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A Study of Administrative Behavior of Secondary School Heads of Aurangabad District

Dr. Mohammadi Shaikh

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Associate Professor,

DSR College of Education, Aurangabad

Abstract:

In the present study an attempt has been made to study secondary school heads administrative behavior. Dr. Haseen Taj Administrative behavior inventory was administered to a sample of 240 heads. The finding of the study showed that male and female heads do not differ significantly in their administrative behavior, the finding of the study also showed that government and private heads do not differ significantly in their administrative behavior but urban and rural heads differ significantly in their administrative behavior.

Keywords: Administrative Behavior, Government, Private, Male and Female, Urban and Rural Secondary School Heads

Introduction:

The word 'administer' is derived from the Latin word administered, which means to care for or to look after people, to manage affairs. Administration may be defined as "group activity which involves Cooperation and coordination for the purpose of achieving desired goals or objectives".

Brooks Adams- "Administration is the capacity of coordinating many, and often conflicting, social energies in a single organism, so adroitly that they shall operate as a unity".

Administration is an ultimate part of any organization. An appropriate administrative behavior is an elementary step towards the successful achievement of goals of any organization. Educational administrators have an accountability to play a key role in incessantly marching ahead to achieve the desired goals. Administrator occupies an imperative position and his role is judged to be a significant aspect of institutional leadership. (Gmelch, 2000).

"Administrative behavior is not just a matter of retorting to problems; it should be noticed, rather in a broader perspective, in terms of preparing the school organization for responsive action, a frame of reference which suggests that the school administrator's primarily responsibility is to develop the school as an adoptive organization (Gaynor, 2012)." The position as heads of an academic department has been characterized as having no equivalent in business or industry (Gmelch, 2002). The challenging outlook & accountabilities of educational administrators as described

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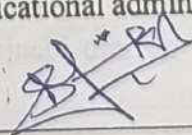
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A Study of Comparing Self-Concept, Self-Esteem and Self-Efficacy Between Disabled & Non-Disabled Students in Junior Colleges of Marathwada

Ansari Bushra Batool¹, Dr. Syed Azaz Ali Amjad Ali²

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ABSTRACT

This study aims to compare self-concept, self-esteem, and self-efficacy between disabled and non-disabled students studying in junior colleges across 8 districts of the Marathwada region in Maharashtra. A sample of 60 students was surveyed, with 30 physically disabled students and 30 non-disabled students. Self-report questionnaires were used to assess the psychological constructs across the two groups. Results showed that disabled students reported significantly lower self-concept, lower self-esteem in domains like social confidence and body image, and poorer self-efficacy in areas like stress management and focus regulation. However, both groups showed a similar level of confidence in fulfilling career goals. The implications highlight that targeted interventions are required to improve self-belief among disabled students studying in mainstream colleges.

KEYWORDS: *Self-Concept, Self-Esteem, Self-Efficacy, Disabled Students, Non-Disabled Students*

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INTRODUCTION

Disabled students studying in mainstream educational institutions face several access barriers and attitudinal issues that can negatively impact their self-perception and belief in their capabilities (Liasidou, 2014; Lindsay et al., 2013). These psychological domains like self-concept, self-esteem, and self-efficacy are vital determinants and predictors of overall wellbeing and academic performance amongst students (Bong & Skaalvik, 2003). This study aims to assess and compare students with and without physical disabilities across these psychological constructs in junior colleges of Maharashtra's Marathwada region.

India has one of the largest populations of persons with disabilities in the world, estimated at over 26 million (Census 2011). However, the 2011 census indicated literacy amongst the disabled as just 55% compared to the national average of 74%. This shows significant barriers faced by disabled persons,

especially youth, in accessing educational opportunities. Students with disabilities have a substantially lower enrolment ratio compared to the non-disabled population at secondary and higher-secondary levels as per Government data (SSA, 2014).

Secondary data shows a substantially lower enrolment ratio of 18.7% amongst disabled children compared to the non-disabled population at senior secondary level (MHRD, 2018). The gap further widens at higher education level, with merely 1% disabled students entering colleges or universities compared to the over 25% gross enrolment ratio nationally (AISHE 2018-19).

Overall, less than 5% of children with disabilities in the age group 14-18 years are enrolled in regular schools highlighting the steep barriers regarding inclusion. There is an urgent policy imperative to



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Comparing Development of Human Right Values in Secondary School Teachers with Relation to Locality & Gender of Aurangabad District

Baig Ameer Bee Mirza Abdul Aziz Baig¹, Dr. Syed Azaz Ali Amjad Ali²

¹Research Scholar, Department of Education,

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²Research Guide & Principal, DSR College of Education, Aurangabad, Maharashtra, India

ABSTRACT

This study examines the development of human rights values among secondary school teachers in the Aurangabad District, focusing on the impact of locality (urban vs. rural) and gender. The findings highlight the need for tailored teacher education programs addressing the specific challenges faced by rural educators in developing and promoting human rights values. The study recommends enhanced professional development opportunities, strategies to promote educational equity, and initiatives to foster inclusive school environments that uphold human rights values. This research contributes to the broader discourse on human rights education and informs policy development for more equitable and inclusive learning environments.

KEYWORDS: *Human Rights Education, Teacher Development, Urban-Rural Disparity, Gender Equality, Secondary Education*

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1. INTRODUCTION

Human rights education plays a crucial role in creating a culture of respect, tolerance, and peace in societies. It aims to develop an understanding of fundamental human rights principles, foster attitudes of respect for human dignity, and empower individuals to uphold and defend their rights and the rights of others.

Teachers, as key players in the educational system, have a significant influence on shaping the values, attitudes, and behaviours of students. They are not only responsible for imparting knowledge but also for nurturing a sense of ethical responsibility and respect for human rights. By integrating human rights principles into their teaching practices, teachers can promote values such as equality, non-discrimination, and respect for diversity.

The role of teachers in human rights education is multifaceted:

1. Curriculum integration: Teachers can incorporate human rights concepts, principles, and values into various subject areas, making human rights education a cross-curricular endeavour.
2. Classroom environment: Teachers can create an inclusive and respectful classroom environment that fosters open dialogue, critical thinking, and respect for different perspectives, thereby modelling human rights values in practice.
3. Pedagogical approaches: Teachers can employ participatory and learner-centered pedagogies that encourage students to explore human rights issues, develop empathy, and take action to address human rights violations.

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Empowering Educators: Navigating Continuous Professional Development In Alignment With NEP 2020 In India.

Jagirdar Lubna Batool
Research Scholar
Dr. Babasaheb Ambedkar Marathwada University Aurangabad

Dr. Syed Azaz Ali
Principal, DSR College Of Education Aurangabad.

Abstract

Faculty development programs help in building and reconstructing the growth of teachers professionally and academically. The researcher in this article highlights the outcomes of faculty development programs in India its role in providing Continuous professional development (CPD) to teachers. There is a shift in learning and teaching as one can do these courses online. In this Article a brief review of the objectives CPD and understanding the learners. For upgrading new skills according to the desired need teacher has to be upgraded with the technology and continued learning is the only option. For this NEP-2020 had shed light on CPD. Since the environment in which we live and work is changing quickly, we must all be ready for the unknowable future. Therefore, in order to promote the entire development of learners, educators and students alike must cultivate the 21st century skills and critical competences in education.

Keywords: continuous professional development, nep-2020, educators

Introduction

Opportunities for professional development are necessary for both seasoned educators

19. The Impact of Learning Style (Hemisphericity) on Academic Achievement: A Comprehensive Review

Shaikh Saima Shakeel

Research Scholar, Department of Education, Dr. Babasaheb Ambedkar Marathwada University,
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Abstract

This review paper examines the relationship between learning style, specifically hemisphericity or brain dominance, and academic achievement. By analyzing various studies on the topic, the paper identifies key trends and conclusions. The findings suggest that individuals with different hemispheric preferences have distinct ways of processing and retaining information, which impacts their academic performance. Students who align their learning strategies with their dominant hemisphere tend to achieve better academic outcomes. The paper also highlights the importance of considering individual differences in learning styles, such as visual-spatial versus verbal-sequential preferences, and their connection to academic success. However, the topic is complex, and further research is needed to gain a deeper understanding of the interplay between learning style and academic achievement. The insights provided in this review have implications for educators, policymakers, and researchers, emphasizing the need to tailor instructional approaches and interventions based on individual learning styles to optimize student success.

Keywords: *learning style, hemisphericity, academic achievement, cognitive processes, information processing, individual differences, visual-spatial, verbal-sequential, instructional approaches.*

Introduction

The field of education has long recognized that individuals have diverse ways of learning and processing information. One important aspect of learning style is hemisphericity or brain dominance, which refers to the preferential use of one hemisphere of the brain over the other. Hemisphericity theory suggests that individuals may have a dominant right brain, associated with

مصنوعی ذہانت اور تعلیمی ترقی

مختلف صنعتوں کے لیے بہت سے فوائد لانے کی صلاحیت رکھتا ہے۔

تعلیم کے شعبے میں مصنوعی ذہانت کے فعال حل اساتذہ اور طلبہ کو مختلف طریقوں سے سیکھنے اور سکھانے کے وسیع مواقع کے ساتھ باختیار بناتے ہیں۔ یہ تکنیکی اداروں کو ان کے عمل میں اہم تبدیلیاں لانے اور علم کی بنیاد پر نصاب تیار کرنے میں مدد کرتی ہے۔ مصنوعی ذہانت، اساتذہ کے لیے ایک دلچسپ طریقہ پیش کرتی ہے کہ وہ دوستانہ ماحول میں اپنی مرضی کے مطابق مطالعہ کے مواد کے ذریعے طلباء کو سکھانے اور سیکھنے میں مدد کریں۔

تکنیکی ترقی کے ساتھ تعلیم کے شعبے نے بھی ایک نئے ڈیجیٹل دور میں قدم رکھا ہے۔ مختلف ڈیجیٹل ٹولز کے ساتھ ساتھ، مصنوعی ذہانت (AI) نے طالب علموں اور اساتذہ دونوں کے لیے تعلیمی شعبے پر بڑا اثر ڈالا ہے، اور اس نے نئے تصورات کو پڑھانے اور سیکھنے کے طریقے میں انقلاب برپا کر دیا ہے۔

طلبہ کو پڑھانے کا آج کا طریقہ اور ان کا مطالعہ اس سے بہت مختلف ہے جو کچھ سال پہلے تھا۔ مصنوعی ذہانت سے چلنے والی تکنیک نے خود کار ہونے کی بھی اجازت دی ہے، جس سے تنظیموں اور اداروں کو تکلیف دہ کاموں اور روزمرہ کے عمل کو مکمل کرنے کے لیے درکار وقت کو کم کرنے میں مدد ملتی ہے۔

مصنوعی ذہانت (AI) سائنس کی ایک شاخ ہے جو اُن جدید مشینوں سے تعلق رکھتی ہے، جو انسان کے پیچیدہ مسائل کا حل تلاش کر سکتی ہیں۔ مصنوعی ذہانت بنیادی طور پر انسانی ذہانت کی خصوصیات اور الگورتھم کے ذریعہ پر کام کرتی ہے تاکہ مشین انسان کی طرح برتاؤ کر سکے۔ تعلیم کو ایک ایسے عمل کے طور پر بیان کیا جاسکتا ہے جہاں اساتذہ اور طلبہ بالترتیب منظم ہدایات دیتے اور وصول کرتے ہیں۔ سیکھنا رسمی یا غیر رسمی ترتیب میں ہو سکتا ہے۔ عام طور پر زیادہ، طلبہ ایک رسمی ترتیب جیسے کہ ہائی اسکول، کالج و یونیورسٹی وغیرہ میں تعلیم حاصل کرتے ہیں۔ تعلیم کو اکثر کسی فرد کی مستقبل کی کامیابی کی شرح کی ایک اہم علامت سمجھا جاتا ہے۔

مختلف ممالک کی جانب سے تعلیمی شعبے کو بہتر بنانے کے لیے استعمال کیے جانے والے بہت سے طریقوں میں اے آئی (مصنوعی ذہانت) کا استعمال بھی شامل ہے۔ مصنوعی ذہانت کمپیوٹر کے استعمال سے ان کاموں کو پورا کرنے کے لیے کی جاتی ہے جن کے لیے پہلے انسانی عقل کی ضرورت تھی۔ مصنوعی ذہانت الگورتھم کا استعمال کرتی ہے اور معلومات کو جمع کرنے، درجہ بندی کرنے، ترتیب دینے اور اس کا تجزیہ کرنے کے لیے نتیجہ نکالتی ہے، جسے مشین لرننگ بھی کہا جاتا ہے۔ اس طرح، مشین لرننگ کا استعمال تعلیمی نظام سمیت

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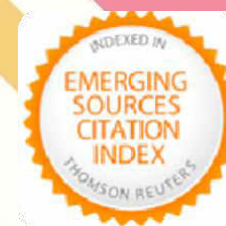
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