



## **To Enhance the Quality of Teacher Education Through Brain Storming Technique**

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### ***Abstract***

Team work & team efforts are essential in 21<sup>st</sup> century .Effort of only one individual is not Sufficient for future success in life. That's why Brain Storming Technique is very useful. It refers innovative ideas & various thoughts; known as divergent thinking. If we want to improve the quality of teacher education; it will be essential to give the training of team work & training of divergent thinking to “ would be teachers.” So there is a need to make use of Brain Storming Technique on student –teachers.

### **Introduction:-**

In teacher education; quality is most important than quantity. For the improvement of quality; new & innovative techniques must be used in teacher education. That's why there is a necessity to apply Brain Storming Technique.

### **Brain Storming Technique :-**

Osborne developed the technique of brain storming. According to Osborne, it is very difficult for the individual to create various types of thoughts in mind. But if there is a group of individual; it will be possible to create divergent thinking.

Concept of brain storming is in such a way that each individual in the group has a right to express his/her thoughts freely. Nobody will discourage others. Here we accept positive and negative thoughts freely. This is the technique of multidimensional thinking.

**Thinking:-**

Thinking is a higher mental process. Thinking requires sensation, attention & perception. Thinking refers short –term memory & long –term memory also. Thinking includes following factors--

1. Logical Thinking
2. Creative Thinking
3. Convergent Thinking
4. Divergent Thinking

One way thinking is called Convergent Thinking. Multiway thinking is called divergent Thinking.

**Team Work:-** Team work refers following qualities

1. Leadership quality
2. Cooperation and competition
3. Adjustment
4. Group cohesiveness
5. Acceptance
6. Division of work
7. Strength
8. Group norms and ethics
9. Group moral

**Objectives:-**

1. To make the use of brain storming technique to enhance the quality of teacher education.
2. To make the use of divergent technique for quality improvement.
3. To make effective use of team efforts for quality improvement in teacher education.

**Assumptions:-**

1. Individual has the experience of group work as well as individual work.

2. Individual has the experience of one way thinking and multiway thinking.

**Hypothesis:-**

1. Divergent thinking is useful than convergent thinking in teacher education.
2. Team work is better than individual work in quality enhancement for teacher education.

**Key terms:-**

1. Convergent thinking:- Convergent thinking means one way thinking.
2. Divergent thinking:- Divergent thinking is multi way thinking.
3. Brain storming:- Brain storming is a storm of various types of thoughts.
4. Team work:- Team work refers various types of thoughts of various individuals.

**Scope:-**

1. Brain storming technique is used for student teachers of education college.
2. Brain storming program is prepared by study researcher.

**Limitations:-**

1. Brain storming technique is applied for student -teachers only.
2. Gender wise difference is not measured.

**Methodology:-**

1. Sample:- 60 student teachers in education college was selected for study.
2. Method:- Pre-test, post test, experimental group , control group design was used.
3. Tool :- Brain storming program was prepared by study researcher.

**Variables:-**

1. Dependent variable:- Brain Storming Program
2. Independent variable:- Quality enhancement of student teachers.

**Procedure:-**

Sr.No	Experimental Group	Control Group
1	Pre Test:- Subject has to give various titles to the poster individually	Pre test :-Subject has to give various titles to the poster individually
2	Programme :-Training of group discussion	Programme:-Control(No training)
3	Post test:- Subject has to give various titles to the poster individually	Post test:- Subject has to give various titles to the poster individually

**Statistical Analysis :-**

Sr.No	Item	Experimental Group	Control Group
1	No. of students	N1 = 30	N 2 = 30
2	Mean of Pre Test	M=5.8	M=4.8
3	SD of Pre test	SD=1.6493	SD=1.7204
4	Mean of Post test	M1 = 10.6	M2=5.2
5	SD of Post Test	SD1=2.4166	SD2=2.0396
6	Standard Error of 2 Means	SDM1=0.4412	SDM2=0.3723
7	Standard Error of mean Diff.	$\delta D = 0.5797$	
8	Diff.between 2 Means	D = 5.4	
9	T Value	t = 9.3151	
10	Degree of Freedom	df = 58	
11	Level of Significance	P = 0.05 level = 2	
12	Level of Significance	P = 0.01 level = 2.66	

**Discussion :-**

To enhance the quality of teacher education through brain storming technique is the main Purpose of the study. For improving this ; researcher used pre test –post test ,experimental group-control group design .

**Hypothesis 1):-** Divergent thinking is useful than convergent thinking in quality enhancement for teacher education. When researcher used t value; at that time null hypothesis was rejected at 0.05 level as well as 0.01 level of significance. It means our hypothesis is accepted.

**Hypothesis 2) :-** Team work is better than individual work in quality enhancement for teacher education. Here also null hypothesis was rejected. It means again team work is better than individual work.

**Findings :-**

- 1] Divergent thinking is useful than convergent thinking in quality enhancement for teacher education.
- 2] Team work is better than individual work in quality enhancement for teacher education.

**References :-**

- 1) Lindgren :- Social Psychology
- 2) Garrett :- Statistics in Psychology and Education

