

6. New Education Policy 2020 & Linguistic Current Situation

Dr. Sanjay Bhimrao Khadse

Professor, Shri Shivaji College of Education, Amravati.

Abstract

Language learning is the basic core of education. Because language is the medium of education. Providing primary education to children (at least to children) through mother tongue is a universally accepted principle. Many studies around the world have now proved that a child can absorb any knowledge, the theoretical part of it with proper understanding, more easily and effectively in his mother tongue than in a foreign language. But in the country of multilingual and multicultural India, where there are 22 official national languages as per the Constitution (as per the Eighth Schedule), it was not possible to decide on a single official national language for the entire country. Again, the English language spread all over the country due to the British rule for one and a half hundred years and the progress made by modern knowledge and science through it, could not be ignored. Hence, it is evident that the framers of the country settled the language question satisfactorily by deciding that English should be the contact language for the country along with Hindi, for the sake of national unity. But as it is important for the knowledge of the students to be imparted through the mother tongue, provision was made in Article 350A of the Constitution.

Introduction

In 1968, the first National Education Policy was implemented in India based on the recommendations of the Kothari Commission. In it, the trilingual language policy was first adopted keeping in mind the national integration, linguistic identity and multilingualism of the country. Simply put, a Hindi-speaking state had English, Hindi and a modern Indian language (which of course would not have been Sanskrit, possibly a southern state Dravidian language) and a non-Hindi-speaking state had English, Hindi and a state language. With the exception of Tamil Nadu, all states accepted the trilingual policy, but the Hindi-speaking states systematically defied the policy by adopting Sanskrit as their third language instead of the modern Indian language. Tamil Nadu clearly rejected the trilingual policy and adopted a bilingual policy of



TIME FRACTIONAL MAGNETO-THERMOELASTICITY WITH ROSENTHAL HEAT SOURCE AND EDDY CURRENT LOSS

J.J. Bikkram & G.D. Kedar Department of Mathematics, RTM Nagpur University, Nagpur-440 033 (Maharashtra) India.

L.C. Bawankar, Department of Mathematics, Sanjayani College of Engineering, Kopergaon, Ahmednagar- 423 603 (Maharashtra), India.

V.M. Raut Department of Mathematics, Shri Shiveji Science College, Amravati-444603, India

Abstract—In this paper, the analytical solution is obtained for time fraction heat conduction equation and thermal stresses in one dimensional finite rod induced by transient magnetic field. Heat generation is considered as a combination of Rosenthal heat source and Eddy current loss. The equations of electromagnetic field, heat convection and elastic field are formulated. The Laplace and Fourier transform techniques are employed to solve the problem. The solutions are obtained in terms of sum of thermal and magnetic stress component. The thermal and magnetic stress components are arises due to eddy current loss and Lorentz force respectively. The time dependent magnetic field is taken in the form of exponential profile for numerical calculation. The results are illustrated graphically to understand the effect of fractional order parameter on magnetic field, eddy current loss temperature distribution and stresses.

Keywords— Fractional thermoelasticity, Magneto-thermoelastic, Lorentz force, Eddy current, Rosenthal heat source, Thermal stresses

Introduction

Many researchers studied the problems of thermoelasticity under the influence of magnetic field. We consider time dependent magnetic field if it acts on a conducting medium, generates heat which results into eddy current loss, causes temperature change in body. Subsequently two kinds of stresses emerge in the body, one is thermal stress due to eddy current loss and magnetic stress due to Lorentz force. The quasi-static problems with transient thermal stresses in thin and thick bodies with and without heat generation were studied by many authors. Kulkarni et al. [1] explained the quasi-static thermal stress problem of rectangular plate subjected to constant heat supply. Deshmukh and Khandait [2] discussed about the thermal stress in a simply supported rectangular plate. Stoll [3] has explained that by changing magnetic field generates eddy current which are loops of electrical conductor. The behavior of stress under the influence of magnetic field was explained by [4]. The authors [5] have discussed the effect of transient magnetic field on thermoelastic stresses in a conducting plate and determined quasi-static stresses in a one dimensional problem. In welding engineering problems such as cutting of metals, grinding, hardening of alloys, laser cladding, etc, the cause of thermal conduction results from a Rosenthal heat source. It takes place in the form of transient heat transfer. The idea of evaluating the temperature distribution in solids due to Rosenthal heat source introduced by many researchers [6, 7, 8]. However, these theories are restricted to quasi stationary state and integer order heat conduction equation. The fractional calculus provides a generalization of the derivatives and integration to non-integer order [9]. Past few decades, shows the remarkable contribution of fractional calculus to both experimental and theoretical field. He and Guo [10] study the effect of time, velocity of the moving heat source and fractional order parameter on considered temperature, displacement and thermal stress for one dimensional thermoelastic rod. In the theory of [11, 12], the constitutive equation with the long tail power time non-local kernel is taken

$$q(t) = - \frac{k}{l(\alpha)} \frac{\partial}{\partial x} \int_0^t U(x-\xi) g(\alpha, t-\xi) d\xi, 0 < \alpha \leq 1 \tag{1}$$



(Signature)
Principal
Shri Shiveji College of Education
Amravati.

ON SIMPLE BOUNDS FOR INVERSE HYPERBOLIC SINE AND INVERSE HYPERBOLIC TANGENT FUNCTIONS

By

Ramkrishna M. Dhaigude, Sumedh B. Thool

Department of Mathematics, Government Vidarbha Institute of Science and Humanities, Amravati-444604, Maharashtra, India
Email: rmdhaigude@gmail.com, sumedhmaths@gmail.com

Yogesh J. Bagul

Department of Mathematics, K. K. M. College, Manwath,
Dist: Parbhani-431505, Maharashtra, India
Email: yjbagul@gmail.com

and

Vinay M. Raut

Department of Mathematics, Shri. Shivaji Science College
Amravati-444603, Maharashtra, India
Email: vinayraut18@gmail.com

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Abstract

We obtain simple algebraic bounds of inverse hyperbolic sine and inverse hyperbolic tangent functions i.e., $\sinh^{-1} x$ and $\tanh^{-1} x$. The inequalities are obtained on the entire domains of these functions. From our results, we obtain tighter bounds for the same functions. The Wilker and Huygens type inequalities involving inverse hyperbolic functions can also be easily derived from our main results.

2010 Mathematics Subject Classifications: 26D07, 26D20, 42A10

Keywords and phrases: Inverse hyperbolic sine function, inverse hyperbolic tangent function, Wilker and Huygens type inequalities, increasing-decreasing functions.

1 Introduction

The bounds for inverse hyperbolic sine and inverse hyperbolic tangent functions can be useful in applied mathematics where these functions occur frequently. The inequalities

$$(1.1) \frac{1}{\sqrt{1+x^2}} < \frac{\sinh^{-1} x}{x}; x > 0$$

and

$$(1.2) \frac{\tanh^{-1} x}{x} < \frac{1}{1-x^2}; x \in (0, 1)$$

can be proved easily by Mean Value Theorem (MVT) [5]. For the trigonometric inequalities analogous to (1.1) and (1.2) we refer to [3]. In 2008, Zhu [16] established for $0 \leq x \leq r$ and $r > 0$ that

$$(1.3) \frac{3}{2 + \sqrt{1+x^2}} \leq \frac{\sinh^{-1} x}{x} \leq \frac{b+1}{b + \sqrt{1+x^2}},$$

where $b = \frac{\sqrt{1+r^2} \sinh^{-1} r - r}{r - \sinh^{-1} r}$. The inequality (1.3) is Shafer-Fink type inequality (see [8, 11]) for hyperbolic sine. In the same year, Zhu [17] presented another simple proof of Shafer's inequality [12, 13, 14]

$$(1.4) \frac{\tanh^{-1} x}{x} < \frac{8}{3 + \sqrt{25 - \frac{80}{3}x^2}}; 0 < x < \sqrt{15}/4.$$

Later, it is pointed out in [4] that a simple concise proof of inequality (1.4) in [17] contains a small mistake and other simple proofs of (1.4) are provided in [4]. The classic inequalities (1.3) (the right one) and (1.4) are not true on the entire domains of the respective functions i.e., on the domains of $\sinh^{-1} x$ and $\tanh^{-1} x$ as they are respectively defined on $(0, \infty)$ and $(0, 1)$. In this paper, we obtain algebraic bounds for these functions on their entire domains. New inequalities are simple and comparable with (1.3) and (1.4) as well as they give Wilker [15] and Huygens [10] type inequalities for inverse hyperbolic functions.

Before proceeding further, we recall the following two Lemmas regarding the monotonicity of functions. These Lemmas will be used to prove our main results in the next section.



Shri Shivaji
Principal
Shri Shivaji College of Education
Amravati.



**PERCEPTION OF PROFESSIONAL VALUES AMONG STUDENT
TEACHER**

Dr. Meena K. Rokade
Associate Professor
Shri Shivaji College of Education,
Amravati (M.S)

ABSTRACT -

Values are the guiding principles of life that contribute to the allround development of an individual. They give a direction to life and thus, bringing joy, satisfaction and peace. Values add quality to life. Developing whole personality of the student is one of the vital role of teacher. If a teacher has an understanding about her professional values. It is easy for her to follow. The general purpose of the study was to measure the perception of professional values among student teacher. The sample of 100 student teachers was drawn by applying random sampling method from two B.Ed. colleges in Amravati, district of Maharashtra State. Student teacher's perception of professional values inventory prepared by the researcher was the tool used for collecting the data. Mean, S.D., "t" test and ANOVA test were used to analyze the data. The study inferred that, there is significant difference between before training student teachers and after training student teachers in their perception of professional values.

Introduction :-

Values are the standards of behaviour in day to day activities and guiding principles in critical life situations. Value is an endless belief that a specific mode of conduct or state of existence is personally preferable to an opposing or converse mode of conduct with a focus on what is right and what is wrong. Value is a relationship between a person and an environmental situation which evoke an appreciative response in the individual. Any human activity, thought or idea, feeling, sentiment or emotion which could promote self development of the individual in all its dimensions could be said to constitute a value. To give proper value education for the students it is compulsory that the teacher has good value orientation. Professional values is learnt and imbibed during teacher training. To incorporate professional values in the curriculum of teacher education to suit the present day need in education it becomes necessary to understand their level of perception of professional values of the students teachers.

Objectives of the study :-

1. To study the perception of professional values of student teachers before training and after training.
2. To study the interaction effects within and among the methodology (English, Marathi and physical science) of student teachers in their perception of Professional Values.
3. To study the interaction effects within and among the methodology (Mathematics, Biological Science, Social Studies) of Students teachers in their perception of professional values.

Hypotheses :-

1. There would be no significant difference between before training and after training student teachers in their perception of professional values.
2. There would be no interaction effects within and among the methodology (English, Marathi and physical science) of student teachers in their perception of professional values.



Dr. Meena K. Rokade
Principal
Shri Shivaji College of Education
Amravati

**SELF CONCEPT OF EDUCATED WORKING WOMEN IN VARIOUS PROFESSIONS – A COMPARATIVE STUDY**

Dr. Vanita N. Kale
Shri Shivaji College of Education, Amravati

ABSTRACT

Self concept is defined as a value that an individual places on his or her own characteristics, qualities, abilities and actions. Self concept is not innate but developed and constructed by the individual through interaction with the environment and reflecting on that interaction. The purpose of the study to measure the self concept of educated working women in various professions of Vidarbha Region. The sample of 435 educated working women selected randomly from Medical, Engineering Colleges and from district session courts of Vidarbha region. Data collected by descriptive survey method. Self concept questionnaire developed by Dr. V.K. Mittal was used for data collection. Mean S.D. and 't' value was used to analyse the data. The study concluded that most of the educated working women have satisfactory and low level of self concept. Educated working women were much similar in respect of their self concept.

KEYWORDS: characteristics, qualities, abilities and actions.

INTRODUCTION:

Self concept is generally refers to our perception of ourselves, how we see our abilities, attitudes, attributes, beliefs and expectations (Harter 2006, Pajaras and Schunk 2001) we could consider self concept to be our mental picture of who we are. Accordingly to Saul Mc Leod (2008) 'The term self concept is a general term used to refer to how someone thinks, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself.' Resenberg defines the self concept broadly as the 'totality of an individual's thoughts and feelings having reference to himself as an object.'

Self concept is the set of characteristics that the person views as being part of himself or herself. The self concept provides us our identity. It provides the sense of who we are. The self concept is actually a cluster of selves, everyone has multiple selves for instance, self concept regarding beauty, regarding physique, regarding intelligence, regarding morality etc. In short, what we feel about our self regarding different attributes is our organized self concept.

One's self concept is a collection of beliefs about oneself that includes elements such as academic performance, gender identity, sexual identity and racial identity. Generally self concept embodies the answer to who am I? One's self concept is made up of self schemas and their past, present and future selves. It also made up of interacts. With self esteem, self knowledge and social self to form self as whole. The perception people have about their past or future selves is related to the perception of their current selves.

Self concept generally refers to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Franker states that the self concept is the basis for all motivated behavior. Self concept is not innate but it is developed by the individual through interaction with the environment and reflections of it. This aspect



The Impact of Information Technology on Library Management & the Challenges Before Academic Libraries

Dr. Vandana R. Khakre

Librarian

Shri Shivaji College Of Education

Amravati

vs.vandana_kasar@rediffmail.com

Mb. No. 9730195926



(Signature)
Principal
Shri Shivaji College of Education
Amravati

Abstract:-

Technology is increasingly playing a crucial role in successes of organizations. In the information age. The impact of information technology has been enormous on various domains like business, education, media etc. This rapid evaluation of IT has good and bad impact on our every day life this paper will discuss on the key aspects of human interaction and others domain that may be affected by the new technology. Since we live in the "information age" Information technology has become a part of our everyday lives, that's why the purpose of this paper is to know the impact of IT on our society

Introduction:-

Information Technology and their applications is beyond human imaginations. more than a decade, the Information Society concept has been at the centre of discussions on the future of work and of society in general, both for socio-economic research and policy-making, in a period greatly affected by the growing importance of information and communication technologies (ICTs) across the world..

Academic libraries are changing in response to changes in the learning and research environment and changes in the behavior of library users. The changes are evolutionary. Libraries are adding new, digital resources and services while maintaining most of the old, traditional resources and services. Finding and funding the appropriate balance of digital and traditional initiatives challenges strategic and financial planners

Information Technology:-

Information technology:- the technology involving the development, maintenance, and use of computer systems, software, and networks for the processing and distribution of data. The Information Technology Association of America (ITAA) defines Information Technology as: "The study, design, development, implementation, support or management of computer-based information systems, particularly software applications and computer hardware." IT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit, and securely retrieve information.

Information technology (IT) is the use of any computers, storage, networking and other physical devices, infrastructure and processes to create, process, store, secure and exchange all forms of electronic data-

Changing Users Information Seeking Behaviors

Undoubtedly, the availability of electronic access to information has gradually brought some major changes to human information behavior related sources and services and their use in all walks of life. Such changes are significant that library and information professionals are studying now information seeking behavior, and its place within the learning process.

Education in the Purview of L. P. G. with Special Reference to GATS

Dr. Amit E. Gawande

Assistant Professor, Shri Shivaji College of Education, Amravati.

In the era of liberalization, Privatization and Globalization. Here we may see the impact of privatization, commercialization and collaboration (especially foreign) of education. There is a special emphasis on higher education. Not only this; in the recent years more attention is given to international trade and investment in education.

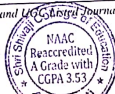
Education is a tradable service and this is to be traded in a unitary world regime. The General Agreement on Trade in Services (GATS) is the first set of rules covering international trade in services. It came into effect in 1995 and is under the auspices of World Trade Organization (WTO).

GATS has three main parts: the main text with general principles and obligations; Annexes covering specific sectors; and Member countries' specific commitments to provide services.

GATS covers 12 service sectors: Air transport; Sea transport; Road transport; Communication; Construction and Engineering; Distribution; Education; Financial services; Health; Tourism and Travel; Recreation, Cultural, and Sporting; and Governmental services. Two exceptions are services in the exercise of governmental authority and

education?

There are 4 ways that all services can be traded based on modes of supply:
1. Cross-border supply of service by consumers travelling to supplier country (e.g. studying abroad)
2. Commercial presence supply of a service to consumer country without the supplier (e.g. open university education)



4. ICT in Education at School Level in India

Dr. Amit E. Gawande
Shri Shivaji College of Education, Amravati.

Introduction

After independence one of the focus areas of then government was literacy and the consistent efforts of literacy mission leads literacy rate to achieve 74.04% by 2011. Achieving literacy was the goal set up in the decade of 50's; now with great changes in the digital technology only being literate is not sufficient but one should be IT-literate to survive in the era of globalisation.

India realize the importance of ICT in education in the decade of 80's and started a pilot project named Computer Literacy and Studies in Schools (CLASS) during the year 1984-1985 and 2598 secondary schools were provided micro-computers during the 8th Plan. In 1998 National IT Task Force constituted by the Prime Minister while recommending need of computers and educational software to teachers and students suggested to supply computers and internet to schools, colleges and polytechnics by the year 2003. The national curriculum framework 2005 (NCF) also highlighted the substantial role of ICT in education.

NCF (2005) enunciated Information and Communication Technology (ICT) is an important tool for bridging social divides. ICT should be used in such a way that it becomes an opportunity equaliser by providing information, communication and computing resources in remote areas. No doubt technology has a great impact on the every corner of education and this is widely accepted fact. But the question is, does digitalization of education is possible at school level in INDIA? Prima facie one could answer affirmatively. But the through insight into the question leads to many sub questions which needs to be answered affirmatively for the sake of first one to be. Many policy document have envisioned the use of information communication technology in betterment of education for the sake of quality in education and does forcefully suggested fulfillment of ICT wherewithal by means of government and private support.

Research Question

The research questions creeps up to the mind is, how many schools have the computers? How many schools do have professionally trained computer teachers? How many schools do have internet facilities?



M. L. ...
Principal
Shri Shivaji College of Education
Amravati.

A Comparative Study of Job Satisfaction of Women Teacher Educators

Dr. Amit E. Gawande
Shri Shivaji College of Education,
Amaravti.

Introduction :

In India, before the Independence women's were less involved in professional jobs. After independence women's education has been concentrated by the government of India and as a result of these women's get educated and entered in the professional areas and the jobs there on. Teaching is considered as the noble profession and hence women's were more interested in this profession. Teachers are considered as one of the most important resource which can contribute to the development of nation by means of developing the educational quality. India has a vision to become a superpower by 2020. To achieve this vision we must have quality health, quality in livelihood and the most important is quality in education. Therefore Government of India is consistently trying to impart quality education to all the aspirants. However quality cannot be reached in education until quality teachers are available. Hence it is very necessary to supply professionally trained and professionally equipped teachers as well as these teachers must be satisfied in all respect of their life then only they can impart quality education to the students.

We see much women teachers entering in the profession of teaching. In the year 2006-07 there were 202545 teachers, in 2011-12 this figure goes up to 59597 and in the year 2016-17 this figure became 288381. Hence it is very important to see their job satisfaction since they are not satisfied then they cannot satisfy the educational needs of their students. This research article focuses on the women's involvement in the teaching profession. Teaching is an occupation where teachers need to maintain high level of professional competencies. They must accept personal responsibility of their own performance growth and development. 1

In the present scenario it has been observed that teaching has become one of the stressful occupations especially in case of women teachers; who had to deal with their professional responsibilities and family also. In Indian context women's are limited within the domestic domain as caregivers. 2 From this belief, women teachers like to give priority to family over career and that would interpret as a lack of commitment in their personal teaching profession. When commitment between work and family are not unequivocal it may lead to dissatisfaction. Hence it is very necessary to study the job satisfaction of women teachers working in the teaching profession.

In this paper researcher want to study the job satisfaction among the women Teacher Educators. Everyone, who wishes to enter in the teaching profession, would have to get through the teacher education curriculum. Then only he can be a teacher.

The teacher is one who imparts the knowledge of teacher education or involve in the teaching at the teacher education institution are known as Teacher Educator. Now if these teacher educators are not satisfied with their job then how would they impart and inculcate positive value of

teaching profession into their students. Hence it is necessary to study the job satisfaction of teacher educators.

Objective of the study :

1. To compare the job satisfaction of women teacher educators working in government and private aided institution.
2. To compare the job satisfaction of women teacher educators working in private aided institution and private unaided institution
3. To compare the job satisfaction of women teacher educators working in government institution and private unaided institution.

Hypotheses :

1. There is no significant difference between job satisfaction of women teacher educators working in government and private aided institution.
2. There is no significant difference between the job satisfaction of women teacher educators working in private aided institution and private unaided institution;
3. There is no significant difference between the job satisfaction of women teacher educators working in government institution and private unaided institution.

Methodology :

The study was a quantitative study in nature; therefore the server technique was used in this study. The finding presented in this study is based on the survey research in teacher education institutions. Teacher's Job Satisfaction Questionnaire by Nasrin and A. Annes consisting of 42 items were used for collection of data and the raw data so obtained is analyzed on the basis of 't' statistics and the results were drawn out.



Comparative Study Personality Traits of Different level of Achievements of Female Athletes

Ms. Kavita N. Watane
Shri Shivaji Science College
Amravati
Email: kavita.watane30@gmail.com

Abstract

Personality is the sum of people's values and attitudes plus all of their traits, and that this sum is always a dynamic organization. Researchers have recently reported the significant effects of personality on sports. When athletes participate in competitive sport, their underlying personality characteristics inevitably contribute to how they behave. Personality has been defined as "psychological qualities that contribute to an individual's enduring and distinctive patterns of feeling, thinking and behaving". The main purpose of the study was to find out the significant difference between Personality Traits of Different level of Achievements of Female Athletes. For this study data were collected with purposive sampling methods. Sixty (60) female athletes, 20 from each participated in the Maharashtra State, Inter Collegiate and Inter University. The age of the players were ranged between 18 to 28 years. To assess the personality of female athlete, Eysenck Personality Questionnaire - Revised (EPQ-R) were used. Statistical Analysis was done on the basis of Analysis of Variance (ANOVA) at 0.05 level of significance. Result shows that there was insignificant difference in Psychoticism and Neuroticism among State, Inter Collegiate and Inter University Players as obtained F-ratio was 1.72 & 0.343 which is lesser than that of required tabulated 'F' value of 3.158 whereas Extraversion shows significant difference among State, Inter Collegiate and Inter University Players as obtained F-ratio was 3.243 which is greater than that of required tabulated 'F' value of 3.158 at .05 level of significance with (2, 57) degree of freedom. In Conclusion we can say that participation in athletic competition favorably influences by personality traits and that physical educators and coaches should become more knowledgeable about the personality traits of highly skilled athletes.

Keyword: Psychoticism, Extraversion, and Neuroticism.

Introduction

Psychology is an academic and applied discipline that involves the scientific study of mental functions and behaviors. Psychology has the immediate goal of understanding individuals and groups by both establishing general principles and researching specific cases, and by many accounts it ultimately aims to benefit society.



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DR. MEENA K. ROKADE

Shri Shivaji College of Education
Amravati (M.S.)

Shri Shivaji College of Education, Amravati

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U-M APEI

A STUDY OF EMOTIONAL INTELLIGENCE ON THE PERSONAL VALUES OF B.ED. TRAINEES

ABSTRACT

Education and values are interdependent and inseparable. The cherished values serve to become light and provide direction to the educative process. The most important responsibility of an educator is the inculcation of higher values in the minds of the students. To provide effective value of education, the teacher should have great and unshakable faiths in the values which he proposed to transmit and he should incorporate those values in his very personality. The general purpose of the study was to measure the influence of emotional intelligence on the personal values of B.Ed. trainees. The sample of 200 B.Ed. trainees was drawn from the four education colleges in Amravati District of Maharashtra state by applying random sampling method. Standardized personal value Questionnaire by Dr. Jaya and Dr. Yadav, Emotional intelligence scale developed by Anukool and Ulpinder Dhar was used as a tool for data collection. Mean, S.D and T test were used to analyze the data. The study inferred that, the emotional intelligence and personal values are not associated with each other on all the personal values among the B.Ed. trainees.

Keywords :- Values, Emotional Intelligence, Personal values

INTRODUCTION :-

Education modifies the social and moral characters of students. In one sense teachers are inevitably social and moral educators. Whatever institution restraints exist within a school, teachers are faced with taking positions on a variety of social and emotional issues and are therefore developing values that are informed by these challenges. More generally a teachers selection of subject content and his choice of strategies and structures to impart that content are values-laden. Real education reflects teacher values and sends significant messages about the teachers values to students.

Personal values provide an internal reference for what is good, beneficial, important, useful, beautiful, desirable, constructive etc. values generate behavior and help solve common human problems. For survival by comparative ranking of value, the results of which provide answers to questions of why people do, why they do and in what order they choose to do them. Over time the public expression of personal values, that groups of people find important in their day-to-day lives, laid the foundations of law, custom

and tradition. Personal values in this way exist in relation to cultural values, either in agreement with or divergence from prevailing norms.

The major purpose of education is to shape the personality of the child in such a way that the individual becomes a better learner, a better person, a better worker, not only in terms of knowledge, understanding and skills but in terms of values and motives which give meaning and significance to one's behaviour. The system of values can be treated from the sources of understanding. Viz, cultural, scientific, religious background and life experience.

OBJECTIVES OF THE STUDY

- 1) To study the influence of emotional intelligence on the personal values of B.Ed. trainees.
- 2) To study the influence of locality on the personal values of B.Ed. trainees.

HYPOTHESES

- 1) There would be no significant influence of emotional intelligence of B.Ed. trainees on their level of personal values.
- 2) Rural and urban B.Ed. trainees would not differ in their level of personal values.

METHODOLOGY



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Principal
Shri Shivaji College of Education
Amravati

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समृद्ध जैवविविधतेचे संवर्धन : काळाची गरज

प्रा. डॉ. संजय भीमराव खडसे

महयोगी प्राध्यापक,

श्री. शिवाजी शिक्षण महाविद्यालय, अमरावती

प्रस्तावना :

जैवविविधता हे एक नैसर्गिक ससाधन मानले जाते मानवाला दिलेल्या विविध रंगपर्यायंती ती एक रंगणी अमुन मानवी जीवन सुखकर करण्यासाठी महत्त्वाचा घटक आहे. परंतु सध्याच्या काळात जैवविविधतेचा प्रश्न गभीर बनलेला आहे. वाढती लोकसंख्या नैसर्गिक साधन संपलेला अमर्याद वापर नुकसोड, भूमीच्या वापरात होत जाणारे बदल यामुळे सर्जांच्या अनेक प्रजाती नष्ट झाल्या आहेत व सध्याच नष्ट होण्याच्या मार्गावर आहेत उष्ण तापमान पट्टेवरील वनामध्ये पृथ्वीवरील सर्जांच्या ५०% जागृत प्रजाती आढळतात परंतु मानवाच्या हस्तक्षेपामुळे अनेक प्रजातींचे अस्तित्त्व धोक्यात आले आहे. मानवाच्या हस्तक्षेपामुळे सर्जांच्या प्रजाती नष्ट होण्याचा दर नैसर्गिकीच्या नष्ट होण्याच्या दराने सुमारे १००० पटीने जास्त आहे असे शास्त्रज्ञ म्हणतात. हा संहार वेळोवेळी उष्ण पट्टेवरील वनामध्ये चालू आहे. म्हणून उष्ण पट्टेवरील वनाने संरक्षण करणे गरजेचे मानले जाते.

जैवविविधता टिकविण्यासाठी गरज आहे जंगल संवर्धनाची, जंगल हे वन्य जीवांचे व जीवाणुनी वसतीस्थाने म्हणून वन्यजीवांचे व वनाने रक्षण करणे आवश्यक आहे. पर्यावरणाचा समतोल राखण्यासाठी वन व वन्यजीव वाढविणे, जैवविविधतेची जपणूक करणे तसेच तिचे संवर्धन करणे ही काळाची गरज आहे. जैव विविधता पर्यावरणाचा आत्मा असून वा वन्यजीव एकाच नाण्याच्या दोन बाजू आहेत. Interdisciplinary Multilingual Refereed Journal

त्यामुळेच सततरीत पर्यावरणासाठी जैवविविधतेचे संवर्धन करणे आवश्यक आहे. वनस्पती, प्राणी व जीव जीवाणुच्या विविध जाती व प्रजातींच्या पृथ्वीवरील विविधतेचे संवर्धन आणि संरक्षण करणे, ही काळाची गरज व मानवाने आनुागिक जबाबदारी आहे. अन्यथा भोवत्याचा ताल दिवा लुक-लुकायला लागला आहे. गरज आहे ती मानवाने साकत होऊन मानवण्याचा अन्यथा निगम क्षमा करणे अशाप्रकारे आहे.

जैवविविधतेचे प्रकार : (Types of Biodiversity)

अ) अनुवंशिय विविधता (Genetic Diversity)

प्राणी आणि वनस्पतींच्या द्रष्टीने फार महत्त्वाचा सूक्ष्म घटक म्हणजे जनुक किंवा जीन (Gene) एकच प्रजातीच्या प्राणी किंवा वनस्पतीचा या जनुकाचा विविधता म्हणजेच अनुवंशीय विविधता किंवा गुणसंगीय विविधता किंवा जनुक विविधता.

ब) प्रजातीची विविधता (Species Diversity)

एका जातीच्या समूहामध्ये एकच प्रकारच्या जनुक (जीन) आढळतो. त्यामुळे एकच जातीच्या प्राण्यामध्ये साम्य दिसून येते. वन्याच वेळा अशा प्राण्यांच्या अधिवासात एकच अस्तित्त्व परंतु अशा अधिवासात पोषक द्रव्यांची उपलब्धता वाढल्यास अनेक सर्जांचे त्याटिकाणी गोळा होताना त्यात इतर अधिवासातून आलेले सर्जांवेही असतात. एकच अधिवासात विविध प्रकारचे व विविध जाताने सर्जांचे वेगवेगळ्या संख्येने राहतात त्यातून प्रजातीय विविधता असे म्हणतात.

क) परिसंस्था विविधता (ECD system Diversity)

सजीव घटक व पर्यावरणातील घटक यांच्यातील क्रमबद्ध आंतरक्रियांचे वैशिष्ट्यपूर्ण संघटन म्हणजेच परिसंस्था होय. प्रत्येक परिसंस्थेतील पर्यावरण, अधिवास त्यातील सजीव प्रजातींचे फलन दृश्याक असतात. परिसंस्था बदलल्यावेगळे हे मूल घटकही बदलतात. यालाच परिसंस्था विविधता असे म्हणतात

जैवविविधतेचे महत्त्व : (Importance of Biodiversity)

निसर्गात किंवा पर्यावरणात आढळणारे मानवाला अनेक रूपांने लाभदायक आहेत. प्राणी व वनस्पतींचे अनेक रूपांने लाभदायक आहेत. प्राण्यांचे



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LIFE SKILL DEVELOPMENT THROUGH SCHOOL CURRICULUM

ABSTRACT

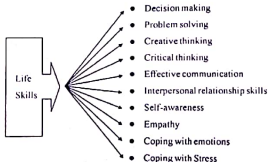
Morality education is not a new idea but has been in existence parallel with education. The history of education in all countries in the world proves that education has two significant objectives: help the younger generation become more intelligent and makes them better. Educating a citizen intellectually but not morally will be a threat to the society. So, educating life skills is not less important than theoretical teachings. The process of developing social character, morality and sentiment of the pupils is as important as the formation and development of knowledge.

DEFINITION OF LIFE SKILLS :

"The four pillars of learning - learning to know, learning to do, learning to be and learning to live together and defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis."(UNICEF-2001)

DEFINING LIFE SKILLS:

Life skills are abilities for adaptive and positive behavior, that enable individuals to deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. These are listed here:



LIFE SKILLS GENERALLY FALL UNDER THREE CATEGORIES:

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1. Social and interpersonal skills (including communication, refusal skills, assertiveness, and empathy)
2. cognitive skills (including decision making, critical thinking and self-evaluation)
3. emotional coping skills (including stress management and increasing an internal locus of control).

OBJECTIVES OF RESEARCH PAPER :-

- To Discuss Concept of Life Skills.
- To Explain the Importance of Life Skill at School Level
- To Suggest the Action Programme to develop the Students Life Skills.

KEY TERMS USED :

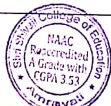
Life Skills, Action Programme to develop a Life Skills.

RESEARCH METHODOLOGY :

The present Research paper is based on secondary data. While preparing the research paper various references, Journals and books have been used. The detailed list is given at the end of the paper.

MAIN COMPONENTS OF LIFE SKILLS :

The skills referred to in the skills-based approach to health education include both the practical skills associated with specific health behaviours and life skills. A suggested framework for skills-based programmes could therefore aim at developing competencies in the four following areas: knowledge and critical thinking skills (learning to know), practical skills (learning to do), personal skills (learning to be) and social skills (learning to live together). The practical skills are



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Amravati



DR. VANITA N. KALE
Principal
Shri Shivaji College of
Education,
Amravati



International Conference on Future Prospective of Physical Education,
Sports Sciences and Yogic Practices (15th to 16th December 2017)
Department of Physical Education,
S. G. R. Amravati University, Amravati, M.S.

TO STUDY THE EFFECTIVENESS OF LECTURE METHOD AND DISCUSSION METHOD FOR HISTORY TEACHING

ABSTRACT

Teaching is the most difficult task. In order to make children learn effectively the teacher has to adopt the right method of teaching. Teaching is not a mechanical process. It is an intricate, exacting and challenging job. There are various methods of teaching for various subjects. History subject is called a mother of social sciences. Lecture method is the oldest method of teaching history. Discussion is an ordered process of collective decision making. It is a sharing and weighing of all sides which are as many as there are conflicting interest or values. The purpose of the research was to study and compare the effectiveness of lecture method and discussion method for history teaching. The sample of 100 students comprised of 50 male and 50 female student of IXth Std selected randomly from school of Amravati city. Teacher made test was used as a tool for data collection. Mean, S.D. and 't' value were used to analysis of data. The research concludes that discussion method is more effective than lecture method for history teaching.

Introduction :

Today the world is passing through rapid changes. In such a world, education cannot resist change. The imperatives of new times, new demands and new visions require an education of such quality as never was visualized in human history. It is being realised that education is a concept philosophically evolved psychologically developed and socially based. These bases of modern education has arisen a number of significant trends in teaching and learning practices.

During the past few decades a spirit of change and innovation pervades educational activities in many parts of the world. One of the most significant trends in today's school is the encouragement of creativity. Children are helped to set their goals, plan their own activities, work in groups in which opinions can be shared.

Need and significance of the problem :-

History subject is said to be the 'Queen' or 'Mother' of the social sciences. It has become a scientific study dealing with the whole truth and nothing but the truth. It is the study of totality of human behavior. It has broadened its scope and more attention is given to the common people as well as leaders in a public life. So the history teacher must be fully with the different methods of teaching because it is teaching method that determines the quality of results and value inclusion.

Discussion is one of the most valuable method is teaching of history. It is in fact, social action in its purest form the solution of a problem through the establishment of agreement or consensus. Ideas are initiated, there is exchange of opinion accompanied by a search for its factual basis. It activates thinking along the lines of self evaluation. It is valuable in that it represents a type of intellectual team work resting on the philosophy and principle that the pooled knowledge, ideas and feelings of several persons have greater merit than those of a single individual. Discussion helps children crystallize their thinking, helps identify concepts. Lecture method is oldest method of teaching history. Lecture fixes the attention of the pupils on the significant details. A few minutes lecturing can help to clarify matter and save valuable time.



Dr. Vanita N. Kale
Principal
Shri Shivaji College of Education
Amravati

leveraged by all the Universities and colleges, J.C. Aggarwal, (2006)^[4]. Quality must be built into each design and each process. It cannot be created through inspection. However, it should be a onetime activity and is also to be continuously modified. So far teacher education is concerned, NCTE has come out with a changed structure of various teacher education programmes with several new and innovative components and it is our responsibility to ensure that all these components are efficiently integrated with the academic audit process, The University and its affiliated colleges will make all efforts to ensure it.

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Student's of Personal Values in relation to their Self concept

Dr. Vanita N. Kale

Shri Shivaji College of Education, Amravati

Abstract

Values are collective conceptions of what is considered good, desirable and proper or bad, undesirable and improper in a culture. The term self concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. Students who demonstrated patterns of low academic value and low academic self concept often tend to perform poorly in school (Gans, Kenny & Ghany 2003). The purpose of the study was to investigate the relation between students' personal values with their self concept. The sample of 800 students selected randomly from the 10 State Board Schools of Amravati District. Data collected by descriptive survey method. Personal value questionnaire constructed by Dr. Mrs. G.P. Sherry, Dr. R.P. Verma and Rajkumar Saraswat's self concept questionnaire were used as a tool for data collection. Mean, S.D. and co-efficient of co-relation (r) were used to analyse the data. The study concluded that there was negative and negligible relationship between self concept with personal values such as Religious, Social, Democratic, Aesthetic, Economic, knowledge, Hedonistic, Power, Family prestige and health value of State Board students.

Introduction

The term self concept is a general term

❖ विद्यावार्ता: Interdisciplinary Multilingual Refereed Journal Impact Factor 4.014 (IIJIF) ❖



Dr. Vanita N. Kale
Principal
Shri Shivaji College of Education
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A STUDY OF CREATIVITY IN PROFESSIONAL COLLEGE STUDENTS

Dr. Vanita N. Kale

Shri Shivaji College of Education, Amravati.

ABSTRACT—

Creativity is a potentiality which influences human activity in almost all spheres of life. Adolescence is transition period between childhood and adulthood. An adolescent is eager to interact with new experiences to find new relationships. The purpose of the study was to measure and compare creativity in adolescent students of Professional colleges.



The sample of 800 First year graduation adolescent students of medical and Engineering colleges were selected randomly for the study. Data collected by descriptive survey method. Bagar Mehdi's verbal test of creative thinking was used for analyse the data. The study concluded that male and female students of medical colleges were more creative than the male and female

students of Engineering Colleges respectively.

KEY WORDS: childhood and adulthood .

INTRODUCTION :

Creativity means literally 'create' 'creation' or 'creative force' and power to create new works. It is relatively a new concept, especially linked with the concept of imagination (Nami et al 2014) Creativity is an ability to think about things in new ways to achieve unusual and unique solutions in problems (Saif 2008). Every day we face new challenges in all aspects of life and creativity is not only a means for adopting with changes but also a stimulus for producing knowledge in different fields of study.

Creativity is that act or ability to create something new through imaginative skills. It is a mental process involving the generation of new ideas. Creativity is finding concepts or association between existing and new concepts or rearranging what is known in order to find out what is not known (Arya et al 2016). The creative process takes place in the thought. Creative thinking has two aspects divergent thinking and convergent thinking. A creative person requires passion and commitment, fresh way of looking at things, an understanding of people and an entrepreneurial willingness to take risk and work hard, ability to convince people that new ideal is good or better.

Creativity is important in everyday life because it makes life infinitely interesting and fulfilling. Creativity is a way of living life that embraces originality and makes unique connections between seemingly disparate ideas. Creativity is about living life as a journey into seeing and communicating the extraordinariness of simplest, most every day acts. Creativity expands perceptions and along with expanded perceptions come new ways of problem solving.

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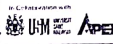


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TO EVALUATE THE EFFECTIVENESS OF TEACHING THROUGH INDUCTIVE THINKING MODEL TO THE STUDENTS OF STANDARD IX IN AMRAVATI CITY

ABSTRACT

Various methods and techniques are working in teaching-learning process to achieve the objectives of learning outcome; but it seems difficult to achieve these objectives to perfection; merely depending upon these traditional practices. Models of teaching are used to obtain certain levels of learning objectives in the present pedagogical system. In the present scenario Inductive Thinking Model is working as an assumption in itself for teaching learning process. In the present investigation two pupil teacher of biology method from Shri Shivaji College of Education, Amravati and 66 students of class ix of Shri Shivaji Maratha high school have been selected. Experimental method has been applied for the present research. Two groups that are control group and experiential group were taught by traditional and Inductive Thinking Model respectively. Statistical tools such as mean, standard deviation and T value were used to analyze the data. It seems that Inductive Thinking Model is better than traditional teaching method. Students taught by Inductive Thinking Model found more motivated towards learning outcome. It is observed that students are more interested when taught by Inductive Thinking Model. Students also found motivated for self learning. Overall, it is found that Inductive Thinking Model works as an assumption in itself in the contemporary educational methods and laws.

INTRODUCTION-

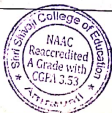
In the teaching learning process the attainment of the learning objectives enhances the quality of education. We cannot say that only following the principles laid down by educational psychology leads us towards the perfecting of our educational goals. Because the marks gained by the students arises question towards our teaching-learning process. The continuous efforts in this direction by educationists and psychologists proved that though there is no perfect method of teaching to enhance the learning outcome but they developed some teaching models for this purpose.

Teaching methods can also be teaching models. To understand this we have to understand difference between teaching method and teaching model. In teaching methods factual variables and their correlation is taken into account; whereas a model is evaluated on the basis of its usability to create visual experience. It is difficult to make generalization on the basis of models because they are not based on factual

experiences. Every teacher applies his own strategy to obtain the specific objective according to the content. However teaching strategy provides the base for teaching models.

Teacher plans his lesson according to his objectives of learning outcome. For this he takes in to consideration the interest and capabilities of his students. He plans and creates learning atmosphere in such a way so that teaching learning process go through in a logical way. Teacher takes into consideration all the factual data so that teacher and students work on a similar platform.

Inductive Thinking Model is useful to develop intellectual process of students during the process of teaching and learning in the classroom. The thinking process works on two levels that are abstract and concrete. Concrete concepts are related to thinking process in which learner can give specific information, correlate the situation, compare and give factual information. Whereas making generalization, prediction with proper



[Signature]
Principal
Shri Shivaji College of Education
Amravati.

Attitude Of Pre-Service Student Teachers Towards Role Of Gender Equality In Upbringing Of Children.

Dr. Sangita R. Bihade

Assistant Professor

Shri Shivaji College Of Education, Amravati.

madhursangita.bihade@gmail.com

cell 9421795576/9404309454

Abstract: The present paper aims to study the pre service student teacher's attitude towards gender roles on the basis of beliefs, values and equality. The final sample of the study comprised of 80 subjects, randomly selected from the B.Ed. course of Shri Shivaji college of education Amravati. Subjects were 20 males & 60 females pre service student teachers and all were graduates with the age group of above 21 years. A questionnaire was developed that measured attitudes toward gender equality of males and females (12 questions on equality), beliefs in various roles of males and females (8 questions of beliefs). The obtained data was analyzed by using t- test. Results revealed that there was significant difference in the attitudes of males and females pre service student teacher towards gender equality as females favored equality and did not believed in beliefs with which they have been born & brought up with as compared to males.

Keywords: Attitude, Gender Equality, Pre-service Student teacher, Gender, Gender Role

Introduction: Gender can be a key determinant of who does what, who has what, who decides, who has power, and even who gets an education or not. In many societies, boys are seen as the ones who should be educated, while girls are not. Traditionally, the man was the main breadwinner of the family whilst it was usually the woman's responsibility to look after the home. Looking after the home incorporated activities such as raising children, cleaning, cooking, looking after sick or elderly relatives. Before compulsory schooling was introduced education and religious upbringing also largely fell into the responsibility of the female head of the family, usually the mother.

Gender Inequality, in simple words, may be defined as discrimination against women based on their sex. Women are traditionally considered by the society as weaker sex. She has been accorded a subordinate position to men. She is exploited, degraded, violated, discriminated and expected to look after both home and work in outside world. This peculiar type of discrimination against women is prevalent everywhere in the world and more so in Indian society.

The term "gender inequality" refers to the perceived or actual unequal treatment of individuals based on their gender. Gender inequality arises out of cultural

differences in gender roles, which are socially constructed systems. While there are inherent biological sex-based differences between men and women, gender inequality is a form of social discriminations. Gender inequality is thought to show in a hierarchical view of genders, where the men are above the women, who are considered inferior and less valued by their gender. This involves a hierarchy of power. Gender equality in turn shows in equal value and opportunities for both genders. Gender inequality is present in most circumstances, and has been since ancient times. It is a theme that has been discussed thoroughly since the beginning of recorded interactions between men and women. Though at first sight it appears a sociological input, there are works that advocate for this matter to contain a sociobiological and evolutionary psychological background. Pragmatically, any idea is a product of education, so we shall consider how parenthood can contribute as a catalyst to this gender bias.

Objectives Of The Study: The objectives of the present are as follows:

1. To study attitude towards gender equality of pre service student teachers.
2. To study attitude of pre service student teacher towards upbringing of children.
3. To study views of pre service student teacher on impact of upbringing styles of children on gender role

Nul Hypothesis : There is no significant difference between attitude of pre service student teacher towards gender equality and upbringing of children.

Review Of Related Literature : A child's earliest exposure to what it means to be male or female comes from parents (Lauer & Lauer, 1994; Sunrock, 1994; Kaplan, 1991). From the time their children are babies, parents treat sons and daughters differently, dressing infants in gender specific colors, giving gender differentiated toys, and expecting different behavior from boys and girls (Thorne, 1993). One study indicates that parents have differential expectations of sons and daughters as early as 24 hours after birth (Rubin, Provenzano, & Luria, 1974).

Parents encourage their sons and daughters to participate in sex-typed activities, including doll playing and engaging in housekeeping activities for girls and



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Status Of Indian Women And Need Of Women Empowerment For National Development

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Shri. Shivaji College of Education Amravati

Abstract : This paper Focus on empowerment of women, status of women in society & how they work for family; social as well as on political ground, this paper shows necessity of women empowerment if they empowered they become source of infinite power.

Introduction: The subject of empowerment of women has become a burning issue all over the world including India since last few decades. Many agencies of United Nations in their reports have emphasized that gender issue is to be given utmost priority. It is held that women now cannot be asked to wait for any more for equality. We all know that girls are now doing better at school than boys. The annual results of Secondary and Higher Secondary Board examinations reveal this fact. More women are getting degrees than men, and are filling most new jobs in every field.

We can now see women in almost every field: architecture, lawyers, financial services, engineering, medical and IT jobs. They have also entered service occupations such as a nurse, a beautician, a sales worker, a waitress, etc.

Status of women is society: Women's were considered a weaker sex they were given a subordinate status in they Hindu society she is protected by the father in her childhood, by the husband in her adult hood & by the son in herald etc' The male dominated paternal system allows her to survive as secondary member of the family & lower citizen society.

A women expected to daughter in her father-in-law household to which she goes after her marriage she is placed under severe restrictions and has little or no say in decision making and is directly subordinate to her mother-in-law. Her status in the family depend greatly on her husband's contribution to the family economy, and in the middle & upper-class, on the amount of dowry brought by herself.

They learn early in the life need for flexibility, adjustment & submissiveness and hesitate to develop strong opinion and commitment which they, may not be allowed to pursue after marriage. These restriction & inhibitions affected most women in their later over, particularly when they have to complete with men in their careers.

Women today are trying to understand their position in the society, women have become increasingly aware of

sexual inequalities in every sphere of life and are seeking ways to fight.

No decision is now made in matters of education between boys & girls, their voice is now are forceful & important as that of men. They are becoming equal partners in making or dismissing of government.

Women Empowerment still an illusion of reality: Notwithstanding the remarkable changes in the position women in free India there is still a great divergence between constitutional position and stark reality of deprivation & degradation.

Whatever whiff of emancipation has blown in Indian society, has been inhaled and enjoyed by the urban women, their population belonging to the rural a rear are still totally untouched by the coined of changes. They still have been living in miserable conditions, steeped in poverty, ignorance, superstition and starve.

They are still exists a wide gulf between the goals encysted in the constitution, legislation polices, plans, programmers and related mechanism on the hand and the situational reality on the stator of women in India, on the other.

"You can tell the status of nation by looking at the status of its women" Pandit Nehru.

Equality & empowerment of women are the most critical points and gender equality is not an agenda of women versus men rather men should be partners in the empowerment of women.

Empowerment of women in any society is an important to enable women to participation in the economic & political development of society.

What is Empowerment?

Women empowerment is new phase in the vocabulary of gender literature; The phrase is used in two broad sensor i.e. general & specific. In general since. It refers to empowering women to see self dependent by providing them access to all the freedom and opportunities which they were denied in the part only because of their being 'Women' In specific sense 'women empowerment refers to enhancing their position in the power structure of society.



Vandana R. Khakre
Principal
Shri Shivaji College of Education
Amravati.

महिला सचलीकरणच्या दुर्धीन शैक्षणिक पाठ्याचा ऐतिहासिक आढावा

तु. अशिता लक्ष्मणराव गवत
श्री शिक्षण विभाग, महाराष्ट्र शासनाची, कोल्हापूर

प्रस्तावना

भारताच्या स्वतंत्रतेसाठी जेव्हा युवावर्गाने एक महत्वाचे मुद्दे म्हणून स्वीकारले ते म्हणजे राष्ट्रीय स्वातंत्र्याची प्राप्ती. स्वातंत्र्याची प्राप्ती झाली तरी स्वातंत्र्याच्या पूर्णतेसाठी युवावर्गाने एक नवीन आव्हान स्वीकारले. स्वातंत्र्याच्या पूर्णतेसाठी युवावर्गाने एक नवीन आव्हान स्वीकारले. स्वातंत्र्याच्या पूर्णतेसाठी युवावर्गाने एक नवीन आव्हान स्वीकारले.

स्वातंत्र्यानंतर भारतीय शिक्षण क्षेत्रात घडणूक झाली. आयोग व समितीची स्थापना शिक्षण क्षेत्रातील परिवर्तनाचे प्रयत्नांसाठी करण्यात आली. त्यांचा आढावा पुढीलप्रमाणे:-

- विद्यापीठ अनुदान आयोग 1948**
- ✓ या आयोगाने स्त्री शिक्षणाच्या विकाससाठी खालील सूचना केल्या आहेत
 - ✓ प्रत्येक शिक्षण संस्थेत (जेथे सरकारीय दिले जाते) शिक्षाकरिता प्रदान आणि इतर सर्व तराज्याचा प्रत्येक स्त्री शिक्षणाला मार्क तरतूत आवश्यक असली पाहिजे
 - ✓ जेथे शक्य आहे तेथे स्त्री शिक्षणाच्या सुविधा वाढविल्या पाहिजे या सुविधांमध्ये कक्षात करण्याचा प्रयत्न स्त्री शिक्षणाला मार्क तरतूत आज एखाद्या क्षेत्रात रिजर्वचे प्रमाण पुरेसे नाही म्हणून ते क्षेत्र, रिजर्वकरिता प्रतिबंधित करण्या योग्य होणार नाही.
 - ✓ स्त्री शिक्षणाला उत्तम मिळावे म्हणून या करिता नवीन शिक्षण संघी विषयक मार्गदर्शन तयार करून मिळवून देण्याची व्यवस्था करावी.

राष्ट्रीय शिक्षण आयोगाने स्त्री शिक्षणाच्या विकाससाठी एक नवीन आव्हान स्वीकारले. स्वातंत्र्याच्या पूर्णतेसाठी युवावर्गाने एक नवीन आव्हान स्वीकारले. स्वातंत्र्याच्या पूर्णतेसाठी युवावर्गाने एक नवीन आव्हान स्वीकारले.

माध्यमिक शिक्षण आयोग 1952-53

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- ✓ स्त्री शिक्षणात माध्यमिक व उच्च माध्यमिक पाठ्याच्या विकाससाठी एक नवीन आव्हान स्वीकारले. स्वातंत्र्याच्या पूर्णतेसाठी युवावर्गाने एक नवीन आव्हान स्वीकारले. स्वातंत्र्याच्या पूर्णतेसाठी युवावर्गाने एक नवीन आव्हान स्वीकारले.
- ✓ मुलीच्या शिक्षणासंदर्भात शासनाच्या मदतीने उच्च माध्यमिक पाठ्याच्या विकाससाठी एक नवीन आव्हान स्वीकारले. स्वातंत्र्याच्या पूर्णतेसाठी युवावर्गाने एक नवीन आव्हान स्वीकारले. स्वातंत्र्याच्या पूर्णतेसाठी युवावर्गाने एक नवीन आव्हान स्वीकारले.
- ✓ माध्यमिक व उच्च माध्यमिक शिक्षणात उच्चतर पाठ्याच्या विकाससाठी एक नवीन आव्हान स्वीकारले. स्वातंत्र्याच्या पूर्णतेसाठी युवावर्गाने एक नवीन आव्हान स्वीकारले. स्वातंत्र्याच्या पूर्णतेसाठी युवावर्गाने एक नवीन आव्हान स्वीकारले.

कोउरी शिक्षण आयोग (1964-66)

स्त्री शिक्षणाविषयक सूचना करताना आयोगाने खालील तीन बाबींकडे लक्ष ठेवले



Principal