



Peer Reviewed Referred
and UGC Listed Journal
(Journal No. 40776)



ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume-VIII, Issue-I
January - March - 2019

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

Ajanta Prakashan

ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume - VIII Issue - 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.)

The information and views expressed and the research content published in this journal, sole responsibility lies entirely with the author(s) and does not reflect the official opinion of

Editorial Board, Advisory Committee and the Editor in Chief of the Journal "AJANTA".
Owner, printer & publisher Vinay S. Hatole has printed this journal at Ajanta Computer Printers, Jaisingpura, University Gate, Aurangabad, also Published the same at Aurangabad.

Printed by

Ajanta Computer, Near University Gate, Jaisingpura, Aurangabad. (M.S)

Published by :

Ajanta Prakashan, Near University Gate, Jaisingpura, Aurangabad. (M.S)

Cell No. : 9579260877, 9822620877, Ph.No. : (0240)2400877

E-mail : ajanta1977@gmail.com, www.ajantaprakashan.com

AJANTA - ISSN 2277 - 5730 - Impact Factor - 5.5 (www.sjifactor.com)



EDITORIAL BOARD



Professor Kaiser Haq

Dept. of English, University of Dhaka,
Dhaka 1000, Bangladesh.

Roderick McCulloch

University of the Sunshine Coast,
Locked Bag 4, Maroochydore DC,
Queensland, 4558 Australia.

Dr. Ashaf Feteah Eata

College of Art's and Science
Salmu Bin Abdul Aziz University, KAS

Dr. Nicholas Loannides

Senior Lecturer & Cisco Networking Academy Instructor,
Faculty of Computing, North Campus,
London Metropolitan University, 166-220 Holloway Road,
London, N7 8DB, U.K.

Muhammad Mezbah-ul-Islam

Ph.D. (NEHU, India) Assot. Prof. Dept. of
Information Science and Library Management
University of Dhaka, Dhaka - 1000, Bangladesh.

Dr. Meenu Maheshwari

Assit. Prof. & Former Head Dept.
of Commerce & Management
University of Kota, Kota.

Dr. S. Sampath

Prof. of Statistics University of Madras
Chennai 600005.

Dr. D. H. Malini Srinivasa Rao

M.B.A., Ph.D., FDP (IIMA)
Assit. Prof. Dept. of Management
Pondicherry University
Karaikal - 609605.

Dr. S. K. Omanwar

Professor and Head, Physics,
Sat Gadge Baba Amravati
University, Amravati.

Dr. Rana Pratap Singh

Professor & Dean, School for Environmental
Sciences, Dr. Babasaheb Bhimrao Ambedkar
University Raebareilly Road, Lucknow.

Dr. Shekhar Gungurwar

Hindi Dept. Vasant Rao Naik -
Mahavidyalaya Vasarni, Nanded.

Memon Sohail Md Yusuf

Dept. of Commerce, Nirzwa College
of Technology, Nizwa Oman.

Dr. S. Karunanidhi

Professor & Head,
Dept. of Psychology,
University of Madras.

Prof. Joyanta Borbora

Head Dept. of Sociology,
University, Dibrugarh.

Dr. Walmik Sarwade

HOD Dept. of Commerce
Dr. Babasaheb Ambedkar Marathwada
University, Aurangabad.

Dr. Manoj Dixit

Professor and Head,
Department of Public Administration Director,
Institute of Tourism Studies,
Lucknow University, Lucknow.

Prof. P. T. Srinivasan

Professor and Head,
Dept. of Management Studies,
University of Madras, Chennai.

Dr. P. Vitthal

School of Language and Literature
Marathi Dept. Swami Ramanand
Teerth Marathwada University, Nanded.

 **EDITORIAL BOARD** 

Dr. Jagdish R. Baheti
H.O.D. S. N. J. B. College of Pharmacy,
Meminagar, A/P. Tal Chandwad, Dist. Nashik.

Dr. Sadique Razaque
Univ. Department of Psychology,
Vinoba Bhawe University,
- Hazaribagh, Jharkhand.

Prof. Ram Nandan Singh
Dept. of Buddhist Studies University of Jammu.

Dr. Mabel Pimenta
Principal, Pushpanjali College of Education,
Papdy, Vasai

Ms Angelina Nunes
Associate Professor,
Pushpanjali College of Education,
Papdy, Vasai.

Dr. Helen Jadhav
Associate Professor,
Pushpanjali College of Education,
Papdy, Vasai.

Dr. Sheetal Chaudhari
Associate Professor,
Pushpanjali College of Education,
Papdy, Vasai.

Dr. Agnes D'Costa
Associate Professor,
Pushpanjali College of Education,
Papdy, Vasai.



PUBLISHED BY



Ajanta Prakashan

Aurangabad. (M.S.)





CONTENTS



S. No.	Title & Author	Page No.
1	Transforming Student teachers into Reflective Thinkers: From Internship Logging to Blogging Dr. Giselle Ann D'souza	1-8
2	The Need to Train School Teachers in Basic Counselling Skills - A Case Study of Francis De Sales School, Aurangabad Fr. Stephen Almeida	9-13
3	Role of Teacher in Developing Equitable Society through Life Skills Ms. Joya Vrushal Chaudhari	14-19
4	Transforming Education for a Sustainable Tomorrow Dr. Cerena Aurin D'Cunha	20-23
5	Transforming Teacher Education through Interdisciplinary Courses Dr. Agnes Deosta	24-30
6	Transform the Education to Transform India Mr. Prakash Almeida	31-38
7	Emotional Disturbance: - The factor Leading to Burnout in Teachers Ms. Sarika C. Rawat	39-44
8	Study of Understanding, Reasoning and Regulation of Emotions among Adolescents Dr. Mabel Pimenta	45-53
9	The Role of Parents in Developing Learning Potential of Children at Home for Future Performance Ms. Amita Almeida	54-60
10	Technology in Medical Science Ms. Teresa Thomas Pereira	61-64
11	Understanding Self for Personal Transformation Dr. Sheetal S. Chaudhari	65-70



CONTENTS



S. No.	Title & Author	Page No.
12	Dose Academic Buoyancy Affect Secondary School Students' Student Engagement? Ms. Reshma Rodrigues Prof. Dr. Sunita Magre	71-79
13	Using Films as Innovative Practice in Education for Transformation Ms. Sheetal Sanjay Koradkar	80-86
14	The Need to Educate and Counsel Parents on Learning Disabilities - the Role of Teachers for Creating Inclusive Classroom and Society Ms. Sonal Jagannath Naik	87-93
15	Raising Awareness among Youth about E-Waste - A Call to Transform the World Dr. Helen Jadhav	94-99
16	Entrepreneurship Education of Youth: Life Skills Approach Dr. Gauri P. Hardikar	100-106
17	Influence of Problem Solving Strategy on Students' Achievement in Mathematics Ms. Angelina Keith Nunes	107-116
18	Education for Transformation through Project Based Activities Dr. Sunita Magre	117-120
19	Political Socialization of Students : Formation through Religion, Transformation through Education Dr. Cindrella Sandeep D'Mello	121-125
20	Translanguaging: An Essential Pedagogic Practice for promoting Multilingualism in Indian Classrooms Dr. Sunil Rajpurkar	126-133
21	Use of Wiki as a Collaborative Tool to Develop Std. VII Science Digital Flex Book by Student Teachers Dr. Vaishali M. Sawant	134-143



CONTENTS



S.No.	Title & Author	Page No.
22	Self Transformation through Yoga Ms. Shrilaja Palur Prof. Jasmine Taneja Jha	144-149
23	Teaching of Marathi as a First Language Challenges and Problems. Ms. Archana P. Alphanso	150-153
24	Innovative Practices in Education Ms. Nikita Rebello	154-158
25	Unschooling in the Indian Context Sr. Delicia S. Fernandes CCR.	159-164

13. Using Films as Innovative Practice in Education for Transformation

Ms. Sheetal Sanjay Koradkar

Supervisor, Padmashree Bhausaheb Vartak College, Virar (E).

If you can't fly, then run
If you can't run, then walk
If you can't walk, then crawl
But whatever you do,
You have to keep moving forward

-Martin Luther King Jr

'FORWARD' a synonym for progressive, prospective and potential living stands synonymous to the 21st century which is termed as "century of knowledge". It is known for development and advancement of humankind as it marches forward making human life meaningful, constructive and collaborative. Exploring the nuances of human life man has progressed in creating a new social and economic order, bringing in the continuum of imagination, creativity and innovation.

For ages schools have been the precursors, the distributors of knowledge and isles of enlightenment. Making their impact felt in the societal scenarios as organizations meant to create and mould future world citizens. 21st century is the 'knowledge age' it demands for innovation in every aspect about which Peter Drucker quotes " since we live in the age of innovation , a practical education must prepare man for work that does not yet exist and cannot yet be defined". This innovation can be instilled in our kids only when our teaching learning centers are transformed from being merely centers of learning to being centers of creativity, collaboration communication and critical thinking.

This transformation has a key player that is a teacher, an educator whose transformation from mere giver of knowledge turns into a motivator, guide and facilitator of knowledge. This teacher needs to be armored with modern teaching methodology and powerful learning tools laced with technical knowhow at their disposal to transform their students into transformers who will change the society and its outlook with their knowledge and enlightenment.

Schools have become technically sound in this age experiencing metamorphosis from transforming itself from dull boring four walled centers of testing knowledge into colorful, lively and technically advanced centers of imparting knowledge, making the learners tap the resources at their disposal to concretize their ideas to get themselves ready to meet the challenges of the modern world.

In this advancement of technological inputs to be used in the classroom apart from the modern devices of learning and learning tools films play a vital role in shaping the lives of the students /learners motivating them and enhancing their interaction capacity within themselves, and the world around them. Films are our window to the world. Bringing into the lives of the viewers a vibrant representation of the world around them. They are the best form of communication, revealing the inner recesses of human behavior .Using them as educational tool for innovative learning not only enhances the teaching skills but also paves way for dynamic learning in the masses.

Winds of Change

The winds of transformation in the 21st century are witnessed in areas and avenues unknown to the humankind earlier. This transformation need to be acknowledged globally as the world is shrinking into a global village. It is coming closer towards achieving noble and greater causes for the progress of mankind. The larger impact of this transformation can be seen when the world unanimously decides over a joint venture in making changes in the learning process essential in every walk of life. Today's education is sustainable education ,no doubt it has been instrumental in supporting such learning which will educate at every level individual, social and global .A 21st century school is a place where creative productivity and community cohesion go hand in hand turning it into the most positive force to shape the 21st century society. Teachers here are passionate professionals who want the schools to turn into knowledge hubs to meet the over changing needs of the 21st century society. Though the world progresses in all fronts, we cannot deny that it is also hit with crisis of all forms natural and manmade. To meet this catastrophe, it is need of the hour to have schools equipped with gears to train and make their students face and confront the chaos, crisis, complexities that the world faces today.

Educational scenario needs a change where skilled and innovative teachers, effective leaders and vigilant citizens collaborate to give their learners an atmosphere to stir their

capacities and encourage them to take risk and challenges by using their imaginations to turn crisis into opportunities.

Students today are techno savvy, Their exposure to technology begins from their cradle hence its essential to create for them such classrooms which will cater to their needs and a teacher who is laced with modern technical knowhow along with the traditional aids and means of teaching. The emotional connect between a teacher and student is possible only when the teachers know what the pupils want and desire from them. So, here we have the 21st century teacher who is trained in formal way of teaching theories, concepts and lessons for which he is equipped with informal means of learning which includes media of all forms .This teacher brings to his pupils an entire cauldron of unique devices and medias to making his learning easy and understandable and make the retaining of the facts and information possible .Prensky(2001) has coined the term "digital natives" to refer to students who have grown up with technology and want it to become an integral part of their education whereas the teachers are termed as "digital immigrants" who need to be in sync with the changing attitudes of their students.

Films as effective transformational tool

Films are the replica of our society a strong detrimental force responsible for the transformation of the 21st century modern society. Being the part of our social fabric they bring to the masses the past, present and future story of the human race on a 16 mm film within a time span of couple of hours which remains fixed in our memory. It is this outside world teacher which facilitates effective teaching through emotional outpour influencing the attitude, behavior and critical thinking of the students and is instrumental in teaching the cultural and social aspects of the society to him.

Films are effective teaching tools using which a teacher can stimulate discussion and facilitate learning on a particular topic. It helps in (re)emphasizing the concepts presented through the use of textbook in classroom teaching. Films are the best source of aesthetic delight for the students who desire ways to explore their learning. Unknown facts are made known to the pupils through this small window which becomes an eye opener to numerous facets of human life. The 21st century which boast of bringing scientific and technical knowledge to the masses would have been parched from the want of emotional vent had it not being for the invention of cinema and in turn the films. The best source to learn humanities and social science is through the medium of films. Not only this the ways to tackle the crisis for everyday life at the

individual, social, national and international levels is possible by the use of films in the classroom. It's evident that the classrooms of humanities and social sciences become happening places of reflective thinking, empathy and understanding of human behavior and assimilation of creative ideas when films become an integral part of their curriculum. Textbooks create a picture on the page but what gets registered in the mind is the moving image on the screen.

Films no more stand for escapism but are rich source of fostering imagination in a classroom filled with witty brains, as they bring to the student's food for thought. They also act as a catalyst to bind the teacher student relationship and lead to a better interaction between them. They can be used by the teacher to enhance a strong relationship with their students and can help the teacher to earn trust and acceptance of his pupils making the teaching learning process a collaborative process where happiness and confidence prevails. They are a rich source to develop qualities like team work, leadership, values of life and high order thinking in the students. Moreover, showing films isn't a way to escape for the teacher but a way to put in more efforts and create an atmosphere conducive for learning for his students. He needs to know what will be the outcome of viewing a particular movie and which value will be learnt by the students. The teacher needs to do a lot of pre planning and post planning before bringing the films to the students and in turn motivate them into getting engaged into the process of self-learning. Films will bring into the students a very positive outlook towards their schooling experience and broaden their visualizing power, in turn they become the source of active learning as quoted by Robinson (2000) "moving away from straight lectures by showing a movie, especially when pairing it with methods of framing and debriefing, enables an educator to provide a form of active learning that can be very successful". When a teacher uses it as an effective tool in his teaching process he uses it to teach "between the lines" the ideals and values of life using it as a stimulator to initiate discussion and facilitate learning and makes monotonous lectures lively and student friendly.

Bringing Bollywood into the classrooms

In the Indian context, Bollywood films are termed as "lifelines of the masses". This popular Hindi cinema has crossed the national boundaries becoming an international sensation. India as a nation can be best understood as a nation through the lens of Bollywood cinema. This cinema which was universally termed as escapist cinema is also a source of idealism and realism.