

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

Clarification Asked-

☐ First page of the article/journals with seal and signature of the Principal ☐ E-copies of outer jacket/contents page of the journals in which articles are published

Response-

1. First page of the article/journals with seal and signature of the principal are attached. **(Appendix-I)**

Appendix-I

ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume - VIII

Issue - I

Part - I

January - March - 2019

Peer Reviewed Referred
and UGC Listed Journal

Journal No. 40776



ज्ञान-विज्ञान विमुक्तये

IMPACT FACTOR / INDEXING
2018 - 5.5
www.sjifactor.com

❖ EDITOR ❖

Asst. Prof. Vinay Shankarrao Hatole

M.Sc (Maths), M.B.A. (Mktg.), M.B.A. (H.R.),
M.Drama (Acting), M.Drama (Prod. & Dir.), M.Ed.



❖ PUBLISHED BY ❖

Ajanta Prakashan
Aurangabad. (M.S.)

I/C Principal
Saket College of Education
Saket Vidyanagar Marg,
Chinchpada Road, Kalyan (E) 421 308.
Dist. Thane (M.S.)



CONTENTS OF PART - I



S. No.	Title & Author	Page No.
1	A Study on Virtual Reality in Education System: Impacts and Benefits for the Students and Teachers Prof. Sujata Rizal	1-11
2	To Study the Role of Education in Empowerment of Women in India with Reference to Dombivli City Prof. Devang K. Nandola Ms. Sanjana Vishwakarma	12-20
3	Higher Education in India: Present Scenario and Challenges Dr. Raju Krishnama S. Dr. S. Sudhakar Chetty	21-26
4	Students' Perspective towards the Use of Social Media as an Educational Tool A Study with Reference to Mumbai Region Prof. Sandesha Shetty	27-32
5	Effectiveness of Self-Efficacy Program for Student-Teacher's Mr. Sawant Vithoba C. Dr. Chavan Chetan U.	33-38
6	A Study on the Perception of Students on Higher Education with Respect to Mumbai Region Asst. Prof. Pooja S. Pandey	39-45
7	Online Education in the Era of Digital Revolution Prof. Rani D'Souza	46-51
8	The Contribution of Research in the Subject of Physics using Technology Nirmal Sangeeta Anilkumar Sushama S. Pimpale Vishal H. Goswami	52-55
9	Innovation in Teaching Learning & Evaluation Method Almas Shaikh	56-61



CONTENTS OF PART - I



S. No.	Title & Author	Page No.
10	Eco-Logic for Higher Education Bhawalkar U. S. Gosavi S. S.	62-66
11	A Study on the Awareness of Higher Education for Empowering Women in Thane District, Maharashtra Prof. Rohit Patil Prof. Saumyabrata Nath	67-72
12	A Study on Higher Education in India: Emerging Issues and Challenges Asst. Prof. Prakash Jadhav	73-78
13	Women Empowerment: The Role of Education in Achieving Independence Mrs. Ankita Malpani Dr. Mrs. Madhu Shukrey	79-83
14	Autonomy and Accountability in Higher Education in India Mr. Santosh P. Bhakta	84-89
15	Role of ICT in Higher Education Asst. Prof. Rajeshree R. Mundhe	90-94
16	Education Loans - Source of Financing Higher Education in India C.A. Ravindra Prabhakar Bambardekar	95-100
17	Education and Empowerment: A Study of Tribes in Wayanad District in Kerala Anjana G. Nair	101-106
18	Role of Education for Women Empowerment Renu Chaudhury Prof. Vidyaprakash Maurya	107-112
19	Students and Teachers Perspectives on the Contribution of Information and Communication Technology in Education Warke Rashmi Gangakhedkarr Himaannii	113-117





CONTENTS OF PART - I



S. No.	Title & Author	Page No.
20	Library Consortium: A New Pattern for Resource Sharing Vrushali S. Kulkarni	118-125
21	A Study on Impact of Higher Education in Women's Empowerment in India Assistant Professor Grishma Nair	126-130
22	Empowering Women through Education and Role of Indian Government in Enhancing Women's Education Rajvi Dodhia	131-137
23	Empowerment of Women through Higher Education Asst. Prof. Tarveen Bindra	138-144



I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



18. Role of Education for Women Empowerment

Renu Chaudhury

Assistant Professor, Saket College of Education, Kalyan, Maharashtra, India

Prof. Vidyaprakash Maurya

I/C Principal, Saket College of Education, Kalyan, Maharashtra, India.

Abstract

Education is considered as a milestone for women empowerment since it strengthen them to respond to the challenges, to confront their customary role and change their lives. Today we can see that women possesses decent positions in varying backgrounds. However, they are not completely free, due to segregations and disturbances of the general public. A couple of number of women's have had the capacity to build up their possibilities.

Increasing access to education notwithstanding, gender separation still perseveres in India and part more should be done in the field of women's training in India. Women have so much unexplored potential which has never been tapped. As education is both an info and contribution of human development, educational equity will guarantee empowering and pioneering improvement.

Women Empowerment commission is tool to destroy different women issue and give right track to them. However, they are not completely free, due to segregations and disturbances of the general public. A couple of number of womens have had the capacity to build up their possibilities. So now we have left these dim long stretches of opressions of ladies. It is the present need to battle for the privileges of ladies and to guarantee that they get every one of the rights which men have or as such a development for the Empowerment of Women. This empowerment is conceivable only through education. So Empowering Women through Education is a need of great importance.

I. Introduction

"The education and empowerment of women throughout the world cannot fail to result in a more caring, tolerant, just and peaceful life for all." --- Aung San Suu Kyi

According to Oxford dictionary, the term empowerment is defined as the process of becoming stronger and more confident, especially in controlling one's life and claiming one's right. Thus Women empowerment is a functioning, multi-dimensional procedure which

empowers women to understand their potential and powers in all circles of life. Women empowerment is not gender war as it is assumed to be, empowerment is basically realising that both men and women have their own strengths and weaknesses, likes and dislikes and inborn potentialities. It requires us to deal with all these differences very maturely for the sake of the healthy society.

Education is the starting point of Empowerment. Education is the primary factor in the advancement of any nation. How Education is enabling women and how education help in engaging women's in different nations where education is only an enchanted word for women.

Education is the key for women to accomplish monetary freedom. In spite of the fact that women in most of nations reserve the option to an education, measure up to access to training for women remains an issue.

Truly, education only meets all these aspects in the society. It likewise guarantees that women grow up with knowledge of the world, reasoning, critical thinking and life skills which lead them to be confident and develop a sense of pride. So education is an achievement for Women Empowerment since it empowers them to react to circumstances, to challenge the conventional jobs and to transform them. Individuals must believe that the training of ladies assumes a vital job in improving expectations for everyday comforts not just of their families yet additionally of the country. High ladies proficiency rate improves the personal satisfaction both at home also, outside of home, by empowering and advancing training of female kids, and in decreasing the newborn child death rate. Lower dimension of women proficiency rate results in a higher level of newborn child mortality, malnutrition, and the absence of say within their family unit. So giving appropriate education to women is vital for everyone.

II. Empowerment and Education

There are many theories on the higher education and the psychology of women. Education regardless of who receives it, adds to development. It advances wellbeing and expands profitability, these benefits were even more apparent when women are the recipients. Expanding education of women add to their more prominent empowerment.

Rao and Kelleher (1995) define women's empowerment as the capacity of women to be economically self-sufficient and self-reliant with control over decisions affecting their life options and freedom from violence. In this study the empowerment of the women defined through the level of influence in the family, choice of the profession, etc.

Education in its broadest, general sense is the means through which the aims and habits of a group of people sustain from one generation to the next (<http://en.wikipedia.org/wiki/Education>).

Education directly or indirectly makes significant difference in the life of women and increases the available social, economical and political opportunities. Education expands the financial, social and political open doors accessible to women. It prompts direct monetary advantages. Other than improving human capital and expanding financial development, female education reduces the fertility rate and brings down in the quantity of dependants which is also known as "demographic gift".

Keeping women illiterate clearly retards economic growth. Societies that do not invest in girls' education pay a price for it in terms of slower growth and reduced incomes. Investments in female education start a virtuous cycle that leads to improved levels of income, growth and gender equality. Inequality in education is like a distortionary tax that misallocates resources, thereby reducing economic growth (Dollar and Gatti, 1999).

Studies shows that the higher education rate improves the family income, have more control over family assets and have smaller gender bias in sending children to school. In addition women education helps in lowering population growth.

III Dimensions of Women Empowerment

The term empowerment has different meaning in different contexts. Terms associated with empowerment include self-strength, confidence, self-power and self-respect in accordance with one's values, capable of fighting for one's rights, autonomy, possess basic leadership, These definitions are embedded in local value and belief systems. Empowerment has intrinsic as well as instrumental value. Empowerment is relevant at the individual and collective level, and can be economic, social, or political. Moreover gender differences can also be the cause, forms, and consequences of empowerment or disempowerment. Hence, it is obvious to have many possible definitions of empowerment.

Empowerment is multidimensional, dimension of empowerment are economic empowerment, social empowerment and political empowerment etc.

Economic Women empowerment: It infers a superior quality of material life through practical occupations possessed and overseen by women. It implies reducing their budgetary reliance on their male partners by making them a noteworthy piece of the human resource.

Social Women Empowerment :A basic part of social strengthening of women is the advancement of gender equality which implies a society in which all the gender appreciate equity, equality, rights and commitments in all circles of life.

Political Women Empowerment: It implies the presence of a political framework supporting the participation in and control by the women of the political leadership process and in administration.

Educational Women Empowerment: It implies engaging women with the information, knowledge, skills and abilities, important to take an interest completely in the development process. It implies making women mindful of their rights and building up a confidence to claim them.

Legal Women Empowerment: It recommends the arrangement of a powerful legal structure which is strong of women empowerment. It implies tending to the gaps between what the law recommends and what really happens.

IV Impact of Education on Women

Gender equality and women empowerment are human rights that lie at the core of development and the accomplishment of the Millennium Development Goals. Enabling Women intends to inspire women with the valor to break free from the chains of restricting conviction designs and societal or religious conditioning that have traditionally kept women suppressed and helpless to see their actual magnificence and power. We have to increase our endeavors for enabling women and upgrade their advancement. It is our ethical, social and duty to guarantee advancement by giving them rise to rights and openings. Give women a chance to be equivalent accomplices and this perspective can be accomplished through education and bringing a change in the outlook of the general population. So engaging women on one hand includes making them self-dependent and monetarily free to the degree where they can demand and extract their rights.

V Barriers of Women Education

Point of view: The most dehumanizing victimizations of women are based on the one-sided viewpoint. The oppression the against the girl child starts from the birth itself. Boys are favored over girls; consequently, female infanticide is a typical practice in India.

Patriarchate Bottlenecks : The conventional society culture is a male centric culture. Burden of customs, culture, and respect are on the shoulders of women and imprint their

development. The rates of "honor killing" uncover the mutilated social fiber in the male-ruled society.

Economic Backwardness: Women establish just 29% of the workforce. There has been a disappointment in changing the accessible women base into human asset. This has hampered the financial advancement of women as well as nation in all.

Implementation Gaps: Through all these years, the attention is only on creating and conceiving new schemes, policies and programmes and have given less consideration to the best possible observing framework and implementation short-sightedness, for e.g. despite the presence of The Pre-Natal Diagnostic Technologies Act and various well being program, there is a skewed sex proportion and a high maternal mortality rate.

Loopholes in the legal structure: There are various of laws to secure women against all sorts of violence yet there has been the critical increment in the scenes of assaults, coercions, and so on. This is because of deferral in legal procedures and the presence of several loopholes in the working of a judicial system.

Education is the most critical and fundamental tool for women empowerment. It makes women mindful of their rights and duties. Educational accomplishments of a woman can have expansive influences for the family and across generations. Women ought to approach assets, rights, and privileges. They ought to be given basic leadership powers and due position in administration.

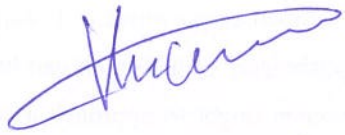
Endeavors ought to be made to rebuild the legal procedure to convey reasonable and in-time equity to the casualties of shocking wrongdoings like assaults, corrosive assaults, and domestic violence. Fast-track courts, formulated to bestow rapid equity to the casualties of assaults and different violations against women, is a decent activity taken by the legal executive

VI Conclusion

Empowering women socially, economically, legally and educationally will be a Herculean assignment. It won't be easy to change the way of life of disregard for women which are so profound established in the culture. However, it doesn't imply that it is unrealistic. The possibility of women empowerment may sound hard by the yard, yet by the inch, it is only a snap. All we need is a gathered effort centered in the correct direction that would rest just with the liberation of women from all types of evil. To recover from these hazards we should keep in mind that "Women's Education is Women's Empowerment".

References

- Bains, J. K. (2007). INDIAN WOMEN ON THE MOVE. Ludhiana: Hind Publishers.
- Sakuntala, D. (2004). Role Conflict Among Women Teachers. New Delhi: Commonwealth Publishers.
- Selvam, D. S. (2015). Women Education And Women Empowerment. New Delhi: A.P.H PUBLISHING CORPORATION.
- Pallavi Gupta (2011). Role of Education in Women Empowerment.
- Dhruba Hazarika (2011). Women Empowerment in India : A brief Discussion, International Journal of Educational Planning and Administration, Vol. I, No. 3, pp. 199-202.
- <https://www.ijhsss.com/files/17.-Nabanita-Bera.pdf>
- [http://www.ijhssi.org/papers/v4\(10\)/Version-3/H04103058061.pdf](http://www.ijhssi.org/papers/v4(10)/Version-3/H04103058061.pdf)


I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume - VIII

Issue - I

Part - III

January - March - 2019

**Peer Reviewed Referred
and UGC Listed Journal**

Journal No. 40776



ज्ञान-विज्ञान विमुक्तये

IMPACT FACTOR / INDEXING
2018 - 5.5

www.sjifactor.com

❖ EDITOR ❖

Asst. Prof. Vinay Shankarrao Hatole

M.Sc (Maths), M.B.A. (Mktg.), M.B.A. (H.R.),
M.Drama (Acting), M.Drama (Prod. & Dir.), M.Ed.

❖ PUBLISHED BY ❖

Ajanta Prakashan
Aurangabad. (M.S.)



I/C Principal
Saket College of Education
Saket Vidyanagar Marg,
Chinchpada Road, Kalyan (E) 421 306,
Dist. Thane (M S)



VOLUME - VIII, ISSUE - I - JANUARY - MARCH - 2019

AJANTA - ISSN 2277 - 5730 - IMPACT FACTOR - 5.5 (www.sjifactor.com)



CONTENTS OF PART - III



S. No.	Title & Author	Page No.
1	An Overview of Autonomous Colleges in Maharashtra Asst. Prof., Shri. Gorule Raju Babu Mr. Arjunwade Santosh Maruti	1-8
2	Role of Teachers in Quality Enhancement in Higher Education Prof. Chitra Suraj Ashtekar	9-13
3	A Study on "Enhancement of Students Skills for Employability" Thane Region Prof. Murahari Prem V. Dakshata Sunil Ranade	14-18
4	ICT in Teaching-Learning of Accountancy Asst. Prof., Vanita Manoharlal Adnani	19-24
5	Analytical Study on Innovations in Teaching and Learning and Evaluation Methods in Higher Education with Respect to Colleges Located in Mumbai and Rural Areas Asst. Prof. Sonam C. Kotwani	25-34
6	Role of Education in Empowering Women Gatha Sunil Sonawane	35-40
7	Sanjeevani Foundation (Kalyan-Ngo) - A Sanjeevani Bhuti = To Special Kids in Today- But - A Model of Trauma- Informed Classroom for Higher Education in 2030 Mr. Joseph John Fernandes	41-49
8	Identifying the Importance of a Proactive Educational Institute with regard to Skill Development Priya Sengupta Shawn Langford	50-55
9	Quality Enhancement of Higher Education in India through Virtual Classroom, Trends and Challenges: Vision 2025 Asst. Prof., Manjula Chaudhary Rahul Mudaliar	56-61

**CONTENTS OF PART - III**

S. No.	Title & Author	Page No.
10	To Study the Awareness and Financial Literacy of the Indian Investors in Indian Capital Markets with Respect to Chennai Amina Momin Dr. Menon Sreedharan	62-68
11	Promoting Higher Education through Education Loans Dr. V. L. Deekshitulu	69-75
12	Impact of E-Learning in Indian Education A. Kadam V. I. Pujari Dr. R. B. Patil	76-81
13	Bridging the Industry-Academia Gap Mrs Chanchal Kaur Prof. Shanti M. Mudaliar	82-88
14	A Study on the Need and Importance of Motivation for Better Employee Performance Of employees in An Educational organisationy Asst. Professor Suvitha Sukumaran	89-92
15	Testing Impact of Modes of Learning Based on Behaviorism and Constructivism Theories on Pre-Service Teachers Dr. Kunal D. Jadhav	93-99
16	Virtual Classroom: Scope and Challenges Asst. Prof., Praseena Biju	100-104
17	Study on Use of Information Communication Technology (ICT) in Higher Education in India Anirudha G. Beldar Dr. CA. CMA. Sanjay Sonawane	105-111
18	Importance of Education for Women Empowerment Archana Katare	112-115
19	Research on Online Examination System Ms. Nikita L. Jadhav Ms. Amruta V. Shinde	116-118



CONTENTS OF PART - III



S. No.	Title & Author	Page No.
20	Women's Education: A Motivational Factor for Women's Empowerment Dr. Vandana Katare	119-122
21	Women Empowerment though Education & Law Vijay Arjun Patttebahadur	123-126
22	Different Roles Played by a Teacher in Modern Educational Environment to Enhance the Productivity and Quality among Student Community Prof. Vidyaprakash Maurya Prof. Saumyabrata Nath	127-133
23	Role of Education in Women Empowerment Dr. Savitri Dholey	134-138
24	Impact of Value Based Education on Students' Personality Development - A Study with Reference to Mumbai Region Prof. Niveditha Shetty	139-145
25	A Study of Trends and Changing Patterns of Public Expenditure on Education in India Asst. Prof. Nikhil Pandya	146-152



I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



22. Different Roles Played by a Teacher in Modern Educational Environment to Enhance the Productivity and Quality among Student Community

Prof. Vidyaprakash Maurya

I/C Principal, Saket College of Education, Kalyan, Maharashtra, India.

Prof. Saumyabrata Nath

Asst. Professor, Pramod Ram Ujagar Tiwari Saket Institute of Management, Thane-Maharashtra.

Abstract

The future development of any nation is in the hands of teachers. What we become in life is depends on teachers. Teachers impart the data and information in the brain of students to analyze. Analyzing in the situation what is possible is the most important thing that we learn from teachers. Teachers play important role in our life to become successful in career and business. A good teacher helps us to become good human being in the society and global citizen. Teachers know that students are the future of any nation. The ideology and morals help people to learn how to handle relationships in life. Teachers help us and show how to interact with different personalities. These things really matter later in the life of students. This is why teachers are an important pillar of society. Today the people are changing and their thinking and development ideas are more against nature. Now for the world, a teacher is just a teacher. People share few post on social media regarding teacher and then forget. People forget more things than they are learning from teachers. So this paper aims to identify the different roles played by teachers for overall development of students.

Key Words: Teachers Impact, Global citizen, Ideology, moral , pillar of society.

Introduction

"Teachers should be the best minds in the country" – Sarvepalli Radhakrishnan
Development of a nation is mainly depends upon the Education system in a country. Education system is the backbone for future growth and progress of a nation. The value based education system helps to impart knowledge and skills so that an individual become a better human being and ultimately a global responsible citizen. The teaching, research and training activities should be designed and delivered by the competent professionals to enhance the effectiveness of the

program. So, the role of a teacher plays a vital and constructive role in the quality enhancement of any program. It is said that quality is not destination, but it is a continuous journey. Quality means doing the right things in right way. Doing things right is efficiency where as doing right things is effectiveness. In recent times, most of the educational institutions have become degree distribution factories only. Students as well as teachers are running after attaining or providing degrees and not towards the gaining of knowledge and skills. The overall scenario of the modern education system in India is far behind the Global quality standards. The current education system in India even does not match with the need and requirements of the Industry. Today, improving the quality of education is the biggest challenge faced the education sector in India. The success of any education system depends upon the quality of the teachers and their commitment towards delivering the teaching. Teachers have a great role to play in the educational, social and even in the political reconstruction of any country. Teachers are essentially nation builders. They are the torch-bearers of the race. On them depends the future of the school, the village, the country and, in fact, the humanity in whole.

Review of Literature

Since the Internet opened access to unlimited resources on any possible topic, teachers have lost their value as the major source of knowledge and students' expectations from educators in a classroom have changed dramatically (Hargreaves 2003). Revision of the teacher's role was also provoked by modernization of requirements to university graduates under the pressure of societal, academic and industrial community (Selevich, Selevich and Golubeva 2015). In the modern world specialists should be able to not only make use of obtained knowledge but also demonstrate leadership, make decisions in non-standard situations and find, analyze and process information on their own responsibility (Chodasová and Tekulová 2015). J. Patrick McCarthy and Liam Anderson describe traditional teaching as lecturing being "the centerpiece of instruction, where students passively absorb pre-processed information and then regurgitate it in response to periodic multiple-choice exams" (McCarthy and Anderson 2000, p. 279). The major role of a teacher then is to transmit and assess knowledge. This teaching strategy provides incentives to learn only at the surface (passive) level rather than at the deep (active) level (Marton and Saljo 1976; Jaques 1992) and does not fit the modern educational environment and goals. With the change in the vision of modern specialists and an increasingly open access to knowledge, education is now referred to as "experiences in which students are thinking about the

subject matter" as they interact with the instructor and each other (McKeachie 1999; Chickering and Gamson 1987). Therefore the traditional teachers' function of transmitters of information has transformed into that of organizers and partners in students' learning (Clapper 2009). Nowadays, teachers and students play an equally active role in the learning process (Gelisli 2009; Ercan 2004) and active learning strategies refer to a variety of collaborative classroom activities ranging from long-term simulations to five-minute cooperative problem solving exercises (Bonwell and Eison 1991; Sutherland and Bonwell 1996). Teaching and assessment become connected and students' level of gained knowledge is measured through both formal and informal assessments including written and oral questions, performance ratings, project reviews, portfolios and self-reporting (Stiggins and Chappuis 2011). According to Deborah Nolan (2010) the main aim in learning in contrast to teaching is to shift the focus from the teacher and the delivery of course content to the students and their active engagement with the course material.

Research Methodology

This study is based on secondary data. For gathering secondary data, pre-published related material was considered. Research journals, news-papers and magazines etc. were included to collect the information.

Objectives of study

1. To know the various roles plays by teachers for development of students.
2. To study the importance of teachers on social development.

Research Methodology

This study is based on secondary data from Newspapers, Websites, Publications and Journals.

Different Roles Played by a Teacher

Teachers are the real VIP's, in the society. We need teachers on every step of life and career. Teachers are not only important for students but also for society. Presence of teachers in any meeting and social activities boost the moral and make the time more valuable. Parents are also teacher where kids become what they want to be. Teachers are not only human being but they are like natural plants who circulates fresh air in the form of

A leader is a teacher in some cases where he/ she teach how to lead a company. Parents are also teacher where kids become what they want to be. Teachers are not only human being but nature, plants, table, pen,

We learn from teachers that give us creativity. Creativity in students mind leads to thinking right or wrong. Taking a right decision in right time give us great results and teachers helps us to do so. These results bring changes in our life.

A teacher wears a variety of hats - there's a lot more to teaching than just showing up and giving the day's lesson. Here are my thoughts about the different roles of Teachers.

- **Information Provider**

This is the traditional role of the teacher. The teacher lectures the students on a particular subject, through lessons that build on students' prior knowledge and moves them toward a deeper understanding of the subject at hand.

- **Motivator**

Teacher plays a vital role in motivating the students in their personal life also. Majority of the students face some sort of challenges in their student life. So it's the responsibility of teacher to understand the students condition and to motivate for overcome from obstacle and challenges.

- **Play as Role Model**

Students look to teachers as examples of professional adults. They often have more contact with their teachers than their own parents, so it's important for teachers to always reflect a positive image and teach children things like respect, trust, and responsibility. A teacher can do this through his actions and words in the classroom, leading by example.

- **Second Parent**

Many students suffer from lack of parental contact at home. In fact, there are students whose parents leave for work before they wake up for school, and who return from work after they've gone to bed. Parents may be either working many hours and unable to be with their children or they're absent from their children's lives.

As a teacher, you may find certain students who lean on you for support and come to you for advice or to share their good news. Positive adult contact is crucial to raising well-balanced children, and teachers are often given the charge of being surrogate parents for their students.

- **Assessor**

A teacher cannot just teach a lesson and then move on. Teachers must assess each student's growth and mastery of the lesson objectives. This assessment can happen informally through classroom observation or through formal methods like quizzes and tests. Expert teachers

are able to recognize patterns in the test results of their students and then plan their lessons to meet their students' needs.

- **Future Planner**

Teachers must be expert planners, both on paper and in their heads! You never know what may happen that will derail your current lesson plan, so you need to have backup plans available to pull at a moment's notice. Most of the time, the planning involves taking the assessment data from your previous lessons and using it to develop your plans for the next unit.

- **Developer**

The more you get to know your students, the more you realize that the worksheets that come with your assigned textbook just aren't going to be enough. You will become a developer of resources - making worksheets, designing assignments, creating PowerPoint presentations to go along with your lessons. You'll stop at nothing to make sure your students are all taught in the way that suits them best.

- **Other Roles**

Teachers can also be event planners, travel agents, tour guides, bookkeepers, first aid givers, and more! It all depends on the type of teacher you are and the school district you teach in.

Being a teacher is so much more than standing in front of a class lecturing. The best teachers are happy to extend their role beyond lecturing because they know it makes the students' educational experience so much more beneficial.

Conclusion

This paper has explained the few roles of a Teacher and considered the importance of a teacher in the modern educational environment, which is student centered and promotes active learning. It has further stated that modern instructors have to change their vision of a teacher's role from being transmitters of knowledge to becoming multi-role educators who are able to involve students in the process of gaining knowledge and independent development of skills. The major task of a modern teacher is to create an educational environment where students can obtain first-hand knowledge with appropriate teacher's support and guidance at each cognitive level. A student is like soft clay in the hands of his teachers. Students mind can be moulded into any shape in tender age. If taught well by his teacher he can become an important tool for the society. If taught wrong he can become a weapon of destruction. Today, we need to respect teachers and

need to appreciate their good efforts. Teachers need security and safety from the government. Teachers want maximum infrastructure to educate students. We need to follow the lessons and spread more about good teachers verbally.

Reference

- Bayani, F. (1999). the resources of teachers' power, class management in a comparative study with organizational management system, part I, . the Journal of teacher growth (148).
- Khalkhali, A. (2010). presenting a model for establishing management of healthy classroom. jJournal of educational psychology of Islamic Azad university, first year, Tonekabon , 2, 60-71.
- Mesrabadi, J., Badri, R., & Vahedi, S. (2010). examining the extent of lack of discipline within students in the conditions of exerting different resources of teacher's authority. science-research journal of psychology Tabriz university .
- Nakamura, R. m. (2000). Healthy classroom management. Canada: Wadsworth, Thomson Learning.
- Nazari, M. (2014). the relation between teachers' authority styles with sense of security in students of secondary school of Bojnourd county. international conference of development and promotion of business.
- Harran Raouffi, M. (1998). The classroom behavior management. Mashhad: Astan Qods Razavi publications.
- Salimi, S. (2003). the study of impact of teacher behavior on discipline of students in the school..
- Samadi, M., & Mazidi, M. (2005). examining the possibility of approaching findings of empirical, logical and practical schools in the field of the teacher and learner within teaching-learning process and its effect on education. psychology and educational sciences (1), 177-198.
- Zahed Babelan, A. (2012). the extent of conformity of teachers verbal and non verbal relations within teaching and its association with students educational progress . Journal of School psychology , 1 (1), 46-61.

- Bloom, B., Englehart, M., Furst, E., Hill, W., & Krathwohl, D. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. Handbook I: Cognitive domain. NY, Toronto: Longmans, Green.
- Gelisli, Y. (2009). The effect of student centered instructional approaches on student success. *Procedia - Social and Behavioral Sciences*, 1, 469-473.
- Jaques, D. (1992). *Learning in groups* (2nd ed.). Houston: Gulf Publishing Company.
- Allford, D., & Pachler, N. (2007). *Language, autonomy and the new learning environments*. Bern: Peter Lang.
- Aoki, N. (2000). Affect and the role of teacher in the development of learner autonomy. In J. Arnold (Ed.), *Affect in language learning* (pp. 142-154)
- Lamb, T., & Reinders, H. (Eds.). (2008). *Learner and teacher autonomy: Concepts, realities, and responses*. Amsterdam/Philadelphia: Benjamins.
<http://dx.doi.org/10.1075/aals.1>



A handwritten signature in purple ink, appearing to be 'Hucan'.

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



SAKET GYANPEETH'S

SAKET COLLEGE OF ARTS, SCIENCE & COMMERCE

AFFILIATED TO UNIVERSITY OF MUMBAI

Kalyan East 421306 Dist. Thane (M.S)

NAAC ACCREDITED 'B' GRADE



CERTIFICATE

This is to Certify that

Dr./Mr./ Ms. Vidyaprakash Maurya

of Saket College of Education

Participated/ Presented Research Paper Titled ROLE OF EDUCATION
FOR WOMEN EMPOWERMENT

at ONE DAY INTERNATIONAL MULTI- DISCIPLINARY CONFERENCE ON

"QUALITY ENHANCEMENT OF HIGHER EDUCATION IN INDIA, TRENDS AND CHALLENGES: VISION 2025"

held on Saturday 30th March 2019 at Saket College of Arts, Science & Commerce

Convener
Sanjay Kumar

Principal & Conference Chairman
Dr. S.K. Raju

I/C Principal
Saket College of Education
Saket Vidyanagar Marg,
Chinchpada Road, Kalyan (E) 421 308.
Dist. Thane (M S)



policy makers, educationists, teacher educators and researchers of education and other disciplines.

We are thankful to all the authors whose works have been consulted and utilized for the preparation of the papers of the book. We have no words to express our gratitude to our parents Late (Smt.) Dhirmani Devi and Late (Sri.) Banshidhar Swain, son Bright (Kahna), brother Bichitra, sisters Surekha, Minati and Parbati and friend Bibhuti who always encouraged us to write/edit books on emerging issues of Education.

At last, we express our sincere thanks to Mr. Prem Singh Bisht of Kunal Books, New Delhi for publishing the book in time.

Bhubaneswar
Durgastami
22nd October, 2023

Dr. Bimal Charan Swain
Prof. Rajalakshmi Das

CONTENTS

Preface v

List of Contributors xiii

1. **Environmental Education and Sustainable Development** 1
Prof. Sunita Magre

2. **Women Empowerment and Sustainable Development** 6
Prof. H. B. Patel & Renu Pandey

3. **Challenges and Support Base for Sustainable Development** 12
Dr. Savita Mishra

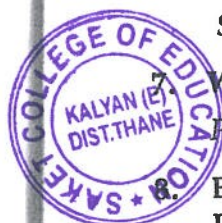
4. **Role of Education for Sustainable Development** 27
Dr. Bimal Charan Swain

5. **Role of Education for Sustainable Development** 33
Sabyasachi Das & Prof. Rajalakshmi Das

6. **Impact of Skill India on Economic Status of Indian Youth** 41
Soumya Shubhadarshinee & Prof. Surekha Sundari Swain

7. **Women Empowerment and Sustainable Development** 52
Prof. Raj Kumar Nayak & Reena Mahto

8. **Environmental Education and Sustainable Development** 57
Dr. Sukanta Kumar Pradhan



I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



महाराष्ट्र शासन राजपत्र

भाग दोन-नाव, वय व धर्म बदलण्याच्या जाहिरातींचा विभाग

वर्ष ७, अंक ओ(५२)]

गुरुवार ते बुधवार, डिसेंबर ३०, २०२१ - जानेवारी ५, २०२२/पौष ९ - १५, शके १९४३

[पृष्ठे ३०४, किंमत : रुपये ०.००]

सूचना:- "कोणतीही पडताळणी न करता अर्जदारांनी अर्जात सादर केलेल्या माहितीवर आधारित सदर जाहिरात असल्यामुळे जाहिरातीत असलेल्या मजकुराबाबतच्या सत्यतेविषयी शासन कुठलीच जबाबदारी स्वीकारणार नाही."

Note:- "Government accepts no responsibility as to the authenticity of the contents of the notice. Since they are based entirely on the application of the concerned persons without verification of documents."

यावरून असे जाहीर करण्यात येत आहे की, खालील व्यक्तींनी आपली जुनी नावे बदलून नवीन नावे धारण केली आहेत :-
It is hereby notified that the following persons have changed their names:-

जुने नाव व नोंदणी क्रमांक / OLD NAME WITH REGISTRATION No.	नवीन नाव व पत्ता / NEW NAME AND ADDRESS	जुने नाव व नोंदणी क्रमांक / OLD NAME WITH REGISTRATION No.	नवीन नाव व पत्ता / NEW NAME AND ADDRESS
लिना लिलाधर भेरे	लिना लिलाधर बेहरे	Tanishka Pradip Sah	Tanishka Pradip Shah
(M-२११३३९२८)	केळकर वाडी रोड हनुमान मंदिर जवळ रुम नं ०५ चौघुले चाळ केळकर वाडी घाटला गाव चेबूर मुंबई ४०००७१	(M-21133933)	At Post Saravali Savta Dubalpada Tal Dahanu Dist Palghar
Vijayalakshmi Panjeshwar Acharya	Vijayalakshmi Panjeshwar Acharya	दर्शना नरेश इन्सुलकर	मनवा महेश शिरवलकर
(M-21133929)	B-002, Ec- 68, Mangal Ashish, Mangal Charan Chs Ltd, Vasai Road, Evershine City, Vasai East-401208	(M-२११३३९३४)	घर नं. ४१९, मु. पो. शिरवल, टेंबवाडी, ता. कणकवली, जि. सिंधुदुर्ग, पिन नं. ४१६६०२
Uabai Tanaji Shirke	Uma Ankush Phanse	Vandana William Adimulliam	Vandana Jaishankar Pillai
(M-21133930)	Pratap Nagar, Caves Road, Room No 9, Ghyan Prakash Shukla Chalw 2, Jogeshwari (East) -400060	(M-21133935)	Room No-201, Plot No-13, Sector-11, Kalamboli -410218
सुलोचना विठ्ठल डोंगरे	सुलोचना विठ्ठल मोहरे	Chandrakant Dhapu Zagade	Chandrakant Dhaktu Zagade
(M-२११३३९३१)	मु. पो. साडवली (कासारवाडी) तालुका संगमेश्वर, जिल्हा रत्नागिरी ४१५८०४	(M-21133936)	At/Post. Kherdi, Tal- Chiplun, Dist- Ratnagiri, 415604
Maya Rajendra Prasad Tiware	Maya Vikash Tiwari	Shilpa Jaysing Rane	Shilpa Sudip Bhurke
(M-21133932)	Near Indra Saran School R No 4 Matruchhaya Society Chaitanya Nagar Iit Market Powai Mumbai	(M-21133937)	Rm.No. 08, Laxmi Niwas, Dr. Wilson Street, V.P.Road, Opp. Wilson Highschool, Girgaon, Mumbai 400004.

महाराष्ट्र शासन राजपत्र, भाग दोन-नाव, वय व धर्म बदलण्याच्या जाहिरातीचा विभाग,
गुरुवार ते बुधवार, डिसेंबर ३०, २०२१ - जानेवारी ५, २०२२/पौष ९ - १५, शके १९४३

जुने नाव व नोंदणी क्रमांक / OLD NAME WITH REGISTRATION No.	नवीन नाव व पत्ता / NEW NAME AND ADDRESS	जुने नाव व नोंदणी क्रमांक / OLD NAME WITH REGISTRATION No.	नवीन नाव व पत्ता / NEW NAME AND ADDRESS
Nehaal Imran Shaikh (M-21135351)	Nehaal Imtiyaz Shaikh Idgah Garden Ta-134 Annina Nagar, Hari Nagar Badruddin Tayyeb Ji Marg Jogeshwari (East) Mumbai-400060	M Suryapandi (M-21135359)	Suriyapandi Room No. 2nd Floor, Buga House, Buga Chawl, 21th Road, Khar Delivery, Andheri, Mumbai Suburban
Renu Harishchandra Pal (M-21135352)	Renu Rakeshkumar Pal Room No.A 21, Sai Prasad Chawl, Vaibhav Nagar, Janupada, Thakur Village, Kandivali East - 400101	Priyanka Tulshiram Bagul (MR-21135360)	Priyanka Kishor Raut Saptashrungi Bunglow Plot No.9 Janai Nagar Canal Road East Dasak Jail Road Nashik Road Nashik 422101
Jyoti Bhujanga Shetty (M-21135353)	Jyoti Prakash Shetty B-311, Bhagrimata Chs, P K, Road, Mulund W, Mumbai 400080	Renu Vasudev Pandey (M-21135361)	Renu Parikshit Chaudhury 301, Riverdale, Casa Rio, Palava, Shil Road, Near Ganesh Mandir, Dombivali East 421204
राणी रमेश खांडेकर (M-२११३५३५४)	अंतरा संदेश चोगले मु. सातेरे तर्फे हवेली, पो. आगारवायंगणी, ता. दापोली, जि. रत्नागिरी.	Sangeeta Rajmani Dubey (M-21135362)	Sangeeta Rajmani Dwivedi Flat No-F/702 Relibal Complex Nilegov Near By Rajiv Gandhi Nalasopara West Palghar-401203
C K Gopi (M-21135355)	Gopi Chenam Raghavan Nair 106, Manufaroz Apartment, Chulna Road, Near Marathi School, Vasai (West), Palghar - 401202	Mohammed Ehsaan Shabbir Shaikh (M-21135363)	Mohammad Ahsaan Mohammad Shabbir Shaikh Room No 10, Gauri Shankar Nagar Halav Pool Masrani Line Kurla West Mumbai 400070
प्रणोती प्रमोद भेरे (M-२११३५३५६)	प्रणोती प्रमोद बेहरे रूम नं ०५/ए चोघुले चालू केळकर वाडी घाटला गाव आशीर्वाद हॉस्पिटल जवळ चेंबूर मुंबई ४०००७१	Richa Girjashankar Upadhyay (M-21135364)	Richa Sandeep Dubey Parvati Apt. A/8, 1st Floor, Sai Nagar, Jai Bai Vidyamandir Road, Katemanivali, Kalyan (E.) 421306
Shyamsingh Kishorilal Shrivastava (M-21135357)	Shyamlal Kishorilal Shrivastav Room No 663 Bidi Kamgar Nagar Amrutdham Panchavati Nashik	Rubinabee Afzal Shaikh (M-21135365)	Rubinabee Sajid Shaikh Flat No -203, Plot No 11, Sector 3, Ghansoli Navi Mumbai
Khadija Akbar Ali Halwadwala (M-21135358)	Khadija Sarfraz Mirza Odharam Nagar 4/4, Khadegolavli, Vitthalwadi, Kalyan East, Kalyan Thane 421306.	Shankar Hanumant Jagadale (M-21135366)	Shankar Hanmant Jagadale Room No-485, Ss-1, Sector-4, Koparkhira ne, Navi Mumbai-400709

I/C Principal
Saket College of Education
Saket Vidyamargi Marg,
Chinchpada Road, Kalyan (E) 421 306,
Dist. Thane (MS)