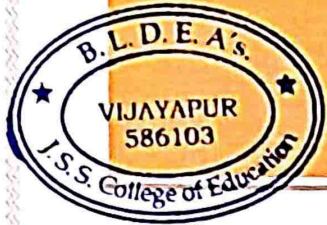




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CRITERIA-07-Institutional Values and Best Practices

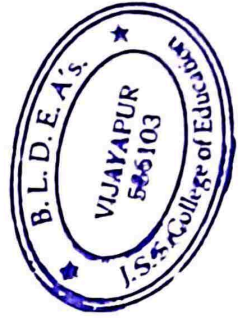
7.3.1: Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

INDEX

Sl. No.	PARTICULARS
1	Research Centre Details
2	Action Research related project work of B.Ed students
3	M.Ed Dissertation list and Proposal
4	PhD Guide ship letters and Phd Proposal & thesis
5	Publication of research related articles and books by Faculty
6	Research related workshop and course work

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“Effect of Activity-Based Method of Teaching Mathematics on Students’ Achievement”


ABSTRACT

Mathematics is used either consciously or unconsciously in various aspects of life and is the basic tool for industrialization and national development. It is also recognized to play a vital role in contemporary society, making it indispensable for the existence of any nation (Asante, 2010). The importance of Mathematics can be seen in its applications to science and technology, medicine, the economy, the environment, and in public decision making. The implication is that for effective functioning in society, there is a need for all the citizens to study and understand science and mathematics.

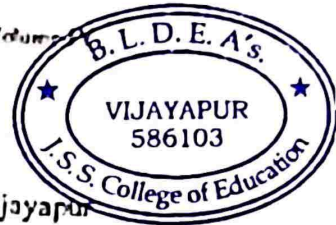
Keywords:- Mathematics is used either consciously or unconsciously, The importance of Mathematics can be seen in its applications to science and technology, medicine, the economy, the environment, and in public decision making.

INTRODUCTION

Mathematics is used either consciously or unconsciously in various aspects of life and is the basic tool for industrialization and national development. It is also recognized to play a vital role in contemporary society, making it indispensable for the existence of any nation (Asante, 2010). The importance of Mathematics can be seen in its applications to science and technology, medicine, the economy, the environment, and in public decision making. The implication is that for effective functioning in society, there is a need for all the citizens to study and understand science and mathematics. The imperative role of mathematics notwithstanding, Mathematics is one of the most poorly taught, widely hated, and abysmally understood subjects in our schools (Ali, et al., 2010). This is evident in the persistent poor performance of Nigerian secondary school students in external examinations such as the Senior School Certificate Examination (SSCE). Analysis of students’ achievement in Mathematics shows that the performance of Nigerian students is not encouraging (Imoko & Jimin, 2016). This is because mathematics is today, part


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"Impact of Constructivist Approach In Mathematics Learning"

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Prin BLDEA's JSS College of Education, P G Studies in Education and Research Centre Vijayapur

Introduction:

Mathematics occupies an important place in all civilizations, past and present, throughout the world. As has been discussed in earlier units, Mathematics pervades all branches of knowledge and all walks of life. The development and innovations in science and technology, which are the main driving force of unprecedented change happening across the world, are based on the application of mathematics. The whole world seems to be mathematically designed so much so that Sir James Jeans, the famous British astronomer, once told, "God is a supreme mathematician who created this well ordered and systematic Universe". Developing the ability of mathematization which is regarded as constituting the higher aims of mathematics, includes developing such abilities as problem solving, use of heuristics, estimation and approximation, optimisation, use of patterns, visualization, representation, reasoning and proof, making connections, mathematical communication including developing aesthetic feeling. Such a higher aim in mathematics "is to develop the child's inner resources, to think and reason mathematically, to pursue assumptions to their logical conclusion and to handle abstraction. It includes a way of doing things, and the ability and the attitude to formulate and solve problems" (NCERT, p.46). Teachers expect to engage every child in class. Constructivism opens new avenues for the research in education and offers new challenges for the teachers to reform the traditional methods of teaching. The teachers who believe that learning should be interesting and meaningful have to move past their concern that his/her role is of information executive and that of the students is of passive recipients. Researchers Influenced by constructivist ideas, and decided to take up this approach to teaching Mathematics at standard VIII student. Researchers viewed Mathematics as the most appropriate subject for employing constructivist model because of the complex nature of this subject. On the part of teacher, it requires careful observations of internal working patterns of students' minds and analyze their thought processes. Also, the factors such as current status of Mathematics teaching and high rate of failure in Mathematics are attributable to the selection of this subject for the present study.

Objectives:

1. To compare the mean gain score of post-test of experimental group and control group
2. To know the opinion of boys and girls on constructivist approach.

Hypothesis of The Research:

There will be no significant difference between mean gain score of the post-test of experimental group and control group.

Design:


Researcher consider Traditional method and Constructivist method as Independent variable. Score of Achievement test and Response on Questionnaire taken as Dependent variable, Gender taken as moderate variable and interaction in the class, maturity, understanding were taken as Intervening variable. For present study, the population consisted of the Vijayapur district, aided English medium school students of. For the present study, convenient sampling technique were used for selecting. Researcher were used cluster sampling technique for selecting two class of Standard 8 from selecting school. Total 89 students (experimental group (51) and control group (38) were included in sample. Researcher develop various activities for experiment like as Envelop Techniques, Model of the square and square root and Model of the circle. Researcher collect the data with the use of Achievement test and Questionnaire for data analysis. For the present study, the researcher used test for comparison and calculate the percentage for analysis of questionnaire related to the constructivist approach. In the present study, researcher was used experimental research method. According to the need and suitability for the present study, researcher used "Randomized pre-test post-test equivalent group design."


Results:

Comparison of mean score of gain score of experimental group and control group

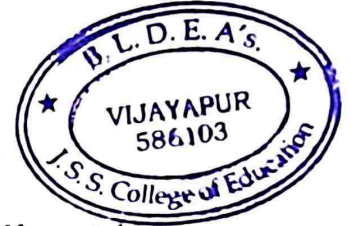
Group	N	Mean	SeD	t-value	Significance
Experimental	51	12.68	1.16	1.53	Not Significant at 0.01 level
Control	38	10.89			

Above table reveals that, calculated t-value is 1.53 which is significant at 0.01 level. Therefore, the null hypothesis no.3 is not rejected and we can say that there will be no significant difference between the mean score of gain score of experimental group and control group. It means that constructivist approach and conventional teaching method were equally effective in mathematics.


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4. Effectiveness of Internship in Teacher Education Programme



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Introduction

The internship program operates within the framework of the Teacher training department of the School of Education, in accordance with internship regulations determined by the Division of teaching internship and new teachers at the Ministry of Education. Within this framework, interns meet at Bar-Ilan once every two weeks for a workshop that lasts four academic hours and is conducted by academic staff with personal experience in teaching in schools, and who have extensive appropriate training in group facilitation, conflict resolution, and professional self-development in the school environment. Internship coordinators maintain personal contact with the tutors, to provide customized internship processes to interns.

Workshops in an academic framework enable the creation of a protected "theoretical-academic learning spaces" allowing planned integration between theory and practice. The academic workshop supports professional handling of uncertainty situations, through a combination of rational thinking and complex approaches of cases analyses derived from the interns' experiences, and providing practical tools for finding solutions. The workshop has a special structure (a task force in an academic framework), and it enables the creation of practical-professional knowledge on the basis of theoretical knowledge (teacher training and Bachelor's degree studies), through high-level processes of critical thinking, in-depth understanding, awareness and insight into attitudes, behaviors, and personal motives.

All these are required to develop teaching capabilities in various subjects, at the same time developing skills in a variety of interpersonal interactions with students, teachers, and parents required in teaching.

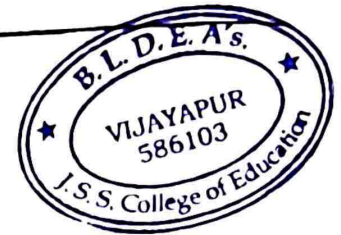
The internship program includes training in the simulation center. In addition, the uniqueness of the internship program in special education is manifest in the combination of an experience workshop in psychodrama, custom-tailored to the unique needs of special education teachers


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STATUS OF WOMEN EDUCATION IN INDIA. IT'S IMPACT ON RURAL AREA



M. S. Hiremath

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INTRODUCTION:

Women's education in India has been one of the major issues of concern of the Government of India as well as the society. Today the educated women play very significant role in overall development and progress of the country.

Hon'ble Speaker Lok sabha Smt. Meira Kumari delivered the Convocation Address at the 60th convocation of the SNDT Women's University, Mumbai on January 4th 2011, she said "women is the builder and molder of Nation's Destiny" In India, women account for about 48 percent of the total population they



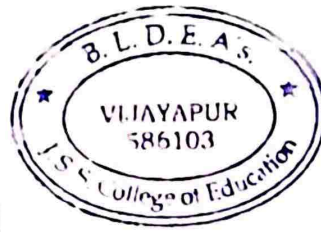
have played a critical role in our freedom struggle and in laying the foundation of our society. They are a integral part of our planning and implementation process.

Our constitution envisages a social order that is just and equitable; where all citizens have equal opportunities and there is no discrimination on basis of sex. Gender equality is the underlying principle of our fundamental Rights; Fundamental Duties and directions principles of state policy. The constitution of India empowers state to adopt positive discrimination and make special provisions in favour of India Article 51A (e) make it a fundamental Duty of every citizen to renounce practices which are derogatory to the dignity of women. We are one of the first democratic countries to give equal right to vote both men and women and our Constitution provides for 33% reservation in Local Bodies for women. Today we have over a million women elected representatives in local bodies.

We were amongst the first countries in the world to have a women Prime Minister and today we have a women President and also we have Chair person of the ruling coalition is a women and so is the leader of opposition in Lok Sabha. It is a matter of great satisfaction that around 49% of the women electorate voter in the 15th Lok Sabha election in 2009.

Today, India is one of the world leaders in having professionally qualified women, from sports to literature to corporate sector to arts and entertainment. Indian women are excelling and making their mark in every field. But there is no denying the fact that we have made considerable progress, yet social evils like gender discrimination, female foeticide, dowry system and domestic violence, poor progress of Literacy rate still exist.

We must believe that education is an instrument of social change. It enhances knowledge.



RESEARCH ARENA

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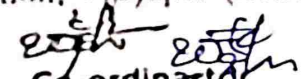
National Education Policy: The New Reform in Indian School Education System


Malayya S. Hiremath

Introduction:

The present educational system of India is a legacy from the British, and is, therefore, not likely to fulfill the needs of free India. This has been realized ever since independence and Commissions have been appointed from time to time to go into the whole question and suggest ways and means for re-structuring the educational organization and bringing it closer to the needs and aspirations of independent India. The commissions submitted their reports, but they were not implemented on the usual plea of lack of resources. Consequently, our educational system continues to be as outmoded as ever. There has been much quantitative expansion, but practically nothing has been done to bring about a qualitative change. The result has been a rapid deterioration of educational standards, educated unemployment on a mass scale, frustration and dissatisfaction, leading to student strikes and violence on the campuses all over the country. This has served to focus attention on the urgent need for the over-hauling of the present

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Role Of Technology In Future Education

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Abstract

There must also move towards the goal of transforming the traditional paradigm of learning. However the most important development affecting the teaching - learning process in the coming decades is also may be the application of information and communication technology. This ICT encompasses all communication technologies such as internet, wireless networks, M-Learning, Power point presentation (PPT), Concept mapping, e-learning, Computer Assisted Learning (CAL), Technology enhanced Learning (TEL), Satellite communication, digital Television etc. Hence Technology can be perceived as a big change agent for education in future days.

Technology demand more effective and challenging teachers to cope up with the demand of the future learners. In present day technology has become an important part of education system. Teaching and Learning is changing with this new context. The education system of the future will no longer be regarded as class room and book bound, but rather as interactive through technology based medium.

This paper explores (1) The role of technology in present (2) New Requirements (3) New Competencies (4) Future needs of technology in Education. (5) Technology and its benefits for students and teacher.

Key words: ICT, Technology, CAL, TEL, m-learning.

Introduction:

Formal and non formal, informal and visible and invisible learning are living in an expanded education and in a virtual space through the network. At primary and secondary Education, students starts to use them in class but the reality is that now a days almost every student goes to school with a wide range of technological skills. Modern technology trends in education include distance learning, open source, social networks, mobile devices and online learning among the other trends.

The educational system of the future will no longer be regarded as class room and book bound but rather as interactive and fun through technology based medium. These trends furthermore ensure that most information is readily available, education over vast distance is possible and the cost of education is reduced.

Education Technology

The Technology is more than ever living in our society and it is an important part of the education. Schooling and teaching is challenging with this new context. Technology have some characteristics that make them an essential tool in our daily life and for instance, in our school. New Technologies have changed the way we communicate and the way we live and work.

New Competencies:

For teachers to be able to integrate the use of Technology into teaching various kinds of skills need to be developed. A vast array of competencies is demanded such as

- Creativity
- Flexibility
- Logistic skills for assigning work and study places and grouping students.
- Skill for project.
- Administrative and organizational skills
- Collaborating Skills.

Scope Of Technology In Education:

- Technology as a subject (i.e., Computer studies)
- Technology as a tool to innovate teaching - learning practice
- Technology as an administrative tool (i.e., Education management Information system(EMIS)
- Technology is an expanding learning opportunity (i.e., distance learning, E-learning)
- Technology as a facilitator of higher - order thinking skills

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A RELATIONSHIP BETWEEN ROLE PERCEPTIONS OF DEGREE COLLEGE LECTURERS AND SOME VARIABLES

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INTRODUCTION

Education has a special significance in the context of a transitional society like India. India is now considered to be one of the most promising economies of the world. While, higher education gives India an edge in the world economy as evident from the availability of the skilled manpower, and research scholars working abroad. Unemployment, illiteracy and relative poverty continue to be the major deterrents to realize her potential in human resources.

"Higher education is the most urgent to change the attitudes of youth generation" The basic function of higher education is to provide the sources of knowledge to store, open and express. A teacher is a role model for most of the students in our society. The most effective factor in a teacher's personality is his behavior that a student has to follow. The behavior of a teacher is a composite of knowledge, skills and attitude. The main motivation of teacher towards his profession is his attitude which is developed from learning, training, direct and indirect experiences. Totally the higher education is the gateway for the better future.

ROLE PERCEPTION

Perception is the process of attaining awareness or understanding of sensory information. It originated from the Latin word perception, which means receiving, collect. The main role of perception in learning is to speed up the learning process and recall. Perception involves the use of identification and sensory information of a subject. Exposure to stimulus develops the interest and conscious knowledge of a person which enables better understanding and learning of the person about a specific subject.

Role Perception is a range of viewpoints, attitudes, understandings, approaches, or expectations that are related to the status and the position of a person or a group of people within the institution. Role Perception and its actualization are a combined expression of the individual's psychological dimension and the social-organizational dimension in which he or she acts (Levinson, 1977). Role Perception is influenced by many factors, such as formal education, training for the role, childhood experiences, and personality and College Environment.

DIMENSIONS OF ROLE PERCEPTION

Following are the main Dimensions of Role Perception.

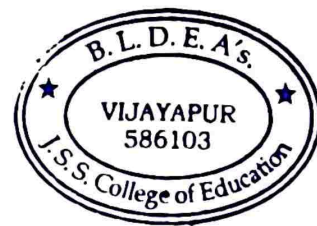
1. Self Dimension
2. Home Dimension
3. Professional Dimension
4. Social Dimension

In developing self-concept, one's home, school, and other environment play a vital role. When a person perceives his roles then he is ready to perform his functions in different areas of his life. Roger's theory of personality in contrast to the commonly held conception that man is by nature an irrational, destructive and unsocial being, holds that 'man' is essentially rational, constructive and social. Role Perception is an active process. Students attach meanings to their experiences and are prepared to struggle towards self management and self regulation which develop their personality.

OBJECTIVES OF THE STUDY

1. To Study the influence of Designation on the Role Perception of Lecturers working in Degree College.
2. To Study the influence of Age on the Role Perception of Lecturers working in Degree College.
3. To Study the influence of Gender (Male and Female) on the Role Perception of Lecturers working in Degree College.
4. To Study the influence of Faculty (Science and Commerce) on the Role Perception of Lecturers

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