significant difference between female and male teachers in the level of low level aggression. But in terms of general aggression, male teachers are more aggressive than females.

**Hypothesis 1:** There is no significant difference in the level of emotional intelligence between female and male primary school teachers.

### Difference in levels of emotional intelligence between female and male primary school teachers

Type of teachers	Sample	M	S.D.	M1-M2	Table value of t	Received value of t	The position is significant at 0.05 level/ not
Female	30	71.83	10.21	6.1	1.96	1.68	Its significant, acceptance of the hypothesis
Male	30	77.93	17.06				

**Explanation:** In the above table the t-test value at 0.05 level is 1.96 and the obtained value is 1.68. That is, since the obtained value is less than its table value, the hypothesis is accepted here.

**Conclusion :** The level of emotional intelligence between female and male primary school teachers is almost the same.

**Hypothesis 2:** There is no significant difference in the level of aggression between female and male primary school teachers Difference in the level of aggression between female and male primary school teachers.

Type of teachers	Sample	M	S.D.	M1-M2	Table value of t	Received value of t	The position is significant at 0.05 level/ not
Female	30	47.20	24.56	5.2	1.96	0.87	Its significant, acceptance of the hypothesis
Male	30	52.40	21.37				

**Explanation:** In the above table the t-test value at 0.05 level is 1.96 and the obtained value is 0.87. That is, since the obtained value is less than its table value, the hypothesis is accepted here.

**Conclusion :** It was found that there was no significant difference in the level of aggression between female and male primary school teachers.

**Hypothesis 3:** There is no significant difference in the relationship between emotional intelligence and aggression between male and female primary school teachers.

Carl Pearson’s Correlation Formula-

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

$$r = \frac{3729.02}{\sqrt{5607.01 \times 2480.04}}$$

$$r = 1$$

**Interpretation:** When looking at the correlation between emotional intelligence and aggression in primary school female and male teachers, it come out to be 1, it means there is a positive correlation between emotional intelligence and aggression of female and male teachers. It can be said that if emotional intelligence, aggression will decrease. Here we have to give up imagination.

### Emotional intelligence and aggression levels of female teachers

Level of emotional intelligence	Level of aggression
80 %	56.66 %

**Analysis:** From the above table it can be seen that 80 percent female teachers are highly mature emotional intelligence and 56.66 percent female teachers are non-aggressive.

### Emotional intelligence and aggression levels of male teachers

Level of emotional intelligence	Level of aggression
53.33 %	50 %

**Analysis:** From the above table it is observed that 53.33 percent male teachers are found to be highly mature emotional intelligence and almost same proportion 50 percent male teachers are found to be non-aggressive.

**Interpretation:** From both the above tables, if emotional intelligence is more mature, the amount of aggression is less, that is, it can be said that there is a positive relationship between emotional intelligence and aggression.

#### Conclusion:

1. 80 % of female teachers were found to have very mature emotional intelligence.
2. 20 % of female teachers were found to be in medium emotional maturity level.
3. Emotional intelligence of 53.33 % male teachers was found to be highly mature.
4. 30 % of the teachers appeared to be at a medium emotional maturity level.
5. The graph shows that the emotional intelligence of male teachers is lower than that of female teachers.
6. 56.66 % female teachers were found

- to be the lowest level of aggression.
7. 3.33 % female teachers were found to be highly aggressive.
8. 16.66 % female teachers were found to be generally aggressive.
9. 50 % of male teachers appeared in the lowest level of aggression.
10. 16.66 % of males showed low level of aggression.
11. 26.66 % of the male teachers appeared in this level of moderately aggressive.
12. Male teachers were found to be more aggressive as compared to females in general aggression level.
13. No significant difference is found in the level of emotional intelligence between female and male primary school teachers.
14. No significant difference is found in the level of aggression between female and male primary school teachers.
15. There is a positive correlation between emotional intelligence and aggression. That is, if a person is mature, his aggression is less.

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## How to do an excellent teaching?

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**Summary:-** The importance of the teacher in the society was so great that Saint Kabira had a question that if the teacher and God were standing in front of me at the same time, then I would honor the teacher first because that is why I have seen God. TEACHER means T-Talented, E-educated, A-Adorable, C-Charming, H-Helpful, E-Encouraging, R-Responsible.

All the above qualities belong to the teacher. Not only this, many more aspects have to be in the hands of the teacher. The most important aspect of a teacher is teaching. So how do you do great teaching? This is what we are going to see in this article.

**Introduction:-** Introduction is the most important. Introduction is the classroom actions and statements made by the teacher to connect the purpose of the lesson and the various experiences of the students. Half the battle is won if the introduction is well done.

**Explanation:-** The verbal skill used to promote or promote the understanding of a concept, situation, event, result, task, thought process, theory, understanding, principle, idea, or conclusion is an explanation. What the teacher guides i.e. teaches is what we call explanatory skill.

**Preparation of the subject:-** This is a very important matter. If what do we want to teach today? If the teacher has complete information/preparation for this, then there is no effort to impart the art of teaching.

**Lack of confidence :-** Lack of fluency is seen due to lack of adequate vocabulary, lack of planning in teaching, lack of language mastery, forgetfulness, carelessness, pressure on the mind, lack of consistency, use of inappropriate and inappropriate words, clichés and complex statements etc. are all issues under lack of confidence.

**Stimulus variation:-** Teachers whose teaching is motivational, lively, full of enthusiasm, master the skill of Stimulus . That is, the teacher's whole body, face should be eloquent. Gestures, voice fluctuations, movements in the classroom, actions, changes in interaction, changes in sensory attention, as well as students' verbal and creative participation in the teacher's lesson are essential.



**Questioning skill** :- The teacher has to ask questions on the exact answer expected from the students. Asking questions is not easy but an art. This art can be done with practice. Questions are used to sustain students' attention in the classroom, to check the knowledge acquired by the students, to stimulate students' thinking, to combine the acquired knowledge with new knowledge and to arouse curiosity about the subject, to create interest in the subject, to understand and diagnose the difficulties in the subject, While still ongoing, the teacher has to use the questioning skill to establish indirect control over the students' behavior and to motivate them to solve various problems.

**Skill in handling educational material** :- In 'Ek hota Carver', Veena Gavankar writes that the carver was able to learn everything because of proper use of all the organs of the body. This means that if you make students use their full body to teach, they will learn more and remember it for a long time. All our sense organs receive knowledge as follows. 1. Eye :- 83%, 2. Ear :- 11%, 3. Nose:- 3.5%4. Skin :- 1.5%5. Tongue :- 1%.

In this way we acquire 100% knowledge through our five senses. Out of them, we absorb 94% of knowledge through two sense organs namely eye and ear.

Many times it is not possible to experience directly due to time constraints. In such a case, giving the students an experience similar to the actual experience is in order. It has to use actual experience, replicas, visual symbols. Things that are seen, felt and

touched are better remembered by the students. These tools can be used effectively to sustain attention. It is necessary to use educational material to inspire, to create awareness and to understand abstract principles or concepts.

**Blackboard Writing Skills** :- Blackboard is a teacher's best friend. Board is used at all levels from pre-primary to higher education. On the board, you have to draw pictures of Complex speech, principles, rules, diagrams, main points, paintings, sketches, maps, graphs, drawings, glossaries, slogans, mathematical symbols, cartoons and various tools.

There should be no chalk sound while writing on the board. The writing on the board should be correct. Inconsistency in writing should be avoided. Note the space between two lines as well as the space between two words. Even after the teacher has taught, should the other person notice what the teacher has taught in this lesson just by writing on the board.

A beautiful handwriting is a teacher's jewel. Mahatma Gandhi regretted his handwriting till his death. That is, pedagogy means teaching, which means that all the activities that teachers do in the classroom are referred to as teaching.

**Definition :- Morrison Henry** :- Teaching is a close relationship between a more mature and a less mature person. This relationship is designed to educate a less mature person.

**Smith** :- The method of action taken to produce the study is Teaching.

**Amidon Edmond** :- Teaching is an interactive process. It is defined as This interaction includes the classroom interaction between the teacher and the students during certain actions.

**Gage N. L.** :- Interpersonal influence aimed at changing the likelihood of another person's behavior is influence.

**Clark** :- Teaching activities are designed and implemented to change the behavior of the students.

#### **Symptoms of Teaching :-**

1. Teaching is a three-way process. In this, three things are needed namely teacher, student learner and subject of teaching.
2. Language is an effective medium of communication.
3. Teaching is a social process.
4. The aim of Teaching is the all-round development of the students.
5. Education is the organization of learning.
6. Teaching is about imparting meaningful experience. This includes direct and indirect experiences.

Maxims of Teaching were born out of the search for answers to questions about how to make teaching effective. The various maxims of teaching are as follows.

- 1. From Known to Unknown**
- 2. From Abstract to concrete**
- 3. From Simple to Complex**
- 4. From Particular to General**
- 5. Whole to part**
- 6. From segregation to integration**
- 7. From Psychology to Logic**
- 8. Go to Nature**

The above maxims of teaching should be used by considering the component which has come for teaching.

**There are 4 of the following ways/types of teaching.**

#### **1. Synthesis 2. Training 3. Instructions 4. Edition**

1. **Synthesis**:- Synthesis is the establishment of a specific stimulus-specific response relationship. Useful for teaching junior students. For example, C-cycle, W- weight etc.

4. **Training** :- Training can change the behavior of the students as desired. For example:- Outdoor games.

3.**Instruction** :- Instruction is mainly used for transfer of knowledge and information. Teachers follow the same path. This type is related to intelligence. For example :- Active participation of students while teaching a component through classroom teaching.

4. **Edition** :- Edition means to 'rite'. This type is used to inculcate special values in the students, to create faith, to create right attitude, to help create stability. For example :- Patriotism, Honesty.

**Teaching is a planned activity**:- Teaching is expected to be effective and thereby lead to good learning. Teaching should be well-planned for student-centered development.

For teaching, teachers have to decide in advance all the activities to be done in the classroom, their sequence, time planning, study experience, evaluation to be done to achieve the objectives. Some flexibility is expected over time. It is necessary to organize all the elements involved in teaching.

**Elements of Teaching :-**

- 1. Aim:-** Why are we going to teach? What is the purpose behind it? If teachers understand the basic purpose behind teaching, they will feel comfortable while teaching and students' learning will be effective. It will help in overall development of his personality Any work has a specific purpose. No action is futile. If you make the students aware of all these through your teaching and guidance, why should they also study? What exactly is its purpose? It will be realized.
- 2. Objective:-**Course of study, Curriculum and syllabus objectives are achieved through teaching process. For this Dr. Bloom and his colleagues have classified motives hierarchically. It is expected that the personality development of the students should be achieved. They have defined goals in terms of Cognitive, affective and psychomotor domains. And accordingly the objectives are set according to the component.
- 3. Content:-** The content is divided into 17 elements. 1. noun 2. Information 3. Facts 4. Concept 5. Principles 6. Rule 7. Arrangement 8. Structure 9. Provenance 10. Properties 11. Definition 12. Formula 13 Principle 14. Figure 15. Skill 16. Procedure 17. method
- 4. Learning Experience :-** According to the content, study experience should be given considering the age group of the students.
- 5. Teaching Methods :-** After determining the content, the teacher has to think that which teaching method will be useful? Or which model would be useful?
- 6. Strategies of teaching :-** The strategy has to be decided according to the number of students, group of students and discussions, seminars, conferences etc. Student

differences in the class also have to be taken into account. Accordingly, Diagnostic testing and Remedial Teaching are yet to be undertaken.

- 7. Person and Resources :-** Every time teachers are not enough. In that case the teacher needs to look for these tools/capable persons from his locality. e.g. A doctor's lecture should be organized in the school on epidemic diseases and preventive measures.
- 8. Physical Facilities :-** Class structure should be proper. There should be enough light, fresh air, tables for experiments in the classroom should be adequate and suitable for the number of students. The teacher needs to pay attention to this.
- 9. Evaluation :-**Evaluation is necessary to see whether the behavior of students has changed or not. Various techniques should be used for evaluation. Emphasis on written exam alone should be avoided. Along with this, qualitative tools should also be used.

**Teaching as a profession:-** Teacher is an important factor for nation building. It plays a very important role in the cultural preservation, progress and cultural development of the nation. The teacher is the backbone of the education process. A teacher is not just an informational instructor but an ambassador of social change Just as Chanyaka played a role in creating a better political system by overturning the entire system of government, Aristotle played a role in creating the world-conquering Alexander. Thus it is still a profession of teacher for nation building and when I see, I forget, When I observe, I understand. But when I do, I learn. According to this Chinese proverb, Excellent teaching means the students learns from the teacher.

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