BLDEA's
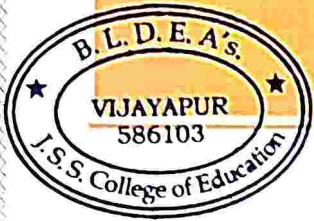# JSS College of Education, Vijayapur

CRITERIA 3.2 RESEARCH PUBLICATIONS

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

INDEX

1	First page of the article
2	E-copies
3	Attached list of Articles from 2019 to 2024 (Additional Information)

Dr. B Y Khasnis,
BLDEA's JSS College of Education,
PG Studies in Education and
Research Center Vijayapur

"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

"Impact of Constructivist Approach in Mathematics Learning"

Dr B Y Khasnis

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.
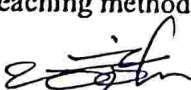
Design:

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 usedtest 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			Not Significant at 0.01 level
Control	38	10.89	1.16	1.53	

Above tablereveals 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

Dr. B. Y. Khasnis
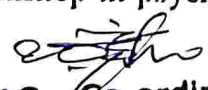Asst. Prof BLDEA's JSS College of Education, Vijayapur, Karnataka.

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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4. Effectiveness of Internship in Teacher Education Programme

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Introduction

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Educative Game in Teaching in Mathematics at Elementary Level

Dr B Y Khasnis
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Introduction:

Mathematics is a key subject of study. Mathematics might be described as the essential science. It is that branch of science that utilizes numbers and signs. Numbers and signs are organized utilizing orderly numerical principles. It might be comprehensively defined as the science of space, time, capacity, amounts, shapes, numbers and their association with each other. It is considered that Math is hard to learn whereas it has unique ideas and is called the study of logical thinking. It assists a person to provide precise clarification to his thoughts and decisions. Mathematics is the establishment for achievement in child's instructive practice. The nation needs such persons who would be capable to handle difficult issues and have competency to take care of various issues. They ought to have the capacity to pass on their ideas to others affectively. Education of Math furnishes the learners by such abilities and manners that are vital for the effective lifespan in a civilization.

Rationale :

Educative Game teaching is a strategy focused on the idea that learners ought to be included through activities. Educative Game teaching is a method adopted by a teacher to emphasize his or her technique of teaching through action in which the learners take interest comprehensively and realize effective learning practices. It is the procedure in which the child is effectively included in taking interest rationally and physically. Educative Game learning is interpreted as meaningful school learning settings in which the learner creates Mathematical ideas through dynamic contribution. This procedure may include the control of physical materials, the usage of games, or participating in experimentations with physical items. In this strategy, instructors do not use activity and AV aids in instructing except of white board. Pupils don't appreciate this technique. Geometry is the branch of Mathematics stressed with the properties of points, lines, surfaces and solids. Most manufactured items follow ordinary geometric structures: book is rectangular; a wheel is round, a sandwich is triangular etc. Geometry is in this way a unique thought that helps us to examine measure and make objects. It is greatly important, because it permits us to simplify the great complication of nature. Geometry is one of mankind's most powerful thinking instruments. In the words of Kausar and Zaheer (2008, p.19) "Geometry signifies "land estimation Traditional Method of teaching: In Traditional Method of teaching the instructor is viewed as the pivot in the classroom, responsible for all actions and guaranteeing that all class room message goes through him or the deductive strategy for instructing. Conventional technique is content focus. In this, instructor remains more dynamic, more subjective and less affective (Singh (2004).Conventional techniques are concerned with the review of true information and mainly disregard higher levels of rational outcomes (Rao, 2001). Conventional strategy is an instructor focused technique. In the conventional technique, a lot of tension is laid on the educating of course book by utilizing the technique, which is alike, an adjustment of the Grammar-interpretation strategy. Traditional teaching strategies are defined as being teacher-arranged, in a speech style and are firm. Lessons are typically educated by the teacher presenting skills utilizing a blackboard joined by a verbal clarification or lecture. According to reformers, traditional instructor-centered techniques concentrated on repetition learning. Traditional teaching strategies tend greatly toward class address book knowledge through repetition and retention of actualities, equivalences and formulas.

Educative Games:

While playing games is a great leisure activity that people of all ages can enjoy, games can also be used for learning experiences. Some games have been found to improve cognitive functions like memory and reasoning. Other games have the potential to reverse aging related brain function problems, such as short term memory loss. The decision making processes required to play certain games makes the brain work hard. These cognitive exercises can range from simple decisions to the formulation of complex strategies. Children and adults of all ages can benefit from the mental stimulation that game-based learning provides Game-based learning is a teaching method that allows learners to explore different parts of games as a form of learning. Games can be designed by teachers and other education specialists in a way

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B.Ed. Corse Impact On Attitudal Change Towards Teaching Profession

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Abstract:

Attitude of teachers largely depends upon their personal characteristics and disposition; both seems to be highly interlinked. The teaching profession requires certain dominant behaviors which show teacher's intellect, desire to excel, extended professionalism and teaching as a life concern. This is a profession, which exalts service above the personal gains.

Teacher education is a course which design to develop professional competencies like teaching skills, strategies, evaluation techniques and professionalism and passion of teaching in teacher aspirants.

Here in this study an attempt was made to test the impact of B.Ed. course in developing positive attitude towards teaching profession. This study also aimed to find out the influence of B.Ed. course in developing positive attitude with respect to different gender, locality and graduation subjects. This study was experimental in nature which includes control and experimental groups.

The study sum-up with good findings and there is a significant change in attitude towards teaching profession irrespective of students' gender

Keywords: Attitude, Behaviour, teaching Profession, student teachers

Introduction:

Attitude of teachers largely depends upon their personal characteristics and disposition; both seems to be highly interlinked. The teaching profession requires certain dominant behaviors which show teacher's intellect, desire to excel, extended professionalism and teaching as a life concern. This is a profession, which exalts service above the personal gains. Teaching involves human nurturance, connectedness, warmth and love and teacher's beliefs about his role in caring for the student plays a crucial part in developing the personality of the students.Attitude of teachers have also been determined to be influenced by the gender. Teaching is perceived as a difficult job among people. Many reasons can be named for this perception. It can be said that teachers face several difficulties when they start teaching.

Attitude and Teaching Profession.

Attitude denotes inner feelings or beliefs of a person towards a particular phenomenon. Attitude is essential for the education of the individual because it shows the interview of person. If a person has a positive attitude towards an object, he will try his best to achieve it. If he has a negative attitude, he will try to avoid it. Thus, it plays an important role in determining the success and failure of a person in any field. The choice of teaching profession also depends upon the attitude of person towards their particular profession. If teacher thinking positively towards his job. He will generate good results. One the other hand if he thinks negatively. He will not find satisfaction in his work.

The students would not be able to get the full benefits. Thus, attitude towards the teaching profession shows the personality and the zeal with which he would take up his work. The teachers should develop a desirable professional attitude so that he may inspire himself for excellent programme in multifarious study of education.

Objectives of the study:

1. To find out the impact of B.Ed. course on attitude towards teaching profession in teacher trainees
2. To study the difference between male and female teacher trainees in change of attitude towards teaching profession due to B.Ed. training.

Tools Used for the study:

In the present study, in order to collect relevant data, a standardized tool that was prepared by Dr. (Mrs.) UmmeKulsum, Senior Lecturer Department of Education, Bangalore University, is used. The name of the tool is Attitude Scale Towards Teaching Profession for teachers which is used by the investigator in order to carry out the investigation successfully.

The Attitude Towards Teaching Profession test consists of 55 items out of which 25 are Favorable Statements and 30 items are Unfavorable Statements. All the items are four points of Summated Rating Scale. For the purpose of scoring, a score of 4, 3, 2 and 1 is rated for Favorable Statements and 1, 2, 3 and 4 for Unfavorable Statements respectively.

Methodology:

Researcher administered an attitude test towards teaching profession at the entry level of B.Ed. course and a same test was administered to same group of students at the end of B.Ed. programme as a post-test and data of both times were compared by statistical procedures using SPSS software.

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"MATHEMATICS THROUGH MULTIPLE INTELLIGENCES THEORY BASED ACTIVITIES AT SECONDARY SCHOOL LEVEL"

Dr. Bharati Y Khasnis
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Abstract:

Gardner (1983) suggested the idea of 'Multiple intelligence' as human intelligence plays a crucial role in learning. Gardner's idea of intelligence varies from that of typical concepts. According to him, intelligence is not limited to mathematical and verbal knowledge. He wanted to judge people who use their abilities in different ways to develop a precise sense of intelligence. Gardner made a significant shift in the concept of intelligence when he expanded the intellectual parameter to take into account the various abilities of a person (Gardner, 2011b & 2013, Shearer, 2012). The individual is self-conscious. They have the capacity for self-discipline, self-understanding, and self-esteem. Such kinds of individuals can learn on their own by reading about new knowledge. That's why they are reflective, logical, and intuitive intrapersonal learners. Gardner suggested eighth intelligence in 1985, i.e. naturalist. He wrote that he would certainly make an addition to 8th intelligence-Naturalistic intelligence if he had to write his book "Frame of mind again". For example, this ability is linked to the natural environment to distinguish natural forms such as animal and plant groups and types of rocks and mountains. This intelligence was valued in our evolutionary past as hunters, gatherers, and farmers.. Most teachers teach traditional means in our classrooms in our country and they never attempt to implement the latest strategy in class because most teachers are not aware of the world's modern developments. Gardner's theory supports teachers to know about different approaches in the school system to improve learning and functioning. Keeping in view the related literature review, the following null hypothesis has been adopted by the researcher to guide the study.

Key words: multiple intelligences, Mathematics Learning, academic achievement, strategies

Introduction:

Gardner (1983) suggested the idea of 'Multiple intelligence' as human intelligence plays a crucial role in learning. Gardner's idea of intelligence varies from that of typical concepts. According to him, intelligence is not limited to mathematical and verbal knowledge. He wanted to judge people who use their abilities in different ways to develop a precise sense of intelligence. Gardner made a significant shift in the concept of intelligence when he expanded the intellectual parameter to take into account the various abilities of a person (Gardner, 2011b & 2013, Shearer, 2012). They use the IQ test for that reason if they need to identify any impairment in learning. The Harvard psychologist Howard Gardner developed this theory against this belief. Gardner suggested that the concept of intelligence is limited in our society. Undoubtedly, Intelligence Quotient tests are applicable to foretell educational attainment of students however these are not capable to judge the intelligence of an individual (Gardner, 1999). Gardner (1983) anticipated a new theory of intelligence called multiple intelligences theory (MIT). He thought that each one has a different intelligences sketch and that consisted of seven types of intelligences. They are: verbal-linguistic, kinaesthetic, spatial/visual, mathematical-logical, intrapersonal, musical, and interpersonal. Later, based on intelligence work, he added two more intelligences, i.e. Naturalist and Existentialist (Gardner 1983, 1993, 1999). Armstrong (2000, 2009) and

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COLLABORATIVE LEARNING
THINK-PAIR-SHARE

DIGHA'S BIODIVERSITY
EDUCATIONAL OBSERVATION

LITERATE POVERTY
AMONG YOUTH

CHRISTIAN TEACHERS
MORAL VALUES

GERAGOGY CONCEPT

SCIENCE TEXTBOOK
COGNITIVE DEVELOPMENT

COLLABORATIVE LEARNING
COOPERATIVE LEARNING

STREET & SLUM CHILDREN
PATHASALA CASE STUDY

IN-SERVICE TEACHERS
ICT PHOBIA

GLOBALIZATION AND
IMPACT OF ICT ON EDUCATION

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Collaborative Learning Strategy Think-Pair-Share

The author states that the Think-Pair-Share strategy is a versatile and simple technique for improving students' reading comprehension as it gives students time to think about an answer and activates prior knowledge.

Article

Think-Pair-Share (TPS) is a Collaborative Learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (a) think individually about a topic or answer a question; and (b) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

Benefits

The Think-Pair-Share strategy is a versatile and simple technique for improving students' reading comprehension. It gives students time to think about an answer and activates prior knowledge. TPS enhances students' oral communication skills as they discuss their ideas with one another. This strategy helps students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions.

Create and Use the Strategy

The teacher decides upon the text to be read and develops the set of questions or prompts that target key content concepts. The teacher then describes the purpose of the strategy and provides guidelines for discussions. As with all strategy instruction, teachers should model the procedure to ensure that students understand how to use the strategy. Teachers should monitor and support students as they work.

➤ **T:** (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.

➤ **P:** (Pair) Each student should be paired with another student or a small group.

➤ **S:** (Share) Students share their thinking with their partners. Teachers expand the "share" into a whole-class discussion.

Variation

Teachers can modify this strategy and include various writing components within the Think-Pair-Share strategy. This provides teachers with the opportunity to see whether there are problems in comprehension. Teachers can create a Read-Write-Pair-Share strategy in which students

➤ **R:** Read the assigned material.

➤ **W:** Write down their thoughts about the topic prior to the discussions.

➤ **P:** Pair up with a partner.

How it Works

The teacher asks an open-ended question and students think quietly about it for a minute or two. Then every student pairs up with a partner and they discuss the question for two to five minutes. Finally, the whole class engages in a discussion where students raise their hands and share all the thoughts and ideas they've gathered.

With young children, it is best if the teacher models the technique with a volunteer so that the class knows what to do. Just make sure to emphasize the rules of this exercise with your students. They must use their inside voices, take turns, and avoid interrupting their partners. Some teachers even pass out *worksheets* so that students can write down the questions and their thoughts.

How to Use It

● *Reading/Language Arts*

When your class finishes a book, use Think-Pair-Share to check their comprehension. Invite your students to discuss the five Ws (who, what, when, where, and why) to understand all parts of the story. Have them discuss who their favorite character was and why. Ask them, "What if you changed the plot of the story? What would happen if...?"

● *Mathematics*

Make use of the Think-Pair-Share strategy when dealing with word problems. These complex situations can sometimes be difficult for young children to grasp, and this strategy can help your students work together to find the correct answer. You're not limited to word problems, either. Pairs can review the steps to finding the product or quotient in simple multiplication and division problems, too.

● *Science*

There's a wide variety of scientific topics students can discuss. For instance, if some students are struggling to understand the process of plant growth, why not lead a discussion on how plants start as little seeds and grow into the final product? Space travel is also a great discussion topic. How much do your students know about the International Space Station? How do astronauts live, eat, and work?

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B. L. D. E. A's JSS College of Education and P.G.
Department of Studies in Education & Research Center
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"Constructivism For Strengthening Present Teacher Education".

Abstract: Constructivism means construction of knowledge in the sense that learners actively construct their own knowledge by linking new information to their existing knowledge on the basis (experience) (Khadar, 2005). The mind can put together those ideas it has, and make new complex ones (Lock 1947) Constructivism is not a theory about teaching...... it is a theory about knowledge and learning...... the theory defines knowledge as temporary, developmental, socially and culturally mediated, and thus non objective, (Brooks and Brooks, 1993). Knowledge, no matter how it be define, is in the heads of persons, and that the thinking subject has he or she knows on the basis of his or her own experience" (Von Glaserfeld, 1995).

INTRODUCTION

Constructivism means construction of knowledge in the sense that learners actively construct their own knowledge by linking new information to their existing knowledge on the basis (experience) (Khadar, 2005). The mind can put together those ideas it has, and make new complex ones (Lock 1947) Constructivism is not a theory about teaching..... it is a theory about knowledge and learning..... the theory defines knowledge as temporary, developmental, socially and culturally mediated, and thus non objective, (Brooks and Brooks, 1993). Knowledge, no matter how it be define, is in the heads of persons, and that the thinking subject has he or she knows on the basis of his or her own experience" (Von Glaserfeld, 1995).

Constructivism is currently an influential view on learning. As Von Glaserfeld says, "the term constructivism has become fashionable in recent years" (Von Glaserfeld, 1994). The constructivist revolution has brought new conceptions of learning and teaching (Marshall, 1996; Phillips, 1998; Steffe and Gale, 1995). The latest catchword in educational circles is 'constructivism', applied both to learning theory and epistemology- both to how people learn and the nature of knowledge. The term refers to the idea that individuals, through their interaction with the knowledge and meaning (Fosnot, 1996; Steffe and Gale, 1995). The constructivist revolution offers a new vision of the learner as an active sense-maker and suggests new methods of instruction. It facilitates presentations of materials in a constructivist way and explorative learning. The new approach allows the learners to have more control over their own learning, to think analytically and critically, and to work collaboratively. This constructivist approach is an effort at educational reform, and particularly a revolutionary vision of instructional strategies, particularly in the areas of cognitive processing, teacher effects, and teaching of cognitive strategies, suggests specific instructional principles that can be of great use to create constructive learning environment in the classroom (Rosenshine, 1996). We think that this philosophy must be constructivism, a theory of cognitive growth and learning that has gained many adherents in recent years (Forman and Pufall, 2001, Newman Griffin and Cole 2002, Piget, 1993, Resnick, 1987, Vygotsky, 1999).

Fundamental Postulates of Constructivism.

Constructivism is philosophical framework or a learning theory which argues humans construct meaning from current knowledge structure. The theory of constructivism is the contribution of Jean Piaget, (1967/1981) who articulated mechanisms by which knowledge is internalized by the learner. He advocated that through the process of accommodation and assimilation, individual constructs new knowledge from their experiences. Piaget asserts that individuals are active in knowledge acquisition, knowledge of an external reality is impossible. The argument sets up the epistemological situation as an observer facing reality, and then argues that, in as much as the observer contributes to the resulting knowledge; it cannot be undiluted knowledge of ...

Situated Learning and Teaching Activities can Engage the Learner in More Realistic Settings

Dwelling on one of the problems, the author states that trainee-teachers tend not to refer back to instructional theory, which highlights a difficulty of linking theory to practice in synchronous online learning.

Situated Learning theory as Brown, Collins and Duguid (1989, p.41) explain, is when activity leads to perception and that both, moreover, are necessary precursors to the conceptualization of ideas. This approach to teaching turns much traditional education upside down in that conceptualization; i.e., the formation of schemas needs to grow out of problem-solving activity. Knowledge, Brown et al. (1989) argue, it is embedded in the situation and it is the circumstances that provide essential structure and meaning to learning. This approach to learning demands what Evans (2014) calls "a deep approach"; i.e., to see knowledge as complex, evolving, effortful, tentative and evidence-based (Evans, 2014, p. 187). Evans describes student-teachers who manage to cross boundaries as those who transfer and adapt from what they have learnt from one context to another (Evans, 2014, p. 203). In our Situated Learning context, student-teachers were required to transfer knowledge gained from the workshops on educational technologies for English language teaching to becoming facilitators in an online English language learning context for students based in Lyon.

The problem has been that trainee-teachers' comments tend not to refer back to instructional theory which highlights a difficulty of linking theory to practice in synchronous online teaching (Guichon, 2009, p. 181). The aim of this study is to put novice teachers in a situated language teaching environment for them to reflect on their experiences and to develop their own schemas of pedagogy which are analyzed from a teacher autonomy perspective.

Situated Learning in Teacher Education

Korthagen (2010, p. 104) argues for teacher education to encourage a pedagogy which combines experiences that help form the relevant gestalts. A gestalt is a combination of images, feelings, notions, values, needs or behavioral inclinations that form a whole (Korthagen 2010, p. 101). Korthagen (2010) explains that early teaching experiences tend to trigger gestalts in student-teachers which tend to be related to classroom-based survival skills. What is needed in teacher education programs is the further development of gestalts through suitable experience and subsequent reflection which is a process of schematization which the teacher-educators wish to develop. This schematization would be a network of concepts, characteristics, and principles which are pertinent to the student teachers' needs (Korthagen, 2010, p. 104). Our study uses novice teachers' perceptions of their experiences after they have had time to reflect on their practice.

Huang, Lubin & Ge's (2011) qualitative study compared a Situated Learning environment in an educational technology course with a traditional learning environment. Their study indicated that some pre-service teachers in the Situated Learning environment would prefer to be told what to do rather than to explore what to do on their own (Huang et al. pp. 2011-1209). Some of the participants appreciated the messy nature of their tasks and their own autonomy whilst others felt uncomfortable and frustrated (Huang et al. pp. 2011-1210). This dichotomy chimes with our own study in that some of the novice teachers seemed to flourish in an authentic learning environment whilst others wanted to be told what to do in certain situations. The degree to which pre-service teachers are autonomous may be an important factor in how they perceive Situated Learning. Huang et al. (2011) warn that educators must pay attention to pre-service teachers' feelings.

The role of the instructor is important as well. Egbert (2006, p.176) highlighted the role of the instructor was crucial in a situated language teacher web-based course on CALL which focuses on technology to support student language learning. In particular, Egbert highlights the need for instructors to know when to intervene to help student-teachers and when to ask for authentic examples to enhance the Situated Learning experience. Egbert warns that there is the danger that student-teachers can flounder in a mass of technological tools and so the

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Effect of open book examination on B.Ed trainees

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Abstract
An "open book exam" is a test that allows you to bring the text or material you have been studying. This may sound at first that all you will need to do is look up the answer the day of the test--and thus a very easy type of test to take. However, this is not how this sort of test typically works. In fact, these are often quite difficult, as an open book exam requires a genuine understanding of the material and be able to interpret, think critically, and present an organized and well written answer. But with a bit of preparation, note taking skills, and test taking strategies, you can succeed your next open book exam.
You need to study for Open Book exams just as you would for any exam. If you know your subject, you'll have a knowledge base to draw on. You will also understand how and why topics are linked. This style of learning equips you well for exams and 'real life' experiences. If you don't study you won't know how to find answers and–books or no books–you can't answer the questions.

Keywords: organize, preparing resources open book exam, materials

Introduction
An "open book exam" is a test that allows you to bring the text or material you have been studying. This may sound at first that all you will need to do is look up the answer the day of the test—and thus a very easy type of test to take. However, this is not how this sort of test typically works. In fact, these are often quite difficult, as an open book exam requires a genuine understanding of the material and be able to interpret, think critically, and present an organized and well written answer. But with a bit of preparation, note taking skills, and test taking strategies, you can succeed your next open book exam.

Open book exams require you to
- Learn for understanding rather than just remembering
- Understand how to find information
- Make good notes and organise materials for fast reference
- Apply the information in your sources to the questions

Study
You need to study for Open Book exams just as you would for any exam. If you know your subject, you'll have a knowledge base to draw on. You will also understand how and why topics are linked. This style of learning equips you well for exams and 'real life' experiences. If you don't study you won't know how to find answers and–books or no books–you can't answer the questions.
Familiarise yourself with texts and notes, and make sure you can locate important information. Be familiar with your materials so you will not waste valuable exam time searching through them. Prepare your environment.

Planinig is done keeping this....
Work out the materials and resources you will take into the exam room.

Don't overload with materials. Only take what you need into an Open Book exam. Carefully select your materials and resources and organise them for quick reference. The same goes for writing implements. Make sure you have spare pens, pencils and erasers. If you need any other tools, make sure they all work and pack them neatly. For those using non-solar calculators, don't forget spare batteries!
If you are doing a Take Home exam, gather readings, notes and resources together beforehand and organise them neatly in your study area at home. Make sure you have enough paper, pens etc. Set up a quiet space where you can concentrate, and where you can work without interruptions.

The exam requirements
For Open Book exams, find out
- The materials you can take into the exam room
- How much time you have
- The topic areas the exam will cover
- How long answers should be
- If you need to reference
- The types of questions–essays, short answers etc.

For take home exams, find out
- The time and date the exam should be handed in
- Where the exam should be handed in
- How much time you have to complete the exam
- The topic areas the exam will cover
- How long answers should be
- If you need to reference
- The types of questions-essays, short answers etc.

Don't anticipate questions
When you prepare your notes, don't waste time guessing possible questions or trying to prepare 'model' answers–

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

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INTRODUCTION:

Women's education in India has been one of the major issues of concern of the Government of India s 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 48percent of the total population thy 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,

Effective And Sustainable Collaborative Approaches To New Teacher Education Programme   1

"A STUDY OF ENVIRONMENTAL AWARENESS AMONG SECONDARY SCHOOL STUDENTS OF PRIVATE AIDED AND UN-AIDED SCHOOLS IN VIJAYPUR CITY."

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(II) INTRODUCTION.

Environment is the some total of all conditions and influences of the development of the life human being and other organisms.it includes air,water, land, dynamically interrelationship that exist between these and human beings;and other living creatures,plants,micro-organisms and property.the world environment embraces the conditions or influences under which any organism or things exists lives or develops all these may be placed into three division such as the set of tha physical condition effecting influence the growth and development of an individual & Community the social and cultural conditions affecting the natural of an individual or community the surrounding of the an inanimate object of intrinsic social values therefore environment include all the condition circumstance and influences surrounding and affecting an organism or a group of organism so it may be stated as that the concept of in its totally is a complex one far ranging in its implication and challenging to our understating

(III) OBJECTIVES OF THE STUDY

> To find out whether there is any significant awareness of the envioronment among the secondary school in vijaypur city
> To find out whether there is any significant difference in the environment awareness of the boys and girls in vijaypur city
> To find out whether there is any significant awareness of the environment among kannada medium and English in vijaypur city
> To find out whether there is any significant awareness of the environment among the student's joint family and nuclear family.
> To find out whether there is any significant difference among the students of economically high and low
> To find out whether there is any significant difference in the environmental awareness of boys &girls in vijaypur city.

(IV) HYPOTHESIS

> There is no significant difference about environmental awareness among the studies
> Gender does not account for significant difference in the environment awareness of the students
> Type of school managements does not account for significant difference in the environment Awarencess of students
> Environmental awareness is not significant among the students kannada medium and English schools.
> Class does not make any significant deference among the students
> Type of family does not make any significant deference among the students
> (v) Definition of environment awareness

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A study of Educational Thoughts of Swami Vivekananda
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Abstract

To make a man complete with all kinds of values including moral and religious value by the study on educational thought of Swami Vivekanand . This study finds the way to get the inner-self which resides in everything and everywhere by eliminating one's ego to finally reach the manifestation of perfection through education. In the said research, a study of thoughts of Swami Vivekananda was conducted.

Keywords: Manmaking,Values,arise,awake,awakening.

Swami Vivekananada's Thoughts

Moral and Religion values are being determined. The fundamental principles of civilization are being ignored. Conflicts of ideals, manners and habits are pervading the atmosphere. Disregarded for everything old is the fashion of the day. vivekanand seeks all the information of the se social and global evils through education . With this end in view he feels the dire need of awakening man to his self within. he thinks, lays the very purpose of education.

The Goal or the objectives :

Vivekanada points out that the defeat of the present the day education is that it has no definite goal to pursuer . A sculptor has a clear idea about what he wants to shape out of the marble block similarly , a painter knows what is going to point , but a teacher he says , has no idea clearly about the goal of his teaching . Swamiji attempts to establish through his words and deeds that the end of all the education is the man making .

He prepares his scheme of this man making philosophy of Vedanta. According to Vedanta, the essence of the man lies in his soul , which he possesses in the addition to his body and mind . in true with his philosophy , Swamiji defines education as the manifest of the perfection already in man. The aim of the man is to manifest in our lives of perfection, which is very nature of out inner self. This perfection is the resides in every thing and everywhere existence, consciousness and bliss. After understanding the essential nature of this perfection, we should identity it with our inner self. for achieve this, one will have to leave behind the body, the sense the ego and all the other non - self elements which are perishable.

He thus realizes his immortal divine self, which the nature of infinite existence, infinite knowledge and infinite bliss. At this stage man becomes aware of his self as identical with all other selves as manifestations of the same self. Hence education in the Vivekand sense enables one to comprehend one's self within as the self everywhere. The essentials unity of the entire universe is realized through education. In this scheme of education, Swamiji lays great stress on physical health because a sound mind resides in a sound body. He often quotes the upnishadic dictum, hayamatma, balahinena ,labhyah ie the self can not be realized by the physical weak, however along with physical culture he harps on the need of thge paying special attention to the culture of the mind.

According to Swamiji , the mind of the students has to be controlled and trained through meditation , concentration and practice of ethical purity . All the success in any line of the work , he emphasis in the result of the power of concentration , by way elements to be analyses and find out the secrets . Education for formed , strength of mind is increased and intellect is sharpened as a result of which one can stand on ones own feet.

Methods or Procedure :

Having analysed according to Swamiji knowledge is inherent in every men soul. What is only what he did by taking cover off his own soul? Consequences he draws attention to the feet that the task of the teacher is only to help the child to manifest its knowledge by removing the obstacles in its way in his words. The Vedanta says that within man is all knowledge even by a boy it is so and it requires only an awakening and that much is the work of a teacher. Vivekananda method of the work of the education resembles the heuristic method of the modern educational. In this system, the teacher involves the point

Urgency of Value Education and Primacy of Girl Child: National Agenda for Educational Reforms

Malayya S. Hiremath

Introduction:

Education in essence, has two main objectives: (a) to instill broad-based knowledge, including professional skills, which enables a person to deal with the material demands of his life, and (b) to inculcate values to make him or her a particular kind of person a person who can live at peace with himself and his fellow human beings, and in harmony with animate and inanimate nature. Education in India is primarily managed by state-run public education system, which falls under the command of the government at three levels: Central, state and local. Under various articles of the Indian Constitution and the Right of Children to Free and Compulsory Education Act, 2009, free and compulsory education is provided as a fundamental right to children aged 6 to 14.

In the words of Justice Venkataramiah, "Democracy in its true sense is impossible without effective participation of the citizens

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The Challenges of Liberal Education: New Multi-Disciplinary Approach to Education

Malayya S. Hiremath

Introduction:

Education is generally divided into two main categories viz liberal and vocational or technical. The former is a training of the mind, the latter primarily of the body. The one teaches us how to live, the other how to make a living. The one makes us gentlemen; the other turns us into usual bread-winners. Liberal Education is a term used for multi-disciplinary approach to education. Liberal Education emphasizes a learning system of education which provides students the choices to take courses which are varied and responds to the discovery and explorations the student needs to make.

The above distinction between liberal and technical or vocational education is fairly correct, though it cannot be claimed that the two types of education are mutually exclusive. For instance, it is obvious that the body cannot be trained without a simultaneous discipline of the mind and vice versa. In fact, within certain limits the two types of education are bound to overlap each other. All

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Digital Skills: Need of the Hour in the Context of Global Era

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Abstract:

Technology is at the center of our lives, and as our dependence on the internet and digital communications increases, our workforce must keep up with the evolving skill demand. These days, the digital skills required in the workplace are a bit more advanced, and companies expect the vast majority of their employees to have them, not just a select few. The pandemic catalyzed an already-accelerating rate of digital transformation, where the old ways of doing things — from grocery shopping to work — changed irreversibly. The demand for digital skills was likewise impacted, as companies shifted from physical headquarters to embracing a digital HQ mentality. Now, digital adoption and the respective digital skills needed to embrace the transformation are critical to landing more secure, in-demand tech careers. In fact, those skills are essential to the survival of every field.

Digital skills are broadly defined as the skills needed to "use digital devices, communication applications, and networks to access and manage information," from basic online searching and emailing to specialist programming and development. At their core, these skills help people to communicate and to collaborate, to develop and to share digital content, and problem solve in a work-anywhere world.

Without a firm command of digital skills, there is no way to propel innovation and remain competitive. Employers realize this, so they're prioritizing candidates who can showcase their digital literacy. By developing better digital skills, employees have a chance to contribute to their communities, future-proof their careers, and explore a wide range of professional opportunities.

Some statistics showing the increasing demand for digitally literate professionals:

1. 85% of Americans believe that digital skills will be important to success in today's workplace.
2. According to a study published about digital skills for career progress, "the number of jobs requiring digital skills is predicted to increase 12 percent by 2024.

Key Words: Digital Skills, Digital Transformation, Cognitive Skills, Interpersonal Skills, Self –Leadership Skills, Professional Skills

What are digital skills?

Digital skills are broadly defined as the skills needed to "use digital devices, communication applications, and networks to access and manage information," from basic online searching and emailing to specialist programming and development.

At their core, these skills help people to communicate and to collaborate, to develop and to share digital content, and problem solve in a work-anywhere world.

What are examples of digital skills?

Entry-level digital skills can include:

1. Computer literacy
2. Data entry
3. Social media
4. Web-based communications and research
5. Word processing
6. Email and chat
7. Secure information processing

Advanced digital skills can include:

1. Programming, web, and app development
2. Digital business analysis
3. Digital marketing and content creation
4. Digital design and data visualization
5. Digital product management
6. Data science
7. User experience design

106

PERSPECTIVES OF TEACHER EDUCATORS AND STUDENT-TEACHERS ABOUT TWO-YEAR B.ED PROGRAMME OF KARNATAKA

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INTRODUCTION

An educational institution performs a significant function for providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. The status of the teacher reflects the socio-cultural ethos of the society; it is said that "no people can rise above the level of its teachers". Teacher education programme starts moulding from the ancient education system and till the present system of education taking shape according to the global and local needs of the Indian society.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to Good's Dictionary of Education, Teacher Education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

In 1973 the government of India setup National Council for Teacher Education (NCTE). Its first meeting was held on 21st December 1973 and has been given all authority to take steps that are appropriate for Teacher Education's planning and coordinating development and improve the standard of Teacher Education with regard to secondary, senior secondary stage of school education. The formulation of norms and standards for Teacher Education institutions preparing teachers and teacher educators for different levels of school Education is essential for a variety of reasons. So for these purposes, NCTE extended one year B.Ed. course in to Two-year since 2014 2year B.Ed. course is functioning for preparing would be teachers.

NEED AND IMPORTANCE OF THE STUDY

- Teacher Education programme refers to the policies procedure and provisions designed to equip prospective teachers with adequate knowledge, attitudes behaviors and skills they require to perform their respective tasks effectively in the classroom, school and the wider community.
- The National Policy on Education 1986 made a fantastic observation, "No Nation can rise above the level of its teachers".
- In a developing Nation like India, vital importance to be given for the preparation of Teachers.
- Somehow fortunately in the year the dream for increasing the duration of the course from one year to two was taken up by the NCTE, but it was done in hurry without much preparation and planning.
- The stakeholders were not taken into confidence, and their suggestions were not taken into consideration.
- Curriculum was not prepared by keeping the needs of a would-be teacher and future schools. One year curriculum was vertically divided by including some topics which are not relevant.
- Teacher Educators, principals and students were expressing a sense of dissatisfaction. The admission of students to colleges drastically reduced.

To address to all these issues, the present study has been undertaken.

OBJECTIVES OF THE STUDY

Following are the Objectives formulated for the present study.

1. To study the difference between male and female Teacher Educators of Colleges with respect to opinion scores towards Two year B. Ed. Programme.

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EFFECTIVENESS OF CONCEPT ATTAINMENT MODEL ON ACHIEVEMENT, STRESS AND ATTITUDE TOWARDS MATHEMATICS

ABSTRACT

This study aimed at finding the Impact of Concept Attainment Model on Achievement, Stress and Attitude towards Mathematics of 10th Grade students. Sample of 100 Students of 10th Grade was selected randomly from Tikota Village of Vijayapur District. 50 Students were randomly selected for Controlled and Experimental group. Here experimental-control (pre-test post-test) parallel group design was used. The collected data analyzed with help of Differential analyses. The study reveals that the gain of achievement and Attitude towards Mathematics of experimental group is higher than the control group and gain of Stress in Mathematics of the experimental group is lower than the control group.

Key Words : Concept Attainment Model, Achievement, Stress, Attitude towards Mathematics.

Introduction

Able teachers always find ways and means to improve their teaching techniques. The improvement of a teacher by employing newer methods of teaching is a need of the locus. The ways the knowledge, skills and values are delivered to the learner have a meaning both for a teacher and the student.

The emphasis of the most recent concept of teaching is upon 'know-how' rather than 'know what. In the modern world, knowledge increases at a terrific pace and social change are very rapid. In the present context, instructional strategies are being developed for effective teaching of Mathematics. The models can create the most suitable environment and stimuli the students to solve problems of the subject Mathematics. The Concept Attainment Model (CAM) is designed and developed to teach concepts and to help students to become more efficient at learning. The CAM developed by Bruner succeeded in the learning of the concepts. So a genuine interest was aroused in the minds of Research Investigator to Investigate the Effectiveness of Concept Attainment Model-CAM on Secondary School Students with Special Reference to Academic Achievement, Attitude towards Mathematics and Stress.

Concept Attainment Model

Teaching models are prescriptive teaching strategies designed to accomplish particular instructional goals. They are perspective regarding the teacher's responsibilities during the planning; implementing and assessment stages of instruction are clearly defined.

The concept attainment model is an inductive teaching strategy designed to help students of all ages reinforce their understanding of concepts and practice hypotheses testing. The models utilise positive and negative examples to illustrate concepts of simple and complex.

The design of this model first suggested by Joyce and Weils (1972) is based on the work of Bruner, Good now, and Austin (1956), who investigated how different variables affect the concept learning process. The concept attainment model is useful for giving students experience with the scientific method and particularly with hypotheses testing.

Objectives

The main objective of the study was to find out the effectiveness of CAM on achievement, Attitude and Stress of 10th-grade students. This is further explicated by the following specific objectives:

1. To study the effectiveness of the Concept Attainment Model (CAM) and Traditional Method (TM) of instruction on the achievement of 10th grades.

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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 indirec 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 **Faculties** (Arts, Science and Commerce) on the Role Perception of Lecturers working in Degree College.
5. To Study the influence of **Qualification** on the Role Perception of Lecturers working in Degree College.

ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS TEACHING PROFESSION

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INTRODUCTION

The role of teacher assumes greater significance in this deteriorating scenario of primary education. The destiny of the nation is being shaped only in the classroom. A competent teacher can bring the entire world in to the classroom. Dr. S Radhakrishanan aptly said "Until and unless we have dedicated and committed teachers, who can take teaching as a mission in their lives, we cannot have a good educational system. Teacher should be the best minds of the country".

Human behaviors are regulated by their real self and social self. Conflict between these selves has an adverse effect upon a persons working pattern as well as living style. Work done is the self- portrait of the person who did it. A person's appearance, talking, writing, action and working determine whether he/she is a professional or an amateur. Un fortunately the society does not consider the importance of professionalism. Differentiation is not viewed as seriously as it should be viewed. So people tend to consider amateur work as normal. People accept less than good results i.e. products and services. The field of education also is not an exemption

L.Ron Hubbard had rightly said "the only successful beings in any field, including living itself are who have a professional viewpoint and make themselves and are professionals. The objectives of education is gaining and maintaining quality in primary education .because it is a foundation for rest of the levels of education. The basic question is : how far do the teachers working in rural and urban primary schools have professional attitude? To find the answer to this question, the present study was undertaken. The present study tries to throw some light on this issue.

Definition: Attitude is a mental position relative to a way of thinking or being. The current popular usage of attitude implies a negative mind set, a "chip on the shoulder" behavior, and an inner anger toward the prevailing majority of thought.

In a somewhat broad way, attitude may be designated as specific or general reaction tendency which qualifies and controls the response situations "from a cognitive point of view". New comb and others (1969), opines, *"An attitude represents an organization of balanced cognitions. From a motivational point of view an attitude represents a state of readiness for motive arousal".* This readiness to react implies some kind of stimulating situation either specific or general.

An attitude implies individual to object relationship. The object may be a person or place, one's home and family members, school, teaching profession, etc. An important aspect of individual object relationship that an attitude always shows some directionality. *"By direction of an attitude we mean that the residual affect felt towards an object can be either positive or negative"* (**New comb and others, 1969**). Positive attitude predispose the person to approach the object while negative attitude predispose avoidance of the object.

Advances in Literature, Social Science, Commerce and Management

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Chapter – 50

CREATIVITY IN SCIENCE EDUCATION

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Abstract

Creativity is an important aspect of human development. The trend towards globalization with technological developments requires energy product that is productive and innovative people in all walks of life. Acculturation creativity is needed in the early development of the mind of an individual. Educational institution is the most important place to nourish the creative talents and abilities of students and also as an important medium in the generation of creative minds of the students. Science curriculum is taught in educational institutions is see . as a subject that can help to improve the quality of creative thinking among students. Among the challenges faced in the cultivation of creative thinking skills in learning and teaching is the knowledge of teachers about the teaching of creativity, not to emphasize the application of creativity by teachers, students who are shy and do not want to show their creativity. Therefore, this paper will describe the basic concept of what is meant by creativity, creative teaching, learning strategy fostering creativity in science, and the role of the science curriculum in the formation of creative minds. Furthermore, this paper will clarify some of the proposals that are expected to bring about change towards fostering an atmosphere of creativity in teaching and learning. Among the proposals to be emphasized is the need for science teachers to master in particular ICT technology, conducting Project Based Learning with students, and enhance the science curriculum to stimulate the creativity of students and teachers on teaching creative paradigm.

Introduction

The present challenging world of learning in global economic climate is more concerned with innovation and creativity. Creativity is no longer something that is unique or distinctive. It has now become a necessary and fundamental to the achievement of a person, organization or country. Creativity is not only subject to the invention only but covers all acts and thoughts. In effect, creativity should exist with critical thinking to drive it towards a more productive and accountable. As the country is moving towards developed nation status, the present generation should be prepared with all forms of knowledge and skills. In line with developments in technology and globalization are increasingly challenging environment, we need to form a citizen of critical, creative and capable of competent practice of science and technology culture in this 21st century.

As a measure to channel creativity of the teacher, the class of learning has been seen as one of the most appropriate medium in the context of promoting creativity and developing individual personality and social students (Cropley, 2009; Runco, 2004) This is further strengthened by Maria Fatima Morais and Ivete Azevedo (2010) which states that in the context of the school, the teacher is not only a source of information to students, but also act as a role model for students. Therefore, to realize that the curriculum into an opportunity to develop creativity (Park et al., 2006), teachers should use the opportunity to practice creative teaching practices in the classroom. Thus, it could enhance creative thinking among students. Creative thinking skills are the ability of individuals to use the mind to generate new ideas, new possibilities, and new inventions based on originality in its production. It may be given in the form of real or abstract ideas. This can be seen in the following examples, such as creating new ideas, create analogies and metaphors. Normee (2001) stated that creative thinking to bring purpose of the use of basic thinking operations to expand or create new ideas. Creative thinking is thinking that the idea of publishing inconsistent with the critical thinking in evaluating ideas. Published ideas are new and sometimes contrary to logic. However, creative thinking must be based on the manipulation of his experience and existing knowledge. Through the experience and knowledge he possessed, a person will strive to find a variety of input ideas in multiple perspectives and dimensions to create a new idea or product better than ever in making decisions and solving problems. This situation is explained by Rikards (1990) as "Creativity involves escaping from stickiness and opening up possibilities". Yager (2005) says that the program of scientific knowledge see the program as something that should be considered important in the formation of a creative mind. According to him, these are some of the human abilities important in this domain: visualizing producing mental images, combining objects and ideas in new ways, producing alternate or unusual uses for objects, solving problems and
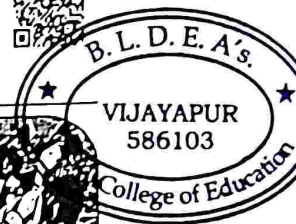
ATTITUDE OF RURAL AND URBAN PUC STUDENTS TOWARDS BASIC SCIENCE

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ABSTRACT:
From the various review it is clear that the attitude towards science differs significantly on the basis of some factors like locality (area) and these studies also highlights the importance of science education, finding that many students at the secondary and higher secondary level feel their attitudes towards science, both positive and negative were formed at schools and colleges.

KEYWORDS: importance of science education, finding , science combination.

INTRODUCTION

So at the higher secondary level (PUC) the students of science combination give more preference to technical courses like medical and engineering. But there are very few students' wishes to become scientists, good science teacher, Lecturer's researchers etc. The main reason for this is that the awareness of the students towards these fields. And the powerful impact of the society and parents towards technical courses. The school environment, teaching methods curriculum all affects the development of attitude in students and their originality and creativity also. It is precisely with this purpose that this study has been undertaken by the investigator to ascertain the attitude of students in basic science at pre-university college level and decide in what extent Pre-university college students feel in learning of basic science.

OBJECTIVES:

1. To study the difference between boy and girl students of PU colleges with respect to attitude towards basic sciences.
2. To study the difference between boy and girl students of rural PU colleges with respect to attitude towards basic sciences
3. To study the difference between boy and girl students of urban PU colleges with respect to attitude towards basic sciences

RESEARCH DESIGN: The investigator found it more suitable to follow a Descriptive survey method to study the attitude of rural and urban PUC students towards basic science.

SAMPLE AND SAMPLING DESIGN: Random sampling technique was used in the selection of the sample for the present study in all science students of PCMB Combination of Bijapur district; investigator selected 200 students from 12 colleges randomly.

TOOLS AND TECHNIQUES:
Science Attitude Scale - designed by Dr. (Mrs.) Avinash Grewal is used.

International Multi-Disciplinary Seminar on "Role and Status of Women In India"

Organiser :- Deccan Studies & Historical Research Association, Bijapur Collaboration with Shahaon Independent College, Vijayapur

17th
Jan. 2020

Role Of Technology In Future Education

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Abstract

Tutor 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 became 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 trends 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 mediums. 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

Study the Difference between Teachers Teaching, Different Subjects Namely Languages, Science and Mathematics in Their Knowledge and Attitude towards Environmental Education

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Abstract

The purpose of the study is to find theSTUDY THE DIFFERENCE BETWEEN TEACHERS TEACHING, DIFFERENT SUBJECTS NAMELY LANGUAGES, SCIENCE AND MATHEMATICS IN THEIR KNOWLEDGE AND ATTITUDE TOWARDS ENVIRONMENTAL EDUCATIONThe sample of the present study was drawn from elementary school teachers' population in Belgaum District of Karnataka sate. The investigator selected 25 schools; the total number of teachers selected for the study was 100. Both Urban-Rural, Govt-Private, Male-Female teachers were included in the sample for study. The investor adopted stratified sampling. Study revealed that, i)There is no significant difference between teachers teaching, different subjects namely language, science and mathematics in their attitude towards environmental education; ii) There exists a significant difference between teachers having different professional qualifications in their knowledge of environmental education.

Key words: Environmental Education, Knowledge and Attitude

Introduction

"The environment is considered being sum of natural artificial and social components of material world, which are or may be direct interaction with man"
International conference of environmental education (Tbilisi-1977)

The environment is not only the sum of all the material things constantly interacts with each other and which makes up the mosaic of the countryside landscape. It is much more than this. It also includes the economics structures of the outlook and habits of the people in different parts of the world. The environment has whole therefore includes not only the physical or material factors but the economic and cultural as well. An accurate analysis of the environmental must always consider the impact of human beings and their culture on all the surrounding elements and the ecological factors on every aspect of human life. The concept is much wider and more objective than that considers the environment merely as a system of mutual relation between living creature and their natural environment.(Jose de casteo-1974)

The term environment has to be defined since we cannot know the aims of environmental education without first determining the structures functions and dynamic of the environment we should be aware too that when ecologists and naturalist talk about the environment, they use the word in a different sense from that of architects, Doctors, sociologists, engineers, geographers or perhaps anthologists Environmental is a powerful tool of transfer and percolation of knowledge and the educational programmer as such should meet the fast changing demands and expectation of the society from time. Time to time. The expanding knowledge of science and technology accompanied by fast growing environmental problems has set in motion the updating of educational curriculum to meet the new challenges and preparing the environment conscious citizens. More over educating the people particularly the young minds about the environmental and its related aspects help to link the learning process with daily-life —experience thus making it more meaning. The environment as all would agree, is also a potential source of teaching learning situations and provides sufficient scope for making pupils environment concerned.

Need and Importance of the Study

Human being and environment are interdependent. To lead a comfortable life, man has to maintain a harmonious relationship with the environment. So it is the duty of the man to protect the environment and its components, for that man should have an awareness of the biotic and biotic components of the environment. This throws light on the necessary to including environmental education along with of other subjects in schools, so as to impact a thorough knowledge about environment to the students.

A study the Relationships between Teaching Effectiveness, Attitude and Job-Satisfaction to different aged Teachers of secondary schools

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Abstract: The purpose of the study is to A study the Relationships between Teaching Effectiveness, Attitude and Job-Satisfaction to different aged Teachers of secondary schools. The population of the study consists of 450 teachers who have been working in secondary schools in Vijayapur Dist. The study concluded that; i)A relationship between teaching effectiveness and attitude scores of 25-34yrs of aged teachers of secondary schools of Vijayapur Dist.is found to be positive and statistically significant (r=0.7004, p<0.05) at significance level of 5 percent. The teaching effectiveness and attitude scores of 25-34yrs of aged teachers of secondary schools of Hubli-Dharwad corporation area are dependent on each other; ii) A relationship between attitude and job satisfaction scores of 25-34yrs of aged teachers of secondary schools of Vijayapur Dist. is found to be positive and statistically significant (r=0.6288, p<0.05) at significance level of 5 percent. The attitude and job satisfaction scores of 25-34yrs of aged teachers of secondary schools of Vijayapur Dist. are dependent on each other.

Key words: Teaching Effectiveness , Job-satisfaction

Introduction

It is very difficult to define good teaching. This term is so value-laden that what appears to be good teaching by one person may be considered poor teaching by another, because each one values differently on the process of teaching - its techniques, outcomes or methods. One teacher may run the classroom in an organized, highly structured manner, emphasizing the intellectual content of academic discipline, while another may manage it in a less structuredenvironment, allowing the students much more freedom to choose subject matter and activities that interested them personally. One observer, because of one's personal values in favour of more intellectual attainment as the end of teaching, may identify the first teacher as a good' teacher, while criticizing the second teacher for running "too loose a ship" sheerly to cater for individual interests in the name of education Another observer may come to the opposite conclusion with respect of which teacher is better again, because of a different set of values that govern one's choice.

It is difficult to define and also much more difficult to assess effective teaching voluminous literature is brought out on this subject. It has become the subject of enquiry by many of the people.In a classroom, a teacher performs a number of activities like asking questions, explaining and demonstrating, illustrating, guiding, motivating student, encouraging them to participate and respond. He also observes and diagnoses the feelings and attitudes expressed by the students and evaluate their performance in all these functions where the verbal and nonverbal behaviour patterns of teachers are involved. Most of the time is used for verbal behaviours but the role of nonverbal behaviours like quested, pauses, smiles and stares cannot be overlooked.

Job satisfaction is satisfaction regarding work related dimensions. Bullock (1952) defines job satisfaction as "an attitude, which results from a balancing and summation of many specific likes and dislikes experienced in connection with job. This attitude maintains itself in evaluation of the job and employing organization. Job satisfaction is rather an evaluation of one's job and employing company as contribution suitably to the attainment of one's personal objectives".

The effectiveness of instruction in schools depends vitally upon the quality of the teacher and teacher effectiveness is the competence and ability of a teacher to teach effectively and effective teaching involves a set of teaching behaviours which are specially effective in bringing about desired changes is an effective manner and the class room learning demands the actions of a leader on the part of a teacher. A successful teacher becomes better and better because his actions are not based simply on intuition but on careful analysis, reflection and planning. A good working view point is that the successful teacher is not a perfect one, but one with aptitude for teaching and favourable attitude towards teaching who stays busy at the job of self- improvement. Thus to sum up as Mahasan (1995) has said: "Teaching is certainly one of the oldest professions. In modern formally situations especially with young ones the teacher builds up instruction, trains, moulds and guides for healthy growth and stable adult life. The teacher is the main dynamic force in the school; everything else is meaningless in school situations unless associated with the teachers".

Students Teachers View Point Towards Leadership

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Introduction

The concept of teacher leadership is considered an umbrella term which includes formal and informal roles, such as professional development coordinator, trainer, head teacher, first teacher, and assessment coordinator (Katzenmeyer & Moller, 2009; Levin &Schrum, 2016; York-Barr & Duke, 2004). It is obvious that the background of teacher leaders comes from two roles: teaching and leading. York-Barr and Duke (2004) define teacher leaders as those who 'are or have been teachers with significant teaching experience, are known to be excellent teachers, and are respected by their peers' (p. 267). However, there is a need to emphasize the influence of teachers as an important criterion of teacher leadership, as some teachers occupy formal leadership roles, but do not lead or make change (Grenda &Hackmann, 2014). A common understanding of teacher leadership entails the leadership practises implemented by teachers inside their classrooms. In this case, the main followers of teachers who practise leadership are the students (Augustsson&Boström, 2012). However, other scholars link teacher leadership to leading colleagues through training and coaching activities, in this case the followers are colleagues (Henning, 2006; Lowery-Moore, Latimer, &Villate, 2016; Taylor, Yates, Meyer, & Kinsella, 2011). Thus, teacher leadership is essential in order to cope with the new changes teachers face in their profession, as well as to prepare students to deal with these new changes. Thus, teachers must expand their own abilities and assume greater leadership roles. The current study thus aimed to explore the participation of six student teachers during the Internship experience and contribute to available research by understanding their perspectives concerning teacher leadership awareness and development. More specifically, it explored participants' perspectives before, during, and after their participation in the Internship experience during the last semester of their teacher preparation program in Qatar. The research questions guiding this study were:

1. How do student teachers' perceptions of teacher leadership change as a result of their participation in a practicum experience?
2. What personal and/or contextual factors influence their changing perceptions of teacher leadership as a result of their participation in aInternship experience?

Methodology

In this study, a qualitative research design was employed. The qualitative method is well-known as an effective method to investigate participants' perspectives of a phenomenon in a particular context. In this study, pre- and post-semi-structured interviews were conducted, and participants' weekly reflection journals were reviewed and analyzed. In addition to the qualitative instruments used in this study, the Teacher Leadership Readiness Scale was administered before and after the Internship experience to examine participants' awareness and understandings of teacher leadership.

The study was undertaken at the College of Education in B L D E A 's J S S College of Education,Vijayapur, A major component of the two-year program includes a 12-WeekInternship experience during which student teachers become responsible for lesson planning, teaching, and working closely with students, their mentors and their university supervisors.

This study targeted student teachers in their final Internship course. The sample for this study consisted of six female student teachers who were studying the same subject and were completing their Internship experience at the same government school level at the secondary level.

Data collection:

Before the practicum experience started, the participants were informed about the purpose and phases of the study. The Teacher Readiness Scale was completed before participants attended the weekly seminars. The use of this quantitative data collection instrument was for the sole purpose of triangulating the qualitative data collected through the pre- and post-interviews, and the weekly journals submitted by the participants throughout the practicum experience. The survey gathered data on participants' interest in taking on leadership roles. Items on the survey further targeted student teachers' perceptions of knowledge, skills, and aptitudes toward leadership activities.The pre- and post-interviews were used to facilitate data collection and allow further probing and questioning about participants' definitions of teacher leadership, their perceptions of teacher leaders' roles and responsibilities, and their beliefs in their own teacher leadership knowledge and skills. Additional questions pertaining to participants' experiences during the practicum, including contextual factors, were added to the post-interviews. The semi-structured interviews were conducted face-to-face in Kannada for 20–30 minutes each. We intended to analyze the original sayings of our participants in order to represent their perceptions accurately.

TECHNOLOGY MEDIATED LEARNING FOR PROFESSIONAL DEVELOPMENT OF PERSONNEL AT TEACHER LEVEL

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Introduction:

In today's world computer education is the latest and important subject that all teachers should know . Advances in computer and communication technology has affected all aspects of our lives and teacher education is of no exception . Both private and public sectors in International economics are undertaking huge efforts to bring revolution in educational environment.

In a vast countery like India enormous work is now being done in the field of education with the help of technology but it is still not possible to equip each and every school and every school and colleges with all the facilities of technology for teaching . In the near feature as urban area are suffering from lack of modern computer laboratories, they need equally advanced gadgets to support their education. It is the time for the educationist and the teacher the recognize the importance of instruction media in both formal as well as in formal education.

The media helps in increasing the interest of students in their learning. Multimedia is one which enables students to get a live vision of life's aspects and scientific factors. **Multimedia is a combination of text, graphic, art, sound, animation and video elements delivered by you by your computer or any other electronic means.** As compared to traditional teaching methodology , training impaired using animated, interactive and instructed multimedia application have proven to be more useful. Any diagram can be explained in detail with 3D effect, it helps the student to understand the lesson early. But still there are many people who are not aware about this technology, some people knpws this technology but they face many problems during it'suse in teaching and learning. Keeping in mind the above mentioned factors the investigator has taken problem.

STATEMENT OF PROBLEM:

" THE STUDY OF PROBLEMS IN THE USE OF MULTIMEDIA FOR TEACHING IN THE LECTURERS" .

OBJECTIVES:

1.To study the awareness of multimedia programmes in D.Ed and B.Ed

2. To study the problems in the use of multimedia for teaching in the lecturers of B.Ed

3. To study the problems in the use of multimedia for teaching in the lecturers of D.Ed

4. To suggest the remedies to overcome the problems in using multimedia for teaching.

HYPOTHESIS:

Lecturers use technology during teaching but they face no.of problems in its use

METHODOLOGY:

Here the survey method is used

SAMPLE:

Sampling method- The sample was selected by non-probability method.

Type- The sample was incidental

Size- 7 Lecturers from J.S.S. B.Ed College

7 Lecturers from S.M.R.K. B.Ed College

5 Lecturers from D.EdKannada Medium

5 Lecturers from D.Ed English Medium

Teaching Experiences:

ಮೊಬೈಲ್‌ಗಳ ಕಾಲ್ಪಟ್ಟ ಅತ್ಯೋಪಯೋಗದಲ್ಲಿ ಮಾಯಮೊ (ಬೈಲ್) ಮೊಬೈಲ್ ಬಳಕೆ

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B E C

DETERMINISTIC FACTORS RELATED TO LEARNER IN DEVELOPMENT OF ALIENATED GROUPS

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Abstract : Here are used Sociometry graphical representation of analyzing the result of software. With the help of Sociometry tool developed by the researcher data is going to be collected and applied on Sociometry software and got the graphical representation of a result obtained according to the subjects the interpretation are stated and have taken only silent features all these interpretation is provides compressive out come that will be helpful to teachers and teacher educators.

Keywords : Deterministic , Factors , Learner

INTRODUCTION :

Education is a human right, with immense power to transform. On its foundation rest the cornerstones of freedom, Democracy and sustainable human development. The provision of education is a challenge for countries. India has made impressive economic gains in the last few decades and recently has the 4'r, largest economy in terms of purchasing power parity. The data for the analysis of present study has both quantitative and qualitative data. The phenomenon understudy of social exclusion of leaner is graphically analysed for the first objective. The interpretation of qualitative in nature based on the Socio-graph observation.

What is Alienated groups? : Any group of students, individuals in class room or outside who feel isolated from the group activities of learning processes, that hampers the efficiency of process of socialisation and may further influence the learner to withdraw from learning, develop identity with community and minority, on cooperative tendencies.

Need and importance for the study

The research in the area of inclusive education are mostly assumptive and are opinion based by the practitioners. The exact factors that contribute leading to disability and alienation are hardly studied with empirically data. The researcher found that the sociometry provides the empirical data that actually identifies the alienated learner in the class. Such alienated students' study in-depth will provide greater insight on the issues of learner disability and causes of alienation. There is need to study alienation as a normative processes that happen due to environment provided and home, school and society at large. There is scope to identify the factors from the environment that contribute towards the child alienation I the class, The availability of sociometric tool to analyzed the information has provided scope to collect data from wide sample to take up study. The present research is the result in this context.

3. **Research hypotheses:** For the objectives hypothesis are not framed. This is a descriptive qualitative analysis based individualized case observation.

4.**Procedure of data analysis:**

The study has collected data from varied sources, and of different kinds. The data needs to be processed appropriately depending upon its nature and the

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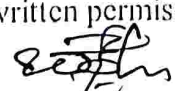
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21ST CENTURY MULTICULTURAL SCHOOL AND CLASSROOM

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Abstract:

Students from various backgrounds bring so much life into the classroom. Diverse classroom environments provide wonderful opportunities for rich and varied instruction. This article focuses on meaning of Multicultural School, its principles and objectives in Multicultural School, importance and Characteristics of Multicultural School, what are the Multicultural School Goals author responsibilities integration of Multicultural School, this paper we will deal with challenges facing multicultural school at the beginning of the 21st century.

Introduction:

"Multicultural Education is a process that goes beyond the changing demographics in a particular country. It is more effective education for a changing world." (Nieto 83) There is an important relationship between culture and education since the culture of teachers and students affect education processes in the classroom. Culture, schooling, and education are in democratic multiculturalism approaches of teaching, learning, and education programs.

Meaning:

Multicultural Education is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers reflect. definition, goals and problems The educational process is known as multicultural if there are two or more students in one classroom have come from other countries or were raised in different customs and traditions.

Characteristics of Multicultural School:

- Multicultural School is a process: "Multicultural Education is a process that goes beyond the changing demographics in a particular country. It is more effective education for a changing world."
- Multicultural School is basic education: Multicultural education must be understood as basic education. The major stumbling blocks to implement a broadly conceptualized multicultural education is the ossification of the canon, which assumes that the knowledge that is most worthwhile is already in place.
- Multicultural School is critical pedagogy:
- Multicultural School is antiracist education.: Antiracism, indeed antidiscrimination in general, is at the very core of a multicultural perspective. Eliminate typical stereotypes of multicultural perspective.

VALUES WITH EDUCATION

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ABSTRACT

"Sa Vidya Ya Vimuktaye". It means "that is knowledge which liberates." Dealing with values and moral issues is recognized as an integral part of teachers' roles. Values-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic attainment, and develops students' social and relationship skills that last throughout their lives. Value-based Education creates a better learning environment, in which students are able to attain better academic results. It creates a better teaching environment, in which staff are more fulfilled and significantly less stressed. It equips students with social capacities that help them work with, and relate to, others effectively. It provides them with the self-esteem and confidence to explore and develop their full potential. It leaves no student behind, irrespective of their background.

What is Values-based Education?

Values-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic attainment, and develops students' social and relationship skills that last throughout their lives. The positive learning environment is achieved through the positive values modeled by staff throughout the school. It quickly liberates teachers and students from the stress of confrontational relationships, which frees up substantial teaching and learning time. It also provides social capacity to students, equipping them with social and relationship skills, intelligences and attitudes to succeed at school and throughout their lives. When we actively engage with values we start to understand their implications for making choices about our attitudes and responses.

Need of Value-based Education

Increasing violent activities, Behavioral disorder, Lack of unity in society, Lack of obedience and discipline.

- There is an urgent need for change - changing from what we are to what we have to become;
- Change from ambitions to aspirations. The importance and urgency of change must be brought forth through our education system.
- We need education to understand the value of education and the value of further education.
- Since values are caught rather than taught, it is imperative to devise other meaningful and pragmatic strategies to help in personal evolution, embracing all aspects of existence.

The Seven Core Components of VbE:

1. Authentic **modeling** by adults of positive values
2. The **Inner Curriculum** of thoughts, feelings and emotions
3. **Reflective practices** links to interpersonal neurobiology
4. The creation of a **VbE atmosphere**, both physical and emotional
5. The development of a **VbE curriculum** and its links to the wider curriculum
6. The development of quality leadership
7. The comprehensive development of an **ethical vocabulary**

Importance of Value-based Education

- Builds positive character

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CREATIVITY AND INNOVATION

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Abstract : This article intends to make a contribution to the clarification of the concepts of creativity and innovation using a multilevel approach of individual, group and organization, in order to show that these may be better integrated within collaborative organizations. Trying to maintain the principle of the primacy of the individual creativity over the innovation, we stressed the cognitive and emotional processes and power and communication. Following on a description of group processes that try to combine creativity and innovation

Key words : Creativity, Innovation

Introduction : The terms creativity and innovation are often used interchangeably in the academic literature, apparently because researchers in creativity and in innovation come from different backgrounds and fail to make the necessary convergence. The field of creativity is closer to the behavioral sciences like psychology and education, innovation come from areas related to management, economics, public administration or political science. Therefore, depending on the origins, both terms have been used with similar or different meanings, often contradicting each other. Acknowledging that this is a normal phenomenon in the scientific literature, this research intends to make some contribution to the clarification of these concepts. We will show that only at the individual level is it fairly simple to separate creativity from innovation.

What is creativity? Creativity is most often defined as the mental ability to conceptualize (imagine) new, unusual or unique ideas, to see the new connection between seemingly random or unrelated things. Dorf and Byers, 2005 "the ability to use the imagination to develop new ideas, new things or new solutions" Lotherington,2008 the merging of ideas which have not been merged before. New ideas are formed by developing current ones within our minds.

As the word suggests, creativity is about creation. It's about harnessing the power of the mind to conceive new ideas, products plans, thought experiments, tastes, sensations or art. Creativity can be a form of expression or a way of solving problems. Anyone can be creative, and in any context. There's creativity in the marketing department, just as there can be creativity on a football pitch. Creativity has traditionally been left to those 'wacky' companies that are deliberately trying to do things differently, with the majority of businesses tending to favour a traditional and monotone approach to running their organisations. However, the changing business landscape means that companies are beginning to consider a more creative approach to working.

Type of Creativity

1) Primary Creativity: Deals with spontaneous creation

2) Secondary creativity : is more deliberate and skilled as in the application of ideas and insight to invention

3) Technical Creativity : aim at finding out improvement in a process so as to improve efficiency

4) Inventive creativity : aims at making or devising new combination of ingredients... ect

What is innovation?

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EDUCATION WITH VALUES

Basavaraj S. Hiremath*

ABSTRACT

Vidya Ya Vimuktaye". It means, "that is knowledge which liberates." Dealing with values and moral issues is
ognised as an integral part of teachers' roles. Values-based Education is an approach to teaching that works
h values. It creates a strong learning environment that enhances academic attainment, and develops students'
ial and relationship skills that last throughout their lives. Values-based Education is a successful worldwide
nsformational movement for positive change. This paper is need Values-based Education in the school. The
e of ethics of Values-based Education and This article focuses on meaning of Values-based Education , its
nciples and objectives in Values-based Education, importance of Values-based Education, teacher roll and
dents responsibilities in Values-based Education.

duction:

: means importance and education means
ledge. therefore value education means
ledge of importance. In other words when we get
nowledge of importance of anything, importance
man being, importance of us as human being, then
ave value education. Value education deals with
is universally valuable to us, what is conductive
our individual and collective happiness and
perity in a sustainable way. This definition refers
as the process that gives young people an initiation
values, giving knowledge of the rules needed to
ction in this mode of relating to other people, and to
the development in the student a grasp of certain
erlying principles, together with the ability to apply
se rules intelligently, and to have the settled
position.

lue education is the process by which people give
ral values to others. The subject which enables us to
derstand 'What is valuable' for human happiness is
lled 'value education' Thus, Value Education
ables us to understand our needs and visualize our
als correctly and also indicate the direction of their
lfillment. Values are Standards or Principles
onsidered important in life Values coming from 1)
eing : Values From within 1.Love 2.Kindness
.Compassion 4. Mercy 5. Sympathy 6.Empathy 2)
ithin Practiced : Values to be Practised 1.Punctuality
.Discipline 3.Obedience 4.Behaviour 5.Conduct
.Character. Values-based Education is a successful
worldwide transformational movement for positive
change.

What is Values-based Education?

Values-based Education is an approach to teaching that
works with values. It creates a strong learning
environment that enhances academic attainment, and
develops students' social and relationship skills that last
throughout their lives. The positive learning
environment is achieved through the positive values
modeled by staff throughout the school. It quickly

liberates teachers and students from the stress of
confrontational relationships, which frees up
substantial teaching and learning time. It also provides
social capacity to students, equipping them with social
and relationship skills, intelligences and attitudes to
succeed at school and throughout their lives. When we
actively engage with values we start to understand their
implications for making choices about our attitudes and
responses.

A Values-based approach encourages reflective and
aspirational attributes and attitudes. These can be
nurtured to help people discover the very best of
themselves, which enables them to be good citizens
and prepare them for the life of work. Values-based
Education creates a better learning environment, in
which students are able to attain better academic
results. It creates a better teaching environment, in
which staff are more fulfilled and significantly less
stressed. It equips students with social capacities that
help them work with, and relate to, others effectively.
It provides them with the self-esteem and confidence to
explore and develop their full potential. It leaves no
student behind, irrespective of their background.

Definition:
Identified with knowledge that illuminates mind and
soul. or The study of moral and ethical values that
makes us a perfect human being

Need of Value-based Education: Increasing violent
activities, Behavioural disorder, Lack of unity in
society, Lack of obedience and discipline
•There is an urgent need for change – changing from
what we are to what we have to become;
•Change from ambitions to aspirations. The importance
and urgency of change must be brought forth through
our education system.
• We need education to understand the value of
education and the value of further education.
• Since values are caught rather than taught, it is
imperative to devise

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RESEARCH ARTICLE

ATTITUDE OF STUDENT TEACHER'S TOWARDS ENVIRONMENTAL POLLUTION

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ARTICLE INFO	ABSTRACT
	Teachers can play a significant role in making our environment pollution free by changing the attitude of students and society towards the environment. The Student teachers are the prospective teachers of the nation. So it is the time for the great concern for protection and preservation of natural resources which can only be possible if we have a right type of attitude towards proper awareness in the related matters. Teachers can bring awareness and attitude which can be possible through environmental education. The goal of environmental education in schools and colleges is to acquaint and sensitize the students towards environmental problems and concerns, to inculcate in them heal' personal and social attitude and behaviour towards environment. Hence, it is necessary to know how far the Student teachers are aware about environment and environmental problems. A pilot study was carried out selecting 120 pupil teachers studying in teacher education colleges located at Faridabad district of Haryana. "Environmental pollution Attitude Scale" developed by Dr. M. Rajamanickam Environment Education should enable students to analyze, evaluate and draw inferences about problems and issues related to environment.

INTRODUCTION

Environment is the combination of external physical conditions that affect and influence the growth, development and survival of organism. Environment is a term that comprises all living and non-living things that occur on earth including all plants, animals, rocks, etc. and natural phenomena that occur within their boundaries. It further includes universal natural resources and physical phenomena that lack clear-cut boundaries, such as air, water and climate as well as energy, radiation, electric charge and magnetism, not originating from human activity. According to Boring, *"A person's environment consists of the sum total of the stimulation which he receives from his conception until his death." According to Paul Brooks, "Environment is the combination of external physical conditions that affect and influence the growth, development and survival of organism"* The most disastrous event of this century is rapid degradation of our natural resources. The population explosion has worsened this situation. The people started exhausting the natural resources on one side and on the other creating pollution on the earth affecting the ecological balance in the ecosystem. Lack of environmental awareness regarding the preservation of the species and conservation of the forests are responsible for degradation of the environmental

If it continues, the human civilization will face disastrous situation. Environmental awareness prepares human socie'" to protect the ecological balance. Environmental education aims at developing in them the knowledge, attitude, skills and communication to protect our nat

ATTITUDE TOWARDS ENVIRONMENTAL POLLUTION

Pollution is an undesirable change in the physical, chemical and biological characteristic of air, water and soil that may harmfully affect the life or create a potential health hazard for any living organism. Environment pollution means lowering of the quality of environment at local level caused by human activities for exploitation of resources. Environment pollution can be expressed as "the unfavorable alteration of our surrounding wholly or largely as a byproduct of man''s acti'' through direct or indirect effect of changes in energy patte.a, radiation level, chemical and physical constitutions abundances of organisms". Environment pollution is increasing due to the industrialization and urbanization. Human being is himself responsible for the environment pollution because he has violated the laws of nature. An attitude is a particular feeling about something. It therefore, involves a tendency to behave in a certain way in situations which involve something Attitude provides pattern of

MULTIFACTOR INTEREST AMONG HIGH SCHOOL STUDENTS

Sunil S. Patil*

ABSTRACT

Interest is a feeling or emotion that causes attention to focus on an object, event, or process. In contemporary psychology of interest, the term is used as a general concept that may encompass other more specific psychological terms, such as curiosity and to a much lesser degree surprise. The emotion of interest does have its own facial expression, of which the most prominent component is having dilated pupils. The interests the younger children develop have a powerful influence on their behavior not only during childhood but also when they grow older. Interests in painting or music in adulthood, usually originate during childhood. A girl who is the interested in matters of health or in the functioning of human body may aspire to be a nurse or doctor when she grows up, while a boy who has strong interest in sports may want to become an athletic coach. The purpose of the present study was to find out the multifactor interest among high school students. A sample of 250 XI standard students was chosen using by simple random sampling technique in Vijayapur District of Karnataka. Data was analyzed by t-test. Result found that there is significant difference in multifactor interest of high School students based on gender. Findings also indicated that there is no significant difference in multifactor interest of higher secondary students in terms of locality, management and subject.

Introduction:

Interest is considered a powerful 'dictator', 'inspirer' and 'motivator' in learning process. In Latin, the word 'interest' means 'it concerns' or 'it matters'. Interest is the feeling that prompts us to spontaneous activity. Once an interest is aroused in studies, games, literature and good conduct, the child will consider no sacrifice and effort too great to attain proficiency. Interests are something within the child. It is to be aroused and promoted by different means.

Interests are innate as well as acquired. They are influenced by a number of factors like physical and health development, age and sex and above all the environmental factors including opportunities for the development of interests. Interests depend upon our wants, aptitude and ideals.

Interest as a motivational variable refers to the psychological state of engaging or the predisposition to reengage with particular classes of objects, events, or ideas over time. Here, these classes of objects, events, or ideas are termed content.

There are at least three ways in which interest can be distinguished from other motivational variables.

First, interest includes both affective and cognitive components as separate but interacting a position supported by neuro scientific research and distinct from cognitive evaluation approaches to motivation. Typically, the affective component of interest describes positive emotions accompanying engagement, whereas the cognitive component refers to perceptual and representational activities related to engagement. However, even though interest has a highly energizing positive affective character, it can also be operative in many affectively negative situations. In each of the four phases of interest, the roles of affect and cognition vary.

Second, both the affective and cognitive components of interest have biological roots and on seeking behavior (indicate that interested activity has a biological foundation in all mammals).

Third, interest is the outcome of an interaction between a person and a particular content. The potential for interest is in the person but the content and the environment define the direction of interest and contribute to its development. Thus, other individuals, the organization of the environment, and a person's own efforts, such as self-regulation, can support interest development. This means that interest is always content specific and not a predisposition that applies across all activities. Even those students who are highly motivated to achieve generally have interest(s) only for a discrete set of specific content areas. Moreover, if a person has an emerging or a well-developed individual interest for content (e.g. facilitation), then related new content, opportunities, or challenge provides additional ideas and could be said to trigger the psychological state of interest although the psychological state that is triggered would be related to the developing predisposition.

Need and Significance of the Study:

Interest is a feeling or emotion that causes attention to focus on an object, event, or process. In contemporary psychology of interest, the term is used as a general concept that may encompass other more specific psychological terms, such as curiosity and to a much lesser degree surprise. The emotion of interest does have its own facial expression, of which the most prominent component is having dilated pupils.

One's interests offer the best clue for finding out one's motivation. The interests the younger children develop have a powerful influence on their behavior not only during childhood but also when they grow older. Interests in painting or music in adulthood, usually originate during childhood. A girl who is the interested in matters of health or in the functioning of human

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ಗಡಿನಾಡಿನಲ್ಲಿ ಕನ್ನಡ ಸಂಘ–ಸಂಸ್ಥೆಗಳ ಕನ್ನಡಪರ ಹೋರಾಟ

● ಎಸ್. ಪಿ. ಶೇಗುಣಸಿ

ಕ್ರಿ.ಶ. ೯ನೇ ಶತಮಾನದ ಶ್ರೀ ವಿಜಯನು ತನ್ನ ಕವಿರಾಜವರ್ಗದಲ್ಲಿ "ಕಾವೇರಿಯಿಂದ ವಾ ಗೋದಾವರಿವರಮಿರ್ದ ನಾಡದಾ ಕನ್ನಡದೊಳ್ ಭಾವಿಸಿದ ಜನಪದಂ" ಎಂದು ಕನ್ನಡ ನಾಡು ಹಾಗೂ ನುಡಿಯ ಗಡಿರೇಖೆಯ ಕುರಿತು ಸ್ಪಷ್ಟಪಡಿಸಿದ್ದಾನೆ. ಐತಿಹಾಸಿಕವಾಗಿ ರಾಷ್ಟ್ರಕೂಟರ, ಕಲ್ಯಾಣ ಚಾಲುಕ್ಯರ, ಬಾದಾಮಿ ಚಾಲುಕ್ಯರ ಈ ಮುಂತಾದವರ ಸಾಮ್ರಾಜ್ಯದ ಆ ಕಾಲದ ಕನ್ನಡ ನಾಡಿನ ಗಡಿರೇಖೆಗಳನ್ನು ಗಮನಿಸಿದಾಗ ಇಂದಿನ ಕರ್ನಾಟಕದ ವಿಸ್ತಾರಕ್ಕಿಂತಲೂ ಪ್ರಾಚೀನ ಕರ್ನಾಟಕವು ಬಹು ವಿಶಾಲವಾಗಿತ್ತು ಎಂಬ ಅಂಶವು ಮನದಟ್ಟಾಗುತ್ತದೆ. ಇಂದಿನ ಕರ್ನಾಟಕವು ೧೯೨೨೧೦ ಚ.ಕಿ.ಮೀ ವಿಸ್ತಾರವಾಗಿದ್ದು ಅದು ಕರಾವಳಿ ಪ್ರದೇಶ, ಮಲೆನಾಡು ಪ್ರದೇಶ ಮತ್ತು ಬಯಲು ಸೀಮೆಯ ಪ್ರದೇಶವೆಂದು ವಿಭಾಗಿಸಲ್ಪಟ್ಟಿದೆ. ಕರ್ನಾಟಕದ ಗಡಿ ಸೀಮೆಯು ಇಂದು ಮಹಾರಾಷ್ಟ್ರ, ಆಂಧ್ರಪ್ರದೇಶ (ಇತ್ತೀಚಿಗೆ ತೆಲಂಗಾಣ), ತಮಿಳುನಾಡು, ಗೋವಾ ಹಾಗೂ ಕೇರಳ ರಾಜ್ಯಗಳೊಂದಿಗೆ ಹೊಂದಿಕೊಂಡಿದೆ.

ಭಾಷಾವಾರು ಪ್ರಾಂತಗಳ ವಿಂಗಡಣೆಯ ಸಂದರ್ಭದಲ್ಲಿ ಕೆಲವರ ಕುತಂತ್ರದಿಂದ ಅಸಮಂಜಸ ವಿಂಗಡಣೆಯಾಗಿ ಹಲವು ಕನ್ನಡ ಪ್ರದೇಶಗಳು ಹೊರನಾಡುಗಳ ಪಾಲಾದವು. ಉದಾಹರಣೆಗೆ ಪ್ರಾಚೀನ ಸೊಲ್ಲಾಪುರ, ಅಕ್ಕಲಕೋಟ, ಜತ್ತ ಈ ಮೊದಲಾದ ಪ್ರದೇಶಗಳು ಅನ್ಯಾಯವಾಗಿ ಮಹಾರಾಷ್ಟ್ರಕ್ಕೆ ಸೇರಲ್ಪಟ್ಟವು. ಈ ಪ್ರದೇಶಗಳನ್ನು ಕರ್ನಾಟಕದಲ್ಲಿಯೇ ಉಳಿಸಿಕೊಳ್ಳಲು ಕರ್ನಾಟಕ ಏಕೀಕರಣಕ್ಕಿಂತ ಪೂರ್ವದಲ್ಲಿ ಹಾಗೂ

ಏಕೀಕರಣದ ನಂತರವೂ ಸಹ ನೂರಾರು ಕನ್ನಡ ಹೋರಾಟಗಾರರು, ಸಂಘ–ಸಂಸ್ಥೆಗಳು, ಪತ್ರಿಕೆಗಳು, ಹಲವಾರು ಕನ್ನಡಾಭಿಮಾನಿಗಳು ಅಹರ್ನಿಶಿ ಹೋರಾಟ ನಡೆಸಿದರು. ಆದರೆ ಯಾವ ಪ್ರಯೋಜನವೂ ಆಗಲಿಲ್ಲ. ಮರಾಠಿಗರಿಗೆ ಸಿಂಹಸ್ವಪ್ನರಾಗಿದ್ದ ಕನ್ನಡದ ಸಿಂಹಿಣಿ ಜಯದೇವಿತಾಯಿ ಲಿಗಾಡೆ, ಕನ್ನಡ ಶಕ್ತಿ ಸಿದ್ಧನಾಥ ಬಳ್ಳಾರಿ, ಗಡಿನಾಡ ಏಕಲವ್ಯ ಚನ್ನವೀರ ಕಲ್ಯಾಣಶಟ್ಟಿ, ಕನ್ನಡಾಭಿಮಾನಿ ಅಣ್ಣಾರಾವ ಮೋದಿ, ಕನ್ನಡ–ಪ್ರೇಮಿ ಸಿ.ಆರ್.ಮದಭಾವಿ, ಕನ್ನಡ ಕೇಸರಿ ಎಂ.ಎಸ್.ಸಿಂಧೂರ, ಗಡಿನಾಡ ಕಿಡಿ ಕಲ್ಲಪ್ಪಣ್ಣ ಹೂರ್ತಿಕರ, ಶ್ರೀ ಸುಭಾಷ ಬೆಳ್ಳುಬ್ಬಿ ಹೀಗೆ ಹತ್ತು ಹಲವಾರು ಗಡಿನಾಡ ಹೋರಾಟಗಾರರು ಅನೇಕ ಕನ್ನಡ ಸಂಘ ಸಂಸ್ಥೆಗಳ ಮೂಲಕವಾಗಿ ನಿರಂತರ ಕನ್ನಡ ಹೋರಾಟ ನಡೆಸಿದರು. ಇವರೆಲ್ಲರೂ ಕನ್ನಡಕ್ಕಾಗಿ ತಮ್ಮ ಬದುಕನ್ನೇ ಬಲಿಯಾಗಿಸಿದರು. ಪಾದಯಾತ್ರೆ ನಡೆಸಿದರು. ಧರಣಿ ಸತ್ಯಾಗ್ರಹಗಳನ್ನು ಹೂಡಿದರು. ರಾಜಕೀಯ, ಸಾಮಾಜಿಕ, ಶೈಕ್ಷಣಿಕ, ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಸಾಹಿತ್ಯಿಕವಾಗಿ ಹಲವಾರು ಹೋರಾಟಗಳು ನಡೆದವು. ಸಂಘ–ಸಂಸ್ಥೆಗಳು ಕನ್ನಡ ಪರ ಕಾರ್ಯಗಳಲ್ಲಿ ತೊಡಗಿಕೊಂಡವು. ಇವರೆಲ್ಲರ ನಿರಂತರ ಪರಿಶ್ರಮ ಹಾಗೂ ಪ್ರಯತ್ನಗಳ ಪ್ರತಿಫಲವಾಗಿ ಜಸ್ಟಿಸ್ ಮೆಹರಚಂದ ಮಹಾಜನ್ ಆಯೋಗದ ಅಂತಿಮ ತೀರ್ಪು ಕರ್ನಾಟಕದ ಪರವಾಗಿಯೇ ಬಂದಿದ್ದು ಅತ್ಯಂತ ಹೆಮ್ಮೆಯ ಸಂಗತಿ. ಆದರೆ ಅದು ಇನ್ನೂವರೆಗೂ ಅನುಷ್ಠಾನಗೊಂಡಿರದೇ ಇದ್ದಿರುವುದು ದುರಾದೃಷ್ಟಕರ ಸಂಗತಿಯೇ ಸರಿ. ಹೀಗೆ ಗಡಿನಾಡಿನಲ್ಲಿ ಕನ್ನಡ ಉಳಿಸಿ–ಬೆಳೆಸುವದಕ್ಕಾಗಿ ಕನ್ನಡ ಸಂಘ–ಸಂಸ್ಥೆಗಳು ಮಾಡಿರುವ ಕನ್ನಡ ಹೋರಾಟದ ಕುರಿತು ಇಲ್ಲಿ ಚರ್ಚಿಸಲಾಗಿದೆ.

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೧೨. ಗಾಂಧೀಜಿ ಕನ್ನಡಿಗ ಪ್ರಧ್ಯಾಪಕ ಪತ್ರ

ಎಂ. ಎಸ್. ಎಂಭವಿ

■ ಸಂದೇಶ ಪ್ರ ಕೇರೂರ್

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A STUDY OF SECONDARY SCHOOL TEACHERS ATTITUDE TOWARDS E-LEARNING

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Introduction:

The field of e-learning is new and developing fast. The advantages are clearly laid down, and therefore, it is obvious for academic institutions around the world, including corporate private organizations to take plunge in the e-learning bandwagon. However, the field is yet to mature and have its own theoretical basis (Michaelson, 2003; Nichols, 2003). There are many different connotations of e-learning, and individual researchers define the subject in their own context. To some, e-learning is electronic learning, and thus, covers learning through all electronic media including audio, video, radio, television, etc. For others, it is the use of computer, the Internet and the web

E-Learning:

The term e-learning cover; a wide set of applications and processes including computer-based learning, web-based learning, virtual classroom, and digital collaboration (WR Hambrecht Co, 2000). However, the term e-learning is becoming widely accepted as a substitute for online learning and web-based learning.

Interestingly, the term e-learning is also written differently by different individuals. Some of the examples are: e-Learning, e-learning, E-learning, E-Learning. Sharma and Mishra (2007) have provided a framework to define e-learning.

E-Learning means electronic learning it refers to a wide range of applications and processes designed to deliver institution through electronic. The 'e' in learning would be better defined as evolving or everywhere or enhanced or extended.

E-learning is a new education concept by using the Internet technology, it delivers the digital Content, provides a learner-orient environment for the teachers and students. The e-learning promotes the construction of life-long learning opinions and learning society (Chengzhi, 2000). E-learning gives us a condition for us to realize the life-long learning principle and help us to build a more real learning society.

E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process. The term will still mostly likely be utilized to reference out of classroom and in-classroom educational experiences via technology, even as advances continue in regard to devices and curriculum. "E-learning New Trends and Innovations - Sandhir Sharma"

E-learning is essentially the network-enabled transfer of skills and knowledge. E-learning refers to using electronic applications and processes to learn. E-learning applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration.

Need for the study:

Education embraces almost all activities of life . Education institutions reflect the purpose and problems of the society in which they are nurtured. They must also rely upon the human talents and technical capabilities of the culture in which they must discharge their function.

Communication is education and education is knowledge. This is the age of knowledge explosion and exploration. Rapid progress in computer technology has invaded the arena of education. Technology has had a significant effect on the education system for many years .In the class room we have moved from the days of chalk-and-talk to the use of overhead projectors and more recently multimedia presentations techniques. As we know, the teaching- learning technology has progressed from classroom lectures to seminars to video discs and CD-ROMS to web-based training and wireless communication through varies learning objects Learning objects include CDs. electronic books and electronics journals: audiovisual aids etc. The development in computer technology has resulted in e-learning. E-Learning is considered a more effective way of teaching to a large group of students ,thereby providing consistency in educated qualities.

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Effect of Singapore Model (Bar model) of teaching Mathematics on the Achievement of IX Standard students Using Linear Equations

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Introduction

Education is a continuous process. In this process Teachers, Students, Textbooks are the input devices. After giving input, the 'Teaching-Learning' process will be started systematically. Then, the result of the students will come as an output. So, in this whole process so many subjects will help the students to learn something and to develop their personality.

Mathematics underpins our daily lives. It's a subject of vital importance, and this has never been more true than today. The speed and scale of technological change makes mathematics increasingly essential.

"Mathematical understanding is critical to our children's future. Our economic future depends on stimulating innovation, developing technological breakthroughs, making connections between scientific disciplines. And none of that is possible without ensuring more and more of our young people are mathematically literate and mathematically confident. As information technology, computer science, modeling and simulation become integral to an ever-increasing group of industries; the importance of Maths grows and grows."

Fifty years ago in a small-town classroom, a teacher with a vision for the future told her students, "By the end of this century you may be living in automatic houses where everything from cooking to cleaning is done for you. You'll probably wear disposable clothes. You might even vacation on the moon or work on Mars." What she predicted hasn't happened yet, although we have taken the first steps toward interplanetary travel; in Canada there are experimental "smart" towns; and our refrigerators may soon be able to talk to us about souring milk or needed items for our grocery lists. The teacher wasn't totally accurate but she was clairvoyant a clear seer. What she saw clearly and what she helped her students see was that the future was filled with wonderful possibilities if only they would "dream big" set high goals, work to make dreams happen, and believe in themselves.

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EFFECT OF BAR MODEL OF TEACHING MATHEMATICS ON THE ACHIEVEMENT OF IX STANDARD STUDENTS

[1]Ramesh Yanamashetti,[2]Dr. Anil V. Bamagond

ABSTRACT-- Mathematics plays very important in student's life. In any system of Education and also needed for day today life, Mathematics is basic and mandatory subject at Primary and Secondary level. The investigator is conducted an experimental Study on Bar Model of Mathematics. This is an innovative method of effect of Bar Model. The Pre-test study is conducted on Secondary School students. The sample by using experimental research consists of 70 students of IX std (35 Boys and 35 Girls). The instrument used in this research consists of questions of pre-test and post-test and a semi-structured interview. The statistical technique of the ANOVA and "t" tests was used. Data were analyzed by using SPSS 20.0 software and thematic analysis. The results showed that there is a significant difference in student's mathematical problem-solving achievement. The analysis of semi-structured interview transcripts revealed that level of understanding and motivation influence students' performance. Findings of this study showed that students perform better after the using of the Bar Model in Mathematical problem-solving. This study can provide an alternative or guidance for teachers to improve students' mathematical problem-solving skills.

Key words-- Secondary level, Bar model,

I. INTRODUCTION

"Pure mathematics is, in its way, the poetry of logical ideas". -Albert Einstein

What is the main Aim of Mathematics Education in schools? Simply stated, there is one main aim the Maths of the child's thought processes. In the words of David Wheeler, it is "more useful to know how to mathematise than to know a lot of mathematics"

According to George Polya, we can think of two kinds of aims for school education: a good and narrow aim, which of turning out employable adults who (eventually) contribute to social and economic development; and a higher aim, that of developing the inner resources of the growing child. With regard to school mathematics, the former aim specifically relates to numeracy. In Primary schools students learn numbers and operations on them, measurement of quantities, fractions, percentages and ratios, which are numerical importance.

As per NCERT, the main Vision of Mathematics is students learn to enjoy Mathematics, learn important mathematical, operations pose and are able to solve meaningful problems use abstractions to perceive relationships, to see structure, to reason about things, to argue the truth or falsity of statements. Logical thinking is great gift of Mathematics to us, that inculcates habits of thought and communication children which is a principal goal of teaching mathematics & understand the basic structure of mathematics: i.e., Arithmetic, algebra,

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Effect of Bar Model of Teaching Linear Equations at Secondary Level

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ABSTRACT

The researcher is conducted an experimental Study on Bar Model of Mathematics. This is an innovative method of effect of Bar Model. The present study is conducted on Secondary School students, Conducted Pre-test and Post-test, in the study using sample of 70 pupils of IX Std (35Boys, 35 Girls), The tool is used in this research Questionnaire for pre-test and post-test and a semi-structured interview. The ANOVA and "t" test use as a tool. Data were analyzed using SPSS 20.0 software and thematic analysis and also used Karl Pearson's. Findings of this research showed that children's performance is better after the using of the Bar Model in Mathematical problem-solving. This study can provide an alternative or guidance for teachers to improve students' mathematical problem-solving skills.

Key words: Secondary level, Bar model, ANOVA

INTRODUCTION

Mathematics as an expression of the Human mind that reflects the active will, the contemplative reason, and the desire for aesthetic perfection. Its basic elements are logic and intuition, analysis and construction generality and individuality.

In Education what is the main Aim of Mathematics? Simply stated, there is one main aim the Maths of the child's thought processes. In the words of David Wheeler, it is "more useful to know how to mathematise than to know a lot of mathematics"

It is commonly found that he persons before the current generation performs Mathematics so quickly without using any device, but nowadays any one asked Mathematical performance everybody starts its calculator, mobile. These devices are useful but do not develop the memory power and creativity of person. Mathematics is in the real sense is a science of space and quantity that helps us in solving the problems of life needing numeration

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EFFECTIVENESS OF E-CONTENT PACKAGE IN LEARNING GEOGRAPHY AT SECONDARY SCHOOL LEVEL

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Mr. S.B. Kambar
Research Scholar

...tion is the hope and dream of every person. Education has to prepare man to face the unknown, ...dictable and uncertain tomorrow. Husain and Idris (2010), state that education is the only means by which ...rsonality of people and society can be developed. Education is responsible for the holistic health of an ...dual in terms of physical, social, mental, emotional and spiritual development. Development in the field of ...tion has provided human beings with countless means of ways to improve quality of life. Education is the ...s of purifying the world and giving knowledge of the self, other and various disciplines. The more ...tion we have, the more we can contribute to the welfare of society. Education gives proper direction to our ...ghts, actions and feelings. The aim of education should be to teach us how to think, rather than what to ...k to improve our minds, so as to enable us to think for ourselves, rather than to load the memory with ...ghts of other men (Beattie, 1945). So, Education is essential for the growth and development of individuals ...ell as society.

...rning or Electronic learning is a general term used to refer to computer enhanced learning. Electronic ...ng is defined by different authors in different ways. Nichols (2008) defines e-Learning as "pedagogy ...wered by digital technology". e-Learning can also be defined as technology-based learning in which ...ing materials are delivered electronically to remote learners via a computer network (Zhang, Zhao, Zhou, ...unamaker, 2004). Koohang and Harman (2005) state that e-Learning is the delivery of education (all ...ties relevant to instructing, teaching, and learning) through various electronic media.

...rning covers a wide set of applications and processes including computer based learning, web based ...ing, virtual classroom and digital collaboration. eLearning educates students using learning material that is ...enriched with multimedia content. Students get self learning experience through the e-text, audiovideo ...ials and online lectures and assess themselves by online self assessment tests like quiz and online exams. ...rning can become more popular in current scenario where students are more inclined to use Information ...ommunication Technology (ICT) equipments in their daily life. e-Learning facilitates the learner in terms ...f time learning, anywhere learning, asynchronous interaction and group collaboration. Schank (2002), ...ook (2003), Tsai and Machado (2002) state that e-Learning as the communication and learning activities ...h computers and networks. It provides the student with information that can be accessed in a setting free ...ime and place constraints.

...ions Of E-Learning:

...Masie

...se of technology to design, delivers, select, administer, support and extend learning."

...sys

...a technological means (Internet/Intranet/Extranet) to access and manage learning that supports and ...s the knowledge of an individual."

...ives of the Study

...To compare the effectiveness of conventional method and e-content package in boys and girls in learning ...eography.

...o study the influence of computer knowledge in academic achievement in learning through e-content.

...esis:

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EDUCATION WITH VALUES

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Abstract: "Sa Vidya Ya Vimuktaye". It means, "that is knowledge which liberates." Dealing with values and moral issues is recognised as an integral part of teachers' roles. Values-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic attainment, and develops students' social and relationship skills that last throughout their lives. Values-based Education is a successful worldwide transformational movement for positive change. This paper is need Values-based Education in the school. The role of ethics of Values-based Education and This article focuses on meaning of Values-based Education, its principles and objectives in Values-based Education, importance of Values-based Education, teacher roll and students responsibilities in Values-based Education.

Keyword: *Education, Values*

Introduction : Value means importance and education means knowledge, therefore value education means knowledge of importance. In other words when we get the knowledge of importance of anything, importance of human being, importance of us as human being, then we have value education. Value education deals with what is universally valuable to us, what is conductive to our individual and collective happiness and prosperity in a sustainable way. This definition refers to it as the process that gives young people an initiation into values, giving knowledge of the rules needed to function in this mode of relating to other1. people, and to seek the development in the student a grasp of certain underlying principles, together with the ability to apply these rules intelligently, and to have the settled disposition.

Value education is the process by which people give moral values to others. The subject which enables us to understand 'What is valuable' for human happiness is called 'value education' Thus, Value

Education enables us to understand our needs and visualize our goals correctly and also indicate the direction of their fulfillment. Values are Standards or Principles Considered important in life Values coming from 1) Being : Values From within 1.Love 2.Kindness 3.Compassion 4. Mercy 5. Sympathy 6.Empathy 2) within Practiced : Values to be Practised 1.Punctuality 2.Discipline 3.Obedience 4.Behaviour 5.Conduct 6.Character. Values-based Education is a successful worldwide transformational movement for positive change.

What is Values-based Education?

Values-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic attainment, and develops students' social and relationship skills that last throughout their lives. The positive learning environment is achieved through the positive values modeled by staff throughout the school. It quickly liberates teachers and students from the stress of confrontational

3. 5 E-Model Lesson Provides Enhanced Learning in Biology

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Introduction

The 5 E lesson supports inquire-based instruction. It allows children to make discoveries and to process new skills in an engaging way. Teachers can also adequately plan power objectives more effectively by using the 5E process. Children are not just learning with this method, they are more knowledgeable about their own metacognition because they are coached along and not dictated by teachers merely lecturing. The role of the teacher is to facilitate and support students as they use prior knowledge to build new knowledge.

The 5 Es are:

* Engage
* Explore
* Explain
* Elaborate
* Evaluate

When planning a lesson each of these areas should be completed. Often times these lessons may take a few days to complete.

1. Engage

To engage means to excite and to draw your child or student's curiosity. It means to wow them in a way that catches their attention. It is not forcing children to learn but inviting them to do so. This is how lessons are introduce. It does not have to be difficult or overly detailed just interesting enough to open students minds for the learning process to begin. Using technology to engage student learning makes planning very easy for teachers in today's classrooms. Using Smartboard technology, videos, illustrations, asking questions, KWL charts, reading a great book, acting out a character or even introducing a game are ways to engage students at the beginning of a lesson.

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EFFECTIVENESS OF E-CONTENT PACKAGE IN LEARNING GEOGRAPHY

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ABSTRACT

Preparing students for lifelong learning requires new approaches to education that incorporate technologies increasingly a part of students' everyday lives. While the importance of reading, writing, and arithmetic still holds true, educators need to look at these and other subjects in new ways, using readily accessible technologies to engage and inspire students to take a more active role in learning. This paper describes that digitalized content (e-content) is one of the best quality available for good learning outcomes.

KEYWORDS: incorporate technologies increasingly , good learning outcomes.

INTRODUCTION :

E-learning incorporates various sorts of media that convey content, sound, pictures, activity, and spilling video, and incorporates innovation applications and procedures, for example, sound or video tape, satellite TV, CD-ROM, and PC based learning, and in addition nearby intranet/extranet and online learning. Data and correspondence frameworks, regardless of whether detached or dependent on either nearby systems or the Internet in arranged adapting, underly numerous e-learning forms.

E-learning can happen in or out of the classroom. It very well may act naturally paced, asynchronous learning or might be educator driven, synchronous learning. E-learning is suited to separate learning and adaptable adapting, yet it can likewise be utilized related to up close and personal educating, in which case the term mixed learning is usually utilized

WHAT IS E-LEARNING?

E-learning is usually alluded to the deliberate utilization of arranged data and correspondences innovation in instructing and learning. Various different terms are additionally used to

Depict this method of educating and learning. They incorporate internet learning, virtual learning, dispersed learning, system and online learning.

E-learning is a comprehensive term that depicts instructive innovation that electronically or actively bolsters learning and educating. Bernard Luskin, a pioneer of e-learning, advocates
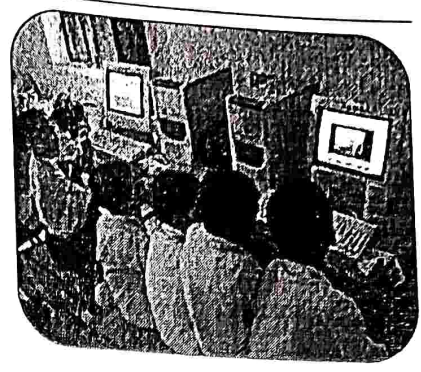
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"EFFECT OF COM

COMPUTER ASSISTED INSTRUCTION (CAI) ON ACADEMIC ... OF PUC STUDENTS IN BIOLOGY"

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OBJECTIVES
1. To study
students in
2. To study
students in

HYPOTHESE
1. There is
student
2. There is
student

...the present investigation an attempt has been made to study the effect of computer assisted
...(CAI) on Academic Achievement of PUC Students in biology of Vijayapur. Sample consisted of 80
...ts of Vijayapur. The Achievement test in biology was prepared by investigator, syllabus based unit
...package was used. Statistical techniques used are differential analysis, t-test, one way and two way
...key's multiple comparison Test Results shows that the pre and post test scores of achievement in
...P U College students in Control groups are similar. Research also shows that the post test
...t in Biology of PU college students is significantly higher as compared to pre-test achievement in
...experiment group (CAI).

DESIGN OF
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Limitations
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...S: Effect of Computer Assisted Instruction and Academic Achievement test.

• **Sample**
The

...TION

...dies have indicated that an up-to-date method of teaching, computer-aided instruction (CAI) can
...able supplementary aid used to improve student achievement. "If we teach today as we taught
...we rob our children of tomorrow". The need for improvement of student achievement has been
...e of attention of many plans in education for many years. "Teachers are challenged daily by
...who don't show curiosity in learning". The more the student is motivated to learn, the more
...t will be in the learning process. Motivating students through the use of computer technology is
...approach often utilized in education. The use of computer technology to supplement traditional
...is not a recent development. Computer-based teaching and learning produced positive effects in
...oom. Students seemed to be motivated by learning through this medium. Educational technology
...e impact on student achievement. If we are serious about educating every child we must venture
...every child in meaningful and active learning. If we want to develop the specific skills we value and
...ents to learn, we must use teaching strategies that more closely match how our students learn.
...-assisted instruction (CAI) is applications of computers and software to teach concepts, principles
...a particular field.
...ademic achievement is commonly measured through test and examination or continuous
...but there is no general agreement on how it is best evaluated or which aspects are most

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Available o

EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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INTRODUCTION :

The world is becoming very competitive the new era dependence on our performance, how well we handle ourselves and each other. It decides who will perform and who will derail. Majority of children are poor of soft skills because the society has not bothered to teach the child basic essentials of handling anger or resolving them in proper 1 day. Also we believe that through education all round development of on individual takes place. We forget that academic intelligence does not prepare students to face problems. Emotions are important part of one's personality. They determine the nature and effectiveness of the pattern of social interaction and also contribute importantly to the psychological well being of an individual.

According to Goleman (1998) "Emotional Intelligence is the capacity to recognize our own feelings and these of others for motivating ourselves and for managing emotions well ourselves and in our relationships".

Emotional intelligence is an attempt to extend students understanding of intelligence. When students have need to solve problems and make key decisions E.Q. comes to and of IQ and it will keep them miles away from threats like frustration and anxiety so it is a major factor that enables the students to lead a happy life.

Statement of the problem

"A study of Emotional Intelligence and Academic Achievement of secondary school students".

Objectives of the students

1) To find out significant difference between boy and girl students of 9ʰ standard with respect to emotional intelligence.

2) To find out significant relationship between Emotional Intelligence and Academic Achievement of 9ᵗʰ Standard students.

Hypotheses of the study

1) There is no significant difference between boy and girl students of 9ᵗʰ Standard with respect to Emotional Intelligence.

2) There is no significant relationship between Emotional Intelligence and Academic Achievement of 9ᵗʰ Standard students.

Methodology

The survey method was employed in this research.

Sample of the study

The random sampling method was used to choose the sample. For the present study 160 9ᵗʰ Standard students were chosen in the Vijayapur city. Among them 80 were boys and 80 were girls.

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