

**3.2.2 Average number of books and / or chapters in
edited books published and papers in National /
International conference-proceedings per teacher during
the last five years**

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Year	Title of the book/chapters published	Title of the paper	Name of the conference	National / international	Year of publication	ISBN number of the proceedings	Affiliating Institution of teacher at the time of publication	Name of publisher & Name of the Author	Relevant link
2022-23	Assessment for Learning	-	-	-	2022-23	9789358409130	Himalaya Publishing House	Asst Prof. Rachana Das	
2022-23	Pedagogy of Science				2022-23	9789358406160	Himalaya Publishing House	Asst Prof. Rachana Das	
2019-20		Enterpreneurship Education in Indian context : Need for policy mediation	National Conference on Enterpreneurship Education	National Conference	2018-19	978-0-359-96493-2	Amitesh Publication & Company	Dr. Anjana Rawat I/c Principal of DGET B.Ed. college	
2019-20		Enterpreneurship Education at primary ,secondary & tertiary level	National Conference on Enterpreneurship Education	National Conference	2018-19	978-0-359-96493-2	Amitesh Publication & Company	Ms Ankita Khati(DGET B.Ed Faculty)	
2019-20		Need of Entrepreneurship Education in School Curriculum in India	National Conference on Enterpreneurship Education	National Conference	2018-19	978-0-359-96493-2	Amitesh Publication & Company	Dr. Paulmathi Lucas(DGET B.Ed.Faculty)	
2019-20		Anna Poorna Yojana of DLLE Activities paving the way of students towards Enterepreneurship	National Conference on Enterpreneurship Education	National Conference	2018-19	978-0-359-96493-2	Amitesh Publication & Company	Mrs Savita Upasani (DGET B.Ed.Faculty)	
2019-20		Current status of Enterpreneurship Education at primary,secondary, Tertiary level.	National Conference on Enterpreneurship Education	National Conference	2018-19	978-0-359-96493-2	Amitesh Publication & Company	Dr. Vandana Sharma Principal DGET Degree college of Arts, Commerce & Science.	
2018-19	Research Journal	21 st century fluency skills & Teachers Role in Active learning			2018-19	ISSN-2278-8808,UGC approved SR NO-49366		Mrs. Savita upasani	
2018-19	Research Journal	Effect of integrated active learning strategies on Academic Performance of B.Ed. students.			2018-19	ISSN-2278-8808,UGC approved SR NO-49366		Mr Ketan Kamble	

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FORMULA:

$$\text{Average number of publications per teacher} = \frac{\text{Total number of books, chapters in edited books, papers in national or international conference proceedings published during last five years}}{\text{Average number of full time teachers during last five years}}$$

$$\text{Average number of publications per teacher} = \frac{9}{8.8}$$

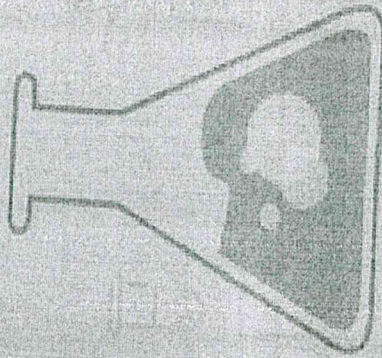
Average number of publications per teacher = 1.022




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PEDAGOGY OF SCIENCE

Dr. Megha D. Gokhe
Mrs. Rachana Das



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ISO 9001:2015 CERTIFIED

ABOUT THE BOOK

SCIENCE: Systematic, comprehensive, investigation and exploration of natural causes and effects in orderly and impartial manner. Knowledge is necessary since it helps in all spheres of life. Students studying and scientific attitude is cultivated by science education, which also fosters critical thinking, analytical thinking and learning of science. This book aims to put into practice the many and varied aspects of teaching science. With numerous examples, illustrations, and the most recent links and resources for enhancing students' interest and comprehension of various topics. The authors are heavily motivated to all who supported this venture throughout.

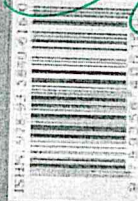
ABOUT THE AUTHORS



Dr. Mrs. Megha D. Gokhe, list of qualifications include Ph.D. (Education), M.Phil. (Education), M.Ed. M.Sc. NET and SET (Education). She has rich teaching experience and expertise with an astounding career in education with a wide academic background. She is the respected Principal in The Maharaja Sayajirao University of Education, Vadodra, Gujarat. She has completed her Minor Research project funded by University of Mumbai, Gujarat. She has published about 37 research articles in various journals and books at State, National and International level. She regularly conducts Seminars and Workshops at State and National level. She has participated in various conferences. She did Orientation Program, FDP, Workshop, participation in Quiz, Talent-based competitions. Engaged in promoting sustainability through educational programmes such as Multiple the Message organized by Tata Institute of Social Studies, Editor of Book at National level seminar, ISBN, Pedagogy of Mathematics, with ISBN, Himalaya Publishing House, New Academic and Awards are highly selective participant of Maharashtra from Golden Awardee, Delhi 2022, Merit Principal Award by PAMA - ASIA, GFC, Mumbai, Principal of the Year 2021, By Education, Excellence Award 2021, Belarash, Thailand, Brumunthum, Global Ambassador of Peace Award, Age Developer and Mentor of MOOC approved by UNESCO on "ENHANCING CREATIVITY AMONGST TEACHERS".



Mrs. Rachana Das is a Teacher Educator, educating prospective educators in the pedagogy of science and mathematics. Her credentials include M.Sc. (Sociology), M.A. (Sociology), M.T.A., SET (Education), B.Ed. and currently pursuing Ph.D. in Education. She additionally specializes in DSM course in YCMOU and provides training to school principals and coordinators. She has been invited as a Resource Person by both National and International Schools to educate teachers on various topics such as 21st Century Life Skills and Creativity. She has also participated in various conferences through IPT and has been invited to present in conferences. Additionally, she has presented papers at National and International levels. Over the past 15 years, she has served as a judge for science exhibitions organized by the Education Department of Greater Mumbai. Her passion lies in motivating educators to adopt constructivist teaching and learning approaches and promoting experiential learning. Her ultimate mission is to possibly impact the educational landscape of our teacher at a time and shape the future of the country by expanding the horizon of aspiring educators.



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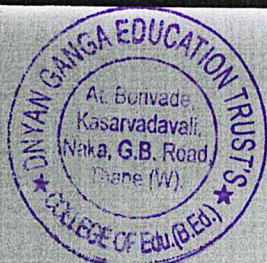


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ASSESSMENT FOR LEARNING

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ABOUT THE BOOK

The concept of Assessment for Learning delves into the interactive and developmental nature of assessment, which is specifically meant to enrich student learning and provide valuable insights for instructional strategies. The book addresses fundamental topics, including essential principles such as the significance of constructive feedback, how setting clear learning objectives enhances the assessment process, and evaluating and fostering social and emotional skills through the assessment. Emphasizing teacher attitude, classroom atmosphere, and inclusive practices, the significance of fostering a positive assessment culture is highlighted. The book entails numerous examples and illustrations of essential points. It provides educators with practical ideas to effectively incorporate assessment for learning across different areas and foster social and emotional learning within the classroom environment. The authors are heavily in debt to all who supported this venture throughout.

ABOUT THE AUTHORS



Dr. (Mrs.) Megha Deepak Gokhe's list of qualifications include Ph.D. (Education), M. Phil. (Education), M.Ed., M.Sc., NET and SET (Education). She has enriched her knowledge and expertise with an astounding career in education with a wide teaching experience of 16 years. She is the respected Principal in Thakur Shyamnarayan College of Education & Research, one of the leading names in education in Mumbai, India. She completed her Minor Research Project funded by University of Mumbai, Coordinator of DLTE. Published about 32 research as well as conceptual papers, published in various Journals and Books at State, National and International levels. She regularly conducts Seminars and Workshops at State and National levels. Chaired the session for various conferences. She did Orientation Programs, FDP workshops, participation in Quiz, Talent based competitions. Engaged in promoting sustainability through educational programmes such as Multiply the Message organized by Trailblazers, Rio - Srushtidhyani, etc. Editor of Book at National level seminar ISBN, Pedagogy of Mathematics with ISBN, Himalaya Publishing House. Few Achievements and Awards are Highly Effective Principals of Maharashtra from Golden AIM Awards, Delhi 2022, Icome Principal Award by FAMA - ASIA GCC, Young Principal of the Year 2021 by Education Excellence Awards 2021 Balasaheb Thakare Brihanmumbai, Global Ambassador of Peace Awards. As a developer and Mentor of MOOC approved by UNESCO on "ENHANCING CREATIVITY AMONGST TEACHERS."



Mrs. Rachana Das is a Teacher-Educator educating prospective educators in the pedagogies of Science and mathematics. Her credentials include M.Sc. [Biotechnology], M.A. [Sociology], M.Ed., SET [Education], DSM, and currently pursuing Ph.D. in Education. She additionally facilitates the DSM course at YCMOU and provides training to school principals and coordinators. She has been invited as a Resource Person by both National and International Schools, to educate teachers on various topics such as TPACK, EQ, Life Skills, and Creativity. She has also mentored college professors through FDP and has been invited as a panellist in conferences. Additionally, she has presented papers at National and international levels. Over the past 4 years, she has served as a judge for Science exhibitions organised by the Education Department of Greater Mumbai. Her passion lies in motivating educators to adopt constructivist teaching and learning approaches and promoting experiential learning. Her ultimate mission is to positively impact the educational landscape, one teacher at a time, and shape the future of the country by expanding the horizons of aspiring educators.

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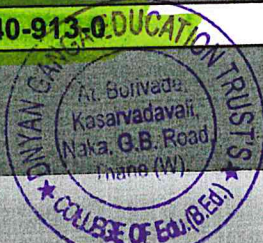
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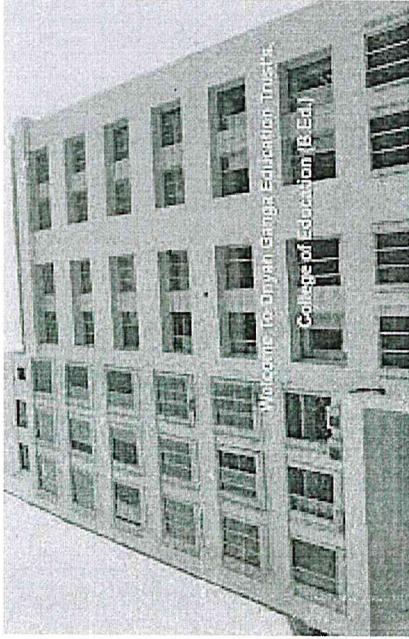


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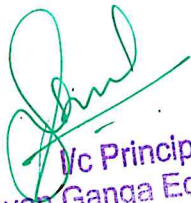
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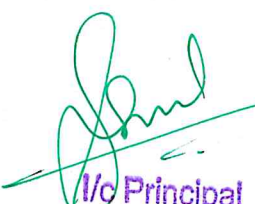
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A PEDAGOGY CURRICULUM STRATEGY IN EDUCATION: A NECESSARY COMPONENTS IN WORKPLACE

Dr. Paulmathi Lucas

Abstract

The primary objective of this research paper is to understand the importance of pedagogy in the workplace, focusing on the teaching and learning processes that contribute to effective teaching strategies. The recent emphasis on enhancing student outcomes is closely tied to improving teaching quality in the workplace, as research has demonstrated that teacher quality significantly impacts student achievement, even after considering prior learning and family background. Pedagogical knowledge is a crucial, yet often overlooked, aspect of teacher quality. Pedagogy focuses on how to teach, while the curriculum dictates what to teach. Effective curriculum planning, design, and pedagogy shape the future of education. The quality of higher education largely depends on curriculum design, planning, and the teaching-learning process. Higher education institutions should have increased autonomy in developing functional curricula, with proper monitoring by accrediting agencies. A dedicated department or cell for curriculum design should exist at the ground level. Educators must possess strong subject knowledge and critical, creative, and analytical abilities. They should be trained in integrating ICT with traditional teaching, employing teaching aids, models, and smart boards. Teachers must also learn to develop standard question papers and assessment patterns for evaluating students. Pedagogical practices encompass numerous principles, practices, and procedures aimed at enhancing student learning and upgrading the education system. Over time, it is vital to adopt modern, scientific, and innovative methods in pedagogical practices. However, when implementing changes and improvements, it is essential to ensure they are favourable to students, enabling them to use them effectively and achieve academic goals. In conclusion, pedagogical methods are foundational in promoting student learning, achieving academic objectives, and enriching the overall education system.

Keywords: Higher Education, achievement, curriculum, Educators, Learning, Pedagogy, Students, Teaching

Introduction:

Our academic pedagogy becomes productive when it sets learners on a journey not only to develop their knowledge and skills, but also their creativity and the self-motivated mind-set that brings together attitude and aptitude required for success, personally and professionally. The national policy of Education has recognised that a human being is a positive assets and a precious



national resource that needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism. The academic pedagogy for the centred approach for the all-round development of the child should cover all aspects of development- physical, mental, social, emotional aesthetic, moral and spiritual. The role of the teacher will be that of a 'facilitator or guide' who should be able to provide the right kind of learning strategies and environment to children, through active interaction to develop the basic skill of observation, collection of information and drawing of inferences and conclusions to enable them to learn on their own.

A pedagogy strategy in Education is the heart and soul of teaching. Most teachers select methods of instruction that rely heavily upon teacher centred talk and student memorisation. Teachers must identify a purpose and establish clear goals in order to select appropriate pedagogy strategies. A teacher needs to use a combination of whole group, small groups and individual work on the lesson during the class period. Following are specific suggestions for choosing and developing strategies for the lesson or unit. These suggestions provide the educator with a quick reference to analyse the lesson before and after teaching.

- Use active learning: Plan to actively involve students in the teaching learning process. Students' leaning increases when they are able to do something with the information.
- Set a purpose: Relate new information to previous learning or prior knowledge. Let students know what they are going to learn and why it is important.
- Make connections: Help students to see relationships between information and skills taught in other subjects and to important issues in students' lives. Integrate learning as much as possible.

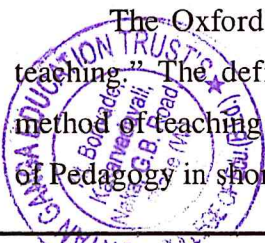
The History of pedagogy

Pedagogy, from the Greek words for 'boy' and 'guide', refers to the art or science of teaching or the techniques used to teach students.

During an ancient period in Greece, the role of the educator was first introduced, and teaching was considered an art form. Attending school and getting education was something that only the wealthiest could afford for their kids. The role of the teacher or an educator was considered the most important one in the learning process as they gave invaluable knowledge and wisdom to the learners.

What is pedagogy?

The Oxford English Dictionary defines Pedagogy as “the art, occupation, or practice of teaching.” The definition also includes the “theories or principles of education” as well as “a method of teaching based on a theory.” Based on these definitions, we can summarize the concept of Pedagogy in short as the art and science of teaching.



Pedagogy refers to the way of teaching students, whether it is the theory or practice of educating. It is a relationship between the culture and techniques of learning. The main aim of pedagogy is to build on previous learning of the students and work on the development of skills and attitudes of the learners. Pedagogy enables the students to get a thorough understanding of the subject and helps them in applying those learning in their daily lives outside of the classroom.

Types of Pedagogy

Types of pedagogy are:

1. Social pedagogy:

It is aimed towards the social development, awareness, and well-being of the students. The teaching must consist of values and moral education.

2. Critical pedagogy:

It aims towards comprehending and deconstructing several daily life problems and issues. It encourages the student to dig deeper into things and try to understand their thoughts and beliefs on a certain topic.

3. Culturally responsive pedagogy:

It aims to address the cultural diversity among students. It helps to comprehend cultural differences among the students and increases awareness about cultural differences in school.

4. Socratic pedagogy:

It aims to encourage the students to gain more knowledge from other sources along with what is provided to them. This helps the students to find alternative solutions to the problems.

Why is it important to understand the difference between curriculum and pedagogy?

As Educators need to understand the difference in developing responses that seek to narrow the multiplicity of early childhood environments to a standardized platform for educating young children.

The curriculum is the content educators teach in traditional education, while pedagogy is how educator teaches it.

In education, pedagogy and curriculum blend as understanding how to teach and why you teach in a certain way.

In learner-centered education, pedagogy (why we teach the way we do) takes on a new meaning because it incorporates elements missing from practices in the broader early childhood education field.

Professional standards norm a community of practice, supporting the enactment of a consistent and recognized curriculum (how we teach) based on a consistent theoretical framework across all programs.



Looking at the differences between curriculum and pedagogy may open new insights and questions about approaching teachers work with children.

What is Pedagogy in Teaching?

Pedagogy in teaching can be referred to as an educator's understanding of how the students learn. The teachers are focused on presenting the syllabus to the students in such a way that it is relevant to their needs. Pedagogy demands classroom interactions between the teacher and students which create a significant impact on the learner's mind.

Pedagogy enables teachers to understand the best suitable practices for a classroom setting. It helps them to know how different students learn and grasp information so that they can tailor their lessons to satisfy those needs. It is likely to improve the quality of teaching and the way it is received by the students.

Pedagogy plays an important role to help teachers understand the best ways to conduct a classroom. It gives them insights into how students learn differently in different topics so that they can conduct lessons to suit these needs. It aims to improve the quality of education for students.

Importance of Pedagogy in Teaching

- **Improves quality of teaching**

If a well-thought pedagogy is implemented in the classrooms, the quality of education can show a drastic improvement. This will benefit the students by helping them thoroughly understand the education material, thereby improving the learning outcomes.

- **Encourage cooperative learning environment**

The implementation of pedagogy in education encourages the students to work together towards completing a task and learn together. This increases their perceptions by understanding and taking views from the other students, thereby adapting the cooperative learning environments making them better leaders in the future.

- **Eliminates monotonous learning**

Pedagogy and child development work hand in hand. It helps the student to think in different ways and move beyond the traditional methods of memorization and comprehension for learning. It invokes complex processes of learning among the students such as analyzing, creative thinking, and evaluation. Further, it makes students more receptive to what the teacher is teaching.

- **Student can follow their ways of learning**

A well thought pedagogy can help the students to grasp education in various ways. It caters to the learning abilities of different students. Students can follow their preferred ways of learning and stick to them. In this way, the students develop a better understanding of the subject, which eventually improves their skills and learning outcomes.



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- **Convenient learning approach for all**

Students with special needs require different ways of learning and teaching in the institutes. Implementation of a suitable pedagogical approach will help them learn better and encourage them to be a part of the mainstream learning community.

- **Improves teacher-student communication**

The teacher understands the student in a better way which helps them to focus on the student's weaknesses and guide them.

Pedagogy for Effective learning

- **Improves Teaching Quality**

It enhances student participation in learning and makes them more receptive to what is being taught.

- **Encourages different learning styles**

The main focus is given on the outcomes of courses and the students are free to learn in their styles.

- **Enables learning for students with special needs**

It encourages the students with special needs to be a part of the mainstream teaching ways and engage with other students.

- **Clarifies learning objectives**

The student studies a particular subject with a clear objective of outcomes such as gaining skills and knowledge of the subject.

Pedagogy for Learners

Student-centered Approach

Pedagogy is a student-centred approach in which the students take responsibility for learning in their ways.

- **Continuous Assessment of Students**

Teachers evaluate the students regularly to see if they are improving and moving towards their target outcomes.

- **Encourages Teamwork**

The study methods encourage teamwork and group projects for the students to meet like-minded individuals and work with them

- **Develops Cognitive Skills**

Helps students to develop cognitive skills using evaluation, detailed analysis, comprehension, and application of the courses.



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Pedagogy for learning outcomes

The Ministry of Human Resource Development (MHRD) in India has instituted an annual National Achievement Survey (NAS) in all states and Union Territories of India. These assessments are based on Learning Outcomes that were published by the National Council for Educational Research and Training (NCERT) in 2016. As a result, states are now showing a deep interest in understanding what learning outcomes mean and how they can be achieved.

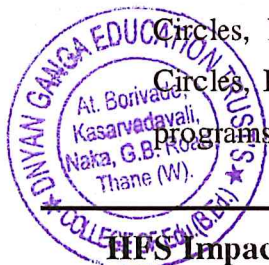
Learning outcomes are critical for determining teaching methodologies, learning activities and assessment schemes for the successful transaction of the concepts in each subject. An in-depth understanding of the characteristics, benefits and challenges in transacting learning outcomes becomes crucial for teachers. We also think that an understanding of learning outcomes will help stakeholders and in particular, teacher educators organize better in-service programs for teachers and modify the existing teacher preparation programs that they are entrusted with.

Because well-written learning outcomes clearly define where you want students to be at the end of a semester, they are useful for guiding students throughout the course. Consider giving the outcomes prominent placement in your syllabus, and talk frequently about them with your students, clarifying how certain activities in class are specifically aimed at helping them reach particular outcomes. Look for opportunities to refocus students on the outcomes throughout the semester, asking them at regular intervals to reflect on their progress toward these goals. So while you may be introduced to learning outcomes as part of an assessment plan, these tools are most effective within your class when *actively used* as a way of guiding student learning.

Pedagogy for active participation

Effective teaching goes beyond student engagement to instead ensure that every student is actively learning, interacting with others, and participating. When teachers' design their lessons so that students are actively participating, students are on task, the learning is visible, and learning is relevant and fun—and who doesn't want that? Following are some suggestions for active participation in the classroom.

- Arts-integrated and sports-integrated education, telling-based pedagogy.
- Classroom transactions will shift towards competency-based learning with assessment tools aligned.
- Engaging learners with enjoyable and inspirational for students at all levels, high-quality translation (technology assisted as needed) in all local and languages.
- Learners will be encouraged to participated in the based Clubs- Science Circles, Math Circles, Music & Performance Circles, Chess Circles, Poetry Circles, Circles, Drama Circles, Debate Circles, Sports Circles, Clubs, Health & Well-being Clubs/ Yoga Clubs, programs, Olympiads



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- Competitions in schools' topics and subject's knowledge and indigenous and traditional learning across- mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, literature, sports,....
- Visit different states as part of cultural exchange programmes.
- Video documentaries on inspirational luminaries of India, ancient and modern, in the school curriculum.

Pedagogy for Competency based learning

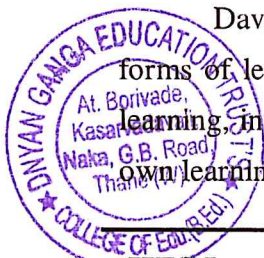
Skills connected to Critical & Creative thinking, Problem Solving, Collaboration and Communication are core to successful living in the 21st Century. Competency is a set of skills, abilities, knowledge that helps an individual perform a given task in real life. Learning should go into the imbibing of skills that will help the individual perform tasks or take actions to lead a productive and joyful life.

Some of the Suggestive Pedagogical Strategies for Competency based learning

- Pedagogical processes are child centric and inclusive in nature as the focus is on individual achievement.
- Interdisciplinary Instruction (including scholastic as well as co scholastic areas such as Arts, Story Telling, Sports, Work Education and SEWA etc.), Collaborative Learning, Cooperative Learning, Reciprocal Teaching, Discussions, Group Projects, Peer Tutoring, Blended learning with integration of ICT (Flipped Classrooms), Computational learning based on logical reasoning, decomposition, patterns, Experiential Learning, Problem Based Learning, Games, Case Studies, Simulations, Portfolios, Presentations, Projects are the main teaching-learning processes under this approach.
- The idea is to support student's ability to become an independent/self-reliant and lifelong learner by using a variety of interactive methods.
- Pedagogies also take care of individual differences of students, issues of social nature of learning and present challenges in a graded manner to make learning child-centred.

Pedagogy for Experiential Learning

David A. Kolb's Experiential Learning Theory is a powerful foundational approach to all forms of learning, development and change. Experiential learning describes the ideal process of learning, invites you to understand yourself as a learner, and empowers you to take charge of your own learning and development.



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NEP- Experiential Learning Approach to Pedagogy

- Fun, creative, collaborative, exploratory, experiences with Flexibility
- Explore, ask questions, plan investigations, reflect on the Findings, communicate in various forms.
- Engaging learners with their immediate environment, collate past experiences and existing ideas
- Ability to engage, handle conflicts with co learners, communicates effectively.

Pedagogy for holistic development of learners

What does NEP say about holistic learning? NEP states that – education must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields.

Three strategies for holistic development of learners

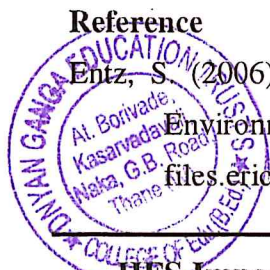
- Reorienting and revamping all aspect of curriculum and pedagogy
- Identifying specific sets of skills and values across domains for integration & incorporation at each stage of learning
- Developing curriculum frameworks & transaction mechanisms ensuring skills & values are imbibed through teaching & learning

Conclusion

The NEP–2020 is a comprehensive document and it aims to restructure and revamp the Indian education system by bringing quality changes and implementing them on the grass-root level. NEP advocates the development of a hybrid system of online and offline learning to " avoid over exposure of technology of school going children". The policy aims to achieve the objective of access equity inclusivity and quality. There are many challenges for the policy maker and academicians to implement the policy on the ground level and convert the thought into action but with collective effort and resources, the vision can be achieved. In this way, the well-thought, modern-day pedagogy is a complete interrelation of the concepts and ideas, along with the ways of teaching the students. It also indicates that these practices have direct involvement with the student's achievements, results, and skills developed after following the approach.

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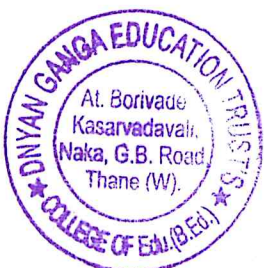
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