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Attitude of Teacher-Educators Towards E-learning

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Abstract

Electronic learning or e-learning is an all-encompassing term generally used to refer to computer enhanced learning, although it is often extended to include the use of mobile technologies such as PDAs and MP3 players. It may include the use of web-based teaching material and hypermedia in general multimedia CD-ROMs or web sites, discussion boards, collaborative software, e-mail, blogs, wi-fi, text chat, computer aided assessment, educational animation, simulation, games, learning management software, with possible a combination of different methods being used. In this study attitude of teacher educators towards E-learning was determined. The sample was consisted of 150 teacher educators which were randomly selected from the different urban and rural B.Ed. colleges of Ropar and Chandigarh District. A self-constructed tool i.e the attitude scale for assessing E-learning on part of teacher-educators consists of 60 items. Findings of the study revealed that there are no significant difference in terms of attitude towards E-learning between the rural and urban teacher educators and teacher educators of different streams. Thus all teacher educators have almost same type of attitude towards E-learning. Further findings revealed that attitude of teacher educator are not as positive as it should be.

Key Words: Attitude, E-Learning and Teacher Educators

Introduction:

This is an era of everyday changes in every field including education due to rapid advancement in science and technology. E-learning includes all forms of electronically supported learning and teaching, including Educational technology. E-learning involves delivery of content and resources via different communication protocols. E-learning mechanism involves a variety of professionals such as Instructional Designers, course Writers/Content Creator, Reviewers, Graphic Designers and Knowledge Organizers/Library and Information Professionals. The term will still most like be utilized to reference out-of-classroom and in-classroom educational experiences via technology, even as advances continue in regard to devices and curriculum. Abbreviations like CBT (Computer-Based Training), IBT (Internet-based Training) or WBT (Web-Based Training) have been used as synonyms to e-learning. E-learning can be defined as learning opportunities delivered and facilitated by electronic technology. It differs from the traditional system only in the way the contents re delivered; e-learning imparts all the three components of learning-namely contents, learning methodologies, and teaching or tutoring technologies. E-learning is an interactive learning experience with access to online tutors which

can be made available from any computer, once the user has the access through web-browsers. It permits the delivery of knowledge and information to learners at an accelerated pace, opening up new vistas of knowledge transfer. India has the capacity to become the hub of technology-enabled teaching and learning with its IT prowess and strong educational system. E-learning is the computer and network-enabled transfer of skills and knowledge. E- Learning applications and processes include Web-based learning, computer-based learning, virtual education opportunities and digital collaboration. Content is delivered via the internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio. Deborah L. Lowther., “et al.” (1998) emphasizes that the technological competence also requires a transition from using the computer as an instructional delivery system to one of using the computer as a learning tool. Shu-Sheng Liaw., “et al.” (2007) found that the trend of using e-learning as a learning and/or teaching tool is now rapidly expanding into education. E-learning is the new wave in learning strategy.

The attitude of teachers is important factor influencing use of education technologies in classes. The extent to which nations can exploit, the potential, economic social and educational benefits of information technologies is dependent upon the individual citizen's perceptions of attitude towards that technology. kumar and kumar (2011) conducted a study on 'Attitude of Teachers' of Higher Education towards e-learning'. The findings of this study reveal that the teachers have a favourable attitude towards e learning as well teachers who are familiar about computer and information and communication technology differ in their attitude towards e learning when compared tit e teachers who are not familiar with technology. Deswal and Rani (2011) conducted a study on 'Attitude of teacher educators towards e-learning' the overall results indicate that the teacher educators (both urban and rural) possess highly favourable attitude towards e-learning. There is no significant difference in the attitude of teacher educators towards e-learning in relation to gender, locality and stream (i.e. arts, science and commerce). As per Mahdizadeh. H., “et al.” (2007) E-learning environments increasingly serve as important infrastructural features of universities that enable teachers to provide students with different representations of knowledge and to enhance interaction between teachers and students, amongst student themselves.

Objectives of the study:

1. To compare the attitude of teacher educators of rural areas and urban areas towards e-learning.
2. To compare the attitude of teacher educators in relation to their steam (Science and Humanities) towards e-learning
3. To compare the attitude of teacher educators in relation to their stream (Commerce and Humanities) towards e-learning).
4. To compare the attitude of teacher educators in relation to their stream (Commerce and Science) towards e-learning.

Sample:

The sample was consisted of 150 teacher educators which were randomly selected from the different urban and rural B.Ed. colleges of Ropar and Chandigarh District.

Tool:

A self-constructed tool i.e the attitude scale for assessing e-learning on part of teacher-educators consists of 60 items. These items were selected on the basis of previous studies and review of literature. These items selected were given to experts for their opinions and comments. In view of the criticisms and comments offered by expert and teachers, more items were added and substituted, modified or rewritten. These items reached maximum level of consensus amongst different experts finally. All the 60 items of the scale were positively worded. Items scored were from '4', '3', '2', '1', and '0' for strongly agree, agree, undecided, disagreed and strongly disagree, respectively. The total score varied from 60 to 240, showing lowest attitude towards e-learning to highest attitude towards e-learning.

Procedure for data collection:

The attitude scale for assessing e-learning is a self-administered scale. The purpose of scale is frankly explained to the subjects. The scale with 60 items was then administered to a group of 75 urban teacher educators and 75 rural teacher educators randomly selected. It is assured that their replied would be kept confidential. The subject is requested to read the instructions carefully and ask the tester if there is any difficulty in the understanding of the instructions. It has been emphasized that no item should be omitted as there is nothing wrong or right about these questions. There is no time limit for the scale.

Results and Discussion:

The objective wise analysis is given as under

1 First objective was, "To compare the attitude of teacher educators of rural areas and urban areas towards e-learning". The data related to this objective was analyzed with the help of "t-Test". t- Value was came out to be 1.42 with $df= 148$,which is not significant at 0.01 & 0.05 level. Hence the null hypothesis is not rejected which says there exists no significant difference in the attitude of teacher educators of rural and urban areas towards e-learning". Thus there exists no significant difference between the rural and urban teacher educators in terms of attitude towards e-learning.

2 Second objective was, "To compare the attitude of teacher educators in relation to their steam (Science and Humanities) towards e-learning". The data related to this objective was analyzed with the help of "t-Test". t- Value was came out to be 0.62 with $df= 98$, which is not significant at 0.01 & 0.05 level. Hence the null hypothesis is not rejected which states that there exists no significant difference in the attitude of teacher educators in relation to their stream (Science and Humanities) towards e-learning." Thus there exists no significant difference between the science and humanities teacher educators in terms of attitude towards e-learning.

3 Third objective was, "To compare the attitude of teacher educators in relation to their stream (Commerce and Humanities) towards e-learning". The data related to this objective was analyzed with the help of "t-Test". t- Value was came out to be 0.35 with $df= 98$, which is not

significant at 0.01 & 0.05 level. Hence the null hypothesis is not rejected which states that there exists no significant difference in the attitude of teacher educators in relation to their stream (Commerce and Humanities) towards e-learning." Thus there exists no significant difference between the Commerce and humanities teacher educators in terms of attitude towards e-learning.

4 Fourth objective was, "To compare the attitude of teacher educators in relation to their stream (Commerce and Science) towards e-learning". The data related to this objective was analyzed with the help of "t-Test". t- Value was came out to be 0.89 with df= 98, which is not significant at 0.01 & 0.05 level. Hence the null hypothesis is not rejected which states that there exists no significant difference in the attitude of teacher educators in relation to their stream (Commerce and Science) towards e-learning." Thus there exists no significant difference between the Commerce and Science teacher educators in terms of attitude towards e-learning.

Findings:

- 1) There exists no significant difference between the rural and urban teacher educators in terms of attitude towards e-learning
- 2) There exists no significant difference between the science and humanities teacher educators in terms of attitude towards e-learning.
- 3) There exists no significant difference between the Commerce and humanities teacher educators in terms of attitude towards e-learning.
- 4) There exists no significant difference between the Commerce and Science teacher educators in terms of attitude towards e-learning.

Implications: Findings of the study revealed that there are no significant difference in terms of attitude towards e-learning between the rural and urban teacher educators and teacher educators of different streams. Thus all teacher educators have almost same type of attitude towards e-learning. Further findings revealed that attitude of teacher educator are not as positive as it should be. Teacher education program is a medium through which education of a nation propagate. It must be in correspondence with the recent researches and developments. The application of e-learning for teaching and learning in real classroom depends very much on the e-learning skills that teacher possesses which in turn depends upon the teacher educators. There is no single agency or single well-conceived curriculum for ICT skills training to trainees or a definite set of ICT skills or competencies that the trainees are expected to possess. Hence, there is a need to prepare a comprehensive set of e-learning skills to be possessed by educators and to prepare a programme to enhance these skills in the teachers and teacher educators. Hence programmes of enhancing these skills should be included in the ETT, B.Ed and M.Ed curriculum.

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TOTAL QUALITY MANAGEMENT (TQM)

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Abstract

Educational Institutes as social organizations have some unique features. They are service organizations with all the complexities of a service organization. The public and private investment in education is so large that it becomes the concern of all and sundry. Total Quality Management (TQM) is a concept which is now considered in context of educational institutes also.

The Latin origin of the word "Quality" is qualis meaning of what kind or of such a kind. The Oxford dictionary meaning of quality is given as: The standard of something as measured against other things of a similar kind; the degree of excellence of something. Quality is a complex concept. Conformance to requirements, Fitness for use, are some of the ways quality is understood.

In the past, goods were custom made by skilled craftsman. After the Industrial revolution in the 18th century, there was a fundamental shift from cottage industry production to large scale mechanized industrial production resulting in mass production and repetitive work practices. 1900-1940 was the period of the introduction of assembly line which called for standardization and close supervision. The end of the Second World War was the starting point of the quality movement that was adopted by Japan, which eventually came to be recognized as Total Quality Management (TQM). Walter A. Shewhart, W. Edwards Deming, Joseph M. Juran, Armand V. Figenbaum, Phillip B. Crosby, Kaoru Ishikawa, Genichi Taguchi and many more have contributed to this philosophy of TQM.

TQM is an integrated effort designed to improve quality performance at every level of the organization.

For any organization to become successful, 'knowledge' is perhaps the most important resource. This means the knowledge that is imparted in our education institutes has to be quality education. In order to achieve this, the concept of TQM needs to be adopted in our educational Institutes. TQM in education surfaced in 1988 at Mt. Edgecombe High school in Sitka, Alaska, when David Langford, the school's technology teacher/coordinator, applied Total Quality concepts in his classes. TQM has become increasingly popular in education, as many educators believe that the Deming's concept of TQM provides the guiding principles for much needed reforms in education and educational organizations. Quality management is a method for ensuring that all the activities necessary to design, develop and implement a product or service are effective and efficient with respect to the system and its performance (Deming, 1986). TQM instills a philosophy of doing the job correctly the first time.

This paper attempts to understand the importance of TQM in the field of education.

Introduction

In an evolved society "quality" becomes a norm. A plethora of organizations including government and non-government organizations(NGO's), social organizations, museums, universities and other educational & training institutes, hospitals& healthcare organizations and many such complex organizations need to make quality as their top priority. This is because improvement in quality results in advantages that are manifold including low costs, high

productivity, better competitive position, higher satisfaction of all stakeholders, and a happier workforce. According to W. Edwards Deming, 'Everyone doing their best' or best efforts are not sufficient, for them to be effective they must move in the right direction. Thus sustained efforts in quality improvement has become essential. The adoption of the philosophy of TQM has become imperative in every organization. This is because organizations have a structure with systems and procedures that enable people to work towards a common goal.

Educational organization or institution include preschools, childcare, elementary schools colleges and universities. It is a place where people of different ages gain an education.

The stakeholders in any given educational organization are many. Each of these stakeholder will benefit if TQM philosophy is adopted in running the organization. In an education institute the stake-holders are:

- 1) Students
- 2) Parents of these students
- 3) Teachers and supporting staff of the organization
- 4) Future employees
- 5) Society in general

Deming had advised the Japanese industrialists not to start with quality control, instead it was more essential to find out what their customers wanted. Deming also suggested that they design their methods of production and their products to the highest standards to meet customer expectations. The Japanese did that and became world leaders.

The educational organizations in India need a massive overhauling of its current systems. This includes revamping of syllabus and the manner in which it is imparted, the development of teachers skills and their attitude, modification in parents attitude and expectations, students participation and enthusiasm in the learning process, Businesses and corporate bodies positive involvement in the education process, interface between the industry and educational institutes need to improve, society in general should be more responsible towards educational institutes by contributing towards a clean, pollution free school and college zones. It is also important to understand what the stakeholders really want and satisfy these wants.

Meaning of Education: Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school, and then college, university, or apprenticeship.

Formal education in modern times is generally classroom based, provided by trained teachers Education is a core sector for achieving the objective of employment, human resource development and bringing about much needed change in social environment, leading to overall progress through efficient use of resources. An appropriate education system cultivates knowledge, skill, positive attitude, awareness and sense of responsibility towards rights and

duties and imparts inner strength to face oppression, humiliation and inequality. (Ninth Five Year Plan, 1997-2002)

Meaning and definitions:

Total quality management (TQM): An integrated effort designed to improve quality performance at every level of the organization.

Let us look at the various dimensions of quality:

Customer defined quality: The meaning of quality as defined by the customer.

Conformance to specifications: How well a product or service meets the targets and tolerances determined by its designers.

Fitness for use: A definition of quality that evaluates how well the product performs for its intended use.

Value for price paid: Quality defined in terms of product or service usefulness for the price paid.

Support services: Quality defined in terms of the support provided after the product or service is purchased.

Psychological criteria: A way of defining quality that focuses on judgmental evaluations of what constitutes product or service excellence.

Features & Shortcomings of the Education System in India:

1. Huge mass of student population:

- Half of the population of the age group 5-24 is currently participating in the formal education system.
- Of this, 51% comprise children studying at the primary level and 23% students at the middle level.

The total number of good educational institutes are few in number and are unable to meet the demands of a growing population.

In schools, colleges and other educational institutes the number of students per teacher/Instructor is disproportionately large compared to its western counterparts. This leads to a lot of stress on the teachers. The one to one teacher student interaction is compromised. Teachers are unable to comprehend the difficulties faced by individual students.

2. Lack of infrastructure:

Majority of the educational institutes do not or are unable to have a sound infrastructural base.

This includes lack of:

- A proper approach road
- Clean premises
- Open spaces for the students to move about
- Proper parking facilities
- Safe drinking water facility
- Airy, spacious and well lit classrooms with appropriate seating arrangements and other facilities

- Clean toilets
 - Well-equipped and well maintained science, computer and other laboratories,
 - Good hostel facilities
 - Canteen facilities
 - Library
 - Availability of First aid
 - Safety considerations such as large spacious corridors, fire and emergency exits,
- The list is endless, however very few institutes are able to provide all the above mentioned requirements.

3. Stake holders and their expectations: The expectation of all the stake-holders need to be taken into consideration. This will help in bringing about changes in the whole education system.

The role of TQM:

For organizations to become superior in quality, as suggested by the authors Frank M. Gryna, Richard C.H. Chua, Joseph A. Defeo of the book Juran's Quality Planning & Analysis for Enterprise Quality, organizations need to

- Develop technologies to create products and processes that meet customer needs and
- Stimulate a culture that continually views quality as a primary goal. The culture for quality can be changed by providing
 - a. Goals and measurements.
 - b. Evidence of upper management leadership
 - c. Self-development and empowerment
 - d. Participation
 - e. Recognition and rewards

Internal Marketing: The interaction between the organization and its employees defines internal marketing. Treat employees as customers. This is because from the eyes of the service receiver, (in this context the student), the service contact employees that is the teachers and supporting staff are the service, are the organization, are the brand and its marketers.

It is essential to develop teachers and other staff members to ensure imparting of quality education. In order to achieve this it is necessary to hire qualified and able faculty and staff, to develop and train them in order to impart quality education, to provide needed support systems such as well-equipped classrooms, libraries etc., and retain the best people.

Interactive Marketing: The effectiveness of customer involvement at all levels will impact organizational productivity and, ultimately, quality and customer satisfaction. Also "fellow customers" can affect the nature of the service outcome or process. They can either enhance or detract from customer satisfaction and perceptions of quality.

Thus in case of an educational institute an individual student and his/or her classmates will also be responsible in determining the quality of education being imparted.

External Marketing: When the organization is directly addressing its customers i.e. marketing to end-users. This involves pricing strategies, promotion activities, and all communication with customers. Performed to capture the attention of the market, and arouse interest in the service. This includes maintaining a web-site, printing brochures, organizing community events etc.

The philosophy of TQM and its main contributors:

TQM is different from the old concept of quality as its focus is on serving customers, identifying the causes of quality problems, and building quality into the educational process.

The PDSA cycle i.e. Plan, Do, Study and Act cycle is a process which is a good exercise in quality control in an educational Institute:

Plan

Evaluate current process

Collect procedures, data, identify problems

Develop an improvement plan, performance objectives

Do

Implement the plan – trial basis

Study

Collect data and evaluate against objectives

Act

Communicate the results from trial

If successful, implement new process.

Some of the principles of the TQM process that need to be adapted in educational organizations are:

- 1) Conformance to specifications: Does the service meet targets and tolerances defined by designers?
- 2) Fitness for use: Evaluate performance for intended use.
- 3) Value for price paid: Evaluation of usefulness vs. price paid (fees paid).
- 4) Support services: Quality of support after sale that is after admission is confirmed.
- 5) Psychological: Ambience, prestige, friendly staff

Certain effective tools are used in the TQM process that can be adopted by educational outfits to assure quality performance are:

- Cause-and-Effect Diagrams/ Fish bone diagram
- Flowcharts
- Checklists
- Control Charts
- Scatter Diagrams
- Pareto Analysis
- Histograms

Conclusion: The need for quality in education has become of utmost importance. TQM is a philosophy which will be successful if every person in the organization accepts and practices it because he/or she understand its importance and benefits. In the words of our honorable president Mr. Pranab Mukherjee while inaugurating the Murshidabad campus of Aligarh Muslim University (AMU), he said the people can be empowered only through education.

“We shall have to enhance local recruitment without compromising standard of education. The only way by which we can achieve this is to improve quality of education in degree colleges, high schools and primary schools,” Mukherjee said.

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Abstract

Social networking Sites are used by hundreds of millions of people every day, but little is known about their effect on behaviour. Young people are among the most prolific users of these sites. Emerging studies find that youth spend a considerable portion of their daily life interacting through social media. Subsequently, questions and controversies emerge about the effects SNS have on adolescent development. In this study Research tried to find the effect of social networking sites on the self confidence of the pupil teachers. Purposive sampling was done. Sample was comprised of 100 pupil teachers from 3 colleges of Education of Nawanshahr District. . The Opinionnaire on the social networking site was prepared to check the opinion of the adults. It contains 30 items divided into 4 dimensions i.e. social relations and recreation. Results of study indicate that self Confidence of those pupil teachers who used social networking sites is more than those who does not use these sites.

Key Words: Social Networking Sites, Self Confidence and Pupil Teachers.

Introduction: Social network sites (SNSs) are “web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system” (boyd & Ellison, 2007, p. 211). The first social network site was launched in 1997 and currently there are hundreds of SNSs across the globe, supporting a spectrum of practices, interests and users .There is a wide and baffling range of online social networking sites out there, but each tends to lend itself quite differently toward different target markets. Pappacharissi (2009) analyzes profiles and user behavior on Facebook, LinkedIn, and A Small World and finds that the features, intent, and norms of each social network are intricately related to user behavior. For example, Facebook is a more wide-open network with less stringent rules about membership, information disclosure, and interaction. LinkedIn is also an open-membership network, but its design such as profiles in résumé-like format encourages professional uses. A Small World is an entirely closed and exclusive network, where members share pictures that signal their socioeconomic status. Similarly, when MySpace introduced its Top 8 function, where users designated their top friends on their profile, it set off a firestorm of social drama among teens. Online social networks are having a fundamental and important influence on society. Facebook, the world’s largest online social network, had over 1 billion active users in the year of 2012, with over 80% from outside the United States (Smith et.al. 2012). The success of social networks, however, is based not only on the number of active users

but also on the amount of time users spend on these websites. Online social network use accounts for nearly 23% of time spent online in the United States, which is approximately double the time spent on any other online activity (Nielsen 2010). Despite this growing popularity and increasingly frequent usage, a systematic understanding of how social network use affects consumer behaviour remains elusive. People use social networks to fulfil a variety of social needs, including self-expression and self-presentation (Back et al. 2010). Consequently, using a social network can enhance self-esteem and positively affect well-being (Gonzales and Hancock 2011). Social Networking Sites utilize Web 2.0 principles. The Term Web 2.0 defines websites that are designed to: (a) rely on the participation of mass groups of users rather than centrally controlled content providers, (b) aggregate and remix content from multiple sources, and (c) more intensely network users and content together (O'Reilly, 2007). Self confidence has been defined as confidence in one's own abilities and judgments and also describes as "the traits or qualities as cumulative result of life experiences, where positive experiences build on confidence and negative ones make us worry to reflect them often. Self confidence is as much an inherent, inborn traits as it is an acquired or cultivated endowment carefully musical and nurtured. Self confidence is a personality trait. A self-confident person perceived himself to be socially competent, emotionally mature, intellectually adequate, successful, optimistic, independent, self-reliant, self-assured, forward moving, fairly assertive and having leadership qualities. The world is likely to believe in a man who believes in himself, provided he shows that his self-reliance is grounded upon a true appraisal and is well managed. No one can be great in business or a profession or an art who wants advice before he does anything important. Self-reliance is the end expression of many qualities: emotional stability, willingness to face facts and to bear responsibility, discipline, and faith in our judgments and practice in making decision and obedience by them. Ellison et al. (2007) found evidence that self-esteem may operate as a moderator of the relationship between social network site use and social capital. That is, young people with lower self-esteem appeared to Benefit more from their use of Facebook than those with higher self-esteem. However, with data at only one point in time, it was not possible for Ellison et al. (2007) to establish any time order to the relationships among Facebook use, self-esteem, and social capital. Subrahmanyam and Greenfield (2008) observe that the lines between the virtual and real world is increasingly blurred for youth today: ". . . for today's youth, media technologies are an important social variable and . . . physical and virtual worlds are psychologically connected; consequently, the virtual world serves as a playing ground for developmental issues from the physical world" (p. 124). The key questions for the field of youth and SNS focus on what the emotional, social, and cognitive effects of using the technology are for adolescents. Studies have clearly indicated that Social Networking sites have their influence on the emotional, social, and cognitive domain of the user.

Objectives:

1. To study the self confidence of Pupil Teachers.
2. To study the use of Social Networking Sites by the Pupil Teachers.

3. To find out the difference in Self Confidence of Users and Non- Users of Social Networking Sites .
4. To find out the difference in Self Confidence of High Users and Average Users of Social Networking Sites .
5. To find out the difference in Self Confidence of Average Users and Low Users of Social Networking Sites .
6. To find out the difference in Self Confidence of High Users and Low Users of Social Networking Sites.

SAMPLE: Purposive sampling was done. Sample was comprised of 100 pupil teachers from 3 colleges of Education of Nawanshahr District.

Tools:

- 1) The Opinionnaire on the social networking site was prepared to check the opinion of the adults. It contains 30 items divided into 4 dimensions i.e. social relations and recreation.
- 2) Self-Confidence Inventory by Rekha gupta.

Analysis: Objective wise analysis is given as under

- 1) First objective of the study was to find the self confidence of pupil teachers. Data related to this objective was analysed by calculating the percentages

Table 1 Table showing %age of pupil teachers with Raw Scores of Self Confidence

Serial No.	Raw scores	Pupil Teachers	% age
1	7 and below	5	5%
2	8-19	28	28%
3	20-32	40	40%
4	33-34	22	22%
5	45 and above	5	5%

Table 1 clearly reveals that 5% Pupil teachers were having very high self confidence,28% were having high self confidence ,40% were having average self confidence where as 22% were having low self confidence and 5% were having very low self confidence. Result Reveals that most of the pupil teachers (40%) were having average self confidence.

- 2) Second objective of the study was to find the use of Social Networking Sites by the Pupil Teachers. Data related to this objective was analysed by calculating the percentages

Table: 2 Table showing %age of pupil teachers using Social Networking Sites

Serial No.	Raw scores	Pupil Teachers	% age
1	Users	83	83%
2	High Users	28	28%
3	Average Users	42	42%
4	Low Users	13	13%
5	Non Users	17	17%

Table 2 clearly reveals that 83% Pupil teachers were using social Networking Sites while 17% were not using these sites at all. Out of 83% , 28% were the high Users, 42% were the average users were as 13% were low users of Social Networking Sites. Result clearly Reveal that most of the pupil teachers (83%) were using Social Networking Sites.

- 3) Third objective of the study was to find the difference in Self Confidence of Users and Non-Users of Social Networking Sites. Data related to this objective was analyzed with the help of t-test.

Table 3 Significance of the Difference between Mean Scores of Self Confidence of Users and Non- Users Pupil Teachers of Social Networking Sites

S. No.	Group	N	M	S.D	SE _M	t-value
1.	Users	83	26.29	10.57	1.05	4.26**
2.	Non-Users	17	21.05	10.03	1.00	

*significant at 0.01 level

Table 3 revealed that the mean scores of self confidence of users and non-users pupil teachers of social networking sites are 26.29 and 21.05 respectively and their standard deviation as 10.57 and 10.03 respectively. The t-ratio is 4.26 with $d_f=98$ which is significant at 0.01 level. This revealed that a significant difference exists between mean scores of self confidence of users and non-users pupil teachers of social networking sites. In this context, the null hypotheses, namely, “There is no significant difference between the Self Confident of Users and No Users of Social Networking Sites”, is rejected. Further, the mean score of users pupil teachers (26.29) was significantly higher than those belonging to group of non-users (21.05). It may, therefore, be said that Self Confidence of those pupil teachers who used social networking sites is more than those who does not use these sites..

- 4) Fourth objective of the study was to find the difference in Self Confidence of high Users and average Users of Social Networking Sites. Data related to this objective was analyzed with the help of t-test.

Table 4 Significance of the Difference between Mean Scores of Self Confidence of High Users and Average Users Pupil Teachers of Social Networking Sites

S. No.	Group	N	M	S.D	SE _M	t-value
1.	High Users	28	28.19	11.07	1.04	3.16**
2.	Average Users	42	24.05	10.53	1.04	

*significant at 0.01 level

Table 4 revealed that the mean scores of self confidence of high users and average-users pupil teachers of social networking sites are 28.19 and 24.05 respectively and their standard deviation as 11.07 and 10.53 respectively. The t-ratio is 3.16 with $d_f=68$ which is significant at 0.01 level. This revealed that a significant difference exists between mean scores of self confidence of high users and average-users pupil teachers of social networking sites. In this context, the null hypotheses, namely, “There is no significant

difference between the Self Confident of high Users and average Users of Social Networking Sites”, is rejected. Further, the mean score of high users pupil teachers (28.19) was significantly higher than those belonging to group of average users (24.05). It may, therefore, be said that Self Confidence of those pupil teachers who were high users of social networking sites is more than self confidence of average users of these sites.

- 5) Fifth objective of the study was to find the difference in Self Confidence of Average Users and low Users of Social Networking Sites. Data related to this objective was analyzed with the help of t-test.

Table 5 Significance of the Difference between Mean Scores of Self Confidence of Average Users and low- Users Pupil Teachers of Social Networking Sites

S. No.	Group	N	M	S.D	SE _M	t-value
1.	Average Users	42	24.05	10.53	1.04	1.06
2.	low-Users	13	22.95	10.72	1.06	

*significant at 0.01 level

Table 5 revealed that the mean scores of self confidence of average users and low-users pupil teachers of social networking sites are 24.05 and 22.95 respectively and their standard deviation as 10.53 and 10.72 respectively. The t-ratio is 1.06 with $d_f=53$ which is not significant at 0.05 level. This revealed that a significant difference does not exists between mean scores of self confidence of average users and low-users pupil teachers of social networking sites. In this context, the null hypotheses, namely, “There is no significant difference between the Self Confident of average Users and low Users of Social Networking Sites”, is not rejected. It may, therefore, be said that Self Confidence of those pupil teachers who were average users of social networking sites is not significantly better than those who were low users of these sites.

- 6) Sixth objective of the study was to find the difference in Self Confidence of high Users and low-Users of Social Networking Sites. Data related to this objective was analyzed with the help of t-test.

Table 6 Significance of the Difference between Mean Scores of Self Confidence of high Users and low- Users Pupil Teachers of Social Networking Sites

S. No.	Group	N	M	S.D	SE _M	t-value
1.	High Users	28	28.19	11.07	1.04	5.81**
2.	low-Users	13	22.95	10.72	1.06	

*significant at 0.01 level

Table 6 revealed that the mean scores of self confidence of high users and low-users pupil teachers of social networking sites are 28.19 and 22.95 respectively and their standard deviation as 11.07 and 10.72 respectively. The t-ratio is 5.81 with $d_f=39$ which is significant at 0.01 level. This revealed that a significant difference exists between mean scores of self confidence of high users and low-users pupil teachers of social networking

sites. In this context, the null hypotheses, namely, “There is no significant difference between the Self Confident of high Users and low Users of Social Networking Sites”, is rejected. Further, the mean score of high users pupil teachers (28.19) was significantly higher than those belonging to group of low-users (22.95). It may, therefore, be said that Self Confidence of those pupil teachers who were high users of social networking sites is more than those were low users of these sites.

Findings:

- 1) 40% of the pupil teachers were having average self confidence
- 2) Most of the pupil teachers (83%) were using Social Networking Sites.
- 3) Self Confidence of those pupil teachers who used social networking sites is more than those who does not use these sites..
- 4) Self Confidence of those pupil teachers who were high users of social networking sites is more than self confidence of average users of these sites.
- 5) Self Confidence of those pupil teachers who were average users of social networking sites is not significantly better than those who were low users of these sites.
- 6) Self Confidence of those pupil teachers who were high users of social networking sites is more than those were low users of these sites.

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STIMULATING CREATIVITY OF PRE-SERVICE SECONDARY SCHOOL TEACHERS WITH CREATIVE PROBLEM SOLVING (CPS) TRAINING

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“I am creative person. I think and I like to believe there is no limitation to creativity.”

Shah Rukh Khan, Bollywood Actor

Creative thinking is the highest of mental functions and creative production the peak of human achievement (Getzels, 1985) and in evaluations of the reasons for accomplishment and failure, creativity appears to have replaced intelligence as the focus of interest (Smith & Carlson, 1990). However, teachers, in India, are not adequately trained for developing creative thinking abilities of the students. The new curriculum for prospective secondary teachers has neglected creativity. In the light of this, one can expect that in future, the pre-service secondary school teachers may not be able to give due emphasis to creativity in their respective jobs. And, the neglect of creativity in the schools can be detrimental for survival as well as progress of a nation.

Few psychological constructs are more intricate and obscure to comprehend than creativity (Sharma, 2009). Creativity is a multi-colored thing, having different shades and hues. Treffinger, Young, Selby, & Shepardson (2002) identified over 100 definitions of creativity. Torrance (1967) defined creativity as the process of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements, disharmonies, and so on; searching for solutions, making guesses, or formulating hypotheses about deficiencies; testing and retesting these hypotheses and possibly modifying and retesting them; and finally communicating the results. Runco (1993) emphasized that creativity involved both convergent and divergent thinking, problem finding and problem solving, self-expression, intrinsic motivation, a questioning attitude and self-confidence, while Haylock (1997) pointed that creativity is a notion that embraces a wide range of cognitive styles, categories of performance, and kinds of outcomes. However, most educationist and psychologist agree that that creativity is development of something that is novel and has some value for the thinker or the society. Moreover, the concept of creativity is hitherto dealt in term of Person, Product, Process, Press and Guilford's SI Model.

Creative Person

Creative person is explained in terms of information about his traits, personality, cognitive styles, temperament, values, intellect, physique, attitude, self-concept, defense mechanisms, and behaviour. Torrance (1962) revealed that there were as many as 84

distinguishable characteristics of creative persons. Stein (1984) analyzed various research studies and stated 15 varied characteristics of creative persons.

Creative Product

Various psychologists, like, Thurstone (1952), Newell, Shaw and Simon (1962), Mackinnon (1972), Berk (2002) etc. have interpreted creativity in terms of products. A product signifies anything in the mode of an idea, theory, an act, generalization, assumptions or theorems advanced by the mathematicians, work of art or music, etc.

Creative Process

The term creative process connate all processes, stages, thinking, or procedures that ultimately result in creative products. Spearman (1930) had seen creative thinking as a process of seeing or creating relationships with both conscious and subconscious processes operating. Barchillion (1961) remarked that creative processes were of two kinds: Cognito; to shake and throw things together and Intelligo; to choose and discriminate from many different alternative possibilities and then synthesize and bind together elements in new and original ways.

Creative Press

Creativity is an agreement in the midst of external world of reality and individualized cravings. The term press refers to the relationship between human beings and their external environment. Environment has certain constraints, which either assist or curb the creativity of homo sapiens.

Guilford's SI Model

J. P. Guilford has thrown light on creativity through his SI Model developed initially during 1950. SI Model is a 3-dimensional structure of cognitive abilities with a total of 180 categories (6 kinds of products \times 5 kinds of contents \times 6 kinds of processes). Most conspicuously creative abilities are to be found in the category of divergent thinking with the exception of the factors of redefinition, which are in the convergent thinking category and the factor of sensitivity to the problem, which is in the evaluative category.

Thus, creativity may also be defined in terms of 4P's and 1G. We can consider the characteristics of the person; we can analyze the process used; we can assess the creativity of the end product; we can examine the support (or lack of support) in the environment in which the creativity occurred (Reali, 2010), and we can see in terms of divergent production.

The pre-service secondary school teachers need to be trained in programmes, models, and strategies of creativity development like Morphological Analysis, Attribute Listing, Check List, Creativity Mobilization Technique, Scamper Technique, Programmed Instruction, Inquiry Training Model, Synectics Model, Brainstorming, and De Bono's CoRT, available for fostering Creativity. The training they will get in these programmes may have dual benefits i.e. enhancing the creative thinking of pre-service secondary school teachers themselves as well as equipping them for taking care of the creativity of young one's in the schools. And, the complete training programme that can be tried out is Creative Problem Solving (CPS), as emphasizing the importance of CPS, Cassalia (2010) argued that if you are an educator searching for the tools to

create a classroom full of 21st century learners equipped with tools and strategies to embark upon solving the problems of today's world, look no further.

The CPS is a broadly applicable process providing an organizing framework for specific creative and critical thinking techniques to help design and develop new and useful outcomes for meaningful and important challenges, concerns and opportunities (Isaksen, Dorval, & Treffinger, 1994). The CPS programme was initially developed by Osborn (1963). It (CPS) has seen many transformations since then. At present, the CPS version 6.1TM Framework consists of four components, and eight stages. Treffinger, Isaksen, & Dorval (2003) explained CPS as under:

1. Understanding the Challenge

This involves investigating a broad goal, opportunity, or challenge, and clarifying, formulating, or focusing your thinking to set the principal direction for your work. The stages of this component are: *Constructing Opportunities*, *Exploring Data*, and *Framing Problems*. Previously, these stages were known as Mess-Finding, Data-Finding and Problem-Finding.

2. Generating Ideas

Finding many (fluency), varied (flexibility), and unusual (originality) ideas with different generating tools and of course, brainstorming is one of major generating tools.

3. Preparing for Action

Exploring ways to turn a promising option into a workable solution, and then preparing for a successful implementation. The stages of this component are: *Developing Solutions* and *Building Acceptance*.

4. Planning Your Approach

It (Planning Your Approach) involves keeping track of your thinking while it is happening, to insure that you're moving in the direction you want to go. The two stages included in the component are called *Solution-Finding* and *Acceptance-Finding*.

Concluding Remarks

Creativity training and more specifically CPS should be included in teacher-training courses for adequately preparing teachers. The CPS version 6.1TM Framework has proved useful for developing creativity and critical thinking in industry people. The CPS can be beneficial in education sector also, as Fryer (2003) remarked that use of the CPS model can enable students to develop valuable problem-solving skills, while they are dealing with fictional or actual problems. Furthermore, Carson & Runco (1999) suggested that one of the greatest needs in today's world is to provide adults and children in different milieus with opportunities for creative expression and the development of creative problem solving and problem finding skills.

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THE IMPORTANCE OF COMPUTER BASED DIAGNOSTIC TEST IN MATHEMATICS (CBDTM) IN MATHEMATICS TEACHING

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Diagnosis is not the end, but the beginning of practice.

— **Martin H. Fischer**

Succeeding in mathematics should be seen as the right of every child (NCF, 2005) as a common man cannot lead his life well without the basic knowledge of mathematics (Mishra, 2008). He cannot pull on without learning how to count and calculate. Mathematical skills and their applications form an indispensable tool in our daily life. Singh, Avtar, & Singh (2008) pointed out that in the fast technologically-oriented society it (mathematics) has found a greater role to play. Due to its unavoidable practical utility, it has been included in the school curriculum as a compulsory subject. But it is regretful that most of the students consider it difficult to learn. A phobia has been created in their minds. The reason for this phobia may be any. It is necessary to find out and rectify those reasons. The problems in the learning of Mathematics can be identified with the help of Diagnostic Tests in Mathematics, which further suggests remedial instructions to be provided.

CONCEPT OF DIAGNOSTIC TESTING

Diagnostic testing is an important component of teaching–learning process. It provides detailed picture of students’ strengths and weaknesses, in an area, along with the causes for deficiencies and a suggestive guide of remedial instructions. It can also be used as an inventory test to find how much the student knows about a given phase of the subject matter. However, the question is which type of test is called ‘diagnostic test’?

Delanshere (1986) remarked that if diagnostic testing is defined as providing feedback to teachers and students regarding their strengths and weaknesses, almost any test would be diagnostic, while Thorndike and Hagan (1977) pointed out that diagnostic testing is not ordinarily based on immediate past instructions; it grows out of the child’s general educational problems.....directed towards understanding the dimensions and the roots of the present difficulty. Moreover, Gronlund (1981) pointed out that the diagnostic tests are good for identifying weaknesses in learning but not for indicating the level of proficiency. A high score on a subtest simply means this is not an area of weakness. Kumar (1997) remarked that diagnostic tests are used to discover and analyze pupils’ difficulties with a view to set up specific remedial measures to correct errors and remove difficulties, while Rusbult (2009) argued that diagnostic teaching helps learners to learn, detect, understand and correct misconceptions in their own and their fellow learner’s work.

So, it can be concluded that diagnostic testing is a mean of discovering the root cause of learning difficulty of student and getting guidelines for remedial instructions to be provided in order to remove those learning difficulties.

DIAGNOSTIC TESTING IN MATHEMATICS

Whenever one observes a student lagging behind in his studies in one or more subjects, there is need of diagnostic testing. In Mathematics, to diagnose is to find out the weaknesses and deficiencies of the pupils (Kheong, 1982). The cause of failure or difficulty may be any. Here, the teacher of Mathematics has to frame some remedial measures for helping students to get rid of their difficulties. Siddiqui (2005) pointed out that a teacher of Mathematics need to know the extent to which content and skills are mastered and it involves diagnosis of strengths and weaknesses of each student. Mangal (2008) defined diagnostic testing in Mathematics as a testing or evaluation programme carried out by a Mathematics teacher for, diagnosing the nature and extent of the learning difficulties and behavioural problems of individual or group of students along with the inherent causes for chalking out suitable remedial programmes aimed to help them in getting rid of their difficulties and problems.

Furthermore, the diagnostic tests can be constructed in general, with the following steps:

1. Fixing of objectives.

As with any other test, a clear definition of learning objective is required. The items of the diagnostic test are written for specific skills. And, each item tests a particular subskill from different perspectives.

2. Error Analysis

It can be done by analyzing students' note-books and answer sheets. Here, patterns of errors are noted and errors are classified on the basis of type and frequency.

3. Content analysis

To have complete knowledge about the errors likely to occur, apart from error analysis, there is need to have a detailed analysis of the content. The test developer on the basis of his experience can imagine the types of errors students make while answering items based on the content in hand.

4. Identification of learning points and Fixing of order of difficulty of the content

The learning points are identified on the basis of error and content analysis done in the steps 2 and 3. The learning points are then sequenced hierarchically, particularly in the subject of Mathematics.

5. Decision about types of items

The items are written covering all the learning points. It is preferable to write items that can be answered 'right' or 'wrong'.

6. Preparation of final draft of the test

The items in diagnostic test of mathematics are arranged in a vertical hierarchy. The instructions are stated in clear and unambiguous words. There is no time limit.

There are many paper-pencil diagnostic tests in mathematics, which can help in finding out the weaknesses of the students in the subject of Mathematics. But, they are not satisfactory. It may be difficult to use them for one or more of the following reasons:

1. Every use of the paper-pencil Diagnostic Tests in Mathematics demands extra efforts on the part of the teacher in terms of administration, scoring, and feedback.
2. Low content coverage.
3. No immediate feedback.
4. Lack of time on the part of teachers as they are assigned various curricular and non-curricular duties.
5. Presence of teacher is essential.
6. Students are not interested and get fatigued.

The result is that schools do not show interest in using Paper – Pencil Diagnostic Tests in Mathematics. There is one alternative, which can overcome the above stated problems in using Paper – Pencil Diagnostic Tests in Mathematics and that is Computer Based Diagnostic Tests in Mathematics.

COMPUTER – BASED DIAGNOSTIC TEST IN MATHEMATICS

The Information and Communication Technology promote a quality education and effective teaching- learning atmosphere for both a student and teacher (Tedla, 2012). ICT is being used in almost all levels of education in the areas of teaching, diagnostic testing, remedial teaching, evaluation, psychological testing, development of virtual laboratory, online tutoring, development of reasoning & thinking, and instructional material development (Sansanwal, 2009). If it is used there is enough scope for the learner to dynamically interact with the content to construct their own meaning. Such efforts can be made in the field of testing, to diagnose the strengths and weaknesses of students in a particular subject and then providing remedies. Such diagnostic testing making use of computers is called Computer Based Diagnostic Testing (CBDT). Further, Sansanwal (2009) mentioned the following advantages of CBDT:

- They do not require any special setting or arrangement. The only requirements are computer systems and software.
- The student can use it even from home, if made available on school website.
- They do not need any special assistance from teacher. Unlike, the paper pencil test, it does not require the paper setting and correction on the part of the teacher.
- It saves time on the part of teacher and students.
- The feedback is given immediately after the test is over, which gives an intrinsic reinforcement to the student.
- The student finds it more interesting and motivating as compared to the paper – pencil diagnostic test.
- It can be updated from time to time.
- It is economical in terms of money as it requires only one time investment.

Betts, Hahn, & Zau (2011) concluded that the Computer based Mathematics Diagnostic Testing gives teachers, students, and schools much more timely feedback, in electronic form, with more

detailed information on the strands of subject matter being tested, and far better information on specific areas in which students need help.

The items in diagnostic test of Mathematics are arranged in a vertical hierarchy. The instructions are stated in clear and unambiguous words. There is no time limit.

CONCLUSION

To reap the benefits of mathematics education, it is essential to use identify learner's strengths and weaknesses. There are many paper-and-pencil diagnostic tests in mathematics are available but due to their practical limitations of administration, scoring, and low content coverage, they are no more beneficial in the schools. In order to take full advantage of diagnostic testing, it is recommended to opt for CBDTM. The CBDTM has overcome the problems of paper-and-pencil diagnostic tests in mathematics and it needs only one time investment

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Mixed and Multi Methodologies in Educational Research

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Abstract

Education is a behavioral science, the major concern of educational research is to understand, explain, and to some degree predict and control human behavior. It is an activity directed towards the development of organized and useful body of scientific knowledge about the events with which educators are concerned. Mixed method and multi- method are the fastest growing areas in research methodology today. Its aim and benefits appear rather simple; take the best of qualitative (QL), and quantitative (QN) methods and combine them.

Multi- method Research is the strategy in that researcher can analyze his/her chosen topic with several different methods of analysis of the same generic type.i.e.either qualitative or quantitative. When researcher use both qualitative and quantitative methods that is Mixed methods research. Multi – method analysis increases the possibilities of getting varied and extensive results.

Keywords:- Mix method, Multi- method, Qualitative and Quantitative research method

❖ INTRODUCTION:-

Educational research is the formal, systematic application of the scientific method to study of educational problems. Educational environment is quiet different because many known and unknown factors, and components operate in it. Educational process, environment is related with student, teacher, principal, staff, and infrastructure. So researcher can not easily generalize findings. Educational inquiry tries to ask some questions and expect answers. Educational research can be done with the help of quantitative and qualitative research methods.

❖ Qualitative Research:-

Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e. non numerical) data to gain insights into a particular phenomenon of interest. Mainly qualitative research focuses on different meaning, perspective, contest of people and groups.(Gay, Mills, & Peter, 2009)

❖ Characteristics of Qualitative Research:-

- 1) Qualitative research collects narrative and visual data over an extended period of time.
- 2) Data collection mostly done in naturalistic setting, it has smaller sample size.
- 3) Interaction with participants with the help of interview and observations.
- 4) Use of different method to understand the participants' perspective.
- 5) Research questions give the correct direction to the study.

❖ **Different types of Qualitative Research**

1. Case study research
2. Historical
3. Phenomenology
4. Ethnography
5. Grounded study

❖ **Quantitative Research:-**

Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control the phenomenon of interest. Quantitative research can measure, understand, and generalize about the educational setting. (Gay, Mills, & Peter, 2009)

❖ **Characteristics of Quantitative Research:-**

1. Quantitative research conducts in researcher controlled environments under researcher controlled conditions.
2. Researcher uses statistical procedures for data collection, analysis and writing
3. Quantitative studies investigate the relations between two or more variables.
4. Research hypothesis should be stated before beginning and has to be tested.

❖ **Different types of Quantitative research:-**

- 1) Survey
- 2) Co relational
- 3) Casual comparative
- 4) Experimental

❖ **Mixed Method Research:-**

Mixed method research combines quantitative and qualitative data in a single study.

Mixed method research gives strength to understand a phenomenon more fully than is possible using either quantitative or qualitative method.

❖ **Characteristics of Mixed Method Research:-**

- a) Educational phenomena are so complex, so different kinds of methods are needed to understand these complexities.
- b) It enables the researcher to answer confirmatory and exploratory questions at the same time, and as a result the researcher is able to construct and confirm theory.
- c) It can provide explanations for seemingly contradictory results that emerge to using different methods.
- d) All the methods of data collection have limitations; the use of this method can cancel out some of the disadvantage of certain methods.

- e) It gives researcher chance of priority and sequence.
(<http://www.msvu.ca/site/media/msvu/MixedMethodologyHandout.pdf>)

❖ **Delimitations of the Mixed Method Research:-**

1. Time consuming method
2. Understanding data(different view)
3. Coding of data(how to be write down)

❖ **Multi - method Research:-**

Multi- method Research is the strategy in that researcher can analyze his/her chosen topic with several different methods of analysis of the same generic type.i.e.either qualitative or quantitative method. Research uses different methods of quantitative or qualitative for a single study

(<http://www.msvu.ca/site/media/msvu/MixedMethodologyHandout.pdf>)

e.g. Suppose a researcher wants to develop a programme for guidance and counseling at secondary level. For that researcher will use (a) Survey method (b) Product Development method (c) Experimental method Above all three methods are only from Quantitative research, so multi method means use of two or more than two methods from quantitative or qualitative research method.

❖ **Conclusion:-**

In this way Mixed and multi method research methods can give extensive and good results in the field of educational research to solve the current issues in the field of education.

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Enhancing digital competencies through development of storyboard for creating multimedia e-content

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Abstract

Sub-committee of Central Advisory Board of Education on Information and Communication Technology in school education has recommended that the “process of outsourcing of digital content and resources should be discouraged” by states and emphasis should be on the “need for development of e-content by the states through their own pools of teachers and teacher educators.” Keeping this in mind the researcher trained student teacher to develop storyboard for creating multimedia e-content. The training was integrated with B.Ed. curriculum and digital platforms like Edmodo and Blog. The student teachers were guided to integrate different theories of learning, multimedia principles and teaching principles while preparing their storyboard. Through journaling they were encouraged to write reflections which were analyzed to understand their journey towards acquiring digital competencies.

INTRODUCTION

Learning and teaching in a digital era are being profoundly reformed by the potential of Information and Communication Technology (ICT). Supporting learning in the digital age looks at devising innovative methods to utilize ICT in education for maximalist inclusion of learners accompanied by a reformed pedagogy that frames quality in the learning activity by raising the interest and involvement of the students in learner centered approaches. When e-learning is reshaping the educational landscape of the world, an essential condition for effective practices of digital age pedagogy is that there must be access to high quality, culturally relevant content in digital forms.

In the process of developing a techno-pedagogy for the learners, the first issue to be addressed is the development of content. Sub-committee of Central Advisory Board of Education on Information and Communication Technology in school education has recommended that the “process of outsourcing of digital content and resources should be discouraged” by states and emphasis should be on the “need for development of e-content by the states through their own pools of teachers and teacher educators.” For this teachers and teacher educators should work together and first of all they should be trained in developing e-content. Technology, pedagogy, content and context as interdependent aspect of teachers’ knowledge necessary to teach content-based curricula effectively with educational technologies. As per current practice of teacher

education, technology is taught in isolation from the study of specialization, educational theories and educational practices as well. This situation will hinder the development of competence for prospective teachers in developing digital content for students.

However even today one of the greatest challenges of integrating ICT in education is lack of quality e-content. So it is need of the hour, to encourage e-content creation at various level of education.

With the recognition of problem with existing pre-service teacher education, the researcher decided to train student teachers in the development storyboard for development of multimedia e-content.

E-content :

According to Selinger (2004), “e-content should be seen as a tool to improve the understanding, engagement and motivation of learners; to provide a safe environment for them to experiment and explore their conjectures; and to test their understanding using novel assessment methodologies based on trial and improvement; simulations and manipulation of models”.

NEED OF THE STUDY

Though the importance of Economics as a subject is realized at secondary school education, the method of teaching of Economics is rather crude in most of schools in India. The student-teachers generally do not get an opportunity to think independently and conceptualize the spirit of the subject while practice their teaching. So importance should be given on the training and orientation of student teachers to understand and manipulate difficult concepts in Economics: a collection of authentic information resources, related cases, cognitive tools to support knowledge construction and technology.

Benefits of developing a story board:

- Teacher is able to channelize her creativity in developing an innovating method of teaching abstract concepts of Economics
- While doing her B.Ed, a teacher gets an opportunity to experiment on various teaching styles and this helps in enhancing his/her to teach a dry subject like economics by not only making it interesting but also very interactive
- Students are exposed to a new learning mode with an audio-visual aspect that helps in longer retention of the concepts.
- It helps in creating interest for the subject and sensitized them with various real life situations connected to the subject of Economics.

OPERATIONAL DEFINITIONS:

Multimedia e-content: Digital content which uses various media such as text, images, sound and video, into a multi-sensory interactive application or presentation to convey a message or information to students.

Storyboard:

1.6 OBJECTIVES:

1. To plan a training program on development of storyboard by using different e-learning tools.

2. To train the student teachers in developing storyboard for the development of multimedia e-content.

3. Analyse the reflections of student teachers about the training program.

This training will be given to 14 student teachers of Pillai College of Education and Research, New Panvel. Training will cover the development of multimedia e-content for economics subject of standard IX syllabus of SSC board.

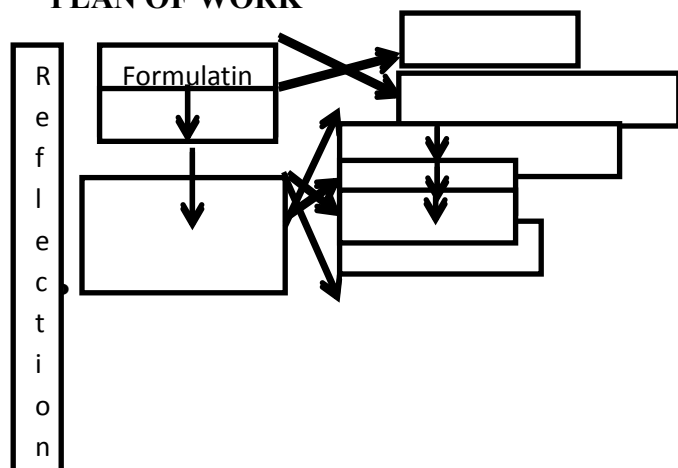
Qualitative approach will be used to assess the reflections of student teachers.

Trainee: 14 student teachers would be the sample for this study. They will be divided into 3 groups of 3, 3, 4 each.

The following documents are prepared:

1. Plan of training in multimedia e-content
2. Preparation of storyboard for the development of multimedia e-content by the student teachers
3. Personal information of students
4. Reflections in the form of journaling by student teachers w.r.t. training

PLAN OF WORK



Phase I: Pre-planning: Formulating the team

- Teams were chosen on the basis of following factors: Content matter Knowledge and adequate Knowledge of computers.
- **Skills audit and competency audit:** A brief skill audit and competency audit was done to assess the existing skills and expertise of team and identify any expertise is needed. The gaps were filled by faculty, contracting out certain tasks.
- Fourteen students were divided into four groups of 3, 3, 4, 4 each. These groups were distributed chapters of economics.
- Team was given orientation about instructional design.

Phase II: Orientation includes the following points:

Concept of e-learning, Concept of e-content, Teachers' role in developing e-content

- Then 5 sessions were taken by the researcher on the following aspects:
 - Modes of e-content delivery
 - Concept of storyboard

- How to make storyboard
- Components of storyboard
- How to write reflections in diary
- Presentation of storyboard and discussion
- B.ed. curriculum includes theory required to develop e-content in various subject
- ICT in education: Concept of instructional design, ADDIE model: concept, process, application, E-learning, principles of ICT in education, techniques, models, methods of teaching.
- Psychology of learning :Learning theories, individual differences among learner, learning styles, attention, memory, interest, maturation, fatigue
- Through Evaluation subject learners learn how to make objectives, specifications, how to make question paper, summative and formative evaluation, different types of tests.
- Researcher took some session to correlate these theories to their practical work.

Learning through blog:

Blog was created. Blog on instructional design include menus such as learning theories, instructional strategies, samples of e-content, storyboard, Models of instructional design. Student teacher could go through blog and watch simple videos to learn theory related to instructional design.

Learning through Learning management system i.e. through Edmodo

Online classroom was created to interact with students online. Researcher shared information, given assignment. Overall training is organized through Edmodo.

Phase III: Development of storyboard

The multimedia e-content was developed based on ADDIE model.

1. **Analysis:** The researcher made the design of the course. The student teachers formulated the objectives for the e-content of each topic They did content analysis for the unit in which they were preparing module.

Analysis is done to know the following information

Need analysis :

What time and other resource limitations the learner will face?

Audience analysis:

What do the learner already know?

Where will learner want to learn?

What resources will learner have at their disposal?

Content analysis

Is there any exiting material that can be used to prepare this material?

After collecting any existing material, review the material for what content can be reused.

Structure analysis:

Provide step by step instructions that will take the learner from start to finish.

Which information the learner will be learning?

Which information the learner already knew?

Which information did the learner need not to know?

Learners were analysed by collecting data. Interest, learning styles, their intelligence, anxiety level towards economics, attitude towards economics was studied. For this purpose questionnaires were given, (See the appendices) data was collected and analysed. Experiences of practice teaching by student teachers enabled them to analyse the need of their learners.

Analysis of scores of attitude scale

- 8.21 % of the students have high attitude towards Economics, 78.36 % students have average attitude towards Economics and 12.69 % students have low attitude towards Economics.
- Most of the students have average attitude towards Economics whereas very few students have high level of attitude towards Economics.

Analysis of scores of anxiety scale

- 72.93 % of the students have high anxiety towards Economics, 23.30 % students have average anxiety towards economics and 3.75 % students have low anxiety towards economics.
- Most of the students have high anxiety towards Economics whereas very few students have low anxiety.

Analysis of scores of multiple intelligence

- 60.45% students have linguistic intelligence to much extent
- Maximum student fall under the category of Intra Personal Intelligence with an observation of 86.57% to much extent.
- Minimum percentage (57.46%) students possess Spatial Intelligence to much extent.

2. DESIGN:

For each module following plan was prepared:

- Goal of the instruction in general term.
- Specific learning objectives for the students
- The instructional strategies
- Instructional activities needed to achieve objectives
- Sequence of instructions
- Visuals, videos, audio, scenario needed.
- Assessment strategies they will use.
- Assignments
- References
- Preparing storyboard

While preparing storyboard following steps were followed:

- Instructional strategies were decided
- Organization of learning activities
- Chunking learning activities into smaller pieces
- Sequencing the content in logical order
- Scaffold the learning experiences
- Use relevant real world learning experiences
- Using multimedia approach

- Assignments were prepared
- Concept map, mind map, crossword, quizzes were designed

PREPARATION OF STORYBOARD

Storyboard: The Plot

Story board: Script is to be converted to story board which is the working document for the development of the e-content. The storyboard gives outline of the material which includes screen on text, animation, voice over/narration, effect audio and video etc.

While preparing storyboard following elements were taken into consideration.

- **Principles of Learning:**
- Principle of Individual Difference (Slow Learners, Gifted Learners): It is emphasized that the content would be simple and easy to understand for all kinds of learners. Along with this some extra activities or exercises were added to stimulate the gifted learners' need.
- Learning Styles (Auditory, Visual, Kinesthetic): It caters to all learning styles. Once it is developed into an E-Content, it transforms into an audio-visual form of learning. There is also an activity at the end of the storyboard which caters to the kinesthetic learners.
- **Principles of ICT in education:**
- Principle of Spatial and Temporal Contiguity: With the sub-titles facilities along with the 2D animation of the E-Content, both the Principles of ICT are satisfied.
- Principle of Individual Difference: The flow and the design of the E-Content will be such that the student can understand it as per their capabilities due to the Pause-Replay option added in the E-content. The teacher can replay the lesson until the student understands the concept thoroughly.
- **Factors affecting Learning:**
- Attention: The animation, audio-visual component of the E-content will automatically capture the student's attention
- Maturation: The E-content is developed keeping in mind the understanding and maturation level of the students
- Interest: The real life situation of getting pocket money from parents and the illustrations provided in the storyboard will ensure student's interest levels are maintained
- Motivation: Converting a text book chapter of a technical subject into an animated format like a video or a short movie-like situation will motivate students to learn more. Students will also be motivated to think with an economic perspective and apply their knowledge
- Fatigue: It will be a good change from the traditional Textbook and Chalk-Talk method of learning that often leads to boredom and fatigue. With practical examples, learning is retained that does not leave any scope for rote memorization
- **Howard Gardner's Multiple Intelligence Theory:** Through the storyboard, cognitive competence can be better described as a set of an individual's multiple abilities, talents and mental skills as related to a multiple number of domains of knowledge in a particular cultural setting. Crossword, quizzes, videos, animations, visuals were added while developing storyboard

to cater to the needs of students with different intelligence.

○ **Maxims of teaching:**

○ Known to Unknown: The storyboard was developed after analyzing previous knowledge about the content and their background.

○ Simple to Complex: Similarly, the simple real life examples provided in story line help the learners to grasp the concept easily

○ **Principles of Constructivism:**

○ Learning is an active process: The students actively pay attention to the E-content while learning the concept. Also, the teacher can conduct the activity (provided after the storyboard) as an evaluation to check if students have understood the concept clearly.

○ Students learn to learn as they learn: In the storyboard, while understanding the concept of labour and wages, the character gets sensitized to the plight of the construction workers who work so hard and get meagerly paid yet miss out on education. He plans to go with his friend and spend some time with the children of the construction workers and teach them basic English.

○ Learning is a Social Activity: This becomes a part of experiential learning. The students can themselves interact with their parents, relatives and friends to understand a concept of Factors of Production and Income. Thus, developing their social skills and improving their confidence level.

○ 5 Es of Constructivism: *Engage, Explore, Explain, Elaborate, Evaluate.* Considering all the 5 senses of the students are engaged in learning through and E-content, the 5 Es of Constructivism are automatically integrated in the same

In totality, the above factors form the base for preparing the story board and ensure that the pre-assessment findings are considered and the needs expressed by the students are met.

Reflections through journals

Analysis:

Student teachers were asked to write reflections. Through this journaling they could understand how they learn. Further it was helpful for the researcher to understand effectiveness of training. The researcher was able to understand the hurdles, problems and motive which play a significant role in learning. Most of them (92.85%) were unaware about e-content development. They were familiar about online learning. Most of them (78.42%) experienced a plateau stage meanwhile due to inclusion of more than one tool. In the beginning they showed enthusiasm and interest towards innovative and digital media. But given the opportunity to use learning management system initially they showed resistance due to failure in implementing from their side. 78.57% stated that orientations, demonstrations, reinforcements and even peer tutoring help them to come out of this resistance stage. 71.42% agreed that the communication through chat and blog

helped them in sustaining their interest in creating storyboard. The blog was helpful for them to understand the concepts and their target. For 71.4 % student teachers, their goal (i.e. multimedia e-content) was source of inspiration. All of them experienced feeling of great achievement when their storyboard was ready. They found developing storyboard demands critical thinking, creative thinking and imagination.

5.8 RECOMMENDATIONS

- Teachers should be given training for development of storyboard for developing e-content so that they can develop the content suitable to students' need.
- E-content development should be a part of pre-service and in-service training.
- Teacher should try to modify the available content to make it more effective as per students' need.
- Teachers should be made aware about the open educational resources so that they can use the available resources, modify and create new.

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RELATIONSHIP OF ACADEMIC PERFORMANCE WITH CREATIVITY OF PROSPECTIVE TEACHERS

Kavita

Abstract

The present study has been undertaken to find the relationship between academic performance and creativity of prospective teachers. A sample consisted of 842 prospective teachers was taken from teacher education colleges affiliated to Guru Nanak Dev University, Amritsar. The data was analyzed by using Pearsons Product Moment Correlation and t-test. The study revealed that there was no relationship between achievement motivation and creativity of prospective teachers. Further it was also found that there was significant difference in achievement motivation of prospective teachers studying in Grant-in-Aid and Self-financed colleges.

INTRODUCTION

Education is the most dominant and forceful device to bring out requisite transformations in the individual as well as the society. These changes are in terms of more extensive knowledge, better growth of intellectual ability, development of certain skills peculiar to each subject area, attitude and better adjustment to the given environment.

According to **National Policy of Education (1986)**, "Education has an acculturation role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit- thus furthering the goals of socialism and democracy enriched in our constitution."

The efficacy and strength of an educational system largely depends upon the quality of its teachers. However lofty the aims, however up-to-date and generous the equipment, however efficient the educational administration, the value to the children is determined by the teachers.

Teacher education is an important area of concern in our education system because development in a country depends greatly on the quality of its teachers. Teacher education constitutes an important segment of professional education. It refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviour and skills they require to perform their tasks effectively in the school and the classroom.

CONCEPT OF ACADEMIC PERFORMANCE

Academic performance of students shows that how they deal with their studies how they cope with or accomplish different tasks given to them by the teachers. It is the ability to study, remember facts and being able to communicate one's knowledge verbally or non-verbally. However, the Dictionary meaning of performance is the act of performing or the state of being performed. Thus performance refers to the fulfilment or accomplishment of a promise, contract or other obligations according to its needs.

Busari (2000) stated that academic performance is generally regarded as knowledge attained or skills developed in the various educational subjects.

A plethora of studies on academic performance revealed that various factors affect academic performance of students (**Abar et al, 2009; Curcio et al, 2006; Johnson, 2008; Johnson et al, 2006; Layne et al, 2008; Liew et al, 2008; Mizuno et al, 2008; Moller et al, 2006; Parker et al, 2004; Schlee et al, 2008; Thompson and Zamboanga, 2004; Zhang, 2004**).

CONCEPT OF CREATIVITY

By creativity, we usually understand an activity resulting in some new products of a definite social value. It is not so that only a person who invents a new technical device is creative. A person is considered creative if he solves a problem in different manner. The production of something new is included in almost all the definitions of creativity. Creativity is something which takes into account its relationship with external and internal environments of an individual. The environment constrains either facilitate or impede manifestation of the creative potential that lies within the individual.

Mumford (2003) suggested, "Over the course of the last decade, however, we seem to have reached a general agreement that creativity involves the production of novel and useful products". Creativity is a very complex human performance as well as a thing to utmost importance for the prosperity of mankind. Now if creativity is of such significance for universal development, the question arises, what is creativity?

Otatoye et al (2010) investigated relationship between students' creativity and academic performance and found a very low negative insignificant relationship between these variables.

Bikar and Talip (2011) studied the relationship between figural creativity and academic performance among form four students in rural area in Sabah. This study was conducted on 300 students from few secondary schools selected randomly. The results of the study showed that students of rural areas are more creative in Figural fluency followed by Figural Flexibility, Figural Originality and Figural Elaboration. Male students were more creative in Figural Fluency and female students are more creative in Figural Originality and Figural Flexibility. Finally this study also showed that there was a strong correlation between Figural creativity and academic performance.

OBJECTIVE

The study was conducted to achieve the following objectives:

1. To find out the relationship between Academic performance and Creativity of prospective teachers.

SUB-OBJECTIVES

1. To find out the difference in Academic performance of male and female prospective teachers.
2. To find out the difference in Academic performance of arts and science stream prospective teachers.
3. To find out the difference in creativity of male and female prospective teachers.
4. To find out the difference in creativity of arts and science stream prospective teachers.

HYPOTHESES

In order to achieve the objective and sub-objectives, following hypothesis are framed.

1. There will be no significant relationship between Academic Performance and Creativity of prospective teachers.

2. There will be no significant difference in Academic performance male and female prospective teachers.
3. There will be no significant difference in Academic performance of arts and science stream prospective teachers.
4. There will be no significant difference in creativity of male and female prospective teachers.
5. There will be no significant difference in creativity of arts and science stream prospective teachers.

METHOD OF STUDY

The sample of the study consisted of 842 prospective teachers from Educational colleges affiliated to Guru Nanak Dev University, Amritsar. The subjects were administered Verbal Test of Creative Thinking and academic performance of prospective teachers were taken from their marks obtained in annual examination. A brief introduction regarding the goal of study and assurance of confidentiality was given.

TOOLS USED

To achieve the objectives of the study, the following tool was used.

1. Verbal Test of Creative Thinking developed and standardized by Baqer Mehdi (2004).

STATISTICAL TECHNIQUES USED

Pearsons correlation coefficient was used to find out the relationship and t-Ratio was used to find out the difference in means.

ANALYSIS OF DATA AND DISCUSSION OF RESULTS

HYPOTHESIS 1:

THERE WILL BE NO SIGNIFICANT RELATIONSHIP BETWEEN ACADEMIC PERFORMANCE AND CREATIVITY OF PROSPECTIVE TEACHERS.

TABLE 1

N	Academic Performance	Creativity	r
	Mean	Mean	
842	697.6	60	0.063

*Significant at 0.05 level

** Significant at 0.01 level

The results shown in Table 1 above indicate that there is a no relationship between academic performance and creativity of prospective teachers. The correlation is not significant at 0.05 level of probability. In the light of the above results, **the null hypothesis– 1 that there exists no significant relationship between academic performance and creativity of prospective teachers is not rejected.**

Thus academic performance of prospective teachers is not correlated with their creativity. It may, therefore, be concluded that Academic Performance of prospective teachers was independent from their Creativity. These results support the findings of **Cicirelli (1965), Wallach and Kagan (1965), Bentley (1966), Nwazuoke and Okechukwu (1992) and Olatoye et al (2010)** which show that there is no relationship between academic performance and creativity.

HYPOTHESIS 2:

THERE WILL BE NO SIGNIFICANT DIFFERENCE IN ACADEMIC PERFORMANCE MALE AND FEMALE PROSPECTIVE TEACHERS.

TABLE 2

Group	Number	Mean	SD	SEdM	t-ratio
Male	105	692.39	52.879	52.879	1.175
Female	737	698.35	48.089	48.087	

*Significant at 0.05 level

** Significant at 0.01 level

It is found that the mean scores of male and female are 692.39 and 698.35 respectively. The computed t-value is 1.175 which is not significant both the levels i.e. 0.01 and 0.05 of probability. In the light of above results the null hypothesis 2 that there will be no significant difference in academic performance of male and female prospective teachers is not rejected.

HYPOTHESIS 3:

THERE WILL BE NO SIGNIFICANT DIFFERENCE IN ACADEMIC PERFORMANCE OF ARTS AND SCIENCE STREAM PROSPECTIVE TEACHERS.

TABLE 3

Group	Number	Mean	SD	SEdM	t-ratio
Arts	716	692.32	50.620	4.509	7.769**
Science	126	727.66	46.437	1.735	

*Significant at 0.05 level ** Significant at 0.01 level

It is found that the mean scores of arts and science stream prospective teachers are 692.32 and 727.66 respectively. The computed t-value is 7.769 which is significant at both the levels i.e. 0.01 and 0.05 of probability. In the light of above results the null hypothesis 3 that there will be no significant difference in academic performance of arts and science stream prospective teachers is rejected.

HYPOTHESIS 4:

THERE WILL BE NO SIGNIFICANT DIFFERENCE IN CREATIVITY OF MALE AND FEMALE PROSPECTIVE TEACHERS.

TABLE 4

Group	Number	Mean	SD	SEdM	t-ratio
Male	105	52.99	10.674	1.041	4.164**
Female	737	57.81	11.153	0.410	

*Significant at 0.05 level ** Significant at 0.01 level

It is found that the mean scores of male and female prospective teachers are 52.99 and 57.81 respectively. The computed t-value is 4.164 which is significant at both the levels i.e. 0.01 and 0.05 of probability. In the light of above results the null hypothesis 4 that there will be no significant difference in creativity of male and female prospective teachers is rejected.

HYPOTHESIS 5: THERE WILL BE NO SIGNIFICANT DIFFERENCE IN CREATIVITY OF ARTS AND SCIENCE STREAM PROSPECTIVE TEACHERS.

Group	Number	Mean	SD	SEdM	t-ratio
Arts	716	59.507	9.218	0.82128	2.506*
Science	126	56.804	11.474	0.42882	

*Significant at 0.05 level ** Significant at 0.01 level

It is found that the mean scores of arts and science stream prospective teachers are 59.507 and 56.804 respectively. The computed t-value is 2.506 which is significant at the level i.e. 0.05 of probability. In the light of above results the null hypothesis 5 that there will be no significant difference in creativity of arts and science stream prospective teachers is rejected.

CONCLUSIONS

Creativity and academic performance are two different aspects. In searching for people to carry out tasks that involve high creativity level and academic performance should not be the only requirement for selection because the persons who are creative may not be intelligent in academic field and vice versa. Creativity may be beyond the thick walls of the classroom. The investigator may venture to say that most of the creative innovations of man happened outside the classroom. Thus, it is apparent that creativity and academic performance do not necessarily go together.

EDUCATIONAL IMPLICATIONS

1. The system in Teachers' educational Colleges should be more open and more accepting for divergent views. It is desired from the college administration and the teachers to have orientation in this area to prepare them for the task of working with prospective teachers whose divergent modes of thinking often embarrass and contradict teachers' cognitive styles. A nation can only march forward technologically when the creative minds and geniuses are allowed to thrive.
2. There should not be gender discrimination and equal opportunities should be given to all in schools, colleges, Universities etc.
3. Teachers educators must initiate novel/original ideas which help to develop creativity of students. The prospective teachers should be given training in developing good human relationships which would be ultimately helpful in creating healthy atmosphere in the institution and will promote emotional intelligence, creativity and academic performance.

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SPIRITUAL INTELLIGENCE – NEED OF THE HOUR

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We are aware of Intelligence and Emotional Intelligence. However, Spiritual Intelligence is the new dimension that has been added in the realm of Psychology. It is the central and most fundamental of all the intelligences, because it becomes the source of guidance for the others. There is marked difference between the three concepts of IQ, EQ and SQ, notably Intelligence Quotient deals with Cognitive & Psychomotor domain, Emotional Quotient is related with Affective domain, whereas Spiritual Quotient is concerned with Spiritual domain.

Crisis in character and loss of values and virtues are reflected now in every sphere of human life. Standards of moral and social life of people are gradually declining. Different problems in youth are mounting up day by day. So there is need of including Spiritual Intelligence in the Schools and Teacher Education Curriculum, so that our teacher trainees (future generation teachers) as well as students should be well acquainted with the concept and significance of Spiritual Intelligence in the life of human beings. The paper presentation will deal with the concept of Spiritual Intelligence, its Aspects and its need in the present scenario.

KEY WORDS

Spiritual Intelligence, Aspects of Spiritual Intelligence, Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ).

INTRODUCTION

We are aware of Intelligence and Emotional Intelligence. However, Spiritual Intelligence is the new dimension that has been added in the realm of Psychology. It is the central and most fundamental of all the intelligences, because it becomes the source of guidance for the others. There is marked difference between the three concepts of IQ, EQ and SQ, notably Intelligence Quotient deals with Cognitive & Psychomotor domain, Emotional Quotient is related with Affective domain, whereas Spiritual Quotient is concerned with Spiritual domain.

Crisis in character and loss of values and virtues are reflected now in every sphere of human life. Standards of moral and social life of people are gradually declining. Different problems in youth are mounting up day by day. So there is need of including Spiritual Intelligence in the Schools and Teacher Education Curriculum, so that our teacher trainees (future generation teachers) as well as students should be well acquainted with the concept and significance of Spiritual Intelligence in the life of human beings. Let us come together to

understand the concept of Spiritual Intelligence, it's aspects and it's needs in the present scenario.

KEY WORDS

Spiritual Intelligence, Aspects of Spiritual Intelligence, Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ).

MEANING

“Spiritual Intelligence” is the term coined by Danah Zohar and introduced the idea in 1997 in her book “Rewiring the Corporate Brain.” In order to understand Spiritual Intelligence, it is useful to first be clear on what we mean when use these two words ;

- ❖ Being Spiritual : To be ‘spiritual’ is to think, act and interact from an awareness of self as spirit not form, soul not body.
- ❖ Having Intelligence : Intelligence is to use what you know in the right way, at the right time, in the right place with the right intention.

E.g., If someone praises the clothes you wear, or insults you in any way or comments negatively about your looks, you are not affected because you ‘know’ that your real beauty lies within your character, within your nature, which no one can ever take away.

Spiritual Intelligence is different from Spirituality. Spirituality is to “know” who you are. Spirituality is the knowledge of yourself as spirit/soul and the understanding of your highest spiritual qualities and attributes, which are love, peace, purity and bliss. Spiritual Intelligence is to “realise” who you are and to live life in that awareness. Spiritual Intelligence is expression of these innate spiritual qualities through your thoughts, attributes and behaviour.

DEFINITION

According to Cindy Wigglesworth, “Spiritual Intelligence is the ability to act with wisdom and compassion while maintaining inner and outer peace regardless of the circumstances.”

In the words of Robert Emmons, “Spiritual Intelligence is the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment.”

ASPECTS OF SPIRITUAL INTELLIGENCE

Danah Zohar defined 12 aspects underlying Spiritual Intelligence ;

- ❖ Self-awareness: Knowing what I believe in and value, and what deeply motivates me.
- ❖ Spontaneity: Living in and being responsive to the moment.
- ❖ Being vision and value-led: Acting from principles and deep beliefs, and living accordingly.
- ❖ Holism: Seeing larger patterns, relationships, and connections; having a sense of belonging.
- ❖ Compassion: Having the quality of "feeling-with" and deep empathy.
- ❖ Celebration of diversity: Valuing other people for their differences, not despite them.
- ❖ Field independence: Standing against the crowd and having one's own convictions.
- ❖ Humility: Having the sense of being a player in a larger drama, of one's true place in the world.

- ❖ Tendency to ask fundamental "Why?" questions: Needing to understand things and get to the bottom of them.
- ❖ Ability to reframe: Standing back from a situation or problem and seeing the bigger picture or wider context.
- ❖ Positive use of adversity: Learning and growing from mistakes, setbacks, and suffering.
- ❖ Sense of vocation: Feeling called upon to serve, to give something back.

Spiritual intelligence promotes following qualities among individuals; Love, Compassion, Service, Honesty, Authenticity, Physical, Emotional, Mental and Spiritual clarity, Responsibility, Discipline, Personal freedom, Tolerance, Patience, Faith, Trust & Inner security, Wisdom, Gratitude, Humanity, Hope, Happiness, Connection with Earth, Nature, Everyday life, Living in the present.

DIFFERENCE BETWEEN INTELLIGENCE QUOTIENT, EMOTIONAL QUOTIENT AND SPIRITUAL QUOTIENT

Intelligence Quotient	Emotional Quotient	Spiritual Quotient
Primarily solves logical problems	Allows to judge the situation we use in and behave appropriately	Allows to ask if we want to be in that situation in the first place. It may motivate to create a new one.
Related with academic/ cognitive intelligence	Related with healthy relationship and the ability to respond to the trials of life in a positive manner. Is out ability to manage emotions.	Is the intelligence about meaning and value of life.
Intelligence Quotient gets you hired	Emotional Quotient gets you promoted	Spiritual Quotient gets you inner peace, real solace and balanced life.
Emphasises learning to know and learning to do	Emphasises learning to live together	Emphasises learning to be
IQ = MA/CA X 100	EQ – No specific formula	SQ – Can't be quantified

EDUCATION IS THE KEY TO SPIRITUALITY: According to Rabindranath Tagore, “Education is the only means to enable the mind to find out that ultimate truth which emancipates us from the bondage of dust and give us wealth not of things but of inner light, not of power but of love.

It is also emphasised by UNESCO International Commission on Education that Education throughout life is based on four pillars i.e. Learning to know as “gyanyog’ – Intelligence Quotient

Learning to do as 'karmyog' – Intelligence Quotient

Learning to live together as 'sahyog' – Emotional Quotient

Learning to be as 'atmasakhatkar i.e. self realization which is the ultimate goal of human life – Spiritual Quotient

So, Spiritual domain is to be included in the taxonomy of Educational objectives.

PRESENT TEACHER EDUCATION CURRICULUM

Present Teacher Education Curriculum teaches the teacher trainees about Value Education, Intelligence and Emotional Intelligence, Value based learning experience and Values inculcated through teaching of different school subjects. But it does not focus on Spiritual Intelligence. So, there should be inclusion of Spiritual Intelligence aspect in the Teacher Education Curriculum.

NEED OF SPIRITUAL INTELLIGENCE IN EDUCATION

The core values of Spiritual Intelligence include connectedness, compassion, honesty, responsibility, respect, unity, service. It means it is closely related to Education and foundation of Education. Today's Education is the factory of clerks. Our Teachers, Engineers, Doctors are experts but they don't have ethical, social, broad view. We are working like machine, we totally live mechanically. But, nothing is unconscious in the world. Therefore, Education must have foundation of Spirituality. Present Educational System has failed to bring an all round development of the student because of :

- ❖ Influences on our modern generation because of advanced technology and growing urbanisation.
- ❖ Unhealthy competitive environment.
- ❖ Education focuses on general abilities.
- ❖ Education creating more Psychological problems.
- ❖ Great expectations of the teachers and parents.
- ❖ Overburdened curriculum.
- ❖ Education failed to develop life skills.
- ❖ Faulty examination oriented education.

Therefore it is the responsibility of the Teacher Administrators and Teacher Educators to bring about the much needed revolution in the Education System. Bringing in the aspect of Spiritual Intelligence in the framework of Education would be a step towards such revolution because of its relevance, which would not only benefit the Students, Teacher Educators by increasing their persona but in turn would build a nation of Spiritually awakened citizens.

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FIVE E- INSTRUCTIONAL MODEL FOR EFFECTIVE SCIENCE LEARNING IN THE CLASSROOM.

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Abstract

This paper explores about effective application of 5 E instructional model for effective learning of science in the classroom. This paper discusses how 5 E Learning approach will help the teachers and institutions to select most appropriate environment for learners. The author highlights implications of important concepts in 5 E learning. It explains, how 5E is based on constructivist approach which is the base of all the discoveries in science. It discusses about concept and importance of exploratory learning, different aspects and benefits of active learning, it helps teachers to develop understandings and strategies to facilitate learning through 5E instructional design.

Introduction:

The 5 E learning cycle is a method of structuring a lesson that is based upon constructivist learning theory, research-based best practices in pedagogy, and cognitive psychology. It is a recursive cycle of distinctive cognitive stages of learning that include: engage, explore, explain, elaborate (extend), and evaluate. The lesson often takes several days or weeks to complete.

Constructivism and 5e:

Constructivism is a view of learning based on the belief that knowledge isn't a thing that can be simply given by the teacher at the front of the room to students in their desks. Rather, knowledge is constructed by learners through an active, mental process of development; learners are the builders and creators of meaning and knowledge. Constructivism draws on the developmental work of Piaget (1977) and Kelly (1991).

Twomey Fosnot (1989) defines constructivism by reference to four principles: learning, in an important way, depends on what we already know; new ideas occur as we adapt and change our old ideas; learning involves inventing ideas rather than mechanically accumulating facts; meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas.

A productive, constructivist classroom, then, consists of learner-centered, active instruction. In such a classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. The teacher's role is to facilitate this process.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. (www.thirteen.org/edonline/concept2class/constructivism/)

According to Ernst Von Glaserofeld, Scientific Reasoning Research Institute, Knowledge is adaptive: from the constructivist perspective, as PIAJET stressed, knowledge is an adaptive activity. This means that one should think of knowledge as a kind of compendium

of concepts and actions that one has found to be successful, given the purposes one had in mind.

Recent research reports, such as *How People Learn: Brain, Mind, Experience, and School*

(Bransford, Brown & Cocking, 2000) and its companion, *How Students Learn: Science in the Classroom* (Donovan & Bransford, 2005), have confirmed what educators have asserted for many years: The sustained use of an effective, research-based instructional model can help students learn fundamental concepts in science and other domains. If we accept that premise, then an instructional model must be effective, supported with relevant research and it must be implemented consistently and widely to have the desired effect on teaching and learning.

Research headed by David Klahr and colleagues has stimulated review and discussion of the relative importance of direct instruction and discovery learning as instructional approaches to science teaching (Chen & Klahr, 1999; Klahr & Nigam, 2004).

Talking about brief history of instructional models, the important instructional models that can be mentioned are;

1) **Herbart's instructional model** consisting of the steps, preparation, presentation, generalization, application.

2) **John Dewey's instructional model** for science including, sensing situations, clarifying the problem, formulating a hypothesis, testing hypothesis, and acting on the solutions.

3) **Atkin-Karplus Learning Cycle:** Activity

Phase

Exploration

Initial experience with phenomena

Invention

Students are introduced to new terms associated with concepts that are the object of study.

Discovery

Students apply concepts and use terms in related but new situations.



ROLE OF SCHOOL IN ENTREPRUNERSHIP EDUCATION

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Introduction

Entrepreneurship education is a new trend in education .It is started in the mid 1980s. Entrepreneurship education is necessary today's education system. Today we will have to see positively at entrepreneurship education. We can minimize unemployment through entrepreneurship education. Hence we should try at secondary to higher education level. Government should try for entrepreneurship education includes secondary to higher education in education system positively. School is very important for entrepreneurship education.

What is Entrepreneurship Education

Entrepreneurship, according to Omolayo (2006) is the act of starting a company, arranging business deals and taking risks in order to make a profit through the education skills acquired. Another view of entrepreneurship education is the term given to someone who has innovative ideas and transforms them to profitable activities. To him, entrepreneurship can be described as “the process of bringing together creative and innovative ideas and coupling these with management and organizational skills in order to combine people, money and resources to meet an identified need and create wealth.

In the same vein, Nwangwu (2007) opined that entrepreneurship is a process of bringing together the factors of production, which include land, labor and capital so as to provide a product or service for public consumption. However, the operational definition of entrepreneurship is the willingness and ability of a person or persons to acquire educational skills to explore and exploit investment opportunities, establish and manage a successful business enterprise.

Objectives of Entrepreneurship Education

Entrepreneurship education according to Paul (2005)is structured to achieve the following objectives.

1. To offer functional education for the youth that will enable them to be self-employed and self-reliant.
2. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business Opportunities.
3. To serve as a catalyst for economic growth and development.
4. Offer tertiary institution graduates with adequate training in risk management, to

Make certain bearing feasible.

5. To reduce high rule of poverty.
6. Create employment generation.
7. Reduction in rural-urban migration.
8. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
9. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
10. Create smooth transition from traditional to a modern industrial economy

IMPORTANCE OF ENTREPRENEURSHIP EDUCATION

Education is an important factor in determining the entrepreneurial orientation in individuals. Education may be in the form of informal or formal. The informal form of learning stresses the importance of early role models and reinforcement patterns on the acquisition and maintenance of entrepreneurial behavior. Role models could be parents or peer groups that provide socialization training in entrepreneurship. Formal education is also positively correlated with entrepreneurship. It has also been reported that entrepreneurs of healthy units, on an average, had a higher level of education compared to those who own sick units. Entrepreneurship education needs to gain firm ground to change the face of the economy. It is only under such a scenario that we would witness a longer queue of job providers than job seekers. And our efforts would sure show us productive and efficient youth, par excellence. During liberalization, which started in India in 1991, India exerted greater effort to promote and nurture entrepreneurship. Attempts at various levels have taken place to directly or indirectly promote entrepreneurship. Over the past two decades there has been a growing debate about how well educational systems prepare young people for adult life in general and 'enterprise' in the world of work in particular. In the present scenario this debate becomes large.

Role of school in Entrepreneurship education

School and schools human factor is important for entrepreneurship education. Every school should try for entrepreneurship education. School should try following way for entrepreneurship education in school.

1. Entrepreneurship education environment-

School should create entrepreneurship environment in school. School will organize lecture serious professions advertisement, various professions related article display on notice board. Visit to various industry etc. school organize nearing successful entrepreneurs interview programmed.

2. Group work attitude.

School should try for group work attitude among the student in school .various event organize in school for group work activity. School will organized various workshop, programmed in school .ex. poster preparation, project work etc.

3. Entrepreneurship education subject.

Entrepreneurship education subject will have to start in school as a compulsory subject or elective subject in school.

4. Expert faculty.

In school expert and independent faculty will have to appoint in school

Essential qualities for entrepreneurship

1. Self dependent. –school and family should create self dependent attitude in the students.

Student will do our individual work. Ex .admission process, banking work, billing work etc. self dependent person will maker entrepreneur. Self dependent is first step of entrepreneurship.

2. Communication skill.

It is very essential skill for every person. Communication skill is needed for entrepreneur .school will have try for skill of communication development in among student.

3. Innovative and creative attitude.

Innovative and creative attitude is important for entrepreneur. School should try for innovative and creative attitude develop among student through entrepreneurship education.

4. Presentation skill

Presentation skill is essential for entrepreneurs. Entrepreneur should present our knowledge, skill, idea, thinking, and marketing skill

Conclusion:-

Entrepreneurship attitude will be creating in student. Self dependent qualities will be creates in school among student. Communication skills, innovative and creative attitude, presentation skill qualities will be create in student. Various skills will be develop in student about enterprises. Entrepreneurship environment will create in school. Entrepreneur will create in India. Unemployment problems will reduce in India. Essential skillful human resource will creates India. Positive attitude will be creating in Indian people about education system.

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A Comparative Study Of Co-Curricular Activities Among Cities In Maharashtra State

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Abstract

The present study deals with the co-curricular activities in 3 cities of Maharashtra State. The cities taken for the study included Pune, Mumbai and Nasik which are selected randomly from the divisions of Maharashtra state. Two schools were selected from each city by purposive sampling technique. The methodology followed was qualitative method where surveys were conducted in schools it is a descriptive research of qualitative type. The study included planning, recording and evaluation of the co-curricular activities and the activities were related to social, aesthetic, physical, mental, cultural development of students. Data was collected through a questionnaire having open and closed ended questions. Many different activities are practiced in the schools for the development of students they include different sport activities for physical development like basket ball, volley ball, long jump, shot put etc for the development of aesthetic sense different activities like dance, drama, singing, fancy dress etc are involved for aesthetic development. The schools also participate in community activities for social development of students they take the students to visit orphanages, old age homes and also conduct activities in their schools like tree plantation, cleaning of school campus etc. There is celebration of various festivals both national and cultural to integrate among the students values of National Integration. Thus all these co-curricular activities are undertaken in the schools for the all round development of students. But all the schools don't carry same activities they differ according to the schools and cities.

Introduction:

Co-curricular activities are an important aspect of education. Much learning takes place outside classroom lectures, often in more relaxed and engaging environments. Research indicates that school systems rich in co-curricular options produce more well-rounded and academically competitive students than those who do not. Co-curricular activities should emphasize a balance among academic, social and creative capacities

Co-Curricular activities, formerly referred to as extracurricular activities, are those that a student is involved in outside of regular classes. Whereas, middle schools may offer some of these, high schools are more likely to offer a wider variety of choices. These are taken into account in considering the development of a child.

Many schools offer a variety of musical co-curricular activities including vocal training , instruments like guitar, drum, table etc. Drama clubs give practice in all aspects of producing a show including acting, directing, stage management etc. Many dance forms like classical, semi-classical, hip-hop etc.

Many schools also provide various outdoor activities like football, basketball, cricket, swimming, skating etc.

Significance of the study:

- Co-curricular activities are good at providing opportunities for students to work in teams, to exercise leadership and to take initiative themselves.
- These activities enhance learning experiences and help in recognizing and developing their inner skills such as leadership qualities, creative or innovative skills.
- Co-curricular and Extracurricular activities give them a chance to relax, refresh and mingle easily with others.
- Most of the co-curricular and extracurricular activities are to keep the students physically active and get them out their desks to try out new things in practical way.

Statement of Problem:

- To analyze the co-curricular activities of cities in Maharashtra state and compare the co-curricular activities of cities in Maharashtra state.

Objectives:

- To analyze the co-curricular activities in schools of Pune city in Maharashtra State
- To analyze the co-curricular activities in schools of Mumbai city in Maharashtra State
- To analyze the co-curricular activities in schools of Nashik city in Maharashtra State
- To compare the co-curricular activities in schools of Pune, Mumbai and Nashik cities in Maharashtra State.

Conceptual Definition:

- Co-curricular activities are defined as the activities that enable to supplement or complement the curricular or main syllabi activities. These are the very important part and parcel of educational institutions to develop the student's personality as well as to strengthen the classroom learning. Co-curricular activities have wide horizon to cater to the cultural, social, aesthetic development of the child.(www.gyanunlimited.com,2014)

Operational Definition:

- Co-curricular activities are non-academic activities that students participate in. They are a means of enhancing social interaction, these activities include physical development, academic, cultural, social, aesthetic activities and in the present study planning, recording, evaluating of activities is also studied.

Research Question:

- What is the difference in co-curricular activities of Pune, Mumbai and Nasik cities of Maharashtra State?

Scope:

- The study focuses on the co-curricular activities in the Maharashtra State
- The study is related to the schools of Pune , Mumbai and Nasik city only

Limitations of the Study:

- The tool used for data collection is researcher made.
- The results of the study will solely depend on the responses obtained from the sample.
- The study involves the responses from the teachers involved in co-curricular activities.

Delimitations of the study:

- The study is restricted to English medium schools only.
- The study is restricted to only one standard for co-curricular activities i.e. Std IX of Maharashtra State
- The study is restricted to only 3 cities of Maharashtra State

- The study is restricted to only 2 schools from each city of Maharashtra State.

Methodology:

- The researcher uses qualitative method where she conducts surveys in schools it is a descriptive research of qualitative type.

Sample:

- The technique of sampling used was as follows:
- Probability sampling technique i.e. the cities were selected by random sampling technique according to the zones of Maharashtra state.
- Non-Probability sampling technique i.e. Purposive Sampling for the selection of schools in the 3 cities of Maharashtra State.
- 2 schools from each city were selected i.e. total 6 schools were selected
- From each school 4 teachers were selected by purposive sampling i.e. total 24 teachers were selected.

Tools:

- The tool was made by the researcher i.e. an open ended and close ended questionnaire was made where the teachers were free to give their responses. Before giving it to the teachers the tool was given to the experts for its validation. Suggestions of experts were taken into consideration and the respective corrections were made and then after finalizing, the tools were administered to the teachers and data was collected.

Data Collection:

- In this study the researcher personally visited to the schools in cities of Maharashtra State and motivated the teachers to give correct responses. The researcher explained the need and importance of the study to the teachers of the schools.

Data Analysis:

- Qualitative Analysis was done where the responses were written and then were segregated on the basis of common theme i.e. Thematic Analysis and then the responses were converted into percentages and graphs were made.

Discussion:

Objective 1:

- To analyze the co-curricular activities of schools in Pune city in Maharashtra State
To achieve the objective 1 the researcher asked questions to 8 teachers from 2 schools of Pune city.
 - 1) Planning of co-curricular activities: Both the schools taken for the study in Pune city plan their co-curricular activities in the beginning of the academic year.
 - 2) Recording of co-curricular activities: Researcher observed that both the schools maintained activity registers for recording the co-curricular activities.
 - 3) Evaluating the co-curricular activities: All the teachers of both the schools evaluate the co-curricular activities by performance grading i.e. on the basis of their performance in the activities.
 - 4) Activities for Physical and Mental development: For the physical development sports activities are regularly conducted by the schools. They include indoor games like Carrom and Chess and outdoor games like Cricket, football, shot put, volley ball.
 - 5) Activities for Academic development: Competitions for literary and academic development are debate, talent search; Maths Olympiad and Elocution competition are organized for academic and literary development.

6) Subject clubs: There are subject clubs in both the schools and emphasis is given on these clubs like Science club, Maths club, English club. These clubs plan activities and function accordingly.

7) Activities for Moral development: Anglo Urdu Boys School conducts following for moral development. Moral values are inculcated among students by the teachers. Personality development such as presentation skills, communication skills and leadership qualities are incorporated in students through role-plays. Community projects are given to students through which community feelings are inculcated. Whereas other school i.e. St.Pauls Schools conducts Yoga education and Counselling is conducted by experts.

Both the schools also conduct assembly for the development of moral values through pledge, Prayer (Dhuas), play devotional and patriotic songs, thought for the day is also put up in each class. Celebration of birthdays of great leaders is also done. One school arranges rallies and other school just highlight the importance of the great leader and his achievement in the field of education.

8) Activities for social development: The schools arrange visit to old age homes, childrens ward, give old uniform to the needy and also granting concession in fees.

School also has contact with the rotary club and they both have a joint community project where they visit old age homes, orphanages along with students.

9) Activities for Aesthetic development: Various activities like drama, drawing, exhibitions, Fancy dress, Music are conducted by the schools for aesthetic development.

10) Cultural development activities: Almost all the cultural festivals like diwali, Christmas, E-id, Makarsankrant are celebrated and students are also taken to cultural places like shanivarwada, Lal Mahal and kelkar Museum.

11) Productive activities: The schools undertake productive activities like Craft work, Card board work, Toy making.

One school also undertakes activity like kitchen gardening.

12) Leisure time activities: The schools also conduct leisure time activities like Stamp collection and coin collection. One school also conducts skating as a leisure time activity.

Objective 2:

- To analyze the co-curricular activities of schools in Mumbai city in Maharashtra State

1) Planning of co-curricular activities: Both the schools taken for the study in Mumbai city plan their co-curricular activities in the beginning of the academic year and also the Principal plans the activities along with the teachers.

2) Recording of co-curricular activities: Researcher observed that both the schools maintained record of the co-curricular activities by using video shooting and photographs.

3) Evaluating the co-curricular activities: All the teachers of both the schools evaluate the co-curricular activities by performance grading i.e. on the basis of their performance in the activities.

4) Activities for Physical and Mental development: For the physical development sports activities are regularly conducted by the schools. For Mental development activities like Carom, Chess, quiz, puzzles are also carried out and outdoor games like Cricket, football, badminton, skipping ropes, freeplay. Running, Long jump, short jump, basket ball are conducted.

5) Activities for Academic development: Competitions for literary and academic development are debate, Elocution competition, Essay competition are organized for academic and literary development.

6) Subject clubs: One school does not have a subject club and another school has only eco-club as a subject club i.e. for environment education. This club celebrates environment day and carries out activities related to eco friendliness.

7) Activities for Moral development: In one of the school they have circle time activities where the students sit in circle and express their thoughts on good values.

Yoga activity is also conducted.

Moral education is also imparted through the morning assembly where both the schools have prayers.

In one school they have thought for the day announced in front of everyone and the other school the students share some news and also moral stories.

They also have singing of patriotic songs.

8) Activities for social development: One school asks the student to undertake cleanliness campaigns in the school itself thus inculcating social value in them and In one school the circle time activities help to develop social values among students;

9) Activities for Aesthetic development: Various activities like drama, drawing, exhibitions, Craft work, Fancy dress, Music are conducted by the schools for aesthetic development.

10) Cultural development activities: Almost all the cultural festivals like diwali, Christmas, Makarsankrant are celebrated and students are not taken to cultural places

11) Productive activities: In one school only craft work is carried out as a productive activity and in other school craft work and card board work is carried as productive activity.

12) Leisure time activities: The schools also conduct leisure time activities like planting small saplings in the school area and Stamp collection and One school also conducts photography as a leisure time activity.

Objective 3:

- To analyze the co-curricular activities of schools in Nasik city in Maharashtra State

1) Planning of co-curricular activities: Both the schools taken for the study in Nasik city plan their co-curricular activities in the beginning of the academic year and the other school apart from this also plans the activities every month, undertaken by the Principal along with the teachers.

2) Recording of co-curricular activities: Researcher observed that in both the schools files are maintained and the reports are generated at the end of the year and in other school files in other school points are given to every particular house.

3) Evaluating the co-curricular activities: In one school the activities are evaluated directly by the incharge teacher and in other school there is performance grading i.e. on the basis of their performance in the activities.

4) Activities for Physical and Mental development: For the physical development sports activities are regularly conducted by the schools. For Mental development activities like Caroms, and Chess, are carried out and outdoor games like Cricket, football, basket ball volleyball, Kho-Kho and hockey are conducted.

Also one of the schools carries on the practice of March pass, and training is given to students to face adverse conditions. These activities are carried out during Scout Guide Program.

5) Activities for Academic development: Competitions for literary and academic development are debate, Elocution competition, Essay competition and project making competitions are organized for academic and literary development.

6) Subject clubs: One school does not have a subject club and another school has subject clubs. This club conducts meeting every month and discusses about the new techniques which could be used for teaching learning to make the subject more clear to the students.

7) Activities for Moral development: In one of the school they have guest lectures by experts who speak on development of values.

And in other school the teacher always guides the students and inculcates moral values.

Moral education is also imparted through the morning assembly where both the schools have prayers.

In one school they have thought for the day announced in front of everyone and the other school the students share moral stories.

They also have singing of patriotic songs and pledge.

Birthdays of great leaders are also celebrated as a part of moral activity. Students give speech about these leaders and work done by them.

8) Activities for social development: One school asks the student to undertake cleanliness campaigns in the school itself thus inculcating social value in them and in one school they carry out tree plantation activities.

The school also asks the children to give their old books and clothes to the school so the school contributes to the needy children or institutions that need it.

9) Activities for Aesthetic development: Various activities like drama, drawing, exhibitions, Craft work, Fancy dress, Music are conducted by the schools for aesthetic development.

10) Cultural development activities: Cultural festivals like Gopalkala, Raksha Bandhan diwali; annual gathering is celebrated like a cultural event.

One school does not take the students to cultural places and another school took its students to Ajanta caves.

11) Productive activities: In one school only craft work and clay work is carried out as a productive activity and in other school craft work, card board work, clay work and toy making is carried as productive activity.

12) Leisure time activities: One school conducts leisure time activities like stamp collection and coin collection and other school does not conduct any leisure time activity.

Schools undergo the planning, recording and evaluation of the co-curricular activities and these activities cater to physical, mental, moral, aesthetic, social development the activities differ according to the schools. All the schools conduct prayers in the morning assembly the prayers differ according to the culture of the school. Leisure activities like stamp and coin collection skating are also undertaken by the schools. Activities like kitchen gardening are also conducted in schools which gives the students the exposure to the environment.

Objective 4:

- To compare the co-curricular activities in schools of Pune, Mumbai and Nashik cities in Maharashtra State.

Sr. No	Activities	Pune	Mumbai	Nasik

1	Planning of Co-curricular activities	Co-curricular activities are planned in the beginning of the academic year.	Co-curricular activities are planned in the beginning of the academic year and also principal along with the teachers	Co-curricular activities are planned in the beginning of the academic year and also principal along with the teachers
2	Recording of Co-curricular activities	Schools maintained activity registers for recording the co-curricular activities.	Schools maintained record of the co-curricular activities by using video shooting and photographs.	Files are maintained and the reports are generated at the end of the year, also points are given to every particular house.
3	Evaluating the Co-curricular activities	Schools evaluate the co-curricular activities by performance grading i.e. on the basis of their performance in the activities.	Schools evaluate the co-curricular activities by performance grading i.e. on the basis of their performance in the activities.	Schools evaluate the co-curricular activities by performance grading i.e. on the basis of their performance in the activities.
Sr. No	Activities	Pune	Mumbai	Nasik

4	Activities for Physical and Mental development	Schools conduct indoor and outdoor games for physical and mental development which includes Carom and Chess and outdoor games like Cricket, football, shot put, volley ball.	Schools conduct indoor and outdoor games for physical and mental development which includes Caroms, Chess, quiz, puzzles and outdoor games like Cricket, football, badminton, skipping ropes, freeplay, Running, Long jump, short jump, basket ball.	Schools conduct indoor and outdoor games for physical and mental development which includes Carom, and Chess and outdoor games like Cricket, football, basket ball, volley ball, Kho-Kho and hockey.
5	Activities for Academic development	Debate, talent search; Maths Olympiad and Elocution competition are organized for academic and literary development.	Debate, Elocution competition, Essay competition are organized for academic and literary development.	Debate, Elocution competition, Essay competition and project making competitions are organized for academic and literary development.

6	Subject clubs	Schools have subject clubs and emphasis is given on Science club, Maths club, English club.	School has Eco-club, this club celebrates environment day and carries out activities related to eco friendliness.	School conducts club meeting every month and discusses about the new techniques which could be used for teaching learning to make the subject more clear to the students.
Sr. No	Activities	Pune	Mumbai	Nasik
7	Activities for Moral development	Personality development such as presentation skills, communication skills, role-plays. Community projects, pledge, Prayer (Duuas), Devotional and Patriotic songs, Thought of the day, Celebration of birthdays of great leaders, rallies.	Circle time activities, Yoga, Moral Education, Patriotic Songs.	Guest lectures by experts who speak on development of values, morning assembly, Patriotic songs, Thought of the day, Celebration of birthdays of great leaders.

8	Activities for social development	The schools arrange visit to old age homes, children ward, donate old uniform to the needy and also granting concession in fees,	Cleanliness campaigns in the school itself, Circle time activities help to develop social values among students.	Cleanliness campaigns in the school itself, tree plantation activities, donation of old books and clothes to the needy children or institutions.
9	Activities for Aesthetic development	Drama, drawing, exhibitions, Fancy dress, Music are conducted by the schools for aesthetic development.	Drama, drawing, exhibitions, Craft work, Fancy dress, Music are conducted by the schools for aesthetic development.	Drama, drawing, exhibitions, Craft work, Fancy dress, Music are conducted by the schools for aesthetic development.
Sr. No	Activities	Pune	Mumbai	Nasik
10	Cultural development activities	Cultural festivals like diwali, Christmas, Eid, Makarsankrant are celebrated and students are also taken to cultural places like shanivarwada, Lal Mahal and kelkar Museum.	Cultural festivals like diwali, Christmas, Makarsankrant are celebrated but students are not taken to cultural places.	Cultural festivals like Gopalkala, Raksha Bandhan diwali but students are not taken to cultural places.

11	Productive activities	Schools undertake productive activities like Craft work, Card board work, Toy making, kitchen gardening	Schools undertake productive activities like Craft work, Card board work,	Schools undertake productive activities like Craft work, Card board work, Clay work, toy making.
12	Leisure time activities	The schools also conduct leisure time activities like Stamp collection and coin collection.	The schools also conduct leisure time activities like planting small saplings in the school area and Stamp collection, photography.	School conducts leisure time activities like stamp collection and coin collection.



Newfangled Role of Teacher in age of Technological media of 21st century

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Abstract

The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. There has been generally a growing awareness of the necessity to change and improve the preparation of teacher Educators for productive functioning in the continually changing and highly demanding environment. In confronting this challenge necessary to consider the complexity of the education system. Today's teachers are well known with such assessment in the field of education. So he should also get aware of the changes of this respective field. Today is a world of technology many rapid changes are taking place. Traditional ways are getting replaced with new one. The use of this technology in academic education puts high demands on the technology due to the complex nature of the communication, and the authors maintain that the content and goals of the teaching and tutoring must decide the choice of technology. It must also be considered whether different technological methods should be used exclusively or combined with one another or with teaching or tutoring in the same room. The methods demand both pedagogical and didactical knowledge in order to ensure quality in the various areas where the technology is applied, and furthermore, a basic understanding of technical possibilities and limitations of the technology. As a professional practitioner, the teacher is likely to become a role model or standard for his or her students. So, researcher wants to put light on the role of teacher should also be a subject developer. The teacher's daily plan is often full of countless challenges and the time constraints are very tight. However, it is expected that creativity should be given space at work in an active search for new knowledge and new methods, and all this will be possible only through use of technology and its strong impact.

Key Words: communications, use of technology, the role of teacher, productive functioning

Introduction:

Today the rapid advances in technology are reshaping our society, social institutions and schools. Technology is treated as a tool to help accomplish a complex task rather than a subject of study for its own sake (US Government, 2001).” Modern technologies have vastly increased our capacity to know and do things and to communicate and collaborate with others. They allow us to transmit information quickly and widely, linking distant places and diverse areas of endeavor in productive new ways. These advances allow us to form and sustain communities for work, play and learning in ways unimaginable just a decade ago. The students of today have a wide range of new technology open and available to them. This information changes the relationship between people and knowledge. As you can see when technology is applied to learner's lives a positive outcome arises. The technological tools that provide frequent student feedback to motivate learning disabled students to remain cognitively engaged, particularly when corrective feedback is immediately provided (Center for Applied Research in Educational Technology, 2005). Furthermore, at-risk students from low socioeconomic and/or minority

backgrounds will improve their educational opportunities from using on line technology in the classroom. Computer-based technology (CBT) can open doors to physically challenged learners that might not otherwise be available to them. It allows for student-centered learning and collaboration, individualized learning programs and more student independence.

Technology in Education:

Technology in the field of education is a powerful tool. The Importance of Technology in Education has its own style which intensify its value-

- Future Oriented: The future is all about technology and multi-screening. Education can't lag behind.
- Learning Becomes Interesting: It engages and challenges students with brand new and interactive methods.
- Improves Skills: digital learning, communication, collaboration, building teams, mobile learning, listening, planning, valuing diversity, problem solving, self-direction, global awareness, social, and presentations.
- Increases Collaboration: Students can work and collaborate with people in other locations. Distance learners can join online communities.
- Reduces Weight: Instead of carrying lots of books, students just carry a laptop, a tablet or a mouse which contain all their books and projects.

With technology benefiting various fields, life has suddenly become a joyful journey for everyone. In the simple forms, like electronic stoves, telephones displaying caller's ID and automobiles the ride of life has become a pleasure. In the same way, the lives of students have also taken a leap towards easiness.

When we talk about technology in education the first and foremost advancement is the computer and internet

Applications of Technology:

Presently, classroom learning is increasingly dependent on the integration of technology thus enhancing learning. The current technology uses email systems, data processing and laptop audio/videos webinars. As we go into the 21st century we as educators need to define what role the computer will play in the students learning. Students can learn from computers-where technology used is essentially as tutors and serves to increase students basic skills and knowledge; and can learn with computers-where technology is used a tool that can be applied to a variety of goals in the learning process and can serve as a resource to help higher order thinking, creativity and research skills. Due to vast surrounded use of technology in education it expands of time and place for learning. It also increases depth of Understanding. Technology made the situation like Learning vs. teaching which also created a one for self-expression. Person has also become Productive in nature. In addition to fostering independent thinking, these technological processes will also help students join the workforce with greater abilities. By using technology with real-life links to education and the workforce, technology is used to meet real world demands in careers such as finance, hospitals, sales, and manufacturing.

- I. EduBlogs: EduBlogs offers a safe and secure place to set up blogs for yourself or your classroom.
- II. Skype: Skype can be a great tool for keeping in touch with other educators or even attending meetings online. Even cooler, it can help teachers to connect with other classrooms, even those in other countries.
- III. Wikispaces: Share lessons, media, and other materials online with your students, or let them collaborate to build their own educational wiki on Wikispaces

- IV. Educreations: Educreations is an amazing online tool for the iPad that lets teachers (or students) creates videos that teach a given topic. Perfect for studying or getting students to show off their knowledge
- V. Google Docs: Through Google Docs, teachers can create and share documents, presentations, or spreadsheets with students and colleagues as well as give feedback on student-created projects.
- VI. YouTube: Not all schools allow YouTube, but they are missing out as the site contains a wealth of great learning materials for the classroom. There's even a special education-focused channel just for teachers and students.
- VII. Twitter: There are so many ways Twitter can be used in education. Teachers can connect with other educators, take part in chats, share their ideas, or even use it in the classroom to reach out to students
- VIII. Google Earth: From geography projects to learning about geological processes, Google Earth can be an amazing and fast way to show students anywhere in the world
- IX. Slide Share: With SlideShare, you can upload your presentations, documents, and videos and share them with students and colleagues. Even better, you can take advantage of materials that other have uploaded as well.

Reasons Not to Upgrade Technology at its space:

Even though technology is a good thing there are reasons not to upgrade it as it comes along. The main reason is that technology is expensive. Although technology in the classroom does have many benefits, there are clear drawbacks as well. Limited access to sufficient quantities of a technology, lack of training, the extra time required for the implementations of technology, and the apprehension associated with assessing the effectiveness of technology in the classroom are just a few of the reasons that technology is often not used extensively in the classroom. To be up to date, it cost lots of money. We require trainee teachers to use it which is not possible to facilitate every time. Usage of it is not comfortable with everyone.

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ICT Supported Teaching Learning Strategies

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Abstract

The use of information and communication technology (ICT) in schools is now an intrinsic part of students' learning, both inside and outside the classroom. The adoption and impact of ICT on teaching practice and learning outcomes has been a source of keen interest among government policy makers, school leaders, teachers and researchers worldwide. In today's world Information and Communication Technology (ICT) in the education sector plays an important role, especially in the process of empowering the technology into the educational activities. Effective use of ICT in lessons offers the potential to transform teaching and learning. The teachers can engage the learners to become skilled at English Language by using the innovative ELT techniques like English songs, movie -clippings, PPT presentations, CALL, MALL and many more. This paper stresses on the need to make lessons easy and enjoyable through innovative technology based methods. This is done first by giving a brief review about the meaning of different ICT tools and further the focus will be on instilling Information Communication strategies in ELT. Thus this study discusses about different ICT tools and their use in teaching learning process.

Key Words: Information communication technology, Effective use of ICT, English language teaching (ELT)

Introduction:

Today's world is a world of information bloom. Language has immense potential to make man good and noble or bad and ignoble. The free exchange of language among people like the exchange of currency, lays the foundation for society and social groupings, countries and colonies, nations and governments. Powerful speakers and writers have stirred the feelings of their audiences. Effective teachers have earned the lasting goodwill of their students and the community at large.

Today's world is the world of technology and we must use technology for teaching language. It will help to improve LSRW skill of the students. The use of technology in various fields has been so successful and beneficial for teachers to reach some particular goals especially in education and for those who are learning a foreign language and literature. In every step of our lives the significance of technology is seen and enjoyed in these days. Communication has never been so easily available and fun. "The barrier of location for people in different parts of the world has been removed by some of the latest technologies such as the web, internet, mobile devices such as Personal Digital Assistant (PDA's), iPhone etc". Web- based technologies and powerful internet connections provide various new possibilities for the development of educational technology. English is the only language that has attracted many people around the world, for the most part due to the globalization.

It is a link language as it helps people to connect with the other country people with the help of English. Technology is the best way to connect with the world. It is only through English that we have established

social economic culture and political relations with other countries of the world. Being in Education English plays an important role in the field of education. It is taught compulsory in most of the states in the country.

Importance of technology in teaching learning process:

Now a day's children are very much technosavvy. They like to be in front of internet for many hours and they play with computer very easily, so researcher has felt that to make English easy technology can be a best way and students will take interest in such a new technique of teaching. As the world is becoming globalised the challenges in front of teachers are also increasing so teachers of English have to be ready to use new methods of teaching for creating interest in students for learning English. Now in Education field new techniques of teaching like CAI model, MALL, Web based learning etc .have entered and it has to be used for teaching difficult subjects like English In every step of our lives the significance of technology is seen and enjoyed in these days. Communication has never been so easily available and fun.

Concept of ICT:

- **Information:** Information means the processed data in a meaningful and purposeful form according to Shore in Hartoyo (2012:2)
- **Communication:** Brown (2011) stated communication is transfer of information from one person to another, whether or not it elicits confidence. But the information transferred must be understandable to the receiver.
- **Technology:** Technology derived from the word 'techno' which means technique, art or skill, and 'logos' which means science. Therefore, technology can be defined as a scientific knowledge of art or skill.

Based on the definitions of the three components, ICT as a whole can be described as the utility of technology to support the effort of conveying information and communication particularly in the area of education.

Usage of ICT tools in Teaching Learning Strategies

- **Podcasting:** A podcast is a series of digital-media files which are distributed over the Internet using syndication feeds for playback on portable media players and computers. Utilizing podcasts in the classroom is very easy. The teacher can download many free ESL podcasts on the Internet to use in class. They can assign a podcast assignment for homework and form discussion on the topic the next day. The teacher can also assign a music podcast that introduces students to the culture as well as how the language is often used creatively or the news channels through which the student can also learn the use of intonation and stress.
- **EMAIL:** By getting a single e-mail account both foreign teachers and students can join e-mail assisted language activities. For learners of English e-mail is an excellent way to communicate with their instructors because of its usefulness and easiness. With a single e- mail account, "foreign teachers and students can integrate e-mail based activities into their curriculum"
- **BLOG:** Educators can use a free platform such as *BlogSpot, Word press, or Tumbler* to host the blog. Nowadays, blogs can also display photos and some people are using them with audio and even video, the teacher should encourage the students to visit blog frequently. Teachers should respond to student posts quickly, writing a short comment related to the content. They should also ask questions about what the learner writes to create stimulus for writing. Writing to the blog could be required, and it may form part of the class assessment. Students can be encouraged to post their writing homework on the blog instead of only giving it to the teacher.

- **MALL:** Mall means Mobile assisted learning. Today, due to the growth of wireless and emerging technologies, MALL is available through numerous devices including mobile phones, [iPods](#), [tablet PCs](#), hand-held computers, [PDAs](#), [MP3](#) players, [Smartphones](#) and more. MALL currently serves not only as a primary source of language education for students but also supports the retention and utilization of newly acquired language skills—however they were acquired. Through mobile participation in short exercises and tasks, learners are able to keep their linguistic talents sharp while reducing the risk of degradation of valuable knowledge, skills and abilities.
 - **Power point presentation:** Teachers and students use PowerPoint to enhance the effectiveness. Modify lessons. Enrich the information in a lesson, & make the presentation more organized and flexible. Main points can be emphasized by using graphics, animation and sound. For content review. It provides many choices of media presentation, Overhead Transparencies, Slide Show Presentation, Online Presentation, Print outs, Handouts, Multimedia Presentations, Packaging presentation slides into the CD and Complete Slide Show Mode. Students can do self study or verification because it has a spell-check function. Fun and easy sounds and motions can help them to understand the importance of the subject.
 - **Computer Assisted Language Learning:** Computer-assisted language learning (CALL) is succinctly defined in a seminal work by Levy as "the search for and study of applications of the computer in language teaching and learning". CALL embraces a wide range of [information and communications technology](#) applications and approaches to teaching and learning foreign languages. CALL is the way where students learn on their own space. Teacher is observer only and students learn through computer programming. It really helps to increase the students' interest in learning the English Language.
 - **Multimedia:** Multimedia are the devices that combine texts with images. It incorporates text, graphics, image, video, animation and sounds together and they are dealt with and controlled through computer. The application of multimedia in the teaching and learning of English creates opportunity for the teacher to bring almost real life situation in the classroom. Audio videotapes are the devices that language teachers can use in the classroom for teaching oral English and reading comprehension.
- ❑ **Advantages of ICT tools in teaching learning process:**
- The information required will be more quickly and easily accessible for educational and teaching-learning purposes.
 - Innovation in learning is growing in the presence of e-learning innovations that further facilitate the educational process.
 - Progress of ICT will also allow the development of virtual classroom or classroom-based teleconference that does not require the educator and learners are in one room.
- **Conclusion:**

There are many pedagogical models that can be applied in the ICT classroom. ICT capability is much broader than a set of technical components in software applications although, clearly, these are important. ICT capability involves the appropriate selection, use and evaluation of ICT, Pupils need to know what aspects of ICT are available to them, when to use it and why it is appropriate for the task.
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USE OF ONLINE RESOURCES BY STUDENTS OF TEACHER EDUCATION COLLEGE

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ABSTRACT

In the era of globalization, people tend to access information quickly and use it to fulfill their needs. Internet and online resources are the easier means where information can be directly accessed and can be used for the advantage of an individual. Nowadays internet has made people aware, alert and knowledge seeker in overall manner. Today, there is a need to seek latest information through internet and take action accordingly. Through the facilities such as mobile internet, people have become closer to the world of knowledge gain.

In schools and colleges the internet facility is provided to all the students with a common goal of information gain in mind. Students in the schools do use internet for their project work and study related work. The idea of internet usage in schools and colleges has been developed to develop individual skills among students and make them independent seeker of information as well as mould their thinking through this knowledge gain.

Although schools and higher education institutes do take strives to build internet and online resources friendly easily accessible for educational purpose, the use of internet in the teacher education colleges is not in the stage of advancement. There is a need to understand the usage of online resources by the students of the teacher training colleges and work upon its skillful practice. In this paper, the researchers have conducted a survey of 47 B.Ed. students to evaluate their usage of online resources.

**Keywords: internet, online resources, teacher education, skills, educational*

1. INTRODUCTION

In the 21st century, the schools have adopted technology friendly classrooms for their students to learn things with deeper understanding and total commitment. Now the schools look up to the issues such as total skill development, reading, writing, listening and speaking skills with problem solving, creative, critical and resourceful thinking. This is to ensure that the kids not only should learn from the schools to achieve higher grades but also to become independent individual person in life.

Teachers of such schools are trained for getting oriented with such a paradigm shift in the use of technology in education. It is not easy to deal with such a shift in the phase from books to technology but still teachers have successfully evolved in using such technology and trained themselves to make the teaching-learning process easier for them and the students. But such

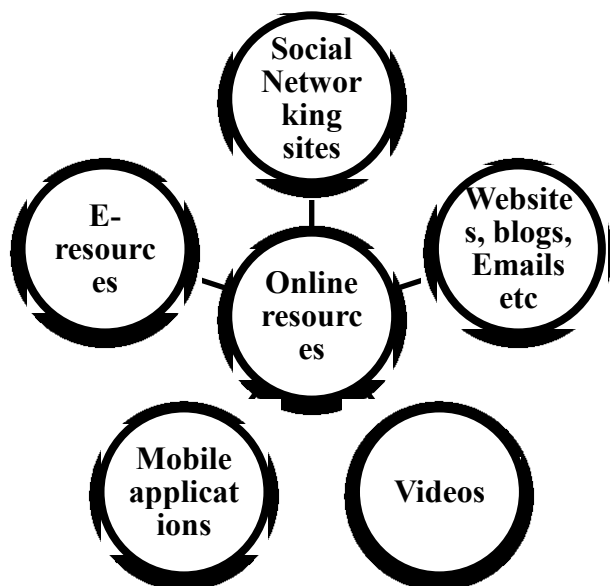
computer training facilities are provided to teachers by the schools. Even though trained teachers are learning lot more after completion of their training as a teacher, the teacher training colleges and the teacher training curriculum has been inept in keeping pace with current requirements in technology. It has been observed in the past few years that teachers despise technology especially the online resources for information. This is due to the lack of awareness among them about technology and also the trained teachers haven't come out of the traditional teaching methods.

The B.Ed. curriculum especially includes use of technology and Intel program for the student-teachers to learn through technology but in practice it is generally seen the student-teachers online references are less than required for any input in such programs. The only way to resolve such an issue is to first understand the status of usage of online resources such as email, social networking sites, YouTube etc. by the teachers for educational and other purposes. This will give a direction to understand and give suggestive measures where the students can be made aware in using online resources for their advantage.

1.1 BASIC ONLINE RESOURCES

There are various basic online resources that can be even used for educational purposes. Below are some examples of online resources-:

- a) **Social Networking Websites:** By social networking implicates use of interactive websites such as Facebook, Twitter, Google+, etc. where a person shares information, photos, videos and other materials publicly or to limited people and has access to other people's resources who give him permission to do so. The person can even interact with the people through chat media.
- b) **Websites, blogs, Emails etc.:** Websites and blogs are pages that can be accessed and can have interactive Web2.0 technology facility. Email facility is where messages can be sent and received online. Documents can also be sent and received online through email.
- c) **Videos:** A person can share videos through websites like YouTube. Here, a person can also express comments on the videos that are explored by him online.
- d) **Mobile Applications:** Mobile applications such as WhatsApp that can be used for instant sharing photos, videos, voice messages and messages.
- e) **E-resources:** Such as e-library, e-magazines, e-journals etc. that can be used for information gain.



2. NEED OF THE STUDY

1. There is a need to see the status of usage of online resources by the student-teachers
2. There is a need to see the awareness about online resources for educational references by the student-teachers

3. IMPORTANCE OF THE STUDY

1. For studying the importance of online resources for the student teachers
2. It is important to see the status and give suggestive measures for increasing the level of use of online resources by the student-teachers

4. OBEJECTIVES OF THE STUDY

- a) To study the level of use of online resources by student-teachers by different age groups
- b) To study the level of use of online resources by student-teachers by different age groups for educational purposes.

5. OPERATIONAL DEFINITION

- a) Use: Informal and educational use of online resources by the student-teachers
- b) Online-resources: mobile applications, social-networking, websites, video sharing etc.
- c) Students: Student-teachers under training in B.Ed. colleges
- d) Teacher Education Colleges: Teacher training colleges located in PCMC area

6. METHODOLOGY OF RESEARCH, POPULATION & SAMPLING, STATISTICAL TOOLS AND TECHNIQUE

In this study, descriptive survey method was used. 47 B.Ed. students of PCMC area were chosen by random sampling method for this study.

The 47 students were divided into different age groups as follows-:

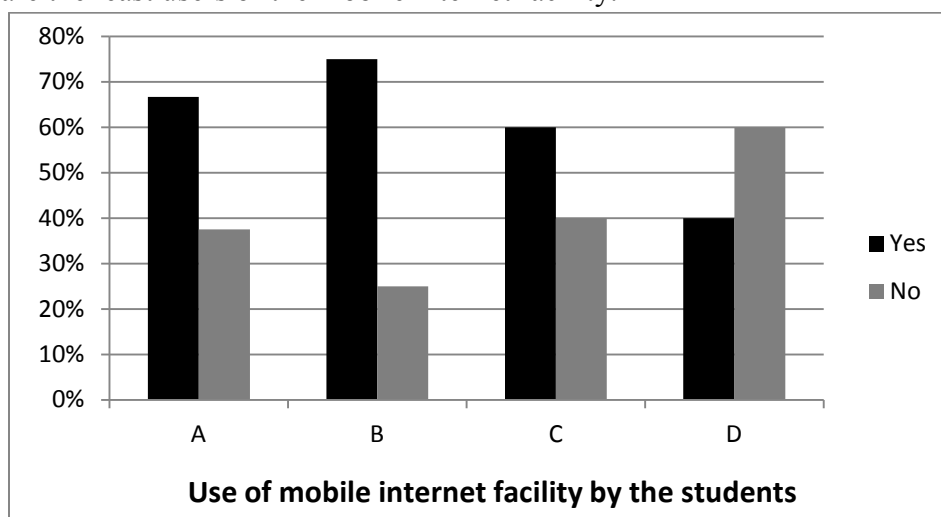
A	B	C	D
20-25	26-30	31-35	36 above

The data was analyzed and interpreted by using percentage as the statistical technique. The tool for the data collection was prepared by the researchers i.e. questionnaire.

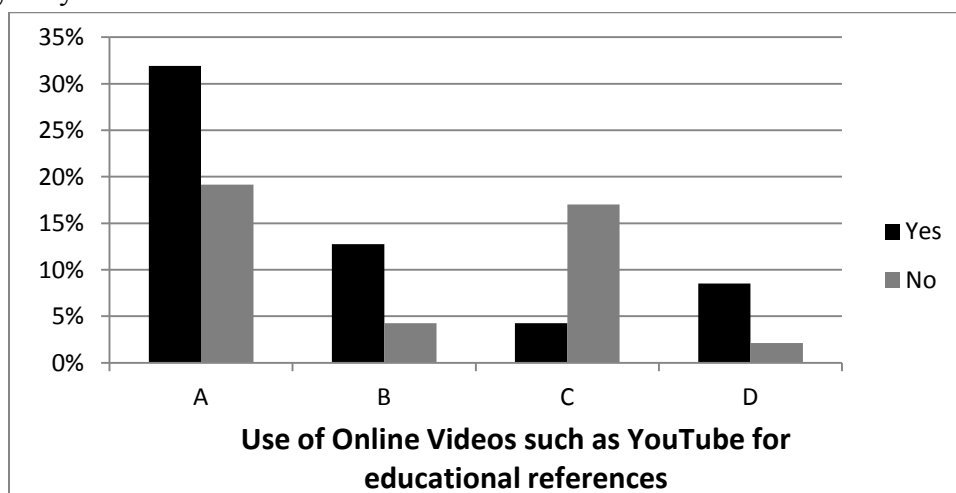
7. FINDINGS OF THE STUDY

Some of the research findings are as follows:-

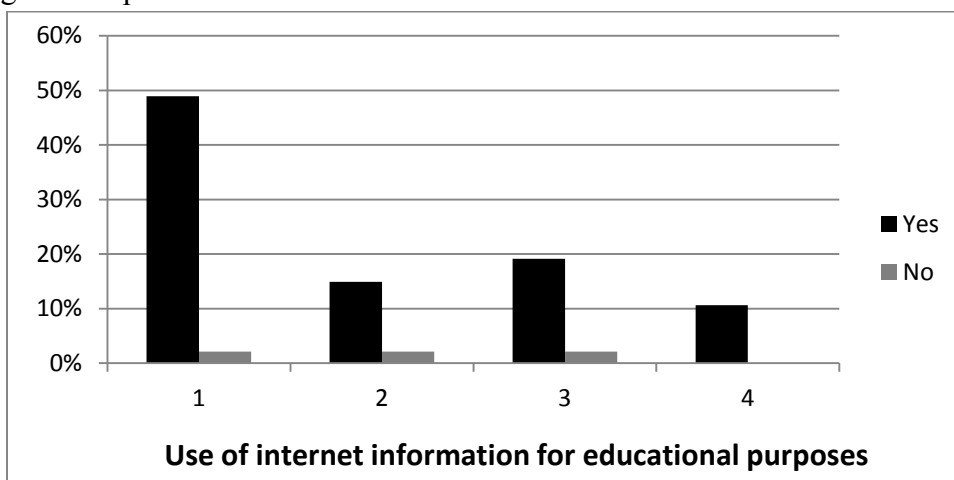
- a) It was observed that only 26% of the students use internet facility everyday for various purposes through mobiles and laptops.
- b) It was observed that 17% students use online library and e-library facilities for their educational references among which only 6% of the Group A age group students use such facilities frequently.
- c) It was observed only 64% of all the age groups use mobile internet facility, among which Group D students are the least users of the mobile internet facility.



- d) It was observed only 36% of students use mobile internet facility for educational purposes.
- e) It was observed that 57% of the students use online video facility like YouTube for their educational references among which Group A students use this facility 32% and Group D avails this facility only 9%.



- f) Only 32% of the students find the online videos useful for educational references.
- g) 94% of the students use other internet facilities such as websites for their educational references, among which 49% belong to Group A, 15% belong to Group B, 19% belong to Group C and 11% belong to Group D.



- h) It was observed that 81% of students can use internet facility independently for their educational and other interests.

8. CONCLUSION

- a) The everyday use of internet facility among the students is very less. Students should use these facilities for updating their knowledge and other day to day information
- b) Use of internet resources such as e-library is used very less, the students who do not use these facilities are either not aware about such a resource or are inept to use the same for their references
- c) Young students are more aware and are having more expertise in using mobile internet facilities; these students use these internet facilities mostly for chatting and sharing data
- d) Students do use mobile internet facilities but there is less use of mobile internet for educational purposes. Students should avail such a useful resource for knowledge gain purposes also.
- e) Moderate number of student use online videos for their educational references. Online videos are helpful for practical learning through observation. Such resources can be useful when students cannot get hands-on experience. The older age group students use such facilities lesser compare to the other groups.
- f) Very less number of students find online videos useful for educational purposes. Students are using moderately these online video facilities and hence should avail these facilities more for utilizing such knowledge for educational purposes
- g) Most of the students use other internet facilities such as websites for their educational references.
- h) Most of the students can use internet facility independently.

9. RECOMMENDATIONS

- a) **Awareness about the use of internet facility in daily life:** Students are less aware about the daily use of internet facility for their educational benefit. Teacher educators should make them aware

about advantages of internet facilities and how it can make their work easy and give quality output if they are able to access wide resource of information.

- b) ***For quality use of the mobile internet facility:*** Mobile internet facility is mostly used for chatting, sharing and check social networking status by the students. Instead students can be made aware about the use of mobile applications and social networking websites for educational interaction, which will also act as their knowledge building tool.
- c) ***Awareness about other online resources such as e-library, online videos etc.:*** Students should be made aware about use of online resources such as e-library and online videos and their contribution towards their knowledge development.
- d) ***Practical use of internet facilities by elderly students:*** The matured and elderly groups among the students are having less exposure to online resources. In such cases, the teacher educators and the younger age group students should assist them in using online resources for their knowledge growth.
- e) ***Seminars and workshops for orientation of students:*** The teacher education colleges should encourage seminars and workshops on using online resources for educational benefit of the student-teachers. This will orient the student-teachers towards use of online resources for knowledge building.

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NEW PRODUCT DEVELOPMENT METHOD (NPDM): A CURRENT TREND IN EDUCATIONAL RESEARCH

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Abstract

A researcher can analyze chosen problem with several different methods of analysis. They are either qualitative or quantitative or mixed & multiple methods. “In recent years there has been an increase in discussions about the nature and use of multiple methods by social science researchers. This interest in multi- method research is based to a certain extent on the simple but insightful idea that using more than one method during the phases of data collection or analysis phases of a study may be more useful in answering research questions than using a single method.” (Eisenhart, 2005) (Howe, 2005). It allows for development for development that, “seeks to use the results from one method to help, develop or inform the other method.”(Greene etl; 1997). This permits the researcher to use more than one method, one after the other. The New Product Development Method is used in the multi & mixed method educational research. It is not an independent method but depends on the results of 1. Literature Analysis Method or 2. Survey Method etc. After creating a new product, a researcher can take help of Experimental Method to test the effectiveness of the new developed product. Finally, after testing, he declares the product is useful or not. The NPDM requires creativity in the researcher.

Keywords: Multimethod, New Product Development Method, Survey, Literature Analysis Method, Plan & Procedure.

1. Introduction:

In the recent time, a researcher uses different methods to fulfill different objectives of the research. This collective research methodology, we call mixed or multimethod research. The product method is based on the findings of the survey or Literature Analysis method etc.

The researcher adopts this method based on the needs shown by the previous investigation. It means that the researcher develops a need based product. He can testify the product with the help of experimental method and after testing, he asserts that is useful or not.

2. Concept of New Product Development method (NPDM):

The following definitions will clear the concept of NPDM:

1. "Product development means the overall process of strategy, organization, concept generation, product and marketing plan creation and evaluation, and commercialization of a new product."
2. According to 9 Product Development and management Association (PDMA)
"To improve the effectiveness of people engaged in developing and managing new products- both new manufactured goods and new services. This includes facilitating the generation of new information, helping convert this information into knowledge which is in a usable format, and making this new knowledge broadly available to those who might benefit from it"

3. Plan and procedure of New Product Development (NPD):

For new product development, often referred to as the NPD (New Product Development) process (Belliveau, Griffin, and Somermeyer, 2002), it is important to follow a clear plan and procedure step- by-step. These four stages as follows:

Stage.1: Proposed product:

- Idea generation: Purpose of NPD
- Idea screening: Objective of NPD
- Concept development: Aim of NPD

Stage.2: Actual Product:

- Title of New Product:
- Developing Procedure Based on Theories
- Principles of the program
- Structures of the program

Stage.3: Modified Product:

- Need for modification of the product
- Plan and procedure
- Findings of pilot study
- Resulting modification

Stage.4: Final Product:

- Realization and confirmation of objectives of the program
- Creation of final product.

Final Stage: Experimental: Effectiveness of the NPD

4. Relationship between Survey, Literature Analysis etc. and NPDM:

The New product Development Method follows the results of previous survey study of Literature Analysis method etc. with the help of findings of the survey etc, the researcher develops the product. For this, the researcher uses various tools & techniques to collect & process the collected data.

5. Relationship between Experimental Method and NPDM:

After creating the New Product, the researcher decides the experimental design to experiment the product. A properly designed, a researcher only can guide the correct act to be done and indicates the steps to be taken in sequential order for collecting the empirical data while verifying the hypothesis.

The researcher uses the product on the experimental group; he decides the effectiveness of the product after differentiation between the pre-test and posttest score data. He declares the significance level of the developed product and decides to accept the formed hypothesis or reject it.

6. Contribution of NPDM in the Educational Research:

In the recent years, a researcher should have an applicative sense. An educational research, nowadays, mostly finds based on applied research. The New product Development Method is a part of applied research. A researcher can create a new product and with the help of it he gives a productive solution to the educational problem.

The NPDM is a modern creative method in the present educational research era.

8. Conclusion

The NPDM is a dependent method in the educational research .It is also a creative way to solve the educational problems. It needs theoretical foundation and proper utilization of the researcher. In short, this paper aims at to present systematic steps of NPDM before the educational researchers.

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ETHNOMETHODOLOGY: AN INTRODUCTION

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ABSTRACT

The following paper explores the conceptual framework of Ethnomethodology. This concept introduced by Harold Garfinkel to concern with the empirical details of ordinary life. It represents an effort to study the methods in and through which members concertedly produce and assemble the features of everyday life in actual. The paper reveals the concept by focusing on history, meaning, definitions, policies, types, difference between traditional sociology and ethnomethodology, phenomenology and ethnomethodology and distinction between conversational analysis and ethnomethodology and conclusions. The paper may be useful to understand the role of ethnomethodology in research area.

Key Words: Ethnomethodology, Phenomenology etc.

ETHNOMETHODOLOGY (EM)

INTRODUCTION

Education is a continuous process which makes changes in the human beings life. The main aim of Education is to survive human being and fulfill the need of individual and nation. For the assurance and maintaining the quality in education different trends and research methods introduced by educationist, philosophers, thinkers, political leaders, psychologist etc., ethnomethodology is one of the trend in research area which originating by Harold Garfinkel in sociology. It represents an effort to study the methods in and through which members concertedly produce and assemble the features of everyday life in actual, concrete, and not hypothetical or theoretically depicted setting. EM is a self generating order in concrete activities, an order whose scientific appreciation depends upon neither prior description, nor empirical generalization, nor formal specification of variables elements and their analytic relation.

ETHNOMETHODOLOGY (EM): HISTORY

Garfinkel was a student in Harvard's Department of Social Relation where he went to study with Talcott Parsons, although Garfinkel's developing concern with the empirical details of ordinary life. Afterward he mates with Alfred Schutz and Gurwitsch. They had influence of phenomenology on EM, but Garfinkel deemphasized perceptual knowledge as a mental process concern with social facts. Afterward he mate Fred Strodbeck and worked with him of the project on jury decision making. While working he came upon term such as ethnobotany, ethnophysiology, ethnophysics and others. Then he realized that methodology was something jurors were producing as a prominent and serious feature of their deliberations. Hence, Garfinkel coined "ethnomethodology" to refer to the study of how members of the jury engage in practices whereby they could decide indigenious problems of adequate accountability,

description, and evidence in relation to the deliberative outcomes they produced. (<http://www.sociologyencyclopedias.com>).

It was originally developed by Harold Garfinkel, based on his study of: the principles and practices of financial accounting; traditional sociological theory and methods (Primarily: Durkheim, Weber, and Parsons); traditional sociological concerns (Hobbesian "problem of order"); and the phenomenologies of: Aron Gurwitsch, Alfred Schutz, Edmund Husserl, Martin Heidegger, and Maurice Merleau-Ponty. Anne Rawls provides a brief developmental history of Garfinkel, and ethno-methodology, in, Ethnomethodology's Program. (<http://en.wikipedia.org/wiki/Ethnomethodology>)

ETHNOMETHODOLOGY (EM) - MEANING:

The term Ethnomethodology can be broken down into its three constituent parts: ethno - method - (o)logy, for the purpose of explanation.

Ethno refers to a particular socio-cultural group (for example, a particular, localized community of surfers);

Method refers to the methods and practices this particular group employs in its everyday activities (related to surfing);

(o)logy (from the Greek 'logos'), refers to the methodic description of these methods and practices.

The focus of the investigation used in our example is the social order of surfing, the Ethnomethodological interest is in the "how" (the methods and practices) of the production and maintenance of this social order.

ETHNOMETHODOLOGY (EM) - DEFINITIONS:

□ Anne Rawls:

"Ethnomethodology is the study of the methods people use for producing recognizable social orders". (<http://en.wikipedia.org/wiki/Ethnomethodology>).

□ EM is the study of how people produce, organize, and make sense of their everyday lives. (Garfinkel, 1967).

ETHNOMETHODOLOGY (EM) - POLICIES: (<http://www.manifesto.com>)

Garfinkel (1967) Defined EM research in five policy statements such as Indifference, Contingently-Achievement Accomplishment, Relevance, Accountability and Indexicality. These are as follows discussed:

Policy: 1. Indifference

An indefinitely large domain of appropriate setting can be located if one uses policy that any occasion whatsoever be examined for the feature that 'choice' among alternatives of sense, of facticity, of objectivity, of cause, of explanation, of communality, of practical action is a project of members' action. Such a policy provides that inquiries of every imaginable kind. From divination to theoretical physics, claim our interest as socially organized artful practices. (Garfinkel, 1967, p.32)

Policy: 2. Contingently- Achieved Accomplishment

Members to an organization arrangement are continually engaged in having to decide, recognize, persuade, or make evident the rational... character of such activities of their inquiries as counting, grasping, interrogation, sampling, recording, reporting, planning, decision making, and the rest. Every topic includes methodology and logic. (Garfinkel, 1967, p.32-33)

Policy: 3. Relevance

In that rational properties of practical activities be assessed, recognized, categorized, described by using a rule or a standard obtained outside actual settings within which such properties are recognized, used, produces and talked about by setting members. (Garfinkel, 1967, p. 33)

Policy: 4. Accountability

The policy is recommended that any social setting be viewed as self organizing with respect to the intelligible characters of its own appearance as either representation of or as evidences of a social order. Any setting organizes its activities to make its properties as an organized environment of practical activities detectable, countable, recordable, reportable, tell-a-story-aboutable, and analyzable. (Garfinkel, 1967, p. 33).

Policy: 5. Indexicality

The demonstrably rational properties of indexical expressions and indexical actions are an ongoing achievement of the organized activities of everyday life. (Garfinkel, 1967, p. 34).

TYPES OF ETHNOMETHODOLOGICAL STUDY:

Types are in the form of characteristics given as below (George, P., 1995):

1. The organization of practical actions and practical reasoning.
2. The organization of talk-in-interaction/Conversation Analysis.
3. Talk-in-interaction within institutional or organizational settings.
4. The study of work / social activity.
5. The haecceity of work.

DIFFERENCE BETWEEN TRADITIONAL SOCIOLOGY AND ETHNOMETHODOLOGY

Sr. No.

TRADITIONAL SOCIOLOGY Sr. No.

ETHNOMETHODOLOGY

1 It offers an analysis of society which takes the facticity (factual character, objectivity) of the social order for granted. 1 It concerned with the procedures (practices, methods) by which that social order is produced, and shared.

2 It provides descriptions of social settings which compete with the actual descriptions offered by the individuals who are party to those settings. 2 Ethnomethodology seeks to describe the procedures (practices, methods) these individuals use in their actual descriptions of those settings.

ETHNOMETHODOLOGY AND PHENOMENOLOGY:

Even though ethnomethodology has been characterized as having a "phenomenological sensibility", and reliable commentators have acknowledged that, "there is a strong influence of phenomenology on ethnomethodology." (Maynard/Kardash: sociologyencyclopedia.com:1484).

The confusion between the two disciplines stems, in part, from the practices of some ethnomethodologists, who sift through phenomenological texts, recovering phenomenological concepts and findings relevant to their interests, and then transpose these concepts and findings to topics in the study of social order. Such interpretive transpositions do not make the ethnomethodologist a phenomenologist, or ethnomethodology a form of phenomenology.

In, Ethnomethodology's Program (2002), Garfinkel speaks of phenomenological texts and findings as being, "appropriated", and intentionally, "misread", for the purposes of exploring topics in the study of social order. These appropriations and methodical "misreading" of phenomenological texts and findings are clearly made for the purposes of furthering ethnomethodological analyses and should not be mistaken for logical extensions of these phenomenological texts and findings.

ETHNOMETHODOLOGY (EM) AND CONVERSATION ANALYSIS (CA): Two essential distinctions: (Rawls / Garfinkel: 2002).

1. EM is committed to an interest in both conversational talk, and the role this talk plays in the constitution of a given social order; think Indexicality / Reflexivity here and the essential embeddedness

of talk in a specific social order. It is in this sense Conversational Analysis is not separate from Ethnomethodology" (Rawls, 2002).

2. On the other hand, where the study of conversational talk is divorced from its situated context, and de-linked from its reflexive character in terms of constituting a specific social order - that is, as it takes on the character of a purely "technical method", and, "formal analytic enterprise in its own right" [2002:41] - it is not a form of ethnomethodology understood in any orthodox sense. The "danger" of misunderstanding here, as Rawls notes, is that CA in this sense becomes just another formal analytic enterprise, like any other formal method which brings an analytical toolbox of preconceptions, formal definitions, and operational procedures to the situation/setting under study. It might further be noted that when such analytical concepts are generated from within one setting, and conceptually applied (generalized) to another, the (re)application represents a violation of the orthodox EM position regarding the ethnomethodological description of a given social order, as it ignores the essential/fundamental EM principle of the embeddedness of talk in a specifically situated social order.

CONCLUSIONS

EM is a self generating order in concrete activities, an order whose scientific appreciation depends upon neither prior description, nor empirical generalization, nor formal specification of variables elements and their analytic relation. It's useful to manage interactions of learner in teaching learning process. It concerned with the procedures (practices, methods) by which that social order is produced, and shared. Ethnomethodology seeks to describe the procedures (practices, methods) these individuals use in their actual descriptions of those settings. It helps to organize practical actions of individual and institutional. It helps to study social actions.

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SOCIAL SITES AND EDUCATION

Prof. RUBINA ATTAR

Abstract

social networking is when a person uses social or business link to . expand future connectionsSocial networks and the analysis of them is an inherently interdisciplinary academic field which emerged from social psychology, sociology, statistics, and graph theory. Georg Simmel is considered as Father of "web of group affiliations.The study of these structures uses social network analysis to identify local and global patterns, locate influential entities, and examine network dynamics.

. Social network analysis is now one of the major paradigms in contemporary sociology, other social and formal sciences. Together with other complex networks, it forms part of the nascent field of network science

Mark Granovetter and Barry Wellman championed the analysis of social networksThe use and prevalence of the sites has now shifted to the classroom. There is a perception that if the students use these sites, higher education should as well. These sites can be used to feed, or push and pull information to mobile devices like many of the contemporary smart phones classroom well. to learn about new technologies and competitors, and as a lead generation tool to intercept potential prospects.Social networking services have also become a mainstream topic of academic study in various disciplines..**Advantages are. Easy Customization,. Maintenance is Flexible used by researchers professionals .legal and criminal investigations.Medical and health applicationsSocial and political application**We should find ways to use and integrate SNS into our technological approaches. to connect with students in ways that we never before imagined. We should connect as TEACHERS to STUDENTS. That is how the newer technologies can extend, enhance and engage the learning process

“ The things you share
are things that make
you look good, things
which you are happy
to tie into your
identity. ”

—Hilary Mason, chief data
scientist,

What is SOCIAL SITE

Even before the Internet, social networking existed. In a nutshell, social networking is when a person uses already existing contacts to meet new people as potential social or business links. Such links, help expand future connections. Anything that gets the company name out there, or connects your company to helpful resources, is considered networking. Technology now makes this possible to do online, and not just face-to-face

Social impact Web-based social networking services make it possible to connect people who share interests and activities across political, economic, and geographic borders¹ Through e-mail and instant messaging, online communities are created where a gift economy and reciprocal altruism are encouraged through cooperation, as information is a nontrivial good and can be gifted at practically no cost.

Facebook and other social networking tools are increasingly the object of scholarly research. They have begun to investigate the impact of social-networking sites, on issues of identity, privacy social capital, youth culture, and education.

Several websites are beginning to tap into the power of the social networking model for philanthropy, connecting otherwise fragmented industries and small organizations without the resources to reach a broader audience with interested users Social networks are providing different ways for individuals to communicate digitally. These communities of hypertexts allow sharing of information and ideas, an old concept placed in a digital environment.

The social network is a theoretical construct useful in the social sciences to study relationship, to describe a social structure determined by such interactions. The ties through which any given social unit connects represent the convergence of the various social contacts of that unit. This theoretical approach is, necessarily, relational. A **social networking service** is a platform to build social networks or social relations among people who share interests, activities, backgrounds or real-life connections. It consists of a representation of each user (often a profile), his social links, and a variety of additional services. Most social network services are web-based and provide means for users to interact over the Internet, such as e-mail and instant messaging. Social network sites are varied and incorporate new information and communication tools such as mobile connectivity, photo/video/sharing and blogging Online community services are sometimes considered as a social network service, though in a broader sense, social network service usually means an individual-centered service. The main types of social networking services are those that contain category places means to connect with friends, , with American-based services such as Facebook, Google+, YouTube, LinkedIn, Instagram, Pinterest, Tumblr and Twitter widely used worldwide; Nexopia in Canada; Bebo., and Orkut in South America and Central America;, Asia and the Pacific Islands. There have been attempts to standardize these services to avoid the need to duplicate entries of friends and interests. A study reveals that India has recorded world's largest growth in terms of Social Media users in 2013. A 2013 survey found that 73% of U.S

adults use social networking sites. Social networks and the analysis of them is an inherently interdisciplinary academic field which emerged from social psychology, sociology, statistics, and graph theory." Jacob Moreno is credited with developing the first sociograms in the 1930s to study interpersonal relationships. These approaches were mathematically formalized in the 1950s and theories and methods of social networks became pervasive in the social and behavioral sciences by the 1980s.

The Use and Role of Social Networking Sites (SNS) in Higher Education

With the explosive growth of social networking sites (like Facebook and Twitter), higher education has been faced with an interesting, albeit expected, decision. Students are using some of the SNS to connect with one another, with friends and with family. These sites allow and encourage the development of networks. The ease and comfort they exhibit in using these sites has come with their continued and intense use. They share information and pictures with others, and eventually with the world. While the consequences of their actions or disregard of privacy issues may cause us and them some discomfort, their use of these sites outside of the realm of education may not impact us, much. The use and prevalence of the sites has now shifted to the classroom. There is a perception that if the students use these sites, higher education should as well. Students use these sites outside of the classroom, but the use of the sites as a part of the classroom is not commonplace. Granted, there are multiple course management systems with a wide range of features available. Should we use the common sites to deliver instruction? How do these sites provide learning opportunities? It can be safely assumed that many of the current SNS are used to share "information" in the form of posts and responses, similar to a threaded discussion board. traditional" classroom well defined roles. Teachers and students know and understand the roles and expectations of each role. Whether teacher-centered or learner-centered, the roles are defined. SNS begin to blur these roles. The traditional roles become blurred, at times obscured by the very medium itself. Is it acceptable to develop a closer role, almost a friend or acquaintance, in the classroom? this role would not be tolerated, for the most part., the very casual nature and environment of the SNS allow and encourage us to become more than a teacher or student, we are encouraged to become friends. It may impact and potentially damage the teacher-student relationship. These sites can be used to feed, or push and pull information to mobile devices like many of the contemporary smart phones. The immediacy of information exchange can provide some well desired benefits. Additionally, since many of the students are already familiar with the mainstream SNS, the learning curve is significantly reduced. They are using this medium to communicate and connect, and as such, should be able to connect to their classes with the same medium. However, this is where some of the traditional lines begin to blur. There exists within the "social media policies" and "social networking policies" on the internet provides guidance on branding, Becoming too familiar with a student, or teacher use of images or logos may disrupt the teaching and learning endeavours. some guidelines for the use are

- Using SNS to post information
- Supplementing classroom information
- Providing resources Aggregating resources into a single web based site
- Using the current and emerging smart phones to update, push and pull information

Efforts to support social networks via computer-mediated communication were made in many early online services, including Usenet/ARPANET, LISTSERV, and bulletin board services. features of social networking sites were also present in online services such as America Online, ChatNet. They focused on bringing people together to interact with each other through chat rooms, to share personal information and ideas via personal webpages by providing free or inexpensive webspace.. Orkut became the first social networking in Brazil and then also grow fast in India Facebook launched in 2004, became the largest social networking site in the world in early 2009. Facebook was first introduced (in .2004) as a Harvard social networking site, expanding to other universities and eventually, anyone.

Emerging trends at the forefront of emerging trends in social networking sites is the concept of "real-time web" and "location-based." Real-time allows users to contribute contents, which is then broadcast as it is being uploaded - the concept is analogous to live radio and television broadcasts. Twitter set the trend for "real-time" services, wherein users can broadcast to the world what they are doing, Monster.com, have been steadily developing a more "socialized" feel to their career center sites to harness some of the power of social networking sites. These more business related sites have their own nomenclature for the most part but the most common naming conventions are "Vocational Networking Sites" or "Vocational Media Networks", with the former more closely tied to individual networking relationships based on social networking principles.

Companies have found that social networking sites such as Facebook and Twitter are great ways to build their brand image.: to create brand awareness, as an online reputation management tool, for recruiting, to learn about new technologies and competitors, and as a lead generation tool to intercept potential prospects. Social networking services have also become a mainstream topic of academic study in various disciplines. For example, social networking services are highly relevant to self-studies which focus on all aspects of human identity in a technological society.

Social networks and science

Julia Porter Liebeskind et al. have published a study on how new biotechnology firms are using social networking sites to share exchanges in scientific knowledge and information with one another, they are able to "increase both their learning and their flexibility in ways that would not be possible within a self-contained hierarchical organization." Social networking is allowing scientific groups to expand their knowledge base and share ideas, and without these new means of communicating their theories might become "isolated and irrelevant". Researchers use social networks frequently to maintain and develop professional relationships. They are interested in consolidating social ties and professional contact, keeping in touch with friends and colleagues and seeing what their own contacts are doing. This can be related to their need to keep updated

on the activities and events of their friends and colleagues in order to establish collaborations on common fields of interest and knowledge sharing¹ Social Networks are used also to communicate scientists research results and as a public communication tool and to connect people who share the same professional interests, their benefits can vary according to the discipline The most interesting aspects of social networks for professional purposes are their potentialities in terms of dissemination of information and the ability to reach and multiply professional contacts exponentially. Social networks like LinkedIn, Facebook, and Researcher Gate give the possibility to join professional groups and pages, to share papers and results, publicize events, to discuss issues and create debates.

Advantages of Social Networking Sites

1. *Social networking sites have become increasingly popular.* Many businesses have recently become aware of the need for an online presence to attract new and Web-savvy customers. Sites such as My Space and Facebook can be potentially advantageous marketing tools for a local business. . A profile can be created with very little time and effort.
2. For the less Web-savvy individual, most sites provide straightforward instructions and a general template to make page-construction simple.
3. Easy Customization With online instruction, it is easy to customize a profile page to fit the image of your business. Many sites are dedicated to providing an endless variety of backgrounds and clip art for social networking sites. Such options are accompanied with a code already incorporated into the editing section of the profile page. No extra work is needed on your part.
4. Maintenance is Flexible After the profile is created, you update the content. It doesn't demand constant attention; it only requires as much as you are willing to put into it.. This helps to maintain interest in new information about your business.
5. Conveys Information about the Business Many sites allow you to post bulletins or blogs for friends This gives businesses a chance to advertise weekly specials, sales, or new products/services. For many, the Web is one of the first places they visit to search for information. Having an online presence helps ensure your business will be one of the first they come across in a search.
6. Buzz Generation When someone adds a business profile as a "friend," the profile appears in that person's friends list. This means other people will see, and perhaps visit, the profile; thus increasing awareness about the businessThe [National School Boards Association](#) reports that almost 60% of students who use social networking talk about education topics online, and more than 50% talk specifically about schoolwork. Yet the vast majority of school districts have stringent rules against nearly all forms of social networking during the school day—even though students and parents report few problem behaviors online.

Communication Studies

are often considered a part of both the social sciences and the humanities, drawing heavily on fields such as sociology, psychology, anthropology, information science, biology, political science, and economics as well as rhetoric, literary studies, and semiotics. Many communications

concepts describe the transfer of information from one source to another, and can thus be conceived of in terms of a network.

Role and Future of the Social Networking Sites You can share ideas, pictures, films, music. Socializing, rebounding old friendships, catching up with present friends and making new friendships, even keeping the extended family in touch Distance between different continents is no longer a barrier here; you can communicate fast and easy There is great a potential as far as communication is concerned, if you want to launch a new project you can send it to all of your friends in an instant without having to spend hours on phone calls a remarkable facility and also a fast means of communication. Social networking services are increasingly being used in legal and

criminal investigations.

Information posted on sites such as MySpace and Facebook has been used by police (forensic profiling), probation, and university officials to prosecute users of said sites. In some situations, content posted on MySpace has been used in court. Facebook is increasingly being used by school administrations and law enforcement agencies as a source of evidence against student users. This site being the number one online destination for college students, allows users to create profile pages with personal details. These pages can be viewed by other registered users from the same school, which often include resident assistants and campus police who have signed up for the services¹ One UK police force has sifted pictures from Facebook and arrested some people who had been photographed in a public place holding a weapon such as a knife (having a weapon in a public place is illegal).

Medical and health applications

Its adopted by healthcare professionals as a means to manage institutional knowledge, disseminate peer to peer knowledge and to highlight individual physicians and institutions. The advantage of using a dedicated medical social networking site is that all the members are screened against the state licensing board list of practitioners

It helps its members with various physical and mental ailments. For people suffering from life altering diseases, PatientsLikeMe offers its members to connect with others dealing with similar issues and research patient data related to their condition. For alcoholics and addicts, SoberCircle gives people in recovery the ability to communicate with one another , recovery through the encouragement of others who can relate to their situation..

Some social networks aim to encourage healthy lifestyles in their users. SparkPeople offers community and social networking tools for peer support during weight loss. Fitocracy and QUENTIQ are focused on exercise, enabling users to share their own workouts and comment on those of other users.

Crowdsourcing applications. Crowdsourcing social media platform, such as Design Contest, Arbazar, Tongal, combined group of professional freelancers, such as designers, and help them communicate with business owners interested in their suggestion. This process is often used to subdivide tedious work or to fund-raise startup companies and charities, and can also occur offline.

Social and political application

In the Egyptian revolution, Facebook and Twitter both played an allegedly pivotal role in keeping people connected to the revolt. Egyptian activists have credited social networking sites with providing a platform for planning protest and sharing news from Tahrir Square in real time. By presenting a platform for thousands of people to instantaneously share videos of mainly events featuring brutality, social networking can be a vital tool in revolutions.¹ On the flip side, social networks enable government authorities to easily identify, and repress, protestors and dissidents

Educational applications

.Social networks focused on supporting relationships between teachers and their students are now used for learning, educator professional development, and content sharing. Ning for teachers, TermWiki, Learn Central TeachStreet and other sites are being built to foster relationships that include educational blogs, portfolios, formal and ad hoc communities, as well as communication such as chats, discussion threads, and synchronous forums. These sites also have content sharing and rating features.

Social networks are also emerging as online yearbooks, both public and private. One such service is MyYearbook, which allows anyone from the general public to register and connect. A new trend emerging is private label yearbooks accessible only by students,

Finance applications
The use of virtual currency systems inside social networks create new opportunities for global finance. Hub Culture operates a virtual currency Ven used for global transactions among members, product sales¹ and financial trades in commodities and carbon credits. In May 2010, Carbon pricing contracts were introduced to the weighted basket of currencies and commodities that determine the floating exchange value of Ven. The introduction of carbon to the calculation price of the currency made Ven the first and only currency that is linked to the environment.

Dangers

Breaking up
Sites such as Facebook are becoming increasingly popular tools for methods of ending relationships, proving that although new media is being used as a tool for connecting with individuals, it is now creating new problems associated with disconnecting from others.¹ Instead of the traditional phone call or face-to-face interaction between individuals, people are now starting to end relationships by simply changing their relationship status, knowing full-well that their significant other will see it shortly. The problem is you are left with no closure and the entire online world now knows you are no longer in a relationship. The new role many of the SNS are assuming, we should exercise caution and not blur acceptable roles for teachers and students. Becoming too familiar with a student, or teacher, may disrupt the teaching and learning endeavours.

We should find ways to use and integrate SNS into our technological approaches. We should be more acceptable to uses of newer technologies. We should be constantly reviewing the uses of technology for different uses. SNS may provide us with an opportunity to connect with students in ways that we never before imagined. We should connect as TEACHERS to STUDENTS. That is how the newer technologies can extend, enhance and engage the learning process

Conclusion

They might end up as a part of the globalization process where people will be controlled in a new communist view. It is grim and rather apocalyptic, "Hoping for the best but expecting the worst" in an unstable world as we see and perceive it today. Vigilance is good, but who can be vigilant when we are social beings and love to share our experiences? The future of such sites, with all good and bad has the potential to grow to a level where the benefits of it will equal the negative aspects. Though it seems "pretty pink" now, you need to keep in mind that people can hurt as many people as they can help, so, a good idea is to keep it safe regarding the information you let .To conclude with I enjoy these sites, but again, the more you share, the more you expose yourself thus opening a door that you might not be able to shut when you'll want to. Well, just think for yourself, it is not always good to "go with the flow"- if ever! Christ says:" wise as serpents, and harmless as doves."

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Amy Bax. student at the University of Missouri - Columbia <http://www.ibuzzle.com/articles/role-and-future-of-the-social-networking-sites.html>



Qualitative Research: New Direction of Research

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Abstract

The present paper gives information about qualitative research. In this paper need of qualitative research, definitions of qualitative research, characteristics of qualitative research are explained in detail. The steps for qualitative research proposal are given. The points for assessment criteria of qualitative research are stated. The chapters for report writing are given. For understanding some examples of qualitative research problem are given. Lastly the importance of qualitative research is discussed. For up gradation, development & change according to situation society & nation qualitative research is very useful.

Keywords – *Qualitative Research, Inquiry, Data, Development, Research problem.*

Introduction-

Near about 1970 in educational research field scientific or quantitative research method was mostly used because “This model is based on the view that the natural science provides the only foundation for ‘true knowledge’ & that the methods, techniques & models of operation of the natural science offer the best framework for investigation of the social world” (Hit Chock & Huges 1995). But later on in the 21st century researchers concluded that for the study of social problems scientific method is very machinery type because “it fails to take into account how human situations, experiences & behaviors construct realities which are inherently subjective” (Burns 1999). So for find out the real situations & social problems a new method which depends on assumptions was considered for research named as Qualitative Research. Erickson named it as Interpretive Research. Lincoln & Guba refers it as Naturalistic Inquiry. This research is based on phenomenological paradigm which uses a variety of interpretive research methodologies such as ethnographic, case study, phenomenological, constructivist, participant observational & others.

Definitions-

- 1) Marshal & Rosmann (1989) – Research (Qualitative) is a process of trying to gain a better understanding of the complexities of human interactions. Through systematic means, the researcher gathers information about above those interactions, reflex on their meaning, arrives at & evaluates conclusion & eventually puts forward an interpretation of those interactions.

- 2) Strauss & Corbin (1990) – By the term qualitative research we mean any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification.
- 3) In general, qualitative research is a process that entails emersion in the everyday life of the setting chosen for study that values participant's perspective on their worlds & seek to discover those perspectives, that views inquiry as an interactive process between the researcher & the participants & that is primarily descriptive & relies on peoples words as the primary data.

Characteristics of Qualitative Research -

- 1) The qualitative research occurs in natural settings where human behavior & events are considered as direct source of data.
- 2) In this type human is considered as an instrument because in human being the abilities such as insightfulness, flexibility & responsiveness etc. are seen.
- 3) In it utilization of tactic knowledge was considered as valid.
- 4) In this study the data was emerge was descriptive.
- 5) In this purposive sampling was mostly used for gathering more information.
- 6) In this type inductive data analysis process is used for making sense of field data.
- 7) Reality is multiple so generalized theories were build by grounded theory data.
- 8) It is an emergent design in its negotiated outcomes.
- 9) It focuses on the process that is occurring as well as the product/ outcome.
- 10) In this type special criteria such as internal validity, external validity, reliability & objectivity used for trustworthiness.

Qualitative Research Proposal Scheme Units –

There are following steps which are included in research proposal of qualitative research.

- 1) Identification of problem & its logical support.
- 2) Entry in proper study field & its improvement.
- 3) Planning of purposive sample selection.
- 4) Planning of data collection.
- 5) Planning of data analysis.
- 6) Planning of reliability of study.
- 7) Planning for spreading the conclusions.
- 8) Managemental planning for success in study.
- 9) Commentry of temporary research design.

Criteria of Qualitative Research -

Following 5 criteria are used for assessment of qualitative research study.

- 1) Credibility
- 2) Transferability
- 3) Dependability
- 4) Conformability
- 5) Reflexive Journal

Qualitative Research Report Writing -

Use of case study method was proper for report writing of qualitative research study. Following 6 chapters are included in the report writing of this type of study.

- 1) Primary Part & Introduction
- 2) Review Of Related Literature
- 3) Detailed explanation of Methodology
- 4) Data Analysis
- 5) Results
- 6) Appendix

Research Problems -

For example some research problems are given as follows.

- 1) Review of educational articles published in Indian Express Newspaper between 2009 to 2013.
- 2) Student-teacher relationship (between) of one primary school.
- 3) Study of CBES pattern Syllabus.
- 4) Development of confidence level among Junior colleges students.
- 5) Study of tribal people life style.
- 6) Effect of Malin Landslide on the development of students.
- 7) Comparative study of Indian & American education pattern.
- 8) Study of effectiveness interaction on personality development.
- 9) Constructivist approach & learning of students
- 10) Effect of environmental pollution on physical fitness of students.

Importance of Qualitative Research -

- 1) It is useful for developing attitudes, beliefs & motivation within a subject.
- 2) It develops an inside view of phenomena getting as close as possible to subject.
- 3) Qualitative data provide depth & detail information of subject.
- 4) The credibility of qualitative research is totally depends upon the capabilities & experience of the researcher.
- 5) Systematic & rigorous observation, skillful interviewing & content analysis are the characteristics of qualitative data.
- 6) Qualitative research methods focus on the process that is how something happens.
- 7) The variety of meaningfulness & insights are generated from qualitative inquiry.
- 8) Purposeful sampling is basically used for qualitative research.
- 9) Qualitative research emphasis on unique case study.
- 10) The aim of qualitative research is to discover the underlying motives of human behavior.

Conclusion –

Qualitative research is need base research in 21st century because through this research the researcher finds out new conclusions which are useful to education & other fields. By using this methodology for research we gain quality in our work. Socially useful work should be done through the qualitative research. Society as well as nation gets benefits from qualitative research.

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Constructivism and teaching strategies

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Abstract

So long as learner cannot be an active participant in the learning process, learning cannot become joyful. Children learn more and enjoy learning more when they are actively involved. National Curriculum Framework 2005 (N.C.F -2005) has drawn attention towards this issue and has proposed following guidelines:

- Learning process is building knowledge
- Learning is making experiences meaningful
- Students build knowledge on the basis of their prior experiences
- Students build knowledge through interactions with their surroundings
- Local environment and information play important role in the knowledge building process

Constructivism is one such strategy that entails all these ideas and makes students active participants in the learning process. The various practical possible strategies that can be employed in our classrooms are

1. Inquiry
2. Classification
3. Analysis
4. Open questions
5. Concept maps
6. Problem solving
7. Co-operative learning

Present article attempts to discuss some of these methods from the point of view of its practical implementation in our education system. So long as the belief that the learner is a mere acceptor or recipient of knowledge, learner cannot be an active participant in the learning process and learning cannot become joyful. Children learn more and enjoy learning more when they are actively involved, rather than when they are passive listeners. National Curriculum Framework 2005 (N.C.F -2005) has drawn attention towards this issue and has proposed following guidelines:

- Learning process is building knowledge
- Learning is making experiences meaningful
- Students build knowledge on the basis of their prior experiences
- Students build knowledge through interactions with their surroundings
- Local environment and information play important role in the knowledge building process

Constructivism, meaning and historical evolvement

The term constructivism is derived from the Latin word ‘con-struere’ meaning to arrange or to give structure. Learning involves acquisition or reorganization of the cognitive structures. The core idea is to activate knowledge building process. No new information is accepted as it is but is always modified and structured on the basis of previous experiences.

The origin of the concept lies in the discussions of Socrates with his disciples. GimbatistaVicco is believed to be the constructivist philosopher and thereafter Dewey, Piaget, Bruner, Ausubel, Vygotsky, Glasserfield have made major contributions. Dewey is believed to be strong proponent of constructivism and he says knowledge is something that is constructed by the owner. But all of them seem to agree upon the fact that it is the process which is more important than the product. The idea seem to have hidden in Vivekanand’s saying “Respect the efforts more than the output; success would follow” indicating when a right path is chosen success follows.

Merril M.D in his article ‘Constructivism and instructional design’ (1991) outlines following assumptions:

- Knowledge is constructed from experience
- Learning is the personal interpretation of the world
- Learning is an active process in which meaning is developed on the basis of experiences
- Conceptual growth comes from negotiation of meanings
- Learning should be situated in realistic settings
- Testing and evaluation should be integrated with the process itself

Constructivism and teaching strategies

Before we think of the appropriate teaching strategies it will be relevant to take a note of characteristics of a constructivist learning approach.

- Learning is an active process of meaningful problem solving
- Creation of knowledge is based on the existing knowledge
- At times while understanding new knowledge, old information becomes an hindrance
- Learning is restructuring of pre-established concepts
- Interactions help knowledge building
- Conducive learning atmosphere is necessary for knowledge building and it diversifies

viewpoints

- Learning is rearrangement of ideas
- Learning develops through social co-ordination

How is new knowledge built?

When new knowledge takes shape, generally, one of the following three things happen:

1. Extension: Addition to the old information and extension to its boundaries
2. Modification: Changing the old knowledge into formation of new concepts
3. Revolutionary generation of ideas: Discard the old theories, beliefs or concepts and formulate altogether a new one.

It is clear from the above discussion that in a constructivist approach, education system does not stop making it student centered but attempts to make it learning centered. It is important to note that the role of a teacher is never a secondary one it changes from manager to mentor, leader to facilitator, authoritative to co-operative. The idea is the teacher and the students are the joint explorers in the field of knowledge and the teacher acts as a catalyst in the process.

Classroom Strategies

The various practical possible strategies that can be employed in our classrooms are

1. Inquiry
2. Classification
3. Analysis
4. Open questions
5. Concept maps
6. Problem solving
7. Co-operative learning
8. Use of different teaching models

1. Inquiry:

It is often observed in our classrooms that while teaching, if some of the doubts are raised by the students, teachers discourage or ask them to raise it at a later stage. This attitude curbs inquisitive mind. It is important to note that every child thinks in different way, so there may be many solutions to a single problem. This will result in developing logical thinking and reasoning, which is one of the aims of mathematics teaching.

2. Classification:

Classification is one of the best ways to develop thinking and involve each student in the process. There are many occasions in which think independently and learn by themselves.

For example, classify the following figures:

The different probable classifications will be

1. Close and open figures
2. Quadrilaterals and other figures
3. Triangles and other figures
4. Three dimensional and two dimensional figures
5. Figures with plane and curved surfaces

In this single activity alone, one can encourage diversified thinking. At the same time many mathematical concepts mentioned can be introduced.

3. Analysis:

Students analyze and decide if the given information is adequate, relevant, necessary or unnecessary. For example: Find the interest using the formula for Rs. 500 for a period of 5 years. While solving this problem, student will identify the necessary formula, $I = \frac{P \times R \times T}{100}$. On closely observing and analyzing, some of the students will definitely come up with the statement that the information for R is missing. Such a process motivates to analytical thinking in students.

4. Open questions:

Giving questions or situations which have multiple answers is one of the most effective way by which divergent thinking is accelerated. Advent of new ideas leads to the generation of creative knowledge. For example: what if rains do not set or earth's axis is not tilted. Putting such situations for open discussions leads to diverse thinking, analysis and synthesis, logical reasoning and more such processes in just one action.

5. Concept Map:

Students are provided with words, phrases or group of words that revolve around a certain concept. They are asked to group them in such a way that they will relate to the central idea. Sometimes, the related words are written closer to give them a clue if necessary and the central concept is announced.

Example:

Industries	Efficient Engines	Health
Fossil fuels	Regular servicing	Skin diseases
Automobiles	Use of CNG	Living organisms
Nuclear plants	Filters to chimney	Ozone depletion
Brick kilns	Acid rain	
Chloro-flouro carbons		

With the given central idea and the provided clues, students will build the concept map with appropriate logical thinking and rearrangement of ideas.

6. Problem Solving:

Certain problems or situations are posed before the students and asked to give their solutions. In the discussion process, churning of information takes place that leads to various pros and cons of the available solutions and the most appropriate one can be discussed and decided.

7. Co-operative learning

Needless to say that, the underlying principle of co-operative learning is the constructivist approach. Before we think of the teaching strategies for co-operative learning, it will be relevant to mention the defining elements of co-operative learning.

1. Positive inter dependence: i.e. sense of togetherness
2. Face to face promotive interaction: Applauding individual success
3. Individual and group accountability: Each one contributes for group success
4. Interpersonal and small group skills: Communication, trust, leadership, decision making
5. Group processing: Always to function better for group achievement

Co-operative learning is to come together to work to achieve common goals. It is a simple process in which either teacher makes or students form small groups and carry out the assigned tasks. All of them work together until each one completes the task successfully. Everyone realizes and respects that - 'S_CCESS is not achieved without U'

8. Teaching models:

The teaching models that can be employed most effectively are inquiry training model, concept attainment model, inductive thinking model, advanced organizer model etc.

In the inquiry training model, an astonishing situation is provided and students are asked to react or find the scientific reasoning. Students ask questions and the teacher responds only in the form of 'Yes-No' resulting into a guided thinking process. This enables the students to find and build their own knowledge.

In the concept attainment model, teacher provides 'Yes' and 'No' examples of the selected concept. These examples are presented either sequentially or all at a time in the 'yes' 'no' form and are encouraged to identify the essential characteristics of the concept. Thus, all the essential characteristics are identified through appropriate examples and students define the concept. Discussions are carried out at the end and the thinking process is analyzed. Teacher needs to be very skillful in the selection presentation and making the students to define the concept.

In the inductive thinking models, students are encouraged to provide the examples of the concepts which they know. By observing all the examples, students are encouraged to compare and classify the differences in them and finally they build the new concepts. The model is broken into three separate strategies: Concept Formation; Interpretation of Data and Application of Principles.

In the concept formation stage, students gather data, group it and categorize it. In interpretation of data stage, students identify critical relationships and make inferences based on their exploration of the relationships. In the application of principles stage, students predict and form a hypothesis, explain their hypothesis and use data to verify their position.

In the advanced organizer model, a suitable example for the chosen content is presented before the term or concept is discussed. Advanced organizers are simply devices used in the introduction of a topic which enable learners to orient themselves to the topic, so that they can locate where any particular bit of input fits-in and how it links with what they already know.

Final words

Constructivist teaching is an effective way that can be employed for the students of all age groups. It encourages, active and meaningful learning and promotes responsibility and autonomy. It also develops sense of ownership. As constructive teaching is beneficial in achieving desirable goals, it is important for teachers to grow professionally towards a constructivist approach. It is not only to master pure content but also to understand and use information to solve real world challenges.

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Teaching with Emotional Intelligence

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Abstract

This paper focused on the concept of Teaching with Emotional Intelligence and suggest the strategy for Teaching with Emotional Intelligence. Qualitative Analysis method was use for the present Study .Data collection through secondary source and Qualitative Analysis method was use. Emotional Intelligence is a term coined by Daniel Goleman in his book in 1995. Emotional intelligence is a positive and exciting topic with enormous implications education. Emerging interdisciplinary research and studies from education, business, psychology, and behavioral medicine are showing clear and significant contributions of emotional intelligence to human performance, personal health, and resilience. Emotional knowledge, skills, and intelligence hold a major key to improving education and helping students, teachers, faculty, and student development professionals attain higher degrees of achievement, career success, leadership, and personal well-being. The learned ability of emotional intelligence integrates well with the student development. There are many important issues and challenges facing education at the school and higher education levels. While academic achievement and scholastic performance have been the primary thrust of recent reform efforts, other equally important issues have taken center stage in education. Physical safety, healthy emotional development, standards of excellence and equalitarianism, a global economy and world perspective, changing workforce demands and the nature of work, multi-cultural and diversity issues, retention through graduation, and personal/career needs of students and educators are just a few examples. These important issues require a different and more balanced perspective of accountability and quality standards – to include Teaching and learning with emotional and the affective domain.

Key words : *Emotional intelligence, Empathy, Self Awareness, Managing Emotions, Self Motivation , Handling Relationship*

Introduction : Teachers do influence the personality of a student. Their emotional, intellectual, moral, ethical and spiritual realms have profound influence on the development of children. This study was an attempt to analyse and to enhance emotional intelligence of student-teachers. If the teacher is emotionally intelligent, s/he can manage the emotional traits of her/his students in order to provide balanced environment in the classroom. Sense of self, empathy, kindness, intuition, motivation, awareness, social skills, forgiveness, reconciliation, dedication are some of the major components of emotional / spiritual intelligence. All these aspects are very much needed for the development of suitable qualities among students and hence among their teachers too. This study is very relevant in this competitive globalised world where ‘Might is Right’, only when supported by Emotional intelligence and spiritual intelligence. The study would throw light into ultimately, student-teacher’s personality development with special reference to emotional intellingenge

In this article presented, five domains Emotional Intelligence as has been explained by Daniel Goleman. How we can incorporate Emotional intelligence in teacher's education , How to incorporate teaching with emotional intelligence , **Basic Steps to Emotional Intelligence in the Classroom**, Creating classroom Environment

Objective of Study: The Study was taken up with following objective in mind.

1. To Study the concept of Teaching with Emotional Intelligence
2. To suggest the strategy for Teaching with Emotional Intelligence

Study Methodology: Qualitative Analysis method was use for the present Study

Data Collection: Data collection through secondary source and Qualitative Analysis method was use.

Concept:

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth

Most people first heard the term "emotional intelligence" around 1995 with the publication of Daniel Goleman's best-selling book *Emotional Intelligence*.

According to Goleman (1995),

Emotional Intelligence is the ability to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability to think; to empathize and hope.

Five Domain of Emotional Intelligence :

Emotional Intelligence has been categorized into five domains as has been explained by Daniel Goleman.

1. Self Awareness (SA): Knowing what we are feeling at the moment, and using those preferences to guide our decision making; having a realistic assessment of our own abilities and a well-grounded sense of self confidence.
2. Managing Emotions (ME): Handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress.
3. Self Motivation (SM): Using our deepest preferences to move and guide us towards our goals, to help us initiative and strive to improve, and to persevere in the face of setbacks and frustrations.
4. Empathy (E): Sensing what people are feeling, being able to take their perspective and cultivating rapport and attunement with a broad diversity of people.
5. Handling Relationship (HR): Handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes, for cooperation and teamwork.

Let us see how Emotional intelligence is important in following context:

Learning Process:

In today's lifestyle the students are physically, mentally & emotionally stressed. Hence, it is the requirement of students that they should be physically, mentally as well as emotionally strong & intelligent.

The domain of Emotional intelligence emphasizes SA, ME, SM, E, HR. The first three aspects help students to allow them to know their strength, weakness and to manage their emotion, motivate themselves ongoingly so that they can keep themselves mentally fit. These facilitate students in their learning process.

Social

Due to the nuclear family and the apartment system, students are becoming introvert. They feel lonely and so face difficulty in socializing.

The domain of emotional intelligence namely SA, ME, SM, E, HR help them to understand other people that make them feel comfortable to socialize.

Emotional

Students are sensitive to criticism & this makes them emotionally disturbed. The first three domains of EI SA, ME, SM fulfill their emotional need

Education System

Emotional intelligence is considered now days vital for success, then why don't we start teaching its components to our students at school? If it affects student's achievement, then it is imperative for schools to integrate it in their curricula, hence raising the level of student success

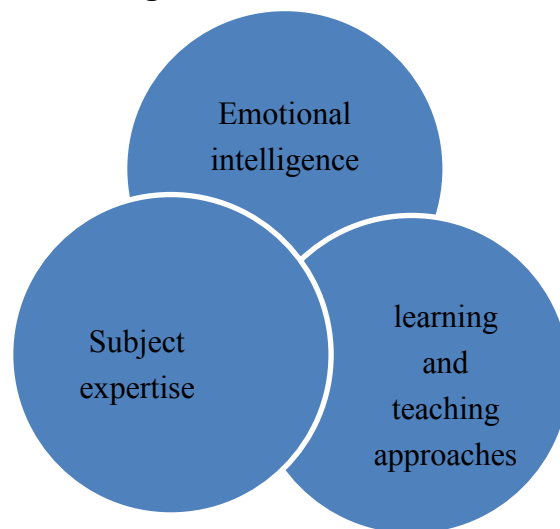
As Carnegie mention that Emotions is the "Mental Dynamite" which may lift one to great heights of achievement or dash one to the lowest depth of failure and no amount of education, experience , intelligence, or good intentions can alter or modify

So it is important to incorporate Emotional intelligence in teaching.

To incorporate Emotional intelligence in teacher's education we need to combine three Things

How to incorporate teaching with emotional intelligence

Teaching with emotional intelligence involves:



- Recognizing and responding to the feelings of both yourself and your learners in the classroom, in order to make you both more effective in your respective roles
- Encouraging an emotional state in your learners that is conducive to learning

The use of emotional intelligence in teaching should:

- Be essential not optional
- Be deliberate not just intuitive
- Receive a greater share of our energy

Teaching with emotional intelligence means:

- planning for the emotional environment
- planning for the physical experience of learners
- dealing with your learners' expectations
- acknowledging individual learners
- listening to your learners
- reading and responding to the feelings of individuals and groups
- considering the effect of your responses to learners' comments and questions
- developing self-awareness as a teacher
- recognising your prejudices and preferences
- checking your nonverbal communication
- acknowledging and handling your feelings as a teacher
- revealing your feelings to learners, as appropriate

There are some basic steps **to Emotional Intelligence in the Classroom**

Basic Steps to Emotional Intelligence in the Classroom

The teacher's level of EQ is by far the single most important variable in creating a classroom where EI can be developed healthily. And the single most important variable in the teacher's EQ is how they handle their own emotions, especially their negative emotions. An effective, successful teacher is largely one who can handle his or her negative feelings in an authentic, real and healthy way.

Here is an outline which can help the teachers.

1.. MANAGING YOUR OWN EMOTIONS

A. Identify Your Feelings

- Ask yourself: How am I feeling?
- Answer using three word sentences beginning with "I feel..."
- Label your feelings, not your children (or situation)

B. Take Responsibility for Them (Own them)

- Don't blame the children for your feelings
- Owning your feelings means not thinking in terms of:
 - You are making me angry
 - You kids are driving me crazy
- Remember that there is a little space between stimulus and response, and in this space lies your power to choose your reaction.

C. Use Your Emotional Awareness to Learn About Yourself

- Your negative feelings reveal your unmet emotional needs. For example:

If you feel	You need to feel
Disrespected	Respected
Disobeyed	Obedied
Out of control	In control

But remember that the children are not there to meet your needs, you are there to meet theirs. Thus, you must either get your needs met somewhere else, or you must "let go" of some of your needs, such as your need to have so much control, or to feel obeyed. And remember that respect is something you earn, not demand. The easiest way to do this is to show respect for each individual child's feelings, and remember his negative feelings are indications of unmet emotional needs. The more help the child identifies and meets the needs, the happier everyone will be.

D. Work on Keeping Your Area of Acceptance Wide Open

- When you feel good about yourself you are more
 - accepting
 - tolerant
 - patient
 - understanding
 - predictable

=====> This helps your students feel

- Accepted
- Approved of
- Secure
- Relaxed
- Good about themselves

These contribute to healthy self-esteem, openness to learn and willingness to cooperate

* Remember that Emotions are Contagious *

II. HELPING YOUR STUDENTS FEEL BETTER THROUGH INCREASED EI

A. Help them label their feelings

- Teach them a wide range of feeling words
- Start expressing your feelings
- Start talking about feelings

B. Give them real choices

- Honor their decisions
- Don't issue orders in disguise as requests
- Ask them to help you meet your needs; don't demand it

C. Respect their feelings

- Ask them how they feel
- Ask them how they would feel before taking action
- Think about how you want them to feel - what feelings create a positive learning environment

D. Validation

- Accept their feelings
- Show understanding, empathy, caring and concern
- Whenever there is a problem remember to always first validate the feelings

E. Empower them

- Ask them how they feel and "What would help you feel better"
- Teach them to solve their own problems using empathy, compassion and mutual respect for each other's feelings

F. Avoid Labels and Judgment

- Avoid "shoulds"
- Avoid subjective labels (good/bad; nice/rude, etc.)

Creating classroom Environment

An EI classroom environment is necessary for students' cognitive learning, growth, and creative expression. Teachers can create EI classrooms by affirming students' accomplishments in noncompetitive ways, encouraging self-confidence, providing opportunities to take risks without penalty, and giving thoughtful feedback. Researchers have found that students' emotional and academic functioning improve when caring and respectful teachers support students' competence in a noncomparative and noncompetitive way, and support students' autonomy through meaningful curriculum (Roeser, Eccles, & Sameroff, 2000).

The Positive relationship that develop between student and teacher and that, in turn, influence academic performance are key to creating an EI classroom environment. Teacher can foster positive relationship with their student by conveying respect and compassion for students, by listening carefully to them, and by responding to their needs and feelings. It also important that student feel that teacher will manage the classroom environment and relationship among students in ways that protect their integrity and right to learn without fear of ridicule or humiliation (e.g. where classroom norms for interacting include respect rather than put- down,) Strife or fear in the learning process create a negative "affective filter"

Teachers can create an EI classroom environment by providing targeted, positive feedback on successful elements of work in conjunction with suggestions for improvement .Positive classrooms have many ways of acknowledging students' capabilities (for example, through teacher comments and display of student's work). High expectations of students, combined with support, encouragement, and opportunities for success help affirm student's accomplishments in noncompetitive ways.

Conclusion

After Qualitative Analysis method done it is conclude that that teaching and learning through the Emotional intelligences helps solve many common school problems and optimizes the learning

experience for students and teachers alike. Students will developed with balance personality. The role and importance of emotional intelligence is it will shifts from informative learning to transformative learning. To achieve the high goals and expectations of education in the 21st century, the intentional inclusion and development of emotional intelligence skills in teacher preparation programs and student development programs are needed.

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DEVELOP RELIGIOUS AWARENESS WITH THE HELP OF PICTORIAL BOOK AND FIND ITS EFFECTIVENESS.

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ABSTRACT

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Religious Education is the term given to education concerned with religion, which reflect the values and belief for humanity. The research study was taken up by considering different religions. The further objectives framed for research study. 1. To prepare a Pictorial Book with content of Religious Education for the student of IV std to create awareness. 2. To teach Religion Education with the help of prepared Pictorial Book for the student of IV std to create religious awareness. 3. To study the effectiveness of Pictorial Book regarding awareness about Religious Education. The Product Development Method and Experimental Method were used for the study. The major findings were drawn by the researcher after study the topic they are; 1. The religious awareness scores of Post Test are increased than Pre Test scores of the IV std. student. 2. There is a statistically significant difference between Pre Test and Post Test score after implementation of programme by using Pictorial Book of Religious Education for students of IV std. 3. The prepared Pictorial Book on Religious Education is helped to develop religious awareness among the student of IV std.

KEYWORDS: Religion, Education, Religious Education

INTRODUCTION: Education: Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship. (<http://en.wikipedia.org/wiki/Learning>).

Religious Education: Religious Education is the term given to education concerned with religion. It may refer to education provided by a church or religious organization, for instruction in doctrine and faith, or for education in various aspects of religion, but without explicitly religious or moral aims, e.g. in a school or college. The term is often known as religious studies. (<http://en.wikipedia.org/wiki/Education>).

NEED OF RESEARCH STUDY: The researcher having the experience about the students of IV std. that they do not having scientific and eternal knowledge of different religions.

- The researcher also came to know the students' knowledge about different religion is not up to the level because of this they making/cracking jokes on other religion except their own.

- Sometimes researcher felt that the student having blind belief about god and the super natural concept. She came to know that the student pray to god to overcome the examination.
- The researcher tackled with the negativity of the student towards life. She realized that student having less courage, less positive outlook towards life, and having material attitude to spend life instead of spirituality.
- By the need of era the parent working for family because of this they are not able to attend the child at all time, so the wrong habits formed into the child and they goes downward into the future.
- Researcher acquitted that the students not nurturing proper habit to build their characters because of the ever changing social scenario, media effect and nuclear families.

By considering above need the researcher felt that if the proper Religious Education provided to the student of IV std, it will help to make them good civilized person for the nation and society, so the researcher wanted to do the study on present topic.

IMPORTANCE OF THE RESEARCH STUDY:

- Religious Education promotes the spiritual, moral, social, cultural, mental and physical development of pupils and of society.
- Religious Education Prepares pupils for the opportunities, responsibilities and experiences of later life.
- Religion and beliefs inform our values and are reflected in what we say and how we behave.
- Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- It enhances awareness and understanding of religions and beliefs, teachings, practices and forms of expression, and of the influence of religion on individuals, families, communities and cultures.
- RE encourages pupils to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning.
- It challenges pupils to reflect on, consider, analyze, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- It encourages them to develop their sense of identity and belonging.
- It enables them to flourish individually within their communities and as citizens in a diverse society and global community.
- RE has an important role in preparing pupils for adult life, employment and lifelong learning.
- It enables pupils to develop respect and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic (PSHE) education, the humanities and the arts, education for sustainable development. (<http://www.salford.gov.uk/index.htm>).

STATEMENT OF THE PROBLEM: A program to develop Religious Educational awareness by Pictorial Book for the students of IV std of English Medium School from Pune city.

DEFINITION OF KEY TERMS:

Program: Conceptual Definition: A planned series of future events or performances. (www.oxforddictionaries.com/definition/english/program).

Operational Definition: A planned series of religious information through Pictorial Book to create awareness among the students of IV std.

Develop: Conceptual Definition: Grow or cause to grow and become more mature, advanced, or elaborate.

(www.oxforddictionaries.com/definition/english/develop).

Operational Definition: Grow or cause to grow and become more mature, advanced and aware about Religious Education.

Religious Education: Conceptual Definition: Religious Education referring to the teaching about religions in general and its varied aspects—its beliefs, doctrines, rituals, customs, rites and personal roles.

(www.en.wikipedia.org/wiki/Religious_education)

Operational Definition: Religious Education referring to teaching about various religions from India with their various aspects such as beliefs, doctrines, rituals, customs, rites and personal roles as per age group of students.

Awareness: Conceptual Definition: Awareness is the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns. (<http://en.wikipedia.org/wiki/Awareness>)

Operational Definition: Awareness is the state or ability to perceive to feel or to be conscious about religion from India by program.

Pictorial Book: Conceptual Definition: A Picture Book combines visual and verbal narratives in a book format, most often aimed at young children. (http://en.wikipedia.org/wiki/Picture_book)

Operational Definition: A Pictorial Book combines visual and written aspect about religions education in a book form.

Students of IV Standard: Conceptual Definition: A student is a learner, or someone who attends an educational institution.

(www.en.wikipedia.org/wiki/Student)

Operational Definition A student is a learner of IV standard who attends a school or a learner who has passed III standard and enrolled in further class is called student of IV standard.

English Medium School:

Operational Definition: An English medium education system or school is one that uses English as the primary medium of instruction – in particular.

OBJECTIVES OF RESEARCH STUDY:

1. To prepare a Pictorial Book with content of Religious Education for the student of IV std to create awareness.
2. To teach Religion Education with the help of prepared Pictorial Book for the student of IV std to create religious awareness.
3. To study the effectiveness of Pictorial Book regarding awareness about Religious Education.

ASSUMPTIONS OF RESEARCH STUDY:

- Religious Education is taught in primary schools in order to enthuse, inspire and educate young people. (<http://en.wikipedia.org/wiki/Religion>)
- Education (RE) is a compulsory subject in the state education system in England. (<http://en.wikipedia.org/wiki/Religion>)

SCOPE OF RESEARCH STUDY:

1. This study was having scope at Primary Level.
2. This study was focused on Religious Education.
3. This study was having scope to all type of Primary Education schools.
4. This study was having scope to Primary Level Syllabus.

5. This study was having scope to all type of teaching aids.

LIMITATIONS OF RESEARCH STUDY:

1. Interferences from the exceptional conditions like the administration of the school were beyond the control of the researcher.
2. Students' attitude towards other religion sometimes beyond the control of researcher.
3. Other subject content related to religious information having exception for the present research product.

DELIMITATIONS OF RESEARCH STUDY:

1. The study was delimited to IV std of Primary Level.
2. This study was having delimitation of Hindu, Buddha, Jain, Sikkh, Muslim and Christian Religious Education.
3. This study was delimited to Non-Aided English Medium School of Primary Level.
4. This study was delimited to the syllabus of CBSE Board of Primary Level.
5. This study was focused on visual type of teaching aid. In that Pictorial Book was prepare by researcher.
6. This study was delimited to academic year 2013-14.

REVIEWS OF RELATED LITERATURE AND RESEARCH:

Review related literature taken from institutional libraries. The material obtained from there such as in books, Journal, Article, M. B. Much and Ph.D were mentioned.

TYPE OF RESEARCH: Applied Research was used for the present research.

1. **RESEARCH METHOD:** For the present research, Multi-research method was used that were Product Development Method and Experimental Method.

2. RESEARCH DESIGN:

- In the present case the researcher had selected Pre-Test and Post-Test, Single Group Designs for the research.
- The single Group was named as Experimental Group.

RESEARCH VARIABLES: Independent Variables:

The program prepared to develop Religious Educational awareness with the help of Pictorial Book.

Dependent Variables: The Religious Awareness of students in Post-Test.

Controlled Variables: The age of the students, type of school, content, tutor and medium o instruction were controlled by the researcher.

POPULATION: The Infinite type of Population was selected for the study.

- The population for the present research work was IV std students of the Non- aided English Medium Schools in Pune District, which follows CBSE board pattern.

SAMPLE AND SAMPLING METHOD:

Selection of Schools and Division- In the present research work the researcher was select one non-aided English medium school by Lottery Method from Simple Random Sampling Method of Probability Sample Method.

- One division of IV std was selected by lottery method from Simple Random Sampling Method of Probability Sample Method.

Selection of Students:

- The students of IV standard were selected by Incidental Sample Method from Non-Probability Sample method.
- 26 students were included in a group.

TOOLS OF DATA COLLECTION:

- For the present research work, researcher was planned Awareness Test (Pre-Test and Post-Test) for the data collection.
- The purpose of test was to measure what students of IV standard had gain common knowledge about world religions by Pictorial Book of Religious Education.
- Awareness Test (Pre Test and Post Test) was conducted to know the exact effect of program of Religious Education in the Group.

TOOLS OF DATA ANALYSIS:

t test was used as the statistical tool for data analysis.

RESEARCH PROCEDURE:

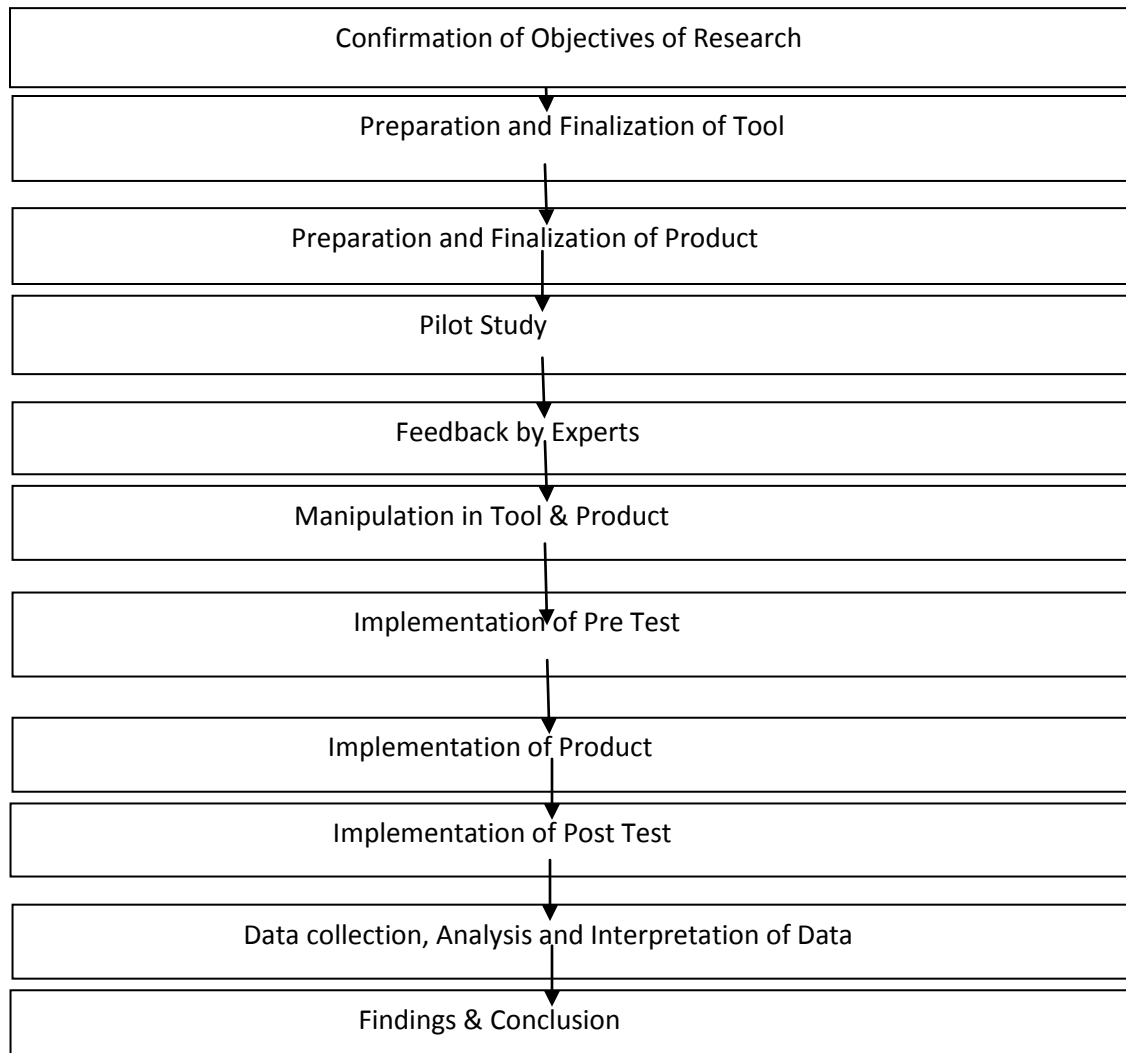


Chart: Research Procedure

PREARATION & FINALIZATION OF PRODUCT: A Pictorial Book of Religious Education was prepared and finalized with the guidance of the experts and guide.

1. **Theory Base:** The following theory and approach is the base for research product.
- Psychoanalysis-Fred’s System of Physiology

- Humanistic Approach.
- 2. **Types of syllabus followed:** The linear type of syllabus followed to frame the text book which means linear syllabus covers its teaching items once only.

3. **Steps of Product Development**

3.1 **Subject of Product:** Religious Education.

3.2 **Objective of Product:** To create awareness of Religious Education in the students of IV std through Pictorial Book of Religious Education.

3.3 **Nature and Plan of Product:**

Duration: 30 minutes per day. Total: 30 periods. Teaching period was 18, 12 for self learning.

Steps of Lesson: The Herbatian five steps of lesson plan were used to implement Pictorial Religious Education book. These steps were Set Induction, Explanation, Recapitulation, Evaluation and Application.

3.4 **Creation of Product:**

The product created by taking the review of related literature and understanding the level and background of student. The researcher took the guidance from different experiment to make the product concrete. She studied concept of curriculum, syllabus and text book to understand scientifically.

3.5 **Actual product and its Description:**

The product prepared by considering following religion and related content of that religions. They are as follows:

- a) Hinduism
- b) Buddhism
- c) Jainism
- d) Sikhism
- e) Christianity
- f) Islamism

The format of the lessons is as follows:

- a) Title
- b) Introduction
- c) Establishment and founder
- d) Branches
- e) Religious places
- f) Philosophy
- g) Symbols and their meaning
- h) Exercise

Features of Prepared Text Book:

A. Interior part/Internal factors of the textbook:

a) Text book in accordance with syllabus:

The text book is prepared by considering the linear type of syllabus which is used once. The syllabus reflects religious awareness. The main purpose of text book is to develop awareness among the student of IV std. at primary level. The ample thoughts and views Religions are provided in the text book to create Religious Awareness.

b) Arrangement of subject matter:

There is proper arrangement of teaching items in sequence like overview of different religion, their founders, philosophy, holy places and their symbols of representation, vocabulary items and exercise questions at the end of each chapter. The total chapters are six.

c) Fair presentation of Pictures:

Ample number of pictures is used to represent Founder, Holy Places and religious symbols of each religion.

d) Use of maxims & principles of teaching:

Easy, simple, known & general items are given at first & then according to difficulty level complex & specific items are given. The principles like principle of selection and gradation approach are followed.

e) Logical & psychological sequence of the lesson:

In this text-book logical & psychological, sequence is maintained. Structure of each chapter is same.

f) Correctness of the content:

The technical and contained aspects are tried to correct and make them reliable and valid.

g) Sufficient illustrations:

In all lesson sufficient illustration provided as per level of student. The information followed with relevant pictures.

h) Exercises:

Exercises are stated at the end of lesson and provided ample opportunity to the student to tread and understand the text and complete exercise. All the exercise based on lesson contained and provided sufficient covering to the objectives. In that exercise fill in the blank, match the following, true and false, answer the following etc. activity included.

i) Religious Material:

All the very primary information collected from various resources and stated into book.

B. Material Considerations/External factors/Exterior factors:

The following external features tried to cover in the text book.

a) Paper size & quality:

Size of this text book is A4 and having 39 pages in it. This book is in A4 size so it is easily to handle by the age group of primary level especially by IV Std. student.

b) Binding & its nature:

This book is light that is why binding and sewing is thick in size to make it more durable.

c) Front Page:

Front page of this book is colorful with pictures. The picture denotes Religious symbols of Hinduism, Buddhism, Jainism, Islamism, Sikhism and Christianity. One picture of small kid is located at the centre which is surrounded by these six religious symbolic pictures. As the small kid view that every things is at equal level. He is accepting all aspect with innocence, that type of innocence is not harmful to anybody. The secular aspect reflected on the face of small kid. The

front page reflects the title of book and standard. The title of this book is **Religious Education and Std. IV.**

d) Margins:

Margins set for this book is in standard format. From left 1.5 inch and from top, right bottom 1 inch.

e) Pictures:

There are pictures of Religious founder, Holy places and Religious symbols.

f) Title page:

The Title page framed as front page, the only name of author and guide included.

g) Back page:

Back page also contains 12 pictures showing the 6 holy places of different religions and there founders. In between a picture of globe highlighting India on that globe denotes Religious Secularism in our country and even the text book originated from India. The Back ground of home represents India Where all deferent religion living together as we are living at home. It also reflects unity in diversity.

h) Paragraphs:

Paragraphs are small in size to it easily readable. One tab space is given between each paragraph.

i) Size & spacing of letters:

16 sizes are given to the headers and 14 for the content under the headings and normal readable spacing given between the letters.

j) Attractiveness:

Book is giving the primary knowledge of six religions in the pictorial format which is easy to remember and correlate with live examples.

k) Price of the book:

According to the number of pages and use of color pictures the price fixed Rs 120.

l) Size & thickness of the book:

Book is prepared on A4 paper and it is having the thickness of 0.5 cm.

m) Space between two lines:

1.5 spaces between two lines.

n) Structure of the tables, pictures:

Table is used to format the data with the picture. Pictures are used with the border in the lesson and without border in the exercise.

o) Color of the book:

Book is having multi color as it picture of six religions on the cover page which is describing the unity of all the culture.

p) Compactness of the book:

Book contains the details descriptions of six religions i.e. Hinduism, Buddhism, Jainism, Islamism, Sikhism, Christianity. It contained basic information of religions.

3.6 Product Testing (Pre Test):

The product tested on a small group to see validity and reliability. The test was implemented to see the accuracy of the product.

3.7 Reliability and Validity of Test & Product:

Content Validity was done with the help of experts and guide.

3.8 Pilot Study:

To test and the reliability of the test and product the Researcher conducted pilot study in one school for the std. IV and as per the result she made changes in her tool.

3.9 Feedback for Product:

By taking the guidance from expert the product manipulated. The expert appreciated following things:

- a) Importance of Religious Education.
- b) Picture Technique.
- c) Basic content into the book.
- d) Meaning behind symbols.
- e) **The expert suggested following suggestion:**
 - a) Addition of exercises.
 - b) Use of simple language.

3.10 Finalization of Product:

The product was finalized after the changes suggested by experts.

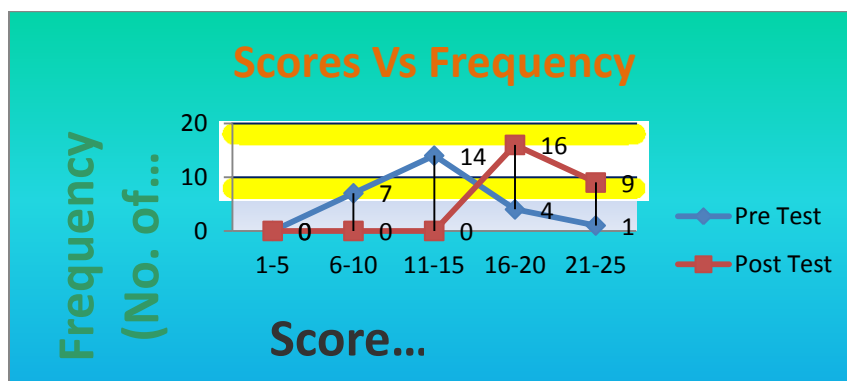
STATISTICAL COMPARISON OF PRE TEST AND POST TEST SCORES:

The analysis was done by using raw data collected by the researcher. (Appendix G & H)

Particulars	Pre test	Post test
No. of Students (N)	26	26
Mean(M)	12.81	19.73
Standard Deviation(σ)	4.26	4.68
Standard Error(σ_M)	0.83	0.92
Coefficient of Correlation (r)	0.80	
Degree of Freedom (d_f)	25	
Standard Error of Difference(SED)	0.57	
Difference between Means (D)	6.92	
Obtained t value	12.14	
Table t value (Two tail Test) 0.05 level	2.060	

Table: Comparison of Pre Test and Post Test Score

GRAPHICAL COMPARISONS OF PRE TEST AND POST TEST SCORES



Graph: Scores Vs. Frequency.

Interpretation:

- The above table and graph shows that the religious awareness scores of Post Test are increased than Pre Test scores of the IV std. student.
- There is a statistically significant difference between Pre Test and Post Test score after implementation of programme by using Pictorial Book of Religious Education for students of IV std.
- The pictorial book on Religious Education is helped to develop religious awareness among the student of IV std.

MAJOR FINDINGS OF RESEARCH

1. The religious awareness scores of Post Test are increased than Pre Test scores of the IV std. student. (Table & Graph no. 4.1)
2. There is a statistically significant difference between Pre Test and Post Test score after implementation of programme by using Pictorial Book of Religious Education for students of IV std. (Table & Graph no. 4.1)
3. The prepared Pictorial Book on Religious Education is helped to develop religious awareness among the student of IV std.

HYPOTHESIS OF THE RESEARCH STUDY:

H1: Research Hypothesis:

There will be significant difference in Pre Test and Post Test score about the awareness of students of IV standard by using Pictorial Book about Religious Education.

Ho: Null Hypothesis:

There will be no significant difference in Pre Test and Post Test score about the awareness of students of IV standard by using Pictorial Book about Religious Education.

The obtain t value is 12.14 and the table t value is 2.060. So the H1 Research Hypothesis is accepted and the Ho is rejected.

CONCLUSIONS:

The prepared Pictorial Book of Religious Education develop awareness among the student IV std of English medium school of Pune city

RECOMMENDATIONS:

1. The Pictorial Book of Religious Education should be prepared by considering the background of student; society and population at national level and even consider age group, understanding level of the students. (According to Major Finding No. 3)
2. Teacher should teach this Pictorial Book of Religious Education to create awareness in students of IV std. (According to Major Finding No. 3)

CONTRIBUTIONS TO KNOWLEDGE:

1. The present research underlined the importance of Religious Education at Primary level.
2. The present research given a scientific outlook towards various religious and their philosophical truth and base.

TOPICS FOR FURTHER STUDY:

According to the present research experience and findings, the researcher suggested topics based on teaching strategies to create awareness of Religious Education at different levels of education and mediums, they are as listed below:

1. Develop Religious Awareness with the help of Pictorial Book at Secondary level.
2. Develop Religious Awareness with the help of Pictorial Book at Higher Secondary level.

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Whole Brain Teaching Techniques and Achievement of Students in Science

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ABSTRACT

Benjamin Franklin said “Tell me and I will forget, teach me and I will remember, involve me and I will learn.” There is a large amount of educational research which shows that students are more successful when they participate in student learning teams than when they study alone. Not only do weak students benefit by being taught by other students, but strong students gain increased subject mastery when they have the opportunity to instruct their peers. (Biffle,2007). In the research study one such teaching technique named as, Whole Brain Teaching Techniques grass roots of America began by Chris Biffle in 1999 was used.

The research study was taken up with following objectives. 1. To develop and implement program of Whole Brain Teaching Techniques in Science for the students of VII standard.2.To study the effectiveness of the Program of Whole Brain Teaching Techniques. For the research, Multi-Research method those were Product Development Method and Experimental Method with Two Equivalent Groups Post Test-Only, Design was used. The result of the study was that there was a significant difference between Experimental Group (Whole Brain Teaching Techniques) and Control Group (Herbart's Five Step of Lesson Plan - Conventional Teaching Method) after implementation of programme by Whole Brain Teaching Techniques in Science for students of VII std.

Keywords: Whole Brain Teaching Technique and Achievement.

INTRODUCTION: Ben Franklin (and an ancient Chinese proverb) said “Tell me and I will forget, teach me and I will remember, involve me and I will learn.” There is a large amount of educational research which shows that students are more successful when they participate in student learning teams than when they study alone. Not only do weak students benefit by being taught by other students, but strong students gain increased subject mastery when they have the opportunity to instruct their peers.(Biffle,2007)(http://www.canadianteacher.com/ctm_teaching_ideas/janfeb2012-whole-brain-teaching.shtml).

NEED OF THE RESEARCH STUDY:

- The students of VII standard age desire attention and face shift mood rapidly shows optimism, hope for the future and sensitive to criticism.
- The student of this age lay the foundation of the adult age. The education given at this age would last for life long.

- Whole Brain Teaching emphasizes how the brain learns naturally involving the whole brain in learning process with lots of humor and peer learning.

IMPORTANCE OF THE RESEARCH STUDY:

- Whole Brain Teaching Techniques helps to develop the higher order thinking ability so that students of VII std. become efficient youth and future leaders of the nation.
- The research would help to make learning environment of the students of VII std. to be supportive and accepting of the learner's feeling and attitude and thus help to satisfy the emotional need of the students.
- It is important for teachers of VII std. to know the basics of Whole Brain Teaching Techniques, so they can properly assess how each of their students learns.

STATEMENT OF THE PROBLEM:

“A Study of the Effectiveness of Program Using Whole Brain Teaching Techniques in the Achievement of the Students of VII Standard of English Medium School in Science of SSC Board”.

DEFINITION OF KEY TERMS:

Effectiveness

Conceptual Definition:

Effectiveness is the degree to which something is successful in producing a desired result. (www.oxforddictionaries.com, 2012).

Operational Definition:

Effectiveness is a degree to which the programme of Whole Brain Teaching Approach is successful to produce a desired achievement of the students of VII std. in Science.

Program

Conceptual Definition

Program means a specially arranged selection of things to be done a plan, schedule, or procedure. (www.thefreedictionary.com/programme).

Operational Definition

Program is a specially arranged selection of activities by using Whole Brain Teaching Approach for VII standard students in Science subject.

Whole Brain Teaching Techniques

Conceptual Definition

Whole-brain teaching is an instructional approach derived from neurolinguistic descriptions of the functions of the brain's left and right hemispheres. (misslwholebrainteaching.blogspot.in/2012/07/whole-brain-teaching-wednesday-wbt-in.html).

Operational Definition:

Whole Brain Teaching involves acknowledging the brain based rules for meaningful learning and organizing teaching with those rules in mind for the students of VII standard for Science subject.

Achievement

Conceptual Definition:

Achievement is a thing done successfully with effort, skill, or courage. (www.oxforddictionaries.com/definition/english/achievement).

Operational Definition:

Achievement is a score done successfully by the program of Whole Brain Teaching in Science.

Students of VII Standard

Conceptual Definition:

A student is a learner, or someone who attends an educational institution. (www.thefreedictionary.com/programme).

Operational Definition

A student is a learner of VII standard who attends a school or a learner who has passed VI standard and enrolled in further class is called student of VII standard.

English Medium School

Conceptual Definition:

An English Medium education system or school is one that uses English as the primary [medium of instruction](http://www.en.wikipedia.org/wiki/English-medium_education) in particular. (www.en.wikipedia.org/wiki/English-medium_education).

Operational Definition:

An English Medium education system or school is system is one that uses English as the primary medium of instruction in non-aided schools following SSC Board syllabus.

Science

Conceptual Definition:

Knowledge covering general truths of the operation of general laws, esp. as obtained and tested through scientific method [and] concerned with the physical world. (www.science-madesimple.com/science-definition.html)

Operational Definition:

Science is considered as General Science – Book Five of VII Standard of SSC Board.

SSC Board

Conceptual Definition and Operational Definition:

The Secondary School Certificate is a public examination attempted by students in India (www.en.wikipedia.org/wiki/Secondary_School_Certificate)

OBJECTIVES OF RESEARCH STUDY:

1. To develop and implement the programme of Whole Brain Teaching Techniques in Science for the students of VII standard.
2. To study the effectiveness of the Program of Whole Brain Teaching Techniques.

ASSUMPTIONS OF RESEARCH STUDY:

1. It was found that the students who received education through Whole Brain Teaching could get more involved and interested in the learning process. (Jesame, T. P, 2009).
2. Most of the learners enjoyed Whole Brain Teaching approach and are keen on the use of it in their learning environment with regards to the effect it has on whole brain learning. (Tanya de Jager, 2011).
3. The action research and whole Brain Teaching assisted the participants recognizing their own preferences. They were also able to understand their own thinking and attempted to consider each learner's learning style. (Tanya de Jager, 2011).
4. There is a statistically significant difference between Experimental Group (Brain Based Learning Strategy) and Control Group (Conventional Teaching Method) after implementation of programme by using Brain Based Learning Strategies in Mathematics for students of VII std. (Kadam, J. A, 2013).

SCOPE OF RESEARCH STUDY:

1. The study had the scope of English Medium School syllabus.

2. This research had scope in teaching techniques in Science.
3. The research was related to science subject of VII standard.
4. This research was focused on the functions of Human Brain

LIMITATIONS OF RESEARCH STUDY:

1. Interferences from the exceptional conditions like the administration of the school as beyond the control of the researcher.
2. The teaching – learning process by other teaching approach except Whole Brain Teaching Techniques was beyond control of the research.
3. The stableness of the students in teaching learning of Science was sometimes beyond the control of the Researcher

DELIMITATIONS OF RESEARCH STUDY:

1. The study was delimited to the syllabus of SSC Board for English Medium School.
2. This research was delimited to teaching techniques of Whole Brain Teaching in Science. The research was focused on the seven teaching techniques namely a) Class-yes, b) Five Classroom Rules, c) Teach-Okay, d) The Scoreboard e) Hands and Eyes, f) Switch, g) Mirror.
3. This research was delimited to General Science unit of Food And Protection of Food of VII Std.
4. The academic year of the study was 2013-14.

REVIEW OF RELATED LITERATURE AND RESEARCH:

Review related literature taken from institutional libraries. The material obtained from there such as in books, in published review - Articles, Electronic Review, ERIC and M. B. Much was mentioned and in unpublished review M. Ed, M. Phil and Ph. D were studied.

TYPE OF RESEARCH:

Applied Research was used for the present research.

RESEARCH METHOD:

For the present research, Multi-Research method was used those were Product Development Method and Experimental Method.

RESEARCH DESIGN:

The Post Test- Only, Two Equivalent Groups Design was used for the present research.

RESEARCH VARIABLES

▪ **Independent Variables:**

For Experimental Group: Whole Brain Teaching Techniques programme.

For Control Group: Herbart's Five Steps of Lesson Plan programme.

▪ **Dependent Variables:**

Achievement scores of the VII std. Students in Science.

▪ **Controlled Variables:**

The age of the students, type of school, content, tutor and medium of instruction were controlled by the researcher.

POPULATION: The Infinite type of Population was selected for the research. The populations for the present research work were all the students of VII std. of the all Non-aided English Medium Schools in Pune, which follows SSC board.

SAMPLE AND SAMPLING METHOD:

Selection of Schools:

In the present research work the researcher selected school by Purposive Sample Method from Non-Probability Sampling Method.

Selection of Students:

The students of VII std. were selected from the Schools by Incidental Sample Technique from Non-Probability Sample Method.

Experimental Group	40	Total Sample 80
Control Group	40	

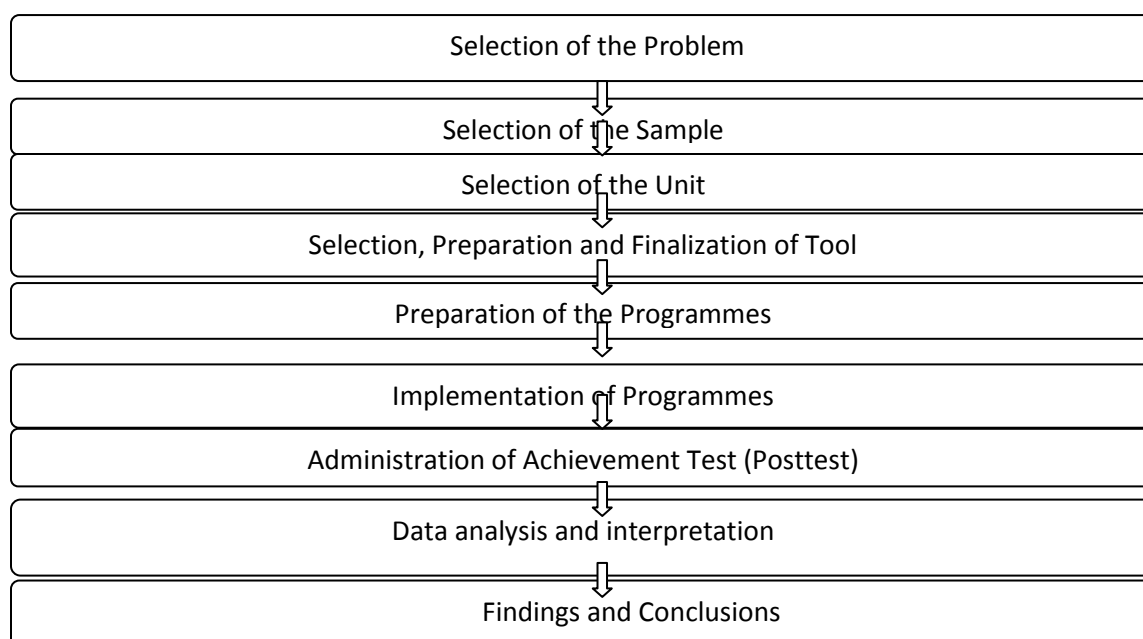
TOOLS OF DATA COLLECTION:

Achievement Test (Post Test) was used for the data collection.

TOOLS OF DATA ANALYSIS:

z test was used as the statistical tool for data analysis.

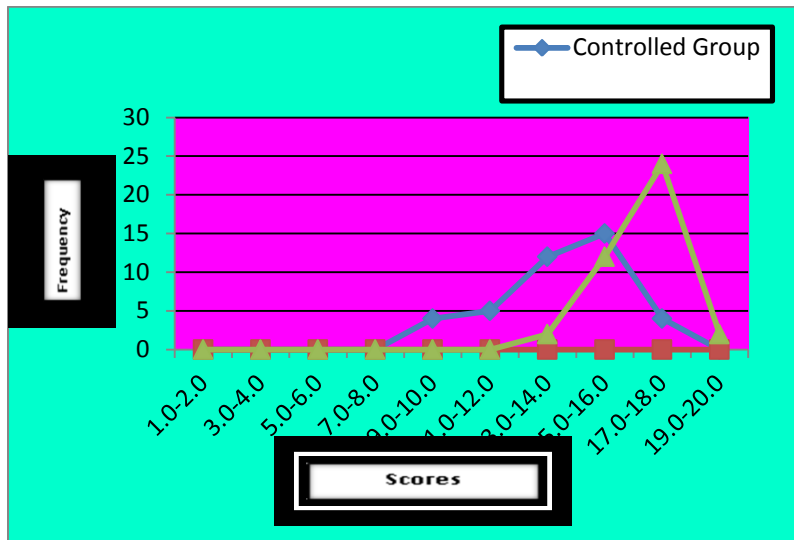
RESEARCH PROCEDURE:



COMPARISON OF POSTTEST OF CONTROL AND EXPERIMENTAL GROUP:

The analysis was done by using raw data collected by the researcher.

Particulars	Controlled Group	Experiment Group
No. of Students (N)	40	40
Mean(M)	14	16.8
Standard Deviation(σ)	2.22	1.30
Standard Error(σ_M)	0.35	0.20
Coefficient of Correlation (r)	0.75	
Degree of Freedom (df)	39	
Standard Error of Difference(SED)	0.239	
Difference between Means (D)	2.8	
Obtained z value	11.71	
Table z value 0.05 level	2.02	

GRAPHICAL COMPARISON OF POSTTEST OF CONTROL AND EXPERIMENTAL GROUP:**RESEARCH FINDINGS:**

1. The Achievement of Experimental Group (Whole Brain Teaching Techniques) was more effective than the Control Group (Herbart's Five Step of Lesson Plan -Conventional Teaching Method).
2. There is a statistically significant difference between Experimental Group (Whole Brain Teaching Techniques) and Control Group (Herbart's Five Step of Lesson Plan -Conventional Teaching Method) after implementation of programme by Whole Brain Teaching Techniques in Science for students of VII std.

HYPOTHESIS TESTING:

The following hypotheses were stated for the Research Study:

1. H₁: Research Hypothesis:

There will be significant difference between the Post Test scores of VII Std. student's Achievement in Science by using Whole Brain Teaching Program and Herbart's Five Steps of Lesson Plan.

2. H₀: Null Hypothesis:

There will be no significant difference between the Post Test scores of VII Std. student's Achievement in Science by using Whole Brain Teaching Program and Herbart's Five Steps of Lesson Plan.

The obtained z value was 11.71 and table z value at **0.05 is 2.02**. It shows that the obtained z value is greater than table z value at 0.05. So that the stated Hypothesis No 1 is accepted and Hypothesis 2 is rejected, it means that Whole Brain Teaching Techniques was comparatively more effective than Herbart's Five Steps of Lesson Plan (Conventional Teaching Method).

CONCLUSIONS:

The Whole Brain Teaching Techniques is significantly more effective than Herbart's Five Steps of Lesson Plan (Conventional Teaching Method) in Science for students of VII std.

RECOMMENDATIONS:

1. Teacher should select the appropriate activity to apply seven steps of Whole Brain Teaching Techniques. (According to finding 1).
2. The programme of Whole Brain Teaching Techniques should be prepared by considering the age group, level and subject of the students. (According to finding 2).

CONTRIBUTION TO KNOWLEDGE

1. The present research results reflected that the Whole Brain Teaching Techniques is successful to Indian setup so it could be apply for Indian students.
2. The present research heightened the activities based on Whole Brain Teaching Techniques in Science which will be applicable at different level of science education.

TOPICS FOR FURTHER STUDY:

According to the present research experience and findings, the researcher suggested topics based on teaching strategies on achievement in Science at different levels of education and mediums, they are as listed below:

3. Teaching Strategy of Mastery Learning on the Achievement in Science.
4. Teaching Strategy of Cooperative Learning on the Achievement in Science.
5. Teaching Strategy of Problem Based Learning on the Achievement in Science.
6. Teaching Strategy of Experiential Learning on the Achievement in Science

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SWOT Analysis Techniques and its Effectiveness on Teachers Trainees

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Abstract

The stepping in to the 21st century is becoming challenging and demanding from all prospective. Life in general is becoming competitive and so is the source of providing quality life becoming competitive i.e. the education. The education system by itself is striving hard to face this competition. It is in such situations when it become vital for teachers to their SWOT Analysis Techniques with a fair judgment of their present knowledge and prepare themselves for utilizing the opportunities present in the external environment as also to face the threats so present.

This study was undertaken to study the effectiveness of SWOT Analysis Techniques on B. Ed. Teacher Trainees. The research method used in this study was an Product Development and Experimental Method with a Single Group Pretest-Posttest design was followed for this study. The result of the study was there is a statistically significant difference between Pre Test and Post Test scores after implementation of program of SWOT Analysis Techniques for Teacher Trainees of B. Ed. The scores increased in the Post Test after the implementation of SWOT Analysis Techniques for the evaluation of Teacher Trainees.

Keywords: - Effectiveness, SWOT Analysis Techniques, Teacher Trainees.

INTRODUCTION: The stepping in to the 21st century is becoming challenging and demanding from all prospective. Life in general is becoming competitive and so is the source of providing quality life becoming competitive i.e. the education. The education system by itself is striving hard to face this competition. It intends to chart out strategies such that maximum can be drawn out from the environment available there by benefiting the life of the people in general.

It is in such situations when it becomes vital for teachers to their SWOT Analysis to have a fair judgment of their present knowledge and prepare themselves for utilizing the opportunities present in the external environment as also to face the threats so present. It is therefore essential for teachers to evaluate itself in context to the environmental opportunities and context with the weaknesses that possesses. This research study was done by considering above factors.

NEED OF THE RESEARCH STUDY:

- Teacher Trainees are the persons undergoing the training of teaching profession by doing SWOT Analysis. Teacher Trainees can realize the present picture about their strength and weaknesses at the early stage of their training program and simultaneously they can aware about their future opportunities and threats in the teaching profession.

- SNTD University provides opportunities to women education so it is the need in Teacher Training College to extend their strength of self awareness and their skill to develop their position as an educator in future carrier in the society.
- SWOT Analysis Technique is needed to the Teacher Trainees to prepare for the competitive examination like TET, SET and NET which are essential to work as a teaching professional in India.

IMPORTANCE OF THE RESEARCH STUDY:

- It is important for Teacher Trainees to know their strengths, weaknesses, opportunities and threats so they can properly assess themselves.
- The quality of education depends upon the quality of teachers. By SWOT Analysis Technique Teacher Trainees can understand their strengths and weaknesses at the training period which would helps them to recognize the opportunities in the profession as well as to aware with the threats in the teaching.
- The present study having significance scope to Teacher Trainees to acquire some professional qualities like leadership, capacity, efficiency, knowledge updating, Social status, innovative and research attitude, and to overcome the professional problems by SWOT Analysis Technique.

STATEMENT OF THE PROBLEM: A Study of the effectiveness of SWOT Analysis Techniques on the Teachers Trainees of B. Ed. of SNTD Women University in Mumbai city.

DEFINITION OF KEY TERMS:

Effectiveness:

Conceptual Definition:

Effectiveness is the degree to which something is successful in producing a desired result. (www.oxforddictionaries.com/definition/english/effectiveness)

Operational Definition :

Effectiveness is a degree to which the SWOT Analysis Technique is successful to produce a desired achievement of the Teacher Trainees of B. Ed.

SWOT Analysis Technique:

Conceptual Definition:

SWOT Analysis Technique (alternatively SWOT Matrix) is a structured planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a project or in a business venture. (http://en.wikipedia.org/wiki/SWOT_analysis)

Operational Definition :

SWOT Analysis Technique (alternatively SWOT Matrix) is a structured [planning](#) method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats of B. Ed. Teacher Trainees who involved in research study.

Teacher Trainee:

Conceptual Definition:

A person undergoing the training of teaching profession.

(<http://dictionary.reverso.net/english-cobuild/trainee%20teacher>)

Operational Definition:

A person undergoing the training of Bachelor of Education (B. Ed.) from SNTD women University for teaching profession.

B. Ed.

Conceptual Definition:

A Bachelor of Education (B. Ed.) is a Post Graduate academic degree which prepares students for work as a teacher in high schools.

SNTD University

SNTD Women's University is the first Women's university in India as well as in South-East Asia. The University was founded by Maharshi Dr. Dhondo Keshav Karve in 1916 for a noble cause of Women's Education.

OBJECTIVES OF THE RESEARCH STUDY:

1. To develop a program of SWOT Analysis Techniques for the Teacher Trainees of B. Ed. from SNTD Women University.
2. To find the effectiveness of SWOT Analysis Techniques program.

ASSUMPTIONS OF THE RESEARCH STUDY:

1. The teachers are aware of the concept of professional development and teachers initiatives. (Singh, M., 2013).
2. It was found that the professional development was needed to build a prosperous society by educating the people, to serve mankind, to face new challenges. (Singh, M. 2013).

SCOPE OF THE RESEARCH STUDY:

1. This research had scope in Teacher Education only.
2. The study had the scope on B. Ed. Teacher Trainees.
3. This study had focused on evaluation of teachers.

DELIMITATIONS OF THE RESEARCH STUDY:

1. The study was delimited to B. Ed. Teacher Trainees of SNTD University.
2. The study was delimited to B. Ed. Teacher Trainees of English Medium.
3. This research was delimited to SWOT Analysis Techniques of evaluation.
4. SWOT Analysis Technique program was focused on Teaching-Learning problems and Personality of Teacher Trainees.
5. The program of SWOT Analysis Technique implemented on the Teacher Trainees of English Method.
6. This research was delimited to academic year 2013-14.

LIMITATIONS OF THE RESEARCH STUDY:

1. Interferences from the exceptional conditions like the administration of the college were beyond the control of the researcher.
2. Other techniques of self assessment except SWOT Analysis Technique were beyond the control of researcher.

REVIEW OF RELATED LITERATURE AND RESEARCH: Review related literature and research were taken from different institutional libraries. The material obtained from there such

as in books, Published Review in Journal, ERIC and M. B. Much was mentioned and unpublished review at M. Ed, M. Phil and Ph. D level were viewed.

TYPE OF RESEARCH: Applied Research was used for the present research.

RESEARCH METHOD: The Product Development and Experimental Method were used in this study.

RESEARCH DESIGN: The Posttest- Only, Two Equivalent Groups Design was used for the research study.

RESEARCH VARIABLES

1. **Independent Variables:** For this research Independent variable was SWOT Analysis Technique that was manipulated by researcher to ascertain relationship between SWOT technique and achievement of B. Ed Teacher Trainees.
2. **Dependent Variables:**
In the present research study, Dependent Variable was Achievement of the B. Ed. Teacher Trainees which appeared or changed as researcher changed Independent Variable i.e. SWOT Analysis Technique.
3. **Controlled Variable:** In Pre Test and Post Test following variables were controlled by researcher:
 - The Approximate Age Group of Teacher Trainees : 22-25 years.
 - Type of College : Non-aided College.
 - University : SNDT Women University.
 - Area : Urban.
 - Tutor : Researcher.
 - Medium of Instructions : English.

POPULATION:

- The Population for the present research work was finite in kind.
- All women Teacher Trainees of B. Ed of the all Non-aided English Medium B. Ed Colleges in Mumbai which follows SNDT Women’s University curriculum.

SAMPLE AND SAMPLING METHOD:

Selection of B.Ed. College:

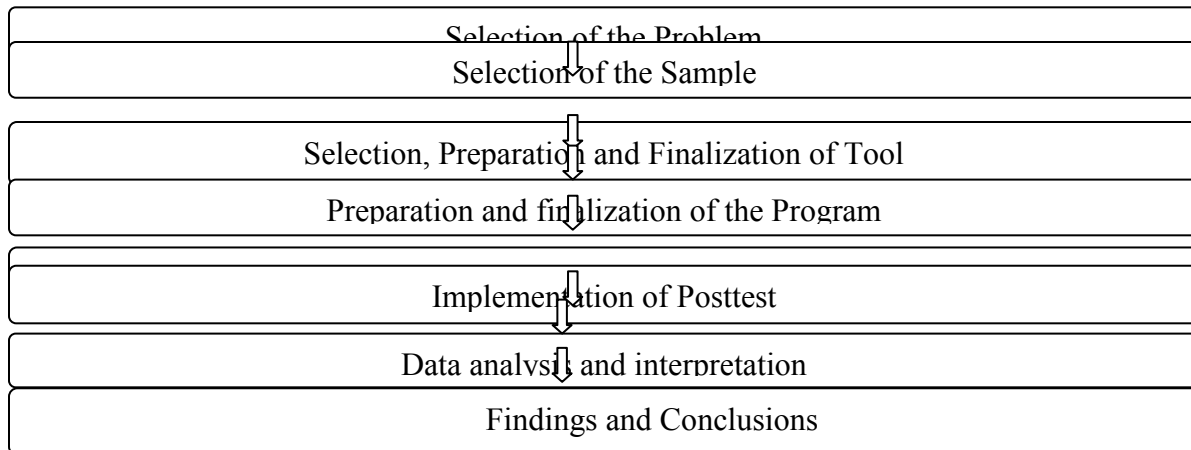
- In the present research work the researcher selected one college by Purposive Sampling Method for Non probability Sampling Method.
- Two Non-aided English medium B. Ed. College were selected for research study.

Selection of Teacher Trainees: The Teacher Trainees of B. Ed. were selected from selected college by Incidental Sample method from Non-Probability Sample Method.

Number of Teacher Trainees	Experimental Group	23	Total Students
	Control Group	23	46

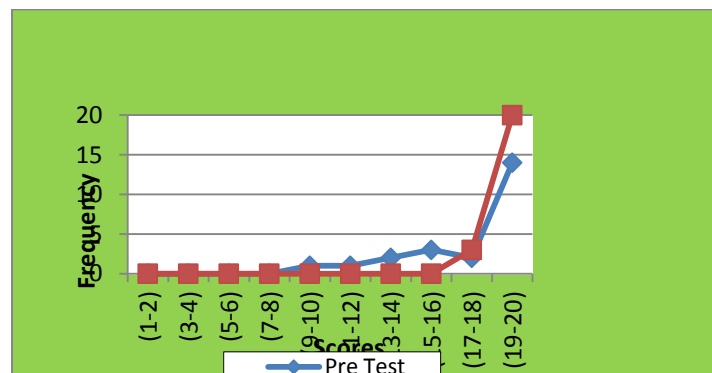
TOOL OF DATA COLLECTION: Achievement Test (Post Test) was conducted to know the exact effect of SWOT Analysis Technique.

TOOL OF DATA ANALYSIS:t test was used as the statistical tool for data analysis.

RESEARCH PROCEDURE:

The analysis was done by using raw data collected by the researcher.

Particulars	Control Group	Experimental Group
No. of Students (N)	23	23
Mean (M)	17.52	19.25
Standard Deviation (σ)	2.97	0.68
Standard Error (σ_M)	0.63	0.15
Coefficient of Correlation (r)	0.07	
Degree of Freedom (d_f)	22	
Standard Error of Difference (SED)	0.64	
Difference between Means (D)	1.77	
Obtained t value	2.83	
Table t Value (Two Tailed: Significance Level 0.05)	2.09	

GRAPHICAL COMPARISONS:

Interpretation: 1. The above table and graph shows that the Experimental Group scores are increased than and Control Group.

2. There is a statistically significant difference between Experimental Group and Control Group scores after implementation of program of SWOT Analysis Technique among the Teacher Trainees of B. Ed.

RESEARCH MAJOR FINDINGS:

1. There is a statistically significant difference between Experimental Group and Control Group scores after implementation of program of SWOT Analysis Technique for Teacher Trainees of B. Ed. (Above Table and Graph).
2. The scores increased in the Experimental Group after the implementation of SWOT Analysis Technique program of SWOT Analysis Technique for evaluation of Teacher Trainees. (Table and Graph No 4.1).
3. The developed program of SWOT Analysis Techniques was successful to aware the Teacher Trainees of B. Ed. from SNTD Women University College.

HYPOTHESIS TESTING: The following hypothesis were stated in research proposal

1. **Research Hypothesis:** There will be significance difference between the Experimental Group and Control Group scores after acquiring technique of SWOT Analysis Technique by the Teacher Trainees of B. Ed.
2. **Null Hypothesis:** There will be no significance difference between the Experimental Group and Control Group scores after acquiring technique of SWOT Analysis Technique by the Teacher Trainees of B. Ed. The table t value 2.07 is at 0.05 level (Two tailed significant level) and obtain t value is 2.81. It means the obtain t value is greater than table t value. So that the stated Hypothesis No 1 is accepted and hypothesis 2 is rejected, it means there is a significance difference between the Experimental Group and Control Group scores after acquiring technique of SWOT Analysis Technique by the Teacher Trainees of B. Ed.

CONCLUSIONS: There is a significance difference between the Experimental Group and Control Group scores after acquiring technique of SWOT Analysis Technique by the Teacher Trainees of B. Ed.

RECOMMENDATIONS: SWOT Analysis Technique should used in academics to improve the quality of teachers. (According to Major Finding No 1, and 2).

- SWOT Analysis Technique study should made compulsory in syllabus in every Teacher Training college. (According to Major Finding No 3).

CONTRIBUTION TO KNOWLEDGE: This study has been done by keeping the importance of teacher's personality and intellectual in profession attempt has been made to find out the real strengths, weaknesses. Threats and opportunities at the teacher training level and it would really help the Teacher Trainees to understand their potential before entering in the real world of teaching so they can understand their capacities at the earlier stage.

TOPICS FOR FURTHER STUDY:

1. Effectiveness of SWOT Analysis Techniques to other streams of Education.
2. Effectiveness of SWOT Analysis Techniques at different level of Teacher Education.

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INNOVATIVE ASPECTS IN TEACHER EDUCATION

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ABSTRACT

Teacher Education is a discipline which educates the generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life. It is one of the significant areas where a lot of innovative ideas can be tried out and practiced. The Present paper discusses about the need of teacher education program to be innovative, and also the scenario of innovative teacher education program in various universities and institutes of the country. The paper also discusses technology integrated teacher education with the basic features of some of these innovative teacher education and at the end some suggestion with conclusion.

Keywords: Aspects, Innovative aspects, Teacher Education, Need

INTRODUCTION: Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges there in. Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life. According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.¶

NATURE OF TEACHER EDUCATION

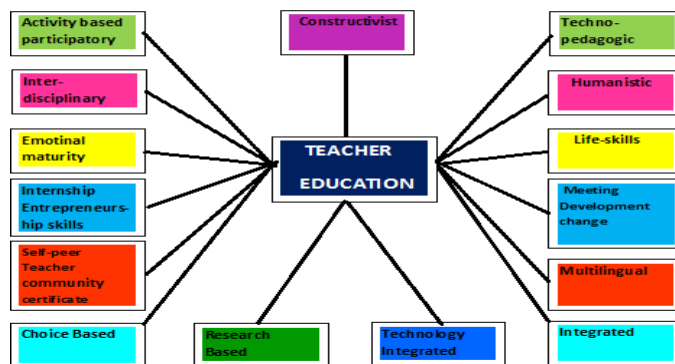
- Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other.
- It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.
- Teacher education is based on the theory that —Teachers are made, not born¶ in contrary to the assumption, —Teachers are born, not made.¶ Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called —tricks of the tradell.

INNOVATIVE PROGRAMS IN TEACHER EDUCATION: Teacher Education Institutions at different levels, particularly in higher and technical education field countrywide, have innovated and institutionalized a number of programs, namely:

- Master of Educational Technology (Computer Applications) by SNDT, University, Mumbai
- B.Sc. in Teaching Technology by Sikkim Manipal University
- Personalized Teacher Education Program, Lucknow University, Lucknow (1996)
- Comprehensive Teacher Education Program, Gandhi Shikshan Bhavan College of Education, Mumbai University, Mumbai (2000)
- Four Year Integrated Program of Teacher Education, RIE, NCERT (1963)
- B.Ed. (Educational Technology) , AEC Teacher Training College, Pachmadi, MP
- Induction Training Programme (ITP) under QIP by AICTE, New Delhi
- University of Teacher Education, Chennai, Tamilnadu (2008)
- IGNOU Institute of Professional Competency Advancement of Teachers (IIPCAT, 2009), IGNOU, India
- Indian Institute of Teacher Education, Gujarat (Bill 4, 2010)

TECHNOLOGY INTEGRATED TEACHER EDUCATION: There is technological revolution in Teacher Education. There is a shift from Bachelor of Teaching to Bachelor of Learning, that too, Bachelor of e-Learning. There is a shift from e-Learning 1.0 (Online learning) to e-Learning 2.0 (Twitters, Face-book) to e-Learning 3.0 (Semantic Web) , that is, from content to community to Artificial Intelligence. There are proposals for e-Teacher Education. Smart Classrooms are emerging, wherein, we have e-learning and e-testing. Terms like Wi-Fi, i-Pad, e-Book, e-Reader, e-News Letter, Webinar are widely used. Digital Lesson Designs and e-Portfolios have become common features. There are compendiums of e-abstracts and Surveys of Educational Research in India on the World Wide Web. There is wide scope for transformation of Teacher Education through Technology.

INNOVATIVE TEACHER EDUCATION : SOME FEATURES



SUGGESTED INNOVATIVE COURSES, PROGRAMS

AND ACTIONS IN TEACHER EDUCATION**A. CERTIFICATE/DIPLOMA COURSES**

There can be innovations in Teacher Education through e-Open Sourcing in many areas, such as:

- 1 Personality Development
- 2 Human Rights Education
- 3 Life Skills Education
- 4 Management of Learning Systems
- 5 Multi-cultural Education
- 6 Environmental Education
- 7 Adolescence Education
- 8 Adult Education
- 9 Old Age Education
- 10 Technology Integrated Education
- 11 e-Communication
- 12 Non-Verbal Skills
- 13 Vocational Education
- 14 International Understanding & National Integration

B. PROGRAM

1. e-Teacher Education
2. Modular Teacher Education
3. Integrated Teacher Education
4. Specialized Teacher Education
5. Personalized Teacher Education

CONCLUSION

Innovativeness by virtue of its nature is essential feature of Teacher Education. Teacher Education prepares the teachers to help learners meet the challenges of life, fully & confidently. Teacher Education Curriculum Framework by virtue of its nature has to be suggestive, not prescriptive. Teacher Education rather than considered a system, a discipline, a culture, is unfortunately being considered as an attachment. Sensing the complex challenges of the emerging society, Teacher Education has to realize its identity to innovate, construct and create.

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B.Ed. Teacher Trainees Self Role Perception Measurement

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Abstract

The focus of this study is to create awareness of self role perception in B.Ed. Teacher trainees. The Objective of this study to find out the effectiveness of B.Ed. Course on teacher trainees after the Completion Practice Teaching and other experienced within the course. The Experimental Method has used for this study. And Single Group Design has been used. Three B.Ed. Colleges were selected from entire population by multistage sampling method. The Pre Test was given to teacher trainees at the time of peer group teaching and post test was given after the completion of Internship Program , Practice Teaching & submission of Internal Practical. B.Ed. Teacher trainees get proper training within that period about Teaching and Various supportive roles of Teachers. Three B.Ed. Teacher Training Colleges were selected as a sample. The Teacher trainees Self Role Perception Measurement check-list is used for data collection.

Key words: *Self Role Perception, Measurement, Teacher Trainees*

Introduction:

The Status and Strengthens of any Institute is depends upon the quality of Teachers. The Teacher's quality depends on training. Dr. D.S. Kothari says that "The Destiny of India is being shaped in its classrooms. But, we have to think about Teacher Training Colleges. The Teacher training colleges are the workshops of "Nation Builders". The Teacher's training reflects in their teaching and behavior also.

In 35th International conference on Education (1996), recommended that it's very important that , " Training of Teacher should be highly qualitative because it reflects in school Education and the growth of Nation . As per this recommendation each teacher trainee has to know their Roles, duties and responsibilities clearly. Within that the main important role of Teacher Educator's that they should aware to their teacher trainees about various roles, responsibilities and duties to be furnished in future, apart from teaching.

The recent NCF 2005 for School Education (National Council for Educational Research and Training), India focused on: *To develop various role, attitudes in pupil teachers & motivate the Research Attitude in School Teachers also.* In order to, motivate teachers for researches/innovations in education field.

Concept and Meaning of Teacher Self Role Perception: It can be defined the perception of pupil Teacher roles in his further profession as a Manager, Friend , Counselor, Facilitator,

Teacher, Researcher, Mediator, Mentor, Evaluator, Students Leader, Extension Officer etc. Within these the six roles are selected by researcher. And checked with the help of Teachers self role perception Check-list. **These roles are as follows:**

- | | | | |
|--------------|----------------|---------------|-------------------|
| 1. Manager | 2. Facilitator | 3. Researcher | 4. Extension Work |
| 5. Counselor | 6. Teacher | | |

Need and Importance of Teachers Self Role Perception :

Today's Teachers are tomorrow's Nation Builders. That's why teacher education colleges should give proper training to teacher trainees. They should give variety of experiences apart from teaching exercises. In this context Teacher Training College and Teacher Educators responsibility is increased. It is our duty to organize, implement variety of activities to develop teacher self role perception among teacher trainees. In accordance with the 21st century need of this research was **as follows:**

1. Teacher trainees will be aware about which are the roles of Teachers.
2. They can take experiences about future responsibilities within training.
3. It will help them to know about how to deal with the Variety of roles in future Teaching Profession.
4. The Self role perception of Teacher Trainees will help to improve the quality of roles of Teaching as well as Researcher, Facilitator, Manager, Extension Officer, Counselor also.

Statement of the Problem:

“A Study of Effectiveness of Teacher Trainees Self Role Perception awareness programme of Three B.Ed. Colleges in Kolhapur region.”

Objectives:

1. To find out the self role perception among B.Ed. Teacher Trainees.
2. To Prepare Self role Perception awareness Programme for Teacher Trainees.
3. To find out the effectiveness of through Teachers Self Roll Perception Check-list.

(Operational Definitions) :

Self Role Perception : To know as well as aware about how to deal with various roles of Teachers as a Facilitator, Manager, Extension Officer, Counselor, Researcher and Teacher.

Self Role Perception awareness Programme:

The self role perception aware programme means the Activities organized in B.Ed. Teacher Training Colleges, i.e. Practice Teaching, Internship, Social Service Camp, Educational Visits / Tours, Projects & Internal Practical's, Cultural Activities, Various Responsibilities etc.

Effectiveness: An observed significant difference between mean score of pre-test and post-test taught by Self role perception awareness program.

Assumptions of the Study:

1. B.Ed. Teacher trainees have knowledge about Teacher's Self role perception.
2. B.Ed. Teacher trainees acquainted with their self roles perception.

Research Hypothesis of Study:

1. There is a significant difference between means score of pre –test and post-test taught by Teachers self Roles Perception awareness Programme.

2. A significant difference existing between observed frequencies in pre –test and post-test Experimental group students.

Null Hypothesis of Study:

H 0 : There is no significant difference between means score of pre –test and post-test taught by Teachers self Roles Perception awareness program.

H01: A significant difference existing between observed frequencies of pre –test and post-test of Experimental group students.

Delimitation of the study:

This research study is delimited to:

1. Three B.Ed. Training Colleges.
2. For the Academic year 2006-07.
3. One Hundred Fifty Students of Three B.Ed. Colleges.
4. Activities suggested in B.Ed. Syllabus of Shivaji University.
5. Self Roles Perception Awareness program implemented by investigator with the help of three B.Ed. Colleges.

Limitation of the study:

- 1) The psychological aspects like attention, motivation, interest are beyond the control of investigator.
- 2) The attendance aspect of the B.Ed. Students is beyond the control of investigator.

Research of the Study:

For this research study Experimental research methodology is used to find out the Teacher’s Self Roles perception among B.Ed. Teacher Trainees.

Research Design of the study:

Research design is the blue print of the study which enables researcher to achieve the goal for this research study single group design is used.

Population of the study:

Population of the present research study consists to students of selected three B.Ed. colleges. i.e.

1. Ichalkaranji Shikshanshastra Mahavidyalaya, Ichalkaranji, Kolhapur
2. Shri Balasaheb Mane Shikshan PrasarakMandal , Amabap’s College of Education of (B.Ed.) , Petwadgaon., Kolhapur.
3. Chatrapati Shivaji Shikshanshastra Mahavidyalya , Rukadi, Kolhapur.

Smample and Sampling Method of the study :

TABLE : 01

S. No	Design	Experimental/ Control group	Total
1.	Single Group	150	150

Figure 01 Shows that sample of the present research study which consist 150 Teacher trainees from Three B.Ed. Colleges in Hatkanangale Tahsil, Dist. Kolhapur.

Variables of Research Study:

Variables of the present study are as given bellow.

Independent Variables: Teachers self role perception awareness Programme / Activities run by the Three B.Ed. Colleges.

Dependent Variable: Achievement score of Teacher trainees comes under dependant variable.

Research Tools:

Tools used for this study consist of a) Teachers Self Role perception awareness programme. b) Check-list (Pre and Post Test).

Statistical Tools:

a) Mean:

$$M = \sum fx / N \dots\dots\dots (Garret H.E. 2008 Page No. 29)$$

b) S.D.

$$\sigma = \sqrt{\sum x^2 / N - C^2} \dots\dots\dots (Garret H.E. 2008 Page No. 52)$$

c) t-test

$$t = (M1 - M2) / SED \dots\dots\dots (Garret H.E. 2008 Page No. 224)$$

Preparation of Tools :

Teachers Self Role perception Check-list : (Pre and Post Test)

a) The teachers Self Role Perception Check-list adopted by the Dr. Variar L.R. through Dr.Mirajkar’s Ph.D. Teshis.

b) Teachers Self Role perception awareness programme:

The Teachers self role perception programme implemented by respective B.Ed. Colleges through various activities like Micro Teaching, Practice Teaching, Internship Programme, Social Service Camp , Co-coordinative Practices, Various group Responsibilities as a In-charge, as a Volunteers, GMC Members etc.

Administration of Pre – Test and Post –Test :

It has given within Micro Teaching period & Post Test has given after the completion of Students internal Submission.

Teachers Self Role Perception Awareness Program was based on the B.Ed. Teacher Training Activities. The selected three colleges were given the proper training of B.Ed. (General) course to develop awareness regarding self role perception of trainees.

Testing of Hypothesis:

There is no significant difference between mean score of Pre-test and Post-test achievement.

TABLE NO. 02

Test	Percentage	Mean	SD	df	R	‘t’ value	Remark
Pre-test	40.76	24.46	6.53	150	0.99	1.9	Rejected
Post-test	41.92	25.15	8.21	150			

***Significant at 0.05 significance level.**

Observation & Interpretation:

Figure 02 : Shows the mean and standard deviation score obtained by 150 B.Ed. Teacher Trainees. This table also shows, observed 't' Value at 0.05 Significance level respectively.

Hence it is taken to be significant resulting in the rejection of null hypothesis. **H₀:** and accepting the research Hypothesis. **H₀₁:** Significant difference existing between observed frequencies of Experimental group Students.

Hence it is taken decision to be significant resulting in rejection of the null hypothesis and accepting the H₀₁ the research Hypothesis.

Major Findings :

- 1) B.Ed. Teacher Trainees were not aware about the Teachers Self Role Perception.
- 2) B.Ed. Teacher Self Role Perception awareness Program is effective.
- 3) Response of the B.Ed. teacher trainees towards self role perception awareness programme found positive.

Conclusion:

1. The awareness about teacher trainees roles perception is increased.
2. The teacher Trainees role perception awareness program has enhanced the knowledge, information about teacher's role.

Educational Implications:

- 1) The Teacher trainees were well aware about the various roles of teachers through this program.
- 2) They try to implicate these experiences to enhance the quality Teaching profession.
- 3) Also they use these experiences to develop their personal & Social Life.

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Evolution of Social Sites in field of Education

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Abstract

Technology is a valuable tool to enhance teaching and learning process in the world of globalization. Technology become more widespread, the boundaries of social networking continue to expand. Social networking creates a global economy. Social networking has a multitude of implications for the field of education and these impact students, educators, administrators, and parents alike. It address the challenges and opportunities offered by these sites and analyze how social networking sites can be utilized to further students' academic and personal development. Your classroom needs to have solid guidelines in place before you introduce technology. This keeps everyone safe and ensures your students only harness the power of social media for good. In this age of cyber-bullying all need to learn that online behavior has real-world consequences. The bottom line of social networking in classrooms is that if you wouldn't do it in class, you shouldn't do it online. The purpose of this paper is to throw the light on the awareness regarding social sites and its usage in field of education. What are the positive and negative impacts we face in to classrooms of our 21st century.

Keywords: Social networking, Academic and personal development,

Introduction: Technology become more widespread, the boundaries of social networking continue to expand. Social networking creates a global economy. "No matter how many different numbers are presented...the growth of international activity in the past thirty years remains staggering" (Garrett 2000). One of the major fuels of this global economy is social networking. People create social networks around travel, technologies, dating, food, gardening etc., and share ideas that fuel the global economy. Online social networks facilitate connections between people based on shared interests, values, membership in particular groups (i.e., friends, professional colleagues), etc. They make it easier for people to find and communicate with individuals who are in their networks using the Web as the interface. Social networking websites have become increasingly integrated into the way to many people today act, think, and relate to each other. Social networking has a multitude of implications for the field of education and these impact students, educators, administrators, and parents alike. It address the challenges and opportunities offered by these sites and analyze how social networking sites can be utilized to further students' academic and personal development, particularly in the context of an ever-changing globalized society. Yes it is true that social media has already made a huge impact on education in just less

than five years of its existence. It has definitely revolutionized the way students communicate today and has further connected more and more teachers together.

What are Social Media?

Wikipedia defines-

It is a social network service as a service which “focuses on the building and verifying of online social networks for communities of people who share interests and activities, or who are interested in exploring the interests and activities of others, and which necessitates the use of software.”

The term “social media” refers to the wide range of Internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities. The kinds of Internet services commonly associated with social media include the following-

Blogs: Short for “web log,” a blog is an online journal in which pages are usually displayed in reverse chronological order. Blogs can be hosted for free on websites. Even EduBlog offers a safe and secure place to set up blogs for yourself or your classroom.

Wikis: A wiki is “a collective website where any participant is allowed to modify any page or create a new page using her Web browser.” One well-known example is Wikipedia, a free online encyclopedia that makes use of wiki technology. It also helps to share lessons, media, and other materials online with your students, or let them collaborate to build their own educational.

Social bookmarking: Social bookmarking sites allow users to organize and share links to websites.

Social network sites: These have been defined as “web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system.

Status-update services: Also known as micro blogging services, status-update services such as Twitter allow people to share short updates about people or events and to see updates created by others.

Virtual world content: These sites offer game-like virtual environments in which users interact. One example is the imaginary world constructed in Second Life, in which users create avatars (a virtual representation of the user) that interact with others.

Media-sharing sites: These sites allow users to post videos or photographs. Popular examples include YouTube.

Twitter: It also promotes social connections among students. It can be used to enhance communication building and critical thinking.

Facebook and Classroom: Facebook represents a potentially useful tool in educational contexts. It allows for both student and teacher to open dialogue via a familiar and regularly accessed medium, and supports the integration of multimodal content such as student-created

photographs and video. It allows students to ask more minor questions that they might not otherwise feel motivated to visit a teacher in during office hours to ask. It also allows students to manage their own privacy settings, and often work with the privacy settings they have already established as registered users.

These categories overlap to some degree. Twitter, for example, is a social network site as well as a status-update service. Likewise, users of the social network site Facebook can share photographs and other information also.

Impact of social sites in Education:

- I. Social Media can help teachers to develop better with teaching practices.
- II. Social Media provides a dynamic avenue to connect our students with their peers, experts, knowledge, and experiences.
- III. Social Media enhances instruction and has the ability to allow students to create their own Personal Learning Networks.
- IV. Social Media is a motivating tool to foster students' participation in the learning process. Teachers should plan lessons very careful so as to create really interactive environments.
- V. Social media offers students and teachers a way to collaborate on global teams to solve problem on global issues.
- VI. Students can do work when it is convenient, and ask classmates and teachers for help when away from main stream. The boundaries have widened, and that is a good thing.
- VII. Teachers can use these social sites to embrace it and use it to engage our students.
- VIII. Due to these social sites, we all have increased our awareness. It created a new social dimension where individuals can develop increased levels of awareness. Interacting with these sites, students can become more globally knowledgeable.
- IX. It also helps for the work of Publicity and Advertising in Education. Some social networking sites allow their members to publicize events, movements, or products.
- X. One of the major benefits of using social media with students is teaching them to communicate openly, honestly, and, above all, kindly with their peers.
- XI. It encourages collaboration and team work for students
- XII. It fosters communicative skills and develops inter-personal relationships

Criticisms of Social Media:

Every coin has two sides. As like every work always evaluated in form of its pros and cons. Due to the increase in social media websites, there seems to be a positive correlation between the usage of such media and the decrease in face-to-face interactions. Social media may expose children to images of alcohol, tobacco, and sexual behavior. Since large-scale collaborative co-creation is one of the main ways forming information in the social network, the user generated content is sometimes viewed with skepticism; readers do not trust it is as a reliable source of information. Privacy rights advocates warn users about uses for the information that can be gathered through social media. Some information is captured without the user's knowledge or consent, such as through electronic tracking and third party application on social networks. However effective use of social networking services poses a number of challenges for

institutions including long-term sustainability of the services; user concerns over use of social tools in a work or study context.

Conclusion:

While we support social networking sites as valid resources for students, educators and administrators, we must acknowledge that social networking, as is the case with most technology, comes as a mixed blessing. Being cognizant of the challenges social networking sites raise is important in evaluating how best to educate students to use sites appropriately. The challenges posed by online social networking, and the potential benefits to informal and formal education, are still emerging. While social networking is not a new phenomenon, it is something that is slowly and newly starting to be embraced in the educational world. The technology that enables this new level of connection is a vehicle, one that has the potential to open up information to more people than has ever been possible at any point throughout human history.

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‘विशिष्ट बालकों के लिये विशेष शिक्षा एवं समावेशक शिक्षा’

श्रीमती बारीया इला, सहाय्यक प्राध्यापक,

पी.व्ही.डी.टी. शिक्षणशास्त्र महाविद्यालय, एस्.एन्.डी.टी. महिला विद्यापीठा, मुंबई – २०

Abstract

शिक्षा का मुख्य रूप से उद्देश्य सामान्य बालकों का पूर्ण विकास करना है। यही उद्देश्य विशिष्ट बालकों पर भी लागू होता है। अर्थात् विशेष शिक्षा का उद्देश्य भी विशिष्ट बालकों का पूर्ण विकास करना होता है। क्योंकि जहां तक जीवन की आवश्यकताओं का सम्बन्ध है उनमें कोई किसी प्रकार का अन्तर नहीं होता। विशिष्ट बालक एवं सामान्य बालक की मूलभूत आवश्यकताएँ एक जैसी होती हैं। इस लिये जो शिक्षा के उद्देश्य सामान्य बालकों के लिये हैं, वे ही विशिष्ट बालकों के लिये भी उपयुक्त हैं। साथ ही उनकी विशिष्टता के कारण कुछ विशेष उद्देश्य भी हैं क्योंकि उनको विशेष शिक्षा विशेष अधिगम परिस्थितियों में विशेष शिक्षक के द्वारा दी जाती है। समावेश शिक्षा की संकल्पना आंतरराष्ट्रीय अर्पण वर्ष १९८१ से अस्तित्व में आयी। प्रस्तुत शोध लेख में समावेशक शिक्षा का महत्व स्पष्ट करने का प्रयास किया गया है। और विशेष बालकों के लिये ‘विशेष शिक्षा एवं समावेशक शिक्षा’ के विषय पर कुछ विचार-विमर्श करने का प्रयास किया है।

Keyword : विशेष शिक्षा एवं समावेशक शिक्षा।

सामान्य बालक: सामान्य बालक औसत शारीरिकी वाले एवं स्वस्थ होते हैं तथा सामान्य शारीरिक श्रम वाले कार्यों को करने में किसी प्रकार की बाधा का अनुभव नहीं करते हैं। इनका बौद्धिक स्तर सामान्यतः ९० से ११० बुद्धि लब्धि सीमा के मध्य होता है। कक्षा में अधिकांश बालकों की भाँति वे शैक्षिक उपलब्धि में भी औसत होते हैं तथा सभी विषयों को समान रूप से महत्व देते हुये शिक्षक द्वारा दिये गये कक्षा कार्य एवं दत्त कार्य को लगन के साथ पूरा करते हैं। इनके सीखने की गति भी प्रायः औसत ही होती है। समाज में ये अपेक्षित व्यवहार करते हैं, सामाजिक कार्यों में

रचनात्मक सहयोग देते हैं तथा उपलब्ध साधनों से अधिक लाभ उठाने की क्षमता रखते हैं। इन्हीं कारणों से इनका समाज एवं विद्यालय में समायोजन उत्तम रहता है तथा ये संवेगात्मक रूप से सन्तुलित (**emotionally balanced**) होत हैं।

विशिष्ट बालक :

हीवर्ड (१९९६) के अनुसार, 'विशिष्ट बालकों की श्रेणी में वे बच्चे आते हैं जिन्हें सीखने में कठिनाई का अनुभव होता है या जिनका मानसिक या शैक्षणिक निष्पादन या सृजन अत्यन्त उच्च कोटि का होता है या जिनको व्यावहारिक, सांवेगिक एवं सामाजिक समस्यायें घेर लेती हैं या वे विभिन्न शारीरिक अपंगताओं या निर्बलताओं से पीडित रहते हैं जिसके कारण ही उनके लिये अलग से विशिष्ट प्रकार की शिक्षा व्यवस्था करनी होती है।'

‘एक ऐसा बालक जो कि शारीरिक, मानसिक, सामाजिक, शैक्षक, सांवेगिक एवं व्यावहारिक विशेषताओं के कारण किसी सामान्य या औसत बालक से उस सीमा तक स्पष्ट रूप से विचलित या भिन्न होता है जहाँ कि उसे अपनी योग्यताओं, क्षमताओं एवं शक्तियों को समुचित रूप से विकसित करने के लिए परम्परागत शिक्षण विधियों में परिमार्जन या विशिष्ट प्रकार के कार्यक्रमों की आवश्यकता होती है, विशिष्ट बालक कहा जाता है। इस श्रेणी में शारीरिक रूपसे अक्षम, प्रतिभाशाली, सृजनात्मक, मन्द बुद्धि, शैक्षिक रूप से श्रेष्ठ एवं पिछड़े बाल—अपराधी, असमायोजित, समस्याग्रस्त, सांवेगिक अस्थिरतायुक्त आदि प्रकार के बालक सम्मिलित हैं।’

विशिष्टता का क्षेत्र सार्वभौमिक (**universal**) है। यह किसी भी वर्ग, जाति, धर्म, सम्प्रदाय, राष्ट्र आदि के व्यक्तियों में पाई जा सकती है। कभी यह विशिष्टता वंशानुगत, कभी वातावरण—जन्य तथा कभी दोनों ही के संयोजन का प्रतिफल होती है।

आज संसार के लगभग समस्त विकसित एवं विकासशील देशों में विशिष्ट बालकों के प्रति लोगों के दृष्टिकोण में परिवर्तन हुआ है और इन विशिष्ट बालकों के लिये विशेष विद्यालय (**special schools**) खोले गये हैं जहाँ उनको आवश्यकतानुसार शिक्षण एवं प्रशिक्षण दिया जाता है।

सामान्य एवं विशिष्ट बालको में अन्तर :

सभी बच्चे शारीरिक रूप से एक—दूसरे से भिन्न पाये जाते हैं, कुछ छोटे होते हैं कुछ बड़े, कुछ कमजोर होते हैं तो अन्य बलवान, कुछ में सीखने की क्षमता अच्छी होती है तथा वे जल्दी से सीख जाते हैं एवम नई परिस्थितियों में उन्होंने जो सीखा है वह उसका आसानी से समान्यीकरण कर लेते हैं, जबकि कुछ ऐसे होते हैं जिन्हे बार—बार अभ्यास कराकर सिखाया जाता है तथा उन्होंने जो भी पढा है या सीखा है, उसे याद रखने में कठिनाई महसूस करते हैं। जहाँ बच्चों में

आपस में अन्तर कम मात्रा में पाया जाता है, वे शारीरिक रूप से लगभग एक से होते हैं, उनमें सीखने की क्षमता भी लगभग एक समान होती है, मानसिक रूप से भी वह लगभग औसत वर्ग के होते हैं, उनका सामाजिक व्यवहार भी सामाजिक व्यवस्थाओं एवम् मान्यताओं की परिधि में ही होता है, उनमें सम्प्रेक्षण करने की क्षमता एवम् भावनात्मक सन्तुलन भी सामान्य मात्रा में पाया जाता है तथा वे सामान्य शिक्षा कार्यक्रम के अन्तर्गत शिक्षा ग्रहण करने की स्थिति में हों ऐसे बच्चों को सामान्य बालक की श्रेणी में रखा जाता है। लेकिन जब वह बच्चे जो अपनी किसी भी शारीरिक अपंगता (**physical attribute**), सीखने की अयोग्यता, बौद्धिक पिछड़ेपन, भावनात्मक एवम् व्यवहारिक विकारों, सम्प्रेषण—भाषा तथा बोलने सम्बन्धी विकारों, या बौद्धिक प्रखरता एवम् सृजनात्मकता की अत्यधिक प्रवृत्ति के कारण सामान्य शिक्षा कार्यक्रम के लिये उपयुक्त नहीं होता है उन्हें विशिष्ट बालकों की श्रेणी में रखा जाता है और इन बच्चों की आवश्यकताओं की पूर्ति के लिये अलग—अलग प्रकार के विशिष्ट शिक्षा कार्यक्रमों की व्यवस्था की जाती है। विशिष्ट बालकों की श्रेणी में सीखने की निर्योग्यता वाले, व्यावहारिक समस्या वाले, विभिन्न प्रकार की शारीरिक अपंगता वाले, संवेदी अपंगता वाले, बौद्धिक रूप से प्रखर एवम् चिन्तक, मानसिक दौर्बल्य आदि आते हैं।

विशिष्ट बालको के लिए विशेष शिक्षा :

जब बालकों में वैयक्तिक भिन्नताएँ (**individual differences**) इस सीमा तक पायी जाती हैं कि उन्हें विशिष्ट बालकों की श्रेणी में रखना आवश्यक हो जाता है, तब ये बालक सामान्य शिक्षण पध्दतियों एवं शिक्षा व्यवस्था से लाभान्वित नहीं हो पाते हैं। एक प्रजातान्त्रिक प्रणाली वाले राष्ट्र में जहाँ प्रत्येक व्यक्ति की योग्यताओं व क्षमताओं का अधिकतम विकास मानवीय अधिकार माना जाता है, राष्ट्र, समाज व अभिभावकों का यह कर्तव्य हो जाता है कि विभिन्न विशिष्टताओं वाले बालकों/व्यक्तियों के लिए विशेष शिक्षा की व्यवस्था की जाये।

एक चक्षुहीन बालक अपने देख सकने की अक्षमता के कारण न तो सामान्य कक्षाओं में पढ़—लिख ही सकता है और न सामान्य बालकों के साथ अन्य क्रिया—कलापों में भाग ले सकता है, एक प्रतिभाशाली बालक सामान्य कक्षाओं में कुण्ठित हो सकता है और दूसरी तरफ एक पिछड़ा हुआ बालक कक्षा में लगातार असफल होने के कारण अन्य ग्रन्थियों से प्रभावित हो सकता है। अपचारी बालक अपने भगोडेपन की प्रवृत्ति या चोरी और झूठ बोलने की आदत के कारण कक्षा में अन्य बालकों के साथ समायोजित नहीं हो पाता तथा मनोवैज्ञानिक रूप से असन्तुलित बालक कक्षा में अन्य समस्याओं को जन्म देता है। अतः इन विभिन्न विशिष्टताओं वाले बालकों को सामान्य

बालको से भिन्न प्रकार की शिक्षा व चिकित्सा देने की आवश्यकता होती है जिससे वे अपनी विशिष्टता के क्षेत्र व स्तर के अनुरूप अपनी योग्यताओं का अधिकतम विकास कर सकें। इसके अतिरिक्त इनके लिए विशेष शिक्षा की व्यवस्था कर देने से सामान्य कक्षाओं में इनकी उपस्थिति के कारण शिक्षकों व अन्य छात्रों द्वारा अनुभव की जाने वाली परेशानियों से भी बचा जा सकता है।

विशिष्ट आवश्यकताएँ:—विशिष्ट बालक सामान्य स्कूलों की सामान्य कक्षाओं से लाभ नहीं उठा पाते हैं। अतः उनके लिए विशेष शिक्षण विधियों पाठ्यक्रमों एवं शिक्षकों की आवश्यकता होती है। यदि उनकी ओर ध्यान न दिया जाए तो वे समस्यात्मक बालक बन जाते हैं और वे स्वयं परिवार तथा समाज को हानि पहुँचाते हैं। इसीलिए विशिष्ट बालकों के लिये विशिष्ट शिक्षा की व्यवस्था एक अनिवार्य आवश्यकता बन जाती है।

विशिष्ट शिक्षा की आवश्यकता मानसिक व शारीरिक विकलांग बालकों को भी होती है क्योंकि वे परिवार व समाज में समायोजित होने में कठिनाई का अनुभव करते हैं। यदि इन बालकों पर ध्यान न दिया जाए तो ये बालक कुण्ठा एवं भगनाशा से ग्रसित होकर मानसिक दृष्टि से बीमार हो जायेंगे और समाज के ऊपर बोझ बन जायेंगे। अतः हमें चाहिए कि हम उन्हें विशिष्ट शिक्षा देकर उनमें आत्मविश्वास जाग्रत करें और उन्हें आत्मनिर्भर बनायें। उचित शिक्षा द्वारा उन्हें समाज का उपयोगी सदस्य बनाया जा सकता है।

विशिष्ट शिक्षा, अभिभावकों, शिक्षकों एवं शैक्षिक प्रबन्धकों को विशिष्ट बालकों की समस्याओं को समझाने में सहायता प्रदान करती है। इसके द्वारा विशिष्ट बालक समाज से समायोजन स्थापित कर लेते हैं।

अन्धे, बहरे, गूँगे, बालकों को सामान्य बालकों के साथ बैठाकर शिक्षित नहीं किया जा सकता है। अतः ऐसे बालकों की शिक्षा के लिये विशिष्ट पाठ्यक्रम, शिक्षण विधि एवं शिक्षकों की आवश्यकता होती है।

विशिष्ट बालक अपनी योग्यताओं एवं क्षमताओं के अनुसार विकास कर सकें इसके लिये विशिष्ट शिक्षा की आवश्यकता होती है। विशिष्ट शिक्षा के द्वारा हम बालकों को समायोजित, उत्पादक एवं आत्म—निर्भर बना सकते हैं।

समावेश शिक्षा :

विशिष्ट बालकों को सामान्य कक्षाओं में ही रखकर विशेष शिक्षा की व्यवस्था विशेष परिभ्रामी अध्यापकों, समाज—सेवियों, विभिन्न दोषों के सुधारकों एवं विषय विशेषज्ञों की सेवाएँ प्राप्त करके

की जा सकती है। ऐसे व्यक्ति समय-समय पर विद्यालयों में आकर अध्यापक व अभिभावकों से मिलकर विभिन्न विशिष्ट बालकों को पहचानने, उन्हें शिक्षा व निर्देशन देने में सहायक हो सकते हैं।

इस प्रकार की शिक्षा की व्यवस्था में विशिष्ट बालक को शिक्षित करने की मुख्य जिम्मेदारी कक्षा अध्यापक की ही होती है किन्तु उसको अपनी नियोग्यताओं को दूर करने, क्षमताओं को विकसित करने व उचित समायोजन बनाने के लिए कुछ समय के लिए (सप्ताह में एक या दो बार) इन विशेष व्यक्तियों की सहायता व निर्देशन मिलता रहता है। यह व्यवस्था उन विद्यालयों व क्षेत्रों में उपयोगी रहती है जिनमें विशिष्ट बालकों की संख्या कम होती है या बालकों में विशिष्टता का स्तर निम्न होता है, उदाहरणार्थ— सामान्य कक्षा में शिक्षा पा रहे तोतले बालक की भाषा को भाषा सुधारक के उचित निर्देशन व अभ्यास से सुधारा जा सकता है। किसी विषय विशेष में कमजोर या विशेष योग्यता रखने वाले बालक—समय-समय पर प्राप्त विशेष शिक्षकों की सहायता से उस विषय में उन्नति कर सकते हैं जबकि एक चक्षुहीन या मन्दबुद्धि बालक निश्चित रूप से भिन्न प्रकार की पृथक शिक्षा व्यवस्था में ही लाभान्वित हो सकता है।

अतिरिक्त कक्षा की व्यवस्था (Extra-Class Planning)-

सामान्य विद्यालयों में ही विशिष्ट बालकों को उनकी विशिष्टता के क्षेत्र स्तर के अनुरूप वर्गीकृत करके उनके लिए अतिरिक्त कक्षा योजनाएँ भी बनाई जा सकती हैं जिसमें बालक अपनी विशिष्ट आवश्यकताओं के अनुरूप शिक्षण, प्रशिक्षण एवं निर्देशन प्राप्त कर अपनी नियोग्यताओं, शंकाओं आदि को दूर करने का प्रयास कर सकता है। इस प्रकार इन बालकों का शिक्षण सामान्य कक्षाओं में ही होता है और उनकी विशिष्ट आवश्यकताओं की पूर्ति इन अतिरिक्त कक्षाओं में हो जाती है। इस प्रकार की योजना इन विशिष्ट बालकों के भावात्मक एवं सामाजिक समंजन की दृष्टि से भी महत्वपूर्ण रहती है।

विशेष कक्षा योजना (Special Class Planning)-

ऐसे विद्यालय में जहाँ विशिष्ट बालकों की संख्या अधिक होती है या उनमें शिक्षा का स्तर उच्च होता है (जैसे—शैक्षिक रूप से पिछड़े बालक, प्रतिभाशाली बालक, शारीरिक रूप से विकलांग बालक आदि में) कि उनको सामान्य बालकों के साथ शिक्षा देना असम्भव या निरर्थक होता है, विशेष कक्षा योजना को सफलतापूर्वक अपनाया जा सकता है। इन कक्षाओं में विशेष रूप से शिक्षित अध्यापकों, विषय विशेषज्ञों व निर्देशकों द्वारा शिक्षण व निर्देशन कार्य किया जाता है तथा बालकों के लिए आवश्यक सहायक सामग्री एवं यन्त्रों की व्यवस्था की जाती है। एक निश्चित

अवधि के पश्चात् मूल्यांकन एवं परमार्जित विधियों द्वारा अनुवर्तन (follow-up) किया जाता है।

विशेष विद्यालय (Special Schools) – विशिष्ट बालकों के लिये पृथक् विशेष विद्यालयों की व्यवस्था पूर्वकाल में ही देखने को मिलती है। विशेष रूप से ऐसे बालक, जो सामान्य विद्यालयों में किसी भी प्रकार अपने को समायोजित नहीं कर पाते और प्रचलित शिक्षण प्रविधियों से शिक्षा करने में अक्षम होते हैं, इन विद्यालयों में शिक्षा प्राप्त करते हैं। उदाहरणार्थ— चक्षुहीन, बहरे व गूंगे, बाल अपराधी कुसमायोजित, उच्च प्रतिभा सम्पन्न आदि। इन प्रकार की व्यवस्था यद्यपि अधिक खर्चीली होती है तथा सभी स्थानों में उपलब्ध नहीं कराई जा सकती है, विशिष्ट बालकों के पूर्ण विकास एवं उनकी आवश्यकताओं को पूरा करने के लिए अत्यधिक उपयुक्त होती है।

इन विद्यालयों में विशेष कक्षों व भवनों का निर्माण किया जाता है तथा आवश्यकतानुसार प्रशिक्षित व योग्य अध्यापक, चिकित्सक एवं निर्देशक नियुक्त किये जाते हैं जो विशेष सहायक सामग्री व यन्त्रों के उपयोग से इन बालकों को औपचारिक एवं अनौपचारिक रूप से शिक्षा प्रदान करते हैं। इन विशेष विद्यालयों में विशिष्ट बालकों को शिक्षित करने के साथ-साथ उनको उनकी विशिष्टता के अनुरूप किसी व्यवसाय का प्रशिक्षण प्रदान करना और भी अधिक उपयोगी हो सकता है। साथ ही अभिभावकों, समाजसेवियों, अध्यापकों व प्रशासन के समंजन (Co-ordination) से इस प्रकार की व्यवस्था को सही अर्थों में विशिष्ट बालकों के लिए उपयोगी बनाया जा सकता है।

समावेशक शिक्षा की विशिष्टताएँ :

- सभी प्रकारके बच्चों को प्रवेश मिलता है।
- शिक्षक में सभी प्रकार के बच्चों को शिक्षा देने का अध्यापन कौशल्य होना चाहिये।
- सभी प्रकारके बच्चों को शिक्षा देने की सुविधा पाठशाला में होती है।
- आवश्यकता वाले बच्चें शिक्षा से वंचित नहीं रहते हैं।
- बच्चों की प्रगती के लिये पालक की भूमिका मित्रता पूर्ण होती है।
- शिक्षकों ने बच्चों की क्षमता के अनुसार शिक्षा के उद्दिष्ट निश्चित किये होते हैं।
- शिक्षक बच्चों की प्रगती वैयक्तिक लक्ष दे कर करते हैं।
- कौशल्य विकास के लिये पाठशाला मदद करती है।

- सर्व सामान्य बच्चों का विशिष्ट बच्चों से सतत संबंध रहता है।
- सर्व सामान्य समस्या के समाधान के लिये सभी शिक्षक विचार—विनिमय करते हैं।
- शाला में शैक्षणिक उपक्रम के साथ सामाजिक कार्य की जानकारी दी जाती है।
- कक्षा में ज्यादा छात्र हो तब भी उपक्रम में सभी को सहभागी किया जाता है।

Conclusion : विशेष शिक्षा की गुणवत्ता शिक्षक की गुणवत्ता पर निर्भर करती है। विशिष्ट बालकों को विशेष शिक्षा की आवश्यकता होती है। इस प्रकार विशेष शिक्षा देने हेतु शिक्षकों को विशेष प्रशिक्षण की आवश्यकता होती है। विशिष्ट बालक सामान्य बालकों से भिन्न होते हैं, और इसी कारण विशिष्ट बालकों का व्यवहार भी सामान्य बालकों की तुलना में कुछ जटिल होता है। और इनकी समस्याएँ भी कुछ भिन्न प्रकार की होती हैं। इस लिये आज आवश्यकता उस बात की है कि विशिष्ट बालकों के शिक्षकों में शिक्षण की गुणवत्ता का समुचित विकास होना चाहिये। ऐसी गुणवत्ता वाले ही शिक्षक विशिष्ट बालकों को अपने शिक्षण से लाभान्वित करके उनका सही मार्गदर्शन कर सकते हैं।

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आर्थिक विकासामध्ये उद्योजकांची भूमिका

डॉ. मोहन कांबळे आदर्श बहुव्यापी शिक्षण व संशोधन महाविद्यालय कर्वेरोड, पुणे-४

प्रास्ताविक: एकविसावे शतक हे बाजारपेठ आणि अर्थकारण यांचे शतक म्हणून मानले जाते. आज विकसित अर्थव्यवस्था ह्या अधिक प्रगत होत आहेत. आर्थिक विकासाची रेषा युरोप, अमेरिका आदी पृथ्वीच्या पश्चिम गोलार्धाकडून सरकून ती पूर्व गोलार्धाकडे स्थिरावत आहे. चीन, भारत व आशिया खंडातील इतर अर्थव्यवस्थांनी वेगवान विकास साधून संपूर्ण जगाचे वेधले आहे.

भारतात जागतिकीकरण, उदारीकरण, आणि खाजगीकरणाचे युग १९९० मध्ये अवतरले. आर्थिक क्षेत्रातील बदल हे तेव्हापासून आपल्या समाज जीवनांवर प्रत्यक्ष अप्रत्यक्षपणे परिणाम करित आहे. महिला शिक्षण, आर्थिक कार्यात त्यांचा सहभाग, यामुळे कुटूंबसंस्थेचे स्वरूप बदलून जात आहे. स्वतंत्र लहान लहान कुटुंबे निर्माण झाली. दुहेरी उत्पन्नामुळे पर्यायी उत्पन्न सुरक्षा निर्माण झाली. प्रयोग म्हणून स्वयंरोजगार, स्वतंत्र व्यवसायाकडे तरुण आकर्षित झाले. सरकारी नोकऱ्यांची घटती संख्या, तसेच वित्तीय संस्थांकडून सहज व पुरेसा अर्थ पुरवठा होवू लागल्यामुळे आर्थिक साहस, तसेच उद्योग करण्याच्या वाटा साध्य झाल्या. जुन्या औद्योगिक आर्थिक बंधनातून लाभलेली मुक्ती नवे तंत्रज्ञान, कमी भांडवलावर सुरु होऊ शकणारे सेवा उद्योग, यामुळे सभोवताली उद्योगजगतेत यशस्वी ठरलेली हजारो उदाहरणे आता दिसू लागली आहेत. ग्राहकांच्या विविधतेतील वाढ, मुक्त व्यापार यामुळे उद्योजकीय संधीची वाढ झाली. नव्या पिढीला तात्काळ यश प्राप्त करण्याची संधी उपलब्ध झाली. नोकरीपेक्षा स्वतंत्र व्यवसायात त्वरीत यश मिळते असे दिसून येते. त्यामुळे भारतात उद्योजकीय संस्कृती विकसित होण्यास पोषक वातावरण निर्माण झाले. ही सुप्त आर्थिक क्रांती मानली जाते. त्याचे दृश्य परिणाम म्हणजे जी. डी.पीचा सतत वाढत असणारा दर, परकीय भांडवलातील वाढ, दरडोई राष्ट्रीय उत्पन्नात होत असलेली वाढ, भारतातील प्रत्येक राज्याची आर्थिक विकासासाठी सुरु असलेली स्पर्धा भारतातील, गाहक वर्गात झालेली प्रचंड वाढ, नोकरी, संशोधन, तसेच उच्च शिक्षण, यासाठी परदेशात जाणाऱ्या भारतीय नागरिकांच्या संख्येत झालेली वाढ, उंचावणारा भाग बाजार निर्देशांक, विदेशी कंपन्याबरोबर भारतीय कंपन्याचे व्यवसायवाढीसाठी होत असलेले एकत्रीकरण, भारतीय संस्कृतीला

पाश्चात्य जगात वाढीस लागलेला आदरभाव या पार्श्वभूमीवर उद्योजकीय संस्कृतीचा उदय होण्यास मदत झाली.

जगातिक राष्ट्रीय स्तरावर होत असलेले बदल आर्थिक आणि औद्योगिक विकास महाराष्ट्राच्या संदर्भात महत्वाचे आहेत. गेल्या दशकाता भारतात घडून आलेल्या आर्थिक विकासाचा सर्वाधिक लाभ पश्चिम विभागाला म्हणजे महाराष्ट्र, गुजरात, राजस्थान, मध्यप्रदेश आणि गोवा या राज्यांना झाला आहे. असे एका राष्ट्रीय अहवालात नमूद केले आहे. मात्र आर्थिक विकसाला लाभणारे प्रोत्साहन आणि उद्योजकीय संस्कृती या निकषावर गेल्या काही वर्षात महाराष्ट्राची पिछेहाट झालेली दिसते. पश्चिम विभागात गुजरात व गोवा आणि संपूर्ण देशात आंध्रप्रदेश आणि तामिळनाडू राज्ये आघाडीवर आहेत.

भारतातील १० वर्षातील सामाजिक आर्थिक बदल पाहिले तर काही ठळक बाबी पुढीलप्रमाणे सांगता येतील.

१. प्रचंड लोकसंख्येला पुरुन उरणारा अन्नधान्यसाठा
२. जगात सर्वात मोठी लोकशाही शासनप्रणालीची यशस्वीता
३. मंदीच्या काळातही विकास दर स्थिर, तो वाढण्याची शक्यता.
४. महिलांचे मोठया प्रमाणात सबलीकरण
५. एकत्र कुटूंबपध्दती ऐवजी विभक्त कुटूंबपध्दती रुढ
६. ज्ञान व माहिती तंत्रज्ञानात जागतिक आघाडी
७. विनियंत्रण, खाजगीकरण यांना प्रोत्साहन देणारी धोरणे

विशेषतः आर्थिक आघाडीवरील होणारे बदल, नवी अर्थव्यवस्था ही माहिती युग म्हणून का संबोधली जाते. त्यातून उद्योजकता वाढीला कोणत्या प्रकारे चालना मिळेल? परिणामी आर्थिक विकासाचा वेग कसा वाढेल? या सर्वांचा विचार करणे क्रमप्राप्त ठरेल.

भारतीय उद्योग सध्या आहे त्यापेक्षा राष्ट्रीय उत्पादनात पाच पटीने भर घालू शकतात असे जागतिक बँकेतील अर्थतज्ज्ञ मार्क शुट्झ यांनी एका अहवालात नमूद केले आहे. हा भारतीय आर्थिक परिस्थितीवर एक अभ्यासपूर्ण प्रकाश टाकणारा अहवाल आहे.

उद्योजक संकल्पना:— उद्योजक हा शब्द प्रथम फ्रेंच भाषेमध्ये वापरण्यात आला. सोळाव्या शतकाच्या प्रारंभी लष्करी मोहिमेचे नेतृत्व करणाऱ्या आणि त्या अनुषंगाने धाडसाचे कृत्य करणाऱ्या व्यक्तींना उद्योजक म्हटले गेले. तेव्हापासून उद्योजक म्हणजे धाडसी किंवा साहसी व्यक्ती हा अर्थ व्यवहारात रुढ झाला आहे.

वेबस्टर यांच्या मते, 'जोखमीची जबाबदारी स्वीकारणारी व व्यवसायाचे व्यवस्थापन सांभाळणारी व्यक्ती म्हणजे उद्योजक होय.

इव्हान्स यांनी उद्योजकाची व्याख्या पुढील प्रमाणे केली आहे.

“उद्योजक व्यावसायिक उपक्रमाच्या स्थापनेचा विचार करतात त्या करिता आवश्यक असलेली संघटना उभारतात, उपक्रमाचे व्यवस्थापन सांभाळतात आणि उपक्रमांचा कारभारावर नियंत्रण ठेवतात”.

देशाच्या अर्थव्यवस्थेमध्ये किंवा समाजाच्या आर्थिक जीवनामध्ये विशिष्ट प्रकारचे बदल घडवून आणण्याच्या प्रक्रियेला आर्थिक विकास म्हणता येईल आर्थिक विकासही विभिन्न प्रकारच्या बदलांची निष्पत्ती म्हणून घडून येणारी एक प्रक्रिया असून ती सातत्याने सुरु असते.

हया बदलामुळे देशात वस्तू व सेवांच्या उत्पादनांची पातळी वाढते. वस्तू व सेवांचे उत्पादन वाढल्यामुळे राष्ट्रीय उत्पन्नातही वाढ होते. प्रत्येक देशाचे राष्ट्रीय उत्पन्न हे एकूण (Gross) व शुध्द (Net) असे दोन प्रकारे सांगितले जाते. एकूण राष्ट्रीय उत्पन्नात किती वाढ झाली एवढेच पाहून त्या देशाच्या आर्थिक विकासाबद्दल नेमकी कल्पना येवू शकत नाही. त्यामुळेच एक वर्षाच्या मुदतीत राष्ट्रीय उत्पन्नात वाढ किती झाली हया निकषाचा उपयोग करून मगच देशाच्या आर्थिक विकास किती झाला ते ठरविले जाते.

उद्योजकांना अनेक नवनवीन आव्हानांना सामोरे जावे लागते त्यानुसार विविध कार्ये त्यांना करावी लागतात ही भूमिका पार पाडल्यामुळे देशाच्या आर्थिक प्रक्रियेला मदत होते.

१. उद्योजकाशिवाय कोणत्याही प्रकारचे उत्पादन कार्य संभवत नाही.

एखाद्या देशाचा आर्थिक विकास घडून येण्याकरिता त्या देशात विविध संसाधनाची उपलब्धता असणे व त्या संसाधनाचा योग्य उपयोग घडून येणे आवश्यक असते. ही संसाधने नैसर्गिक, वित्तीय, आणि मानवी संसाधने अशी तीन प्रकारची असतात. उत्पादनाचे विविध घटक एकत्र आणून उत्पादन प्रत्यक्षात आणण्याचे कार्य उद्योजकच करत असतो.

२ उद्योग क्षेत्रातील वाढत गेलेली असंभाव्यता— ग्राहकांची गरज लक्षात घेवून जेव्हा वस्तूचे उत्पादन केले जाते. औद्योगिक क्रांती घडून आल्यावर कारखाना पध्दती निर्माण झाली. कारखान्यात प्रचंड प्रमाणात उत्पादन होवू लागले. बाजापेठांमधील स्पर्धाही अतितीव्र झाली त्यामुळे उद्योग क्षेत्रात जोखीम उत्पन्न झाली. उद्योग व्यवसायाच्या क्षेत्रात कोणत्याही कारणामुळे उत्पन्न होणाऱ्या जोखीमची जबाबदारी उद्योजक उचलत असल्यामुळे उत्पादनाचे कार्य सुरळीतपणे सुरु राहते. हया दृष्टीने उद्योजकांची भूमिका अतिशय महत्वाची आहे.

२. उद्योजकांचे नवनिर्मितीचे कार्य:— “शास्त्रज्ञानी केलेल्या संशोधनामुळे शोध लागतात. हया शोधांच्या निष्पत्तीचा व्यावहारिक पातळीवर व्यावसायिक स्वरूपात करून घेण्यात आलेल्या उपयोगाला नवनिर्मिती असे म्हणतात”. उद्योजकाकडून नवनिर्मितीचे कार्य जेवढे मोठया प्रमाणावर केले जाईल तेवढा देशाच्या आर्थिक

विकासाचा वेग जास्त राहतो. त्या अनुषंगाने नवीन बाजारपेठांचा शोध घेवून नवीन पध्दतीने संघटनेची उभारणी केली जाते.

३. **उद्योजकांची निर्णय प्रक्रिया:**— विशिष्ट निष्कर्षाप्रत येण्यासाठी आणि ह्या बाबतीत निवाडा करण्यासाठी उद्योजकांने केलेल्या मानसिक प्रयत्नांना निर्णय प्रक्रिया असे म्हणतात. उद्योजकांनी घेतलेल्या विविध निर्णयाचा परिणाम अचूक ठरल्यास व घेतलेले निर्णय अचूक ठरल्यास उद्योगाची प्रगती होते. या उलट उद्योजकापुढे वेळोवेळी प्रश्न निर्माण होतात. तेव्हा निर्णय घ्यावे लागतात. उद्योजक स्वार्थी असल्यास समाजाचे कल्याण साध्य होईलच असे नाही. प्रत्यक्ष व्यवहारात निर्णय घेताना उद्योजकांनी आपला फायदा व उद्योगाची प्रगती याबरोबरच ह्या निर्णयाचा समाजाच्या आरोग्यावर, प्रगतीवर व कल्याणावर होणाऱ्या संभाव्य परिणामांची काळजीपूर्वक विचार करणे आवश्यक आहे.

४. भांडवलाची दुर्मिळता आणि उद्योगांचे कार्यक्षम वित्तीय व्यवस्थापन

योग्य वेळी योग्य प्रमाणात भांडवलाचा पुरवठा होणे, हे जेवढे महत्वाचे आहे. तसेच महत्व भांडवलाचा योग्य उपयोग होण्यालाही आहे. कार्यक्षम वित्तीय व्यवस्थापनामुळेच उद्योगाला आवश्यक असलेल्या भांडवलाची निश्चित उपलब्धता आणि त्या भांडवलाचा व्यवस्थित उपयोग शक्य होतो. उद्योजकांनी त्यांच्या उद्योगांचे वित्तीय व्यवस्थापन कार्यक्षमपणे केले असल्यास उद्योगांच्या सर्वांगीण प्रगतीचा मार्ग प्रशस्त होतो. ह्याचा संपूर्ण देशाच्या अर्थकारणावर व आर्थिक विकासावर अनुकूल परिणाम होतो.

५. **कार्यक्षम विपणन व्यवस्था:**— उद्योजकांनी केलेल्या प्रयत्नांमुळे विकसनशील देशाच्याही विपणन व्यवस्थेची कार्यक्षमता बऱ्याच प्रमाणात वाढली आहे. देशामधील विपणन व्यवस्था कार्यक्षम असल्यास कारखानदारांनी उत्पादित केलेल्या वस्तूंना योग्य भाव, किंमत मिळते सर्व प्रकारच्या वस्तूंची विक्री करण्याची व्यवस्था होते. विपणन व्यवस्था क्रयशक्ती निर्माण करू शकत नाही. पण ती समाजातील प्रचलित क्रय शक्तीला योग्य दिशेने वळवू शकत असल्यामुळे आर्थिक व्यवहारांची पातळी वाढविण्यासाठी आवश्यक असलेली परिस्थिती तिथे कारणीभूत ठरते.

६. **भांडवल निर्मितीला चालना:**— कोणत्याही उद्योगाची स्थापन करण्यासाठी उद्योजकाला स्वतःचे पैसे तसेच इतर सर्वांकडून गोळा केलेले पैसे गुंतवावे लागतात. उद्योजकांनी भाग किंवा कर्जरोखे विकल्यामुळे समाजात ठिकठिकाणी विखुरलेली सुप्त बचत व्यवस्थितपणे वळविली जाते. व ती भांडवलामध्ये परिवर्तित होवून उत्पादक कार्यात गुंतविली जाते. त्यामुळे समाजातील भांडवल निर्मितीचा दर वाढतो. उद्योजकांच्या ह्या कार्यामुळे समाजाच्या आर्थिक विकासाचे चक्र अविरत सुरु राहते.

७. **रोजगार संधीची निर्मिती:**— उद्योजकांनी कोणत्याही क्षेत्रात भांडवल गुंतवणूक कडून उद्योगांची स्थापना केल्यास तेथे रोजगाराच्या संधी निर्माण होतात रोजगाराच्या संधीने अनेक बेकार पण सुयोग्य व्यक्तींना काम मिळते. अशा रितीने उद्योजकतेचा

विकास झाल्यामुळे समाजात मोठ्या प्रमाणात रोजगाराच्या संधी निर्माण होतात,पर्यायाने बेकारीची तीव्रता कमी होते. उद्योजकता विकास घडून आल्यास, मानवी साधनांचा सुयोग्य उपयोग घडून आल्यास,मानवी साधनाचा सुयोग्य उपयोग घडून येण्याची स्थिती निर्माण होते

८. **अर्थव्यवस्थेतील पूरक परिणाम—** विशिष्ट क्षेत्रात गुंतवणूक केल्यामुळे जेव्हा उत्पादनाच्या पुढील अवस्थामध्ये नवीन गुंतवणूक घडून येण्यासाठी वाव व संधी निर्माण होतो. उद्योगाच्या स्थापनेमुळे अर्थकारण विभिन्न बदलाची एक प्रक्रिया सुरु होते. आणखी नवनवीन उद्योग सुरु होतात. या सर्व हालचालींचे अनुकूल परिणाम घडून येतात.

९. **संतुलित प्रादेशिक विकास:—** भौगोलिक दृष्टीने प्रचंड विस्तार असलेल्या भारतासारख्या प्रत्येक देशामध्ये अनेक प्रदेश आहेत. ज्या प्रदेशामध्ये आर्थिक विकासाची प्रक्रिया लवकर सुरु होते. तेथे विकासाची एक संरचना तयार होते. या कारणामुळे त्या प्रदेशाचा जलदगतीने विकास घडून येतो. मागास प्रदेशात उद्योजकांनी उद्योग सुरु करावेत. मागास प्रदेशात विकासाची संरचना तयार होण्यासाठी विशेष प्रयत्न करावेत. सरकारही या करिता विशेष सवलती देवू करते. त्याचा परिणाम संतुलीत प्रादेशिक विकास होण्यासाठी होतो.

११. **विकसनशील देशाचे आर्थिक स्वातंत्र्य—**आर्थिक स्वातंत्र्याशिवाय राजकीय स्वातंत्र्याला फारसा व्यावहारिक अर्थ नाही ह्या देशांचे जलद गतीने औद्योगिकरण घडून आल्याशिवाय ह्या देशांचे आर्थिक स्वातंत्र्य संभवत नाही. ह्याकरिता देशामध्ये सर्व प्रकारच्या उद्योगाची स्थापना घडून येणे, उद्योगांचा विस्तार विकास घडून येणे व उद्योगामध्ये विभिन्न वस्तूंचे मोठ्या प्रमाणावर उत्पादन घडून येणे आवश्यक आहे.

१२. **जीवनमानात सुधारणा व क्रयशक्ती वाढते—** उद्योजकांनी केलेल्या प्रयत्नांमुळे उद्योजकतेचा विकास घडवून आल्यामुळे मोठ्या प्रमाणात उद्योगांची स्थापना होते. वस्तूंचे मोठ्या प्रमाणात उद्योगांची स्थापना होते. वस्तूंचे मोठ्या प्रमाणात उत्पादन झाल्यामुळे त्या देशाचे राष्ट्रीय उत्पन्न वाढते. व नागरिकांच्या क्रयशक्तीमध्ये वाढ होते. अशा रितीने उद्योजकतेचा विकास आणि उद्योजकांनी केलेले प्रयत्न त्या देशातील नागरिकांच्या उत्पन्नामध्ये व क्रयशक्तीमध्ये वाढ होण्यासाठी कारणीभूत ठरतात. वरील मुद्द्यांवरून उद्योजकांची राष्ट्रीय विकासातील भूमिका स्पष्ट होते.

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**izkLrkfod & v/;kiu gh ,d dyk vkgs rlsp 'kkL=gh vkgs- 'kkL=h; ik;koj
mHkkjysY;k v/;kiukpk laHkkj dysP;k os/kd vkHkq''kukauh vyad`r
dsysyk vlsy rj rks fo|kF;kZauk eukiklwu vkoMrks- rs v'kk v/;kiuky
[kfprp eu%iwoZd nkn nsrkr- v/;kiukP;k osxosxG;k i)rhauh vkiys
v/;kiu ukfo.;iw.kZ vls ltfork ;srs- lk/kkj.kr% ;k v/;kiu i)rhaps f'k{k
iz/kku vkf.k fo|kF;hZ iz/kku v'kk nksu xVkr ofxZdj.k dsys tkrs-
f'k{k iz/kku i)rhe/;s f'k{k gk vf/kd izek.kkr fdz;k'khy vlrks- ;kr
f'k{kdkyk mPpRre izk/kkU; vlrs rj fo|kF;kZyk nq.;e izk/;kU; fnys
tkrs- fo|kF;hZ iz/kku i)rhe/;s fo|kF;kZyk mPpRre izk/kkU; vlrs rj
f'k{kdkyk Hkqfedk gh dsoG ekfgrh ns.;kiqjrh e;kZfnr u jkgrk
ekxZn'kZd o lgk.;dkph v'kh vlrs- vkiY;k ns'kkP;k 1986 P;k jk''V^{ah};
'kS{kf.kd /kksj.kke/;s fo|kF;hZ dsafnZR i)rh egRRo ns.;kr
vkY;keqGs uWdus gh fo|kF;hZ gh f'k{k.kkpk dsanzfcaw ekuwu
fo|kF;hZ dsafnZR i)rh izk/kkU; fnys tkos v'kh vis{kk O;Dr dsyh
vkgs- v/;;u&v/;kiu izfdz;k ifj.kkedkj d gks.;klkBh f'k{k fofo/k
ra=Kku] fl)kar] miiRrh ;kapk voyac v/;;u&v/;kiu izfdz;sr dj.;kr vkyk-
Lo;a v/;;u] lax.kd lgk;~;hr vuqns'ku] izHkqRo v/;;u o v'kk izdkjP;k
fofo/k ra=kpkgh Lohdkj dj.;kr vkyk- okLrfod ikgrk f'k{kdkus ikjaikfd
rlsp vk/kqfud v/;kiu i)rhapk okij vkiY;k v/;kiukr djkok-**

‘kh”kZd & izxr v/;kiu’kkL=kP;k ek/;ekrwu ‘kkys; O;oLFkkiu ;k fo”k;kps fo’ys”k.k % ,d vH;kI

dk;kZRed O;k[;k

1- izxr v/;kiu’kkL=kP;k & uohu v/;kiukps izdkjkapk v/;kiukIkbh okij-
 ³ra=Kkukf/k”Bhr v/;kiu] lkaf?kd v/;kiu] izfrekukP;k lkgk,;kus v/;kiu
 gks;- ´

2- ‘kkys; O;oLFkkiu& ch-,M~- isij Course 103.

3- fo’ys”k.k& ch-,M~- isij Course 103. pk ikB;dzekIkbh
 ra=Kkukf/k”Bhr v/;kiu] lkaf?kd v/;kiu] izfrekukP;k lkgk,;kus v/;kiu
 ;kuqlkj oxZokjh dj.ks-

mfl”Vs-

1- ra=Kkukf/k”Bhr v/;kiu dj.;klkBh ?kVdkapk ‘kks/k ?ks.ks-

2- lkaf?kd v/;kiuk}kjs v/;kiu dj.;klkBh ?kVdkapk ‘kks/k ?ks.ks-

3- vxzr la?kVd izfrekukP;k lkgk,;kus v/;kiu dj.;klkBh ?kVdkapk ‘kks/k
 ?ks.ks-

4- Hkwfedk ikyu izfrekukP;k lkgk,;kus v/;kiu dj.;klkBh ?kVdkapk
 ‘kks/k ?ks.ks-

Ekfgrh ladyukps lk/ku & iMrkGk lwph-

COURSE 103 - QUALITY AND MANAGEMENT OF SCHOOL EDUCATION – ISSUES AND CONCERNS

Unit no	Name of unit	ICT	Team Teaching	AOM	RPM
Unit 1	Fundamentals of Management and Quality Management 1. Meaning and Functions of Management.	✓	✓	✓	
	2. Modern Theories of Management – Henry Fayol and Peter Drucker	✓	✓	✓	
	3. SWOT Analysis and Introduction to Six Sigma process in Education.	✓	✓	✓	
	4. Quality- concept and dimensions	✓	✓	✓	

	5. TQM in Education	✓		✓	
	6. Types of Managementa) a) Time Management b) Event Management c) Classroom Management.	✓	✓	✓	✓
Unit 2	Human Resource Development in Schools 1. Human resource development – Concept, aspects and processes	✓		✓	
	2. Leadership styles	✓	✓	✓	✓
	3. Role and Qualities of Human Resourcea) Teachers b) Supervisor and Headmaster c) Parents	✓	✓	✓	✓
	4. Training and Development of Human Resources a) Pre-service b) In-service	✓		✓	
Unit 3	Infrastructural Resources in School 1. Essential infrastructural resources in schools-norms and standards	✓		✓	
	2. Quality Management of Infrastructural Resources a) Creation b) Maintenance c) Optimum Use	✓	✓	✓	✓
Unit 4	Management of problems in Secondary school 1. Problems in secondary schools: a) Wastage and Stagnation b) Crowded Classes c) Discipline in Schools d) Vocationalization of education e) Disaster Management in schools	✓	✓	✓	✓
	2. Management of problems a) By research and development b) By Action Research	✓			
	3. Role of Government policies- SSA, RTE 2009 , RMSA	✓		✓	
	4. Teachers Professional Organization	✓	✓		

	a) Secondary Teachers Association b) Subject Teachers Association				
Unit 5	Managerial and Administrative setup in Education 1. Introduction to Maharashtra private school act 1981	✓	✓	✓	✓
	2. Government administrative set up and authorities	✓			
	3. Structure and Functions of – NCERT, SCERT, CBSE, SSC and HSC Board, Balbharati	✓		✓	
	4. Issues and concerns in management of education	✓	✓		

fu"d"kZ

- 1- ra=Kkukf/k"Bhr v/;kiuk}kjs loZ ?kVdkps v/;kiu djrk ;sbZy-
 - 2- lkaf?kd v/;kiuk}kjs ?kVd 1 e/khy mi?kVd 1]2]3]4]6] ?kVd 2 e/khy mi?kVd 2]3] ?kVd 3 e/khy mi?kVd 2] ?kVd 4 e/khy mi?kVd 1]4- ?kVd 5 e/khy mi?kVd 1]4- ;k mi?kVdkaps v/;kiu djrk ;sbZy-
 - 3- vxzr la?kVd izfrekukP;k lkgk,;kus v/;kiu ?kVd 1 e/khy mi?kVd 1]2]3]4]5]6- ?kVd 2 e/khy mi?kVd1]2]3]4- ?kVd 3 e/khy mi?kVd1]2- ?kVd 4 e/khy mi?kVd1]3- ?kVd 5 e/khy mi?kVd1]3-;k mi?kVdkaps v/;kiu djrk ;sbZy-
 - 4- Hkwfedk ikyu izfrekukP;k lkgk,;kus v/;kiu ?kVd 1 e/khy mi?kVd 6- ?kVd 2 e/khy mi?kVd 2]3-?kVd 3 e/khy mi?kVd 2- ?kVd 4 e/khy mi?kVd 1- ?kVd 5 e/khy mi?kVd 1-;k mi?kVdkaps v/;kiu djrk ;sbZy-
lanHkZxzaFk lwph
- 1- pOgk.k fd'kksj] ¼2009½ ^fodkl vkf.k v/;;ukps ekul'kkL=*] ¼r`rh;ko`Rrh½] bulkbZV izdk'ku ukf'kd-

- 2- eqGs jk-'k-] mekBsf]fo-rq-]¼1987½ ^'kS{kf.kd la'kks/ku i)rh*¼r`rh;ko`Rrh½]vkSjaxkckn] egkjk"V^a fo|kihB xzaFk fuehZrh eaMG] vkSjaxkckn-
- 3- fHkarkMs]fo-jk-]¼2004½ ^'kS{kf.kd la'kks/ku i)rh* ¼izFkeko`Rrh½iq.ks] fuR; uwru izdk'ku] iq.ks-
- 4- egkys la-jk-¼2004½^ v/;kiukph izfrekus o v/;;u 'kSyh* vkSjaxkckn] ;qfud ifCyds'ku-

SJIF 2013 = 1.795

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डी .टी .एड .प्रशिक्षणार्थीच्या भावनिक साक्षरतेचा अभ्यास

संशोधक

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सहाय्यक प्राध्यापक □
अध्यापक महाविद्यालय□ब्रडगाव मावळ
ता . मावळ जि . पुणे .

मार्गदर्शक

डॉ . सौ . स्मिता फाटक□
सहयोगी प्राध्यापक□
टिळक शिक्षण महाविद्यालय□
पुणे .

सारांश

‘भावना’ या शब्दाचा अर्थ आपण चित्तवेधकपणे अंतर्ज्ञानाने जाणतो . भावना असल्याचा परिणाम म्हणजे प्रत्येकाचा भावनेबाबतचा अनुभव होय . प्रत्येक व्यक्तीचा व्यक्तीमत्त्व□मनःस्थिती□ स्वभाव आणि प्रवृत्ती याबाबतीतील व्यक्तीगत अनुभव म्हणजे ‘भावना’ होय . पण भावनेची व्याख्या, भावनेचे स्पष्टीकरण, भावनांची यादी, भावनांचे प्रकार□भावनांचे वर्गीकरण विचारल्यास सहजगत्या ते मांडता येत नाही . आजच्या अत्यंत गतीमान आणि आधुनिक युगात व्यक्तीच्या जडणघडणीच्या शालेय किंवा मूल्यत्वे प्राथमिक शिक्षणाच्या कालावधीत भावना प्रकटीकरणास वाव निर्माण करून देणे□शिक्षकासमोरील आव्हान बनले आहे . म्हणूनच शिक्षक प्रशिक्षण कालावधीत शिक्षकाने भावनिक साक्षर होणे आणि या ज्ञानाचे दैनंदिन आयुष्यात उपयोजन करणे महत्त्वाचे आहे .

सांकेतिक शब्द : भावना□भावनिकता□साक्षरता□भावनिक साक्षरता आणि भावनिक बुद्धिमत्ता

प्रस्तावना : शिक्षणाचा मुख्य उद्देश व्यक्तीचा सर्वांगीण विकास होय . म्हणूनच शिक्षक प्रशिक्षण कालावधी हा भावी शिक्षकांना पुढील पिढीत कोणत्या गुणांचा तसेच विकासांचा अंतर्भाव करावयाचा आहे हे स्पष्ट करणारे असेल तर भावी पिढी सर्वगुणसंपन्न आणि संवेदनशील असेल . संवेदनशील व्यक्तीमत्त्वाची उत्तम जडणघडण ही भावनांच्या योग्य प्रकटीकरणाने होते . उत्तम भावनिक संतुलित शिक्षक भावी पिढ्या भावनिकदृष्ट्या सक्षम व संवेदनशील घडवतो . ज्यायोगे एका आदर्श समाजाची

जडणघडण होण्याची मुळे योग्य संस्कारक्षम वयात रूजविता येतात. ही प्रक्रिया यांत्रिक न होता अत्यंत सहाजगत्या व परिणामकारक होणे ही विद्यार्थी शिक्षक तसेच समाजाची गरज आहे .

संशोधनाची गरज आणि महत्त्व : आजच्या अत्यंत गतीमान आणि आधुनिक युगात विचार कक्षा रुंदावण्या या अदययावत आणि यांत्रिकी शालेय वातावरणात भावना बोथट झाल्या आहेत. आपणासर्वांचा अनुभव आहे . शालेय विद्यार्थ्यांना या भावनांचे महत्त्व व प्रकटीकरणास वाव निर्माण करून देणे हे शिक्षकाचे आद्यकर्तव्य देखिल अत्यंत औपचारिक व भावनाविरहीत पातळीवर केले जाते . भावना प्रकटीकरणामागील मूळ उद्देश लोप पावण्याचे मुख्य कारण म्हणजे शिक्षकांमार्फत भावना रूजविताना आलेली यांत्रिकता . भावनेचा ओलावा हरवलेली मुले अभ्यासक्रमातील पुस्तकांतील मजकूर परीक्षेपूर्वीच आत्मसात करतात. शेवटी वर्षाअखेर त्यांची मने ही कोरीकरकरीत आणि संवेदना हरपलेली विद्यार्थी किंवा अध्ययनार्थी म्हणून नसलेली पण परीक्षार्थी म्हणून सतत यांत्रिक व्यवहार जपणारी होतात .

शिक्षक प्रशिक्षण कालावधीत जर भावनीक साक्षरता रूजविली गेली तर भावी शिक्षक भावनीकदृष्ट्या सक्षम वनेल आणि भावी विद्यार्थी घडवताना तो त्याच्यातही योग्य भावनांची तसेच भावनीक प्रकटीकरणाची रूजवणूक करेल . ज्यायोगे भावी समाज हा भावनिकदृष्ट्या साक्षर व सक्षम असेल कारण भावनेचे दैनंदिन आयुष्यातील महत्त्व अनन्यसाधारण आहे .

संशोधन समस्येचे शीर्षक : वडगाव मावळ तालुक्यातील डी .टी .एड .प्रशिक्षणार्थींच्या भावनिक साक्षरतेचा अभ्यास करणे .

कार्यात्मक व्याख्या :

1. वडगाव मावळ तालुका : पुणे जिल्ह्यातील एक तालुका .
2. डी .टी .एड .प्रशिक्षणार्थी : वडगाव मावळ तालुक्यातील हरकचंद रायचंद बाफना अध्यापक विद्यालयातील प्रथम वर्ष डी .टी .एड .चे प्रशिक्षणार्थी .
3. भावनिक साक्षरता : स्वतःच्या व इतरांच्या भावना समजण्याची क्षमता आणि स्वतःच्या भावना योग्यरित्या प्रकट करण्याच्या क्षमतेचा विकास .

उद्दिष्टे :

1. भावना भावनिकता भावनिक साक्षरता आणि भावनिक बुद्धिमत्ता या संकल्पनांचा अभ्यास करणे .
2. डी .टी .एड .प्रशिक्षणार्थींची भावनिक साक्षरता अभ्यासणे .
3. डी .टी .एड .प्रशिक्षणार्थींची भावनिक साक्षरता वाढवण्यासाठी उपक्रम सुचविणे .

गृहीतके :

1. व्यक्तीच्या आयुष्यात भावनांना अनन्यसाधारण महत्त्व आहे .
2. भावनिक बुद्धिमत्तेत भावनिक साक्षरता महत्त्वाची भूमिका बजावते .

संशोधनाची व्याप्ती

प्रस्तुत संशोधन हे महाराष्ट्रातील डी .टी .एड .विद्यालयातील सर्व प्रशिक्षणार्थींशी संबंधित आहे .

संशोधनाची मर्यादा

1. प्रस्तुत संशोधन डी .टी .एड .प्रशिक्षणार्थ्यांपुरतेच मर्यादित आहे .
2. प्रस्तुत संशोधन भावनिक साक्षरतेपुरतेच मर्यादित आहे .

संशोधनाची परिमर्यादा

1. प्रस्तुत संशोधन डी .टी .एड .च्या प्रथम वर्षाच्या प्रशिक्षणार्थ्यांपुरतेच मर्यादित आहे .
2. प्रस्तुत संशोधन मराठी माध्यमापुरतेच मर्यादित आहे .

संशोधन पध्दती : प्रस्तुत संशोधनासाठी संशोधकाने सर्वेक्षण पध्दतीचा वापर केला आहे .

न्यादर्श : प्रस्तुत संशोधनासाठी संशोधकाने हरकचंद रायचंद बाफना अध्यापक विद्यालयातील प्रथम वर्षाच्या 50 शिक्षक प्रशिक्षणार्थ्यांची निवड असंभाव्यतेवर आधारित प्रासंगिक न्यादर्श निवड पध्दतीने केली आहे .

माहिती संकलनाची साधने : प्रस्तुत संशोधनासाठी संशोधकाने संशोधक विकसित प्रश्नावलीचा उपयोग केला आहे . यात भावनिक साक्षरतेशी संबंधित 20 प्रश्नांत 5 उपघटकांवर आधारित प्रत्येकी 4 प्रश्नांचा समावेश करण्यात आला आहे .

माहिती विश्लेषणाची साधने : प्रस्तुत संशोधनासाठी संशोधकाने 'शेकडेवारी'चा वापर केला आहे .

संकलित माहितीचे विश्लेषण व अर्थनिर्वचन :

1. एकूण प्रतिसादकांपैकी 62 % प्रतिसादकांना स्वतःच्या भावनांची जाणीव आहे .
2. एकूण प्रतिसादकांपैकी 44 % प्रतिसादकांना तदनुभूतीची जाणीव आहे .
3. एकूण प्रतिसादकांपैकी 56 % प्रतिसादकांना स्वतःच्या भावनांचे नियंत्रण कसे करावे हे समजते .
4. एकूण प्रतिसादकांपैकी 32 % प्रतिसादकांना भावनिक नुकसान कसे सावरणे याची जाणीव आहे .
5. एकूण प्रतिसादकांपैकी 22 % प्रतिसादकांना योग्य भावनिक आंतरक्रियांची जाणीव आहे .

निष्कर्ष :

1. बहुतांशी डी .टी .एड . प्रशिक्षणार्थीना स्वतःच्या भावनांची जाणीव र्व यापैकी आहे .
2. बहुतांशी डी .टी .एड . प्रशिक्षणार्थींची तदनुभूतीची जाणीव कमी आहे .
3. बहुतांशी डी .टी .एड . प्रशिक्षणार्थीना स्वतःच्या भावनांचे नियंत्रण करणे र्व यापैकी जमते .
4. बहुतांशी डी .टी .एड . प्रशिक्षणार्थीना भावनिक नुकसान सावरणे जमत नाही .
5. बहुतांशी डी .टी .एड . प्रशिक्षणार्थीना योग्य भावनिक आंतरक्रियांची जाणीव नाही .
6. बहुतांशी डी .टी .एड . प्रशिक्षणार्थींच्या भावनिक साक्षरतेचा स्तर कमी आहे .

शिफारशी :

1. डी .टी .एड . प्रशिक्षणार्थीना भावनिक साक्षरतेची जाणीव करून दयावी .
2. डी .टी .एड . प्रशिक्षणार्थींच्या भावनिक साक्षरतेत सुधार होण्यासाठी डी .टी .एड . प्रशिक्षकांनी उपक्रम विकसित करावेत व त्यांची शास्त्रशुध्द राबवणूक करावी .

शैक्षणिक योगदान : 'भावना' ही संकल्पना मानवी मनात होणा या आंदोलनांशी संबंधित आहे।तर 'भावनिकता' म्हणजे व्यक्तीतील भावनांचा दर्जा किंवा गुणवत्ता . 'भावनिक बुद्धिमत्ता' या संकल्पनेत आपल्यातील व इतरांमधील भावनिक संबंध नीट जुळावेत यासाठी।स्वतः प्रेरित व्हावे म्हणून।स्वतःच्या व इतरांच्या भावना ओळखण्याकरिता लागणा या पात्रतेचा समावेश होतो .या बुद्धिमत्तेची जाणीव म्हणजेच 'भावनिक साक्षरता' होय . 'भावनिक साक्षरता' वाढविण्यासाठी 'अनुभवलेल्या घटनांतील भावनांची यादी करावयास सांगणे।मुख्य भावनांशी निगडित छायाचित्र दाखवणे व विद्यार्थ्यांना भावना ओळखण्यास सांगणे।विविध भावना दर्शविणारी व्यक्तींच्या छायाचित्रांचे निरीक्षण करणे, भावनांशी संबंधित चित्रफिती, चित्रपट इ . पाहणे .' यासारखे उपक्रम राबवता येतील .

भावनिक साक्षरतेची जाणीव डी .टी .एड च्या प्रशिक्षणार्थीना भावनिकदृष्ट्या सक्षम बनवेल ज्यायोगे त्यांच्या प्रशिक्षणातील अभ्यासक्रम आकलनात कोणताही अडथळा जाणवणार नाही . हे प्रशिक्षणार्थी भावी शिक्षक असल्याकारणाने भावी पिढी भावनिकदृष्ट्या सक्षम होण्यास हातभार लागेल ज्यामुळे भावी शिक्षक ।विद्यार्थी आणि नागरिक संतुलित आयुष्य जगू शकतील . योग्य भावनिक साक्षरता स्तर तसेच भावनिक बुद्धिमत्ता स्तर या सर्वांच्या यशस्वी वाटचालीस मार्गदर्शक ठरेल .

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जीवन कौशल्ये शिक्षण

श्री. संतोष सुभाष सोनवणे पी.एच.डी. (नियमित २०१४-२०१५)

प्रास्ताविक :

"If the birth of a girl does not receive the same welcome as that of a boy, then India is suffering from partial paralysis."-Mahatma Gandhi

भारतीय समाजामध्ये मुलींचा घटता जन्मदर आणि त्यांचे पुरेसे पोषण न होणे या दोन बाबी नेहमीच चिंतेचा विषय राहिलेला आहे आणि मुलींच्या विकासाच्या अनेक योजनांमध्ये हे अडचणीचे ठरत आहे. लिंग भेदभाव ही तर फार मोठी सामाजिक समस्या झालेली आहे. त्यामुळे मुलींचा जन्म नाकारण्यात येतो. त्यांना गर्भातच नष्ट केले जाते. हीच वागणूक त्यांना अन्न, आरोग्य, शिक्षण व विविध संधींच्या संदर्भातही मिळते. मुलांच्या तुलनेत प्रत्येक वेळी त्यांना दुजाभावाचीच वागणूक मिळते. बालविवाह आणि लहान वयातील अपत्यप्राप्ती यामुळेही त्यांना एकूण शारीरिक, मानसिक समस्यांना सामोरे जावे लागते. अजाणत्या वयातच मुलींना त्यांच्या मूलभूत मानवी हक्कांपासून परावृत्त केले जाते.

कोफी अन्नान, माजी अध्यक्ष, युनेस्को म्हणतात की, "एकूण सामाजिक विकासाचा विचार करता महिलांच्या सक्षमीकरणालाच प्रथम प्राधान्य द्यायला हवे. तेच सर्वात प्रभावी माध्यम असणार आहे. लिंग

समभाव हे विकास प्रक्रियेतील प्रथम ध्येय असायला हवे. दारिद्र्य निर्मूलन, भरीव विकास आणि प्रभावी प्रशासकीय यंत्रणा उभारण्यात स्त्रियांचा सहभाग महत्त्वाचा आहे.

भारतासारख्या विकसनशील देशात मुलींना मुलांच्या बरोबरीने सामाजिक स्थान मिळणे ही काळाची गरज आहे. त्यासाठी केवळ कायद्याच्या माध्यमांतून तरतुदी घेणे पुरेसे नाही. तर समाजमनाचे त्या दृष्टीने परिवर्तन होणे ही काळाची गरज आहे.

मुलींच्या शारीरिक व मानसिक विकासामध्ये त्यांचा किशोरवयीन कालखंड अत्यंत महत्त्वाचा असतो. या वयामध्ये त्यांच्यात अनेक बदल होत असतात, मात्र त्यांना या बदलांबाबत फारशी माहिती नसते. त्यामुळे त्या गोंधळून जातात. घरातून व शाळेतूनही त्यांना या बदलांबाबत पुरेशी माहिती देणे आवश्यक आहे. जीवन कौशल्ये शिक्षणातून मुली जीवन जगण्यासाठी सक्षम बनू शकतात. यातून मुली जीवनाच्या विविध क्षेत्रातील आव्हानांना समोर जाऊ शकतील.

जीवनाला सामोरे जाताना समाधानाची, कृतकृत्येची भावना निर्माण झाली पाहिजे. जी इतर कोणत्याही लौकिक मिळकतीपेक्षा अधिक मौल्यवान असते. ती नेमकी कोणती ? याचे उत्तर एखादी व्यक्ती कशी जगली यात दडलेले असते. ज्याला कशासाठी जगायचे याचे रहस्य उलगडले, त्यालाच कसे जगायचे याचे मार्ग आपोआप सापडतात. ही जीवन कौशल्ये आपण जाणीवपूर्वक आत्मसात करावयाची आहेत.

जीवनविषयक भारतीय दृष्टिकोन आणि जागतिक आरोग्य संघटनेने १९९७ मध्ये केलेल्या जीवनकौशल्ये शिक्षणाच्या व्याख्येत एकवाक्यता आढळून येते. वैयक्तिक आणि सामाजिक विकासासाठी जीवनविषयक कोणती कौशल्ये अंगी बाणली पाहिजेत, त्याचे मार्गदर्शन जागतिक आरोग्य संघटनेने World Health Organization (WHO) १९९७ मध्येच दहा मूलभूत कौशल्यांच्या माध्यमातून केले आहे.

व्यक्तीमध्ये असलेल्या शारीरिक, मानसिक, बौद्धिक व आत्मिक अशा सर्वोत्कृष्ट क्षमतांचा संपूर्ण विकास म्हणजेच व्यक्तिमत्त्वाचा सर्वांगीण विकास होय. जीवनकौशल्ये शिक्षणातून नेमके हेच अभिप्रेत आहे. दैनंदिन जीवनातील आव्हाने पेलताना स्वतः इतर व्यक्ती आणि पर्यावरणाशी संतुलित व्यवहार करण्याचे साधर्म्ये या शिक्षणाने प्राप्त होते.

जीवन कौशल्ये :-

- १) 'स्व' ची जाणीव
- २) समानानुभूती
- ३) परिणामकारक संप्रेषण
- ४) व्यक्ती-व्यक्तीमधील सहसंबंध
- ५) चिकित्सक विचार

- ६) सर्जनशील विचार
- ७) समस्या निराकरण
- ८) निर्णय क्षमता
- ९) भावनांचे समायोजन
- १०) ताणतणावाचे समायोजन

या दहा जीवन कौशल्यांचे क्रमाने दोन दोनचा एक असे पाच गट आहेत. गटांतील दोन्ही जीवन कौशल्यांचा परस्परांशी साधर्म्य संबंध आहे. या जीवन कौशल्यांच्या आधारे व्यक्ती अन्य कौशल्ये प्राप्त करून आपल्या जगण्यात सुसंगती आणू शकते. एक व्यक्ती म्हणून समाज व परिसराशी सकारात्मक साहचर्य संबंध प्रस्थापित करू शकते. आज मुलांना दैनंदिन जीवनात त्यांच्या कुवतीपेक्षाही जास्त मोठ्या गरजांना तोंड द्यावे लागते. त्यांनी शैक्षणिक यशही मिळविले पाहिजे. अभ्यासाव्यतिरिक्तच्या इतर अनेक उपक्रमांत उत्कृष्ट सहभाग घेतलाच पाहिजे, योगदान दिले पाहिजे. सहकार्य वृत्तीने काम केले पाहिजे. वैयक्तिक व सामाजिक विषयांवर जबाबदारपणे योग्य निर्णय घेतले पाहिजेत. विधायकपणे कुटुंब व समाजाला योगदान देणे, विभिन्न प्रकारच्या समाजाबरोबर परिणामकारकपणे सकारात्मक पद्धतीने आंतरक्रियेत सहभागी होता येणे आणि उत्पादक कार्यकुशल नागरिक निर्माण होण्यासाठी ज्ञान, कौशल्ये आणि मूल्ये आत्मसात करण्यासाठी जीवन कौशल्ये शिक्षण व्यक्तीला सक्षम करतात.

दैनंदिन जीवनातील गरजा आणि आव्हानांना समोर जाण्यासाठी प्रत्येक व्यक्तीला क्षमता संपन्न करणाऱ्या सामाजिक-मानसिक क्षमता म्हणजेच जीवन कौशल्य क्षमता आहेत. इतरांशी आणि परिस्थितीशी आंतरक्रिया करीत असताना व्यक्तीला मानसिक दृष्ट्या स्थिरता अनुकूलता आणि सकारात्मकता कायम राहण्यासाठीच्या क्षमता या कौशल्यांमुळे समृद्ध होतात.

‘जीवन कौशल्ये’ या शब्दप्रयोगाचे वेगवेगळे अर्थ घेतले जाऊ शकतात. तरीही सार्वमताचा विचार केला असता ही कौशल्ये व्यक्तीमध्ये अनुकूलन आणि सकारात्मक वर्तन आणणाऱ्या बाबी आहेत. एखादी व्यक्ती दैनंदिन जीवनातील आव्हाने आणि गरजा यांना सक्षमपणे सामारे जाऊ शकेल अशा क्षमतांची निर्मिती याद्वारे होते.

अशा प्रकारे स्पष्ट केलेली कौशल्ये म्हणजेच जीवन कौशल्ये असून ती असंख्य असू शकतात. तरीही जगभर घेण्यात आलेल्या विविध कार्यक्रमांचा सूक्ष्म अभ्यास करून बालकांच्या व कुमारवयीन मुलांच्या निकोप वाढीसाठी जागतिक आरोग्य संघटनेने दहा गाभाभूत जीवन कौशल्यांची निवड केलेली आहे.

जीवन कौशल्ये शिक्षण : ध्येये व उद्दिष्टे

ध्येये :-

- १) स्वतःमधील गुणवैशिष्ट्यांची माहिती करून घेण्यास मदत करणे.
- २) व्यक्तीचा भावनिक, वैचारिक व सामाजिक विकास होण्यास मदत करणे.
- ३) ताणतणाव विरहित जीवन जगण्यास सक्षम करणे.
- ४) परिसरातील घटकांशी समन्वय साधून समस्या व अडचणींवर मात करता येण्यासाठी सक्षम बनविणे.
- ५) मानवी जीवन सुखी व समृद्ध होण्यासाठी प्रयत्नशील राहण्याची जाणीव निर्माण करणे.

उद्दिष्टे : विद्यार्थ्यांसाठी -

- १) विद्यार्थ्यांसाठी असलेल्या आंतरिक शक्ती व गुणवैशिष्ट्यांची जाणीव होण्यास मदत करणे व त्यानुसार आवश्यक तो बदल घडवून आणण्यास प्रेरित करणे.
- २) दैनंदिन जीवनात येणाऱ्या अडचणी व समस्यांवर विचारपूर्वक निर्णय घेऊन योग्य मार्ग काढण्यास समर्थ करणे.
- ३) परिसरातील माहिती, ज्ञान, इतरांचे विचार इत्यादी व्यवस्थितपणे ग्रहण करून त्यानुसार स्वतःचे मत बनविण्यास, ते योग्य प्रकारे मांडण्यास आणि प्रभावी संवाद साधण्यास सक्षम करणे.
- ४) परिस्थितीची जाणीव करून घेऊन योग्य निर्णय घेण्याची क्षमता विकसित करणे.
- ५) इतरांबद्दल द्वेष, मत्सर, दूषित विचार न ठेवता त्यांच्याबद्दल आदर, प्रेम, समानानुभूती बाळगून समाजासाठी हितकारक कृती करण्याची वृत्ती निर्माण होण्यास समर्थ करणे.
- ६) इतरांबद्दल दया, प्रेम, आदर, सद्भावना बाळगून एकमेकांमधील वैयक्तिक व सामाजिक संबंध निकोप ठेवण्यास प्रवृत्त करणे.
- ७) परिसरातील घटना, कृती, प्रसंग इत्यादींबाबत सहजतेने व विचारपूर्वक निर्णय घेण्याची व ताणतणाव विरहित आनंदी जीवन जगता येण्याची क्षमता निर्माण करणे.
- ८) आपल्या स्वतःच्या सुख दुःखाप्रमाणे इतरांच्या सुख दुःखाच्या प्रसंगात सहभागी होण्यास प्रवृत्त करणे.
- ९) परिसरात घडलेली घटना/कृती कशाप्रकारे घडते याचा सखोल माहितीच्या आधारे विचार करून त्यावर तर्क व अनुमान काढून निष्कर्ष काढता येण्याची क्षमता विकसित करणे.
- १०) एखादी कृती, विचार, पारंपारिक रीतीने मांडण्याऐवजी त्यात नावीन्य, सोपेपणा, आनंद निर्माण करून वेगवेळेपणाने मांडण्यास मदत करणे.

राष्ट्रीय अभ्यासक्रम आराखडा २००५ च्या संदर्भानुसार

- १) भारतीय राज्यघटनेने सर्व नागरिकांना प्रतिष्ठा आणि समान संधीची हमी दिली आहे. मुलांना मोठ्या संख्येने शिक्षणाच्या बाहेर ठेवणे आणि खासगी आणि सार्वजनिक शिक्षण व्यवस्थेतील विषमता कायम राखण्याने ही समानता आणण्याच्या प्रयत्नांनाच बाधा येते. सामाजिक परिवर्तन आणि सामाजिक न्यायाची व्यवस्था प्रस्थापित करण्याचे साधन म्हणून शिक्षणाचे ध्येय पाहिजे.
- २) सर्व व्यक्तींना सामाजिक, आर्थिक आणि राजकीय न्याय मिळणे हा लोकशाही बळकट करण्याचा अविभाज्य भाग आहे.
- ३) विचाराचे आणि आचाराचे स्वातंत्र्य हे घटनेत समाविष्ट करण्यात आलेले मूलभूत मूल्य आहे. लोकशाही स्वतः स्वायत्तपणे निवडलेल्या ध्येयप्राप्तीसाठी धडपडणारे तसेच इतरांच्याही याच अधिकाराचा मान राखणारे नागरिक घडविते आणि लोकशाहीला सक्षम राहण्यासाठी अशा नागरिकांची गरजदेखील असते.
- ४) सर्वांमध्ये बंधुत्वाची भावना निर्माण व्हावी यासाठी नागरिकाने आपल्या अंगी समता, न्याय आणि स्वातंत्र्य ही मूल्ये निर्माण करणे आवश्यक असते.
- ५) भारत हे धर्मनिरपेक्ष, लोकशाही राष्ट्र आहे, याचा अर्थ येथे सर्व धर्मांचा आदर राखला जातो. त्याचबरोबर येथे कोणत्याही एका विशिष्ट धर्माला प्राधान्य दिले जात नाही. आजच्या परिस्थितीत कोणाचा धर्म कोणताही असो, मुलांच्या मनता सर्व व्यक्तीबद्दल आदर निर्माण होणे अगत्याचे झाले आहे.

कोणतेही राष्ट्र हे शाळेत आकार घेत असते. विद्यार्थी दुबळे बनले, तर राष्ट्रही दुबळे होईल. म्हणून शाळेत विषयांना जेवढे महत्त्व दिले जाते तेवढेच महत्त्व क्रीडा, खेळ, योग, व्यायाम यांना देण्यात यावे. म्हणजे सुदृढ मनाचे, शरीराचे विद्यार्थी तयार होतील.

जीवन कौशल्ये शिक्षणाच्या मर्यादा

- १) शिक्षकांना जादा तयारी करणे आवश्यक असते.
- २) शिक्षक-केंद्रित एकाधिकारप्रणीत पद्धतीपेक्षा ही पद्धत शिक्षकांना कमी सोयीस्कर वाटते. विकेंद्रीकरण पद्धतीचा अंतर्भाव असल्याने क्रमबद्ध वाटत नाही. यामुळे त्यांना धीर व मार्गदर्शन देणे गरजेचे ठरते.
- ३) सहसा एखाद्या प्रश्नाचे / समस्येचे एकच उत्तर असते असे नाही.

(योग्य अशी अनेक उत्तरे असू शकतात.)

सर्जनशील विद्यार्थी विविध अंगाने शक्य-अशक्यतेचा अभ्यास करून अनेक पर्यायी व योग्य उत्तरे देण्याची शक्यता असते. शिक्षण हे मानवाला अज्ञानाच्या शृंखलांपासून बंधनमुक्त करते, कुपोषण-उपासमारी, अरिष्टांपासून सुटका करते व अहिंसात्मक समाजव्यवस्थेची निर्मिती करते. त्यासाठीच शालेय अभ्यासक्रम विद्यार्थ्यांना ज्ञानार्जन करण्यास प्रवृत्त करणारा, जीवन कौशल्ये बिंबविणारा, त्यांची ग्रहणक्षमता/धारणशक्ती वाढविणारा, सकारात्मक दृष्टिकोन विकसित करणारा आणि व्यक्तिमत्त्वाच्या

सर्वांगीण विकासाकरिता सामाजिक जीवनमूल्ये व आरोग्यवर्धक सवयींचा परिपोष करणारा असायला पाहिजे. शिक्षणातून विद्यार्थ्यांच्या क्षमता वृद्धिंगत व विस्तारित केल्या जातात. त्यामुळे विद्यार्थी शाळेत जे शिकत असतात आणि प्रत्यक्षात जे विविध जीवनानुभव घेत असतात. त्यांची महत्त्वपूर्ण सांगड साधल्यास अभ्यासक्रमाचे विविध घटक-उपघटक अधिक अर्थपूर्ण व संस्मरणीय ठरतील आणि यथार्थ अध्ययन-अनुभव मिळतील. अशाप्रकारे संपादित ज्ञानाचे जीवनात उपयोजन यथार्थपणे होईल. अध्ययन-अनुभव अधिक सुस्पष्ट व समर्पक ठरल्याने अध्ययन आनंददायी होईल आणि जीवनाप्रती सकारात्मक दृष्टिकोनाची निर्मिती सहज व सुलभपणे करता येणे शक्य होईल.

जीवन कौशल्ये – संकल्पना, व्याख्या व स्पष्टीकरण

१) 'स्व' ची जाणीव

संकल्पना : 'स्व' जाणीव म्हणजे व्यक्तीची स्वतःच्या शारीरिक व मानसिक अवस्थांची जाण असण्याची क्षमता. या क्षमतेमुळे व्यक्तीला स्वतःच्या आवडी-निवडी, भावना व वृत्ती यांच्याबद्दल स्पष्टपणे विचार करता येतो.

शाळेत मुलींनी शिकून सक्षमपणे जीवन जगावे, सुजाण नागरिक व्हावे यासाठी शिक्षक सातत्याने प्रयत्न करीत असतात. तरीही म्हणावी तेवढी विद्यार्थिनींची तयारी होत नाही असे आढळून येते. असे का घडत असावे ? याचा शोध घेण्याचा प्रयत्न आपण पुढील काही प्रश्नांच्या साहाय्याने करू.

- १) आपल्यामध्ये तसेच आपल्या विद्यार्थिनींमध्ये कोणकोणते चांगले गुण, दोष, मर्यादा आहेत यांचा आपण शोध घेतला आहे काय ?
- २) विद्यार्थिनींच्या भूमिकेतून आपण त्यांना समजून घेतले आहे काय ?
- ३) विद्यार्थिनींमध्ये असलेल्या चांगल्या गुणांची उणिवांची जाणीव करून दिली आहे काय ?
- ४) चांगल्या गुणांच्या वाढीसाठी प्रेरणा दिली आहे काय ?

स्वतःला पूर्णपणे ओळखणे म्हणजेच स्वतःची बलस्थाने, मर्यादा, इच्छा, आवडी-निवडी, उणिवा इत्यादींविषयी स्पष्ट जाणीव असणे. वेगळ्या शब्दांत सांगावयाचे झाले तर स्वतःला ओळखणे, जाणून घेणे म्हणजे 'स्व' ची जाणीव होय.

- २) समानानुभूती :- संकल्पना : समानानुभूती म्हणजे दुसऱ्याच्या भूमिकेत शिरण्याची क्षमता. वेगळ्या शब्दांत सांगावयाचे झाले तर दुसऱ्या व्यक्तीच्या ठिकाणी आपण आहोत असे समजून तिचा दृष्टिकोन जाणून घेण्याची कुवत होय.

जीवन जगत असताना आपण फक्त आपल्यापुरताच विचार करीत असतो असे नाही का वाटत ? 'मी आणि माझे' या पलीकडे आपण बघतोय का ? हे प्रश्न स्वतःच्या मनाला विचारा. दुसऱ्याकडे बघितले,

त्याचे दुःख दिसले तर केवळ 'अरेरे! एवढा भाव व्यक्त करून सहानुभूती दाखवून आपण थांबतो. इतरांच्या भावनांशी समरस होऊन आपण त्यांना समजून घेतो का ?

एखादी व्यक्ती, ती आपणाशी निगडित असो अथवा नसो तिच्या ठिकाणी आपण आहोत असे समजून तिच्या सुखदुःखाशी समरस होऊन तिला जाणून घेणे म्हणजे समानानुभूती होय. यातून आपण त्या व्यक्तीला समजून घेऊ शकतो. तिच्या समस्या आपल्यापेक्षा भिन्न असेल तरीही तिचा आपण स्वीकार करू शकतो.

- ३) **परिणामकारक संप्रेषण :** संकल्पना :- आपण किती परिणामकारकपणे आपले विचार व्यक्त करतो ही बाब आपल्या जीवनातील यश निश्चित करते. पाठविणाऱ्याला अपेक्षित असलेल्या पद्धतीने त्याचा संदेश ज्यावेळी स्वीकार करणारा स्वीकारतो, त्यावेळी परिणामकारक संप्रेषण घडते.

ऑरिस्टॉटलच्या मते 'मनुष्य हा समाजशील प्राणी' असल्याने त्याला समाजात विविध समाजिक संबंधांची जोपासना करित स्व-विकासासोबतच सामाजिक व जागतिक विकास साधताना एकमेकांशी होणारे संप्रेषण हे उचित परिणामकारक करणे व परस्परांतील सहसंबंध जिव्हाळ्याचे, सलोख्याचे व सौख्याचे ठेवणे अगत्याचे आहे. यासाठीच 'परिणामकारक संप्रेषण' या जीवन कौशल्याचा अंतर्भाव शालेय शिक्षणात करण्यात आलेला आहे.

स्वतःच्या विचारांची शाब्दिक अथवा अशाब्दिक पद्धतीने प्रभावीपणे अभिव्यक्ती करता येणे म्हणजेच परिणामकारक संप्रेषण कौशल्य होय.

- ४) **व्यक्ती - व्यक्तींमधील सहसंबंध :-** संकल्पना :- व्यक्ती-व्यक्तींमधील आदर, प्रामाणिकपणा, विश्वास यांवर परस्परसंबंध अवलंबून असतात. समजतूदारपणा, सहकार्य या आधारांवर परस्परांशी नाती जुळविली जातात, तेव्हा त्यांचा दर्जा उच्च प्रकारचा असतो.

समाजात वावरताना आपण एखादी घटना किंवा प्रसंग पाहतो आणि पुढे जातो; पण ज्याच्यावर प्रसंग ओढवला त्याला मदतीची गरज आहे याकडे आपले कधी लक्ष जात नाही. कारण इतरांबद्दल सहानुभूती, आदर, सहकार्य, समंजसपणा या गुणांची कमतरता हल्ली जाणवायला लागली आहे. कुटुंबातील सदस्य, समाजातील सदस्य यांच्यातील नातेसंबंध दुरावत चाललेले दिसतात. कारण नातेसंबंधाची गरज, त्यांचे महत्त्व याबाबत जाणीव दिसून येत नाही. जागतिकीकरणाच्या काळात जग जवळ येत असताना माणसांची मने मात्र दूर गेलेली दिसतात.

दैनंदिन जीवनामध्ये ज्यांच्याशी नेहमी आपले संबंध असतात ते सर्वार्थाने निकोप ठेवण्याचे प्रयत्न म्हणजेच व्यक्ती-व्यक्तींमधील संबंधांचे कौशल्य होय.

- ५) **चिकित्सक विचार :-** संकल्पना : माहितीचे किंवा अनुभवांचे स्वतःच्या क्षमतेनुसार वस्तुनिष्ठ स्वरूपात सूक्ष्मपणे विश्लेषण आणि परीक्षण करण्याची क्षमता म्हणजे चिकित्सक विचार कौशल्य होय.

एखाद्या विषयाची विशिष्ट माहिती स्वीकारण्यापूर्वी अनेक लहान-लहान प्रश्नांच्या सहाय्याने त्या विषयाची सत्यासत्यता पडताळून पाहण्याची विचार प्रक्रिया म्हणजे चिकित्सक विचार होय. चिकित्सक विचार तर्कशुद्ध विचार करू शकण्याच्या क्षमतेची निर्मिती करतो.

शिक्षकांनी मुलांना सर्जनात्मक विचार करून नवनीन कल्पनांची निर्मिती करण्यास मदत केली पाहिजे. मुलांना माहिती देणे आणि ती पाठ करणे यावर अधिक भर देण्यापेक्षा पृथक्करण करून सूक्ष्म अभ्यास कसा करावा हे शिकविले गेले पाहिजे. चिकित्सक व पृथक्करणात्मक दृष्टिकोनातून विचार करून सत्य शोधून काढता आले पाहिजे.

६) **सर्जनशील विचार :** संकल्पना :- सर्जनशील चिंतन म्हणजे असे चिंतन जे काहीतरी नवीन, उपयुक्त व असाधारण निर्माण करते. आजपर्यंत अस्तित्वात नसलेली एखादी गोष्ट जेव्हा एखादी व्यक्ती शोधून काढते तेव्हा सर्जनशीलता दिसून येते. ज्या वेळेला एखादी व्यक्ती एखादी गोष्ट करण्याची नवीन रीत शोधून काढते किंवा अस्तित्वात असलेल्या प्रक्रियेचा पूर्णपणे नवीन गोष्टीच्या निर्मितीसाठी करते तेव्हा सर्जनशीलता अस्तित्वात येते.

परस्परांशी सहजतेने संपर्क करण्याच्या गरजेतून सर्जनशीलतेमुळे टेलिफोनचा शोध लागला. काही काळानंतर वायरशिवाय टेलिफोन असावा हा विचार सर्जनशीलतेमुळे पुढे आला. वायरशिवाय टेलिफोन ही कल्पना प्रत्यक्ष अंमलात कशी आणता येईल याचा विचार सुरु झाला. विविध प्रकारे प्रयत्न केले गेले, त्यातून मोबाईलचा शोध लागला. आज मोबाईलमध्ये वरचेवर सुधारणा होतच आहेत. हे सर्जनशील विचार सातत्याने वापरले जात असल्याचे लक्षण आहे. कुतूहल, गरज किंवा समस्या यांच्या पूर्ततेसाठी चाकोरीबाहेरील मार्गाने जाऊन केलेला विचार म्हणजे सर्जनशील विचार. विविध प्रकारे घडणाऱ्या सातत्यपूर्ण प्रक्रियेतून नवनिर्मिती होत असते. रेडिओ, टी.व्ही., संगणक, इंटरनेट ही सर्व सर्जनशील विचारातून केलेल्या कृतीची फलिते आहेत.

रुढ पद्धतीपेक्षा वेगळ्या रितीने एखाद्या समस्येचा अथवा स्थितीचा विचार करण्यास प्रवृत्त होणे म्हणजे सर्जनशील विचार कौशल्य होय.

७) **समस्या निराकरण :-** संकल्पना :- समस्या म्हणजे आपल्या जीवनात येणारी अवघड परिस्थिती. ती लहान असो की मोठी, त्यातून बाहेर येण्यासाठी आपल्याला मार्ग शोधण्याची आवश्यकता असते. गोंधळून टाकणाऱ्या अवघड परिस्थितीतून मार्ग शोधून काढण्याच्या प्रक्रियेला समस्या निराकरण म्हणतात.

जीवनात अनेक छोट्या-मोठ्या समस्या येतात. तुम्ही काही समस्यांनी त्रस्त झाला आहात काय ? अरे हो, घाबरू नका. प्रत्येक समस्येवर उत्तर असते. तुम्हांला आलेल्या समस्येवर तुम्ही कधी चिकित्सक विचार करून ती सोडविण्याचा प्रयत्न केला आहे काय ? जीवनातील समस्या परिणाकारकरित्या सोडविण्यासाठी आपण किती समर्थ आहोत यावर आपले यश अवलंबून असते.

जेव्हा आपल्यासमोर समस्या येतात तेव्हा उपलब्ध असणाऱ्या उपायांपैकी योग्य उपाय निवडणे, कृती करणे, संपूर्ण समस्या सोडविण्याची, सकारात्मक यश प्राप्त करण्यासाठी समर्थ बनविण्याची प्रक्रिया समस्या निराकरण कौशल्य होय.

८) **निर्णय क्षमता :-** संकल्पना :- निर्णयक्षमता ही अशी प्रक्रिया आहे ज्यामध्ये व्यक्ती किंवा गट एखाद्या प्रसंगाच्या किंवा समस्येच्या संदर्भात माहिती गोळा करतो, मिळालेल्या माहितीचे पृथक्करण करतो आणि योग्य पर्यायाची निवड निश्चित करतो.

जीवनात असे अनेक कठीण प्रसंग येतात की, त्या वेळेस कोणता निर्णय घ्यावा हेच कळत नाही. अनेक पर्यायांपैकी नेमका कोणता पर्याय निवडावा हे सुचत नाही, 'धरलं तर चावतं' सोडलं तर पळतं' अशी स्थिती होते.

समस्येतून बाहेर पडण्यासाठी अनेक पर्यायांचा विचार करून समस्येचे पूर्णपणे निराकरण करण्यासाठी योग्य त्या पर्यायांची निवड करता येणे म्हणजे निर्णय क्षमता कौशल्ये होय.

९) **भावनांचे समायोजन :-** संकल्पना :- भावना हा शब्द कोणताही क्षोभ, मानसिक स्थैर्याचा भंग, सहनशीलता अथवा मनाची प्रक्षुब्धावस्था यांच्याशी संबंधित आहे. भावना सकारात्मक असोत की नकारात्मक, जर त्यांना विशिष्ट मर्यादेच्या पलीकडे जाऊ दिले, तर त्या अपायकारक ठरतात. म्हणून ताणतणावाची यशस्वीपणे हाताळणी करण्यास शिकण्याची आवश्यकता आहे.

स्वतःच्या तसेच दुसऱ्या व्यक्तीच्या भावना जाणून घेणे, त्या भावनांचा स्वतःच्या वर्तनावर होणारा परिणाम लक्षात घेऊन आवश्यकतेनुसार भावनांचे नियंत्रण किंवा व्यवस्थापन करणे म्हणजे भावनांचे समायोजन कौशल्य होय.

१०) **ताणतणावाचे समायोजन:** संकल्पना :- आपण एखादे कार्य हाती घेतलेले असते ते पूर्ण करीत असताना अनेक समस्या उद्भवातात व दडपण येते. अशी परिस्थिती निर्माण होते तेव्हा सामान्यपणे लोक तणावग्रस्त होतात. एखादी व्यक्ती दीर्घकाळ तणावाखाली राहिली तर त्याचे पर्यावसान शारीरिक तसेच मानसिक स्वरूपाच्या अनेक समस्यांमध्ये होते. म्हणून ताणतणावांची यशस्वीपणे हाताळणी करणे गरजेचे आहे.

ताणतणावांच्या कारणांचा शोध घेणे, तसेच ताणतणावांचा शारीरिक व मानसिक आरोग्यावर होणारा परिणाम लक्षात घेऊन त्यांचे व्यवस्थापन करणे म्हणजे ताणतणावांचे समायोजन कौशल्य होय.

जीवन कौशल्ये शिक्षण कशासाठी ?

व्यक्तीची मानसशास्त्रीय दृष्ट्या व्यक्तीची प्रगती अशो, जीवनातील सामान्य संकट असो, व्यक्ती-व्यक्तीतील सहसंबंध असो, दुरावा असो यासाठी किंवा यावर यशस्वी मात करण्यासाठी सदृढ

वर्तनाची गरज आहे. हे वर्तन चांगल्या रीतीने किंवा सुमारपणे व्यक्त होताना दिसते. वर्तनातील सुदृढतेसाठी, क्षणता विकसनासाठी त्याला ज्ञान व समज आवश्यक असते. जे शिक्षणाच्या माध्यमातून प्राप्त केले जाते. क्षमतांची प्राप्ती हे आपल्या स्वभावाच्या स्थितीवर अवलंबून आहे. यासाठी भावनांची भूमिका फार महत्त्वाची आहे. अज्ञानाची भीती, कामाची चिंता, दयेचा अभाव, भावनाशून्यता, अपयशाचा खल या बाबी वर्तनाशी संबंधित असतात. या भावनांवर नियंत्रण मिळविणे, काही नाहीसे करणे, काही भावनांमध्ये वाढ करणे हे प्रयत्नांनी साध्य होते. विकासासाठी करण्यात येणाऱ्या प्रयत्नांना नेहमी भावनात्मक समस्या म्हणून पाहिले जाते म्हणून अधिक सक्षम वर्तनाची व्यक्तीला गरज आहे.

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- ९) जीवन कौशल्ये शिक्षण घटक संच
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समावेशक शिक्षण
सौ. सुप्रभा संतोष सोनवणे

प्रस्तावना

व्यक्तीच्या विकासात प्राथमिक शिक्षणाला अत्यंत महत्त्वाचे स्थान आहे. त्यामुळे हे शिक्षण देशातील सर्व मुलां-मुलीपर्यंत पोहोचविण्यासाठी शासनाने अनेक योजना, कार्यक्रम राबविले. परंतु अजूनही दुर्गम, डोंगराळ, आदिवासी व झोपडपट्टी क्षेत्रातील मुले, विशेष शैक्षणिक गरज असणारी मुले मुली असे अनेक विशेष घटक शिक्षणापासून वंचित राहत आहेत. या घटकांना सर्वसामान्य मुलांबरोबर शिक्षणाची संधी उपलब्ध करून देण्याची गरज आहे. शिक्षण औपचारिक व अनौपचारिक मार्गाने मिळकत असते. शिक्षणाच्या वेगवेगळ्या संधी वेगवेगळ्या मार्गाने, पद्धतीने उपलब्ध करून देणे म्हणजेच समावेशक शिक्षण होय. समावेशक शिक्षण म्हणजे शिक्षण प्रवाहात सर्वांचा समावेश. समावेशक शिक्षणाचा पर्यायी शब्द आहे. (Inclusive Education) सर्वांना सहभागी करून घेणारे शिक्षण, नवीन शिक्षण प्रवाहात समावेशक शिक्षणाची संकल्पना उदयास येत आहे. विशेष शैक्षणिक गरज असणारी मुले (Children with special educational needs) (CWSEN), अपंग मुले यांचे शिक्षण हा समावेश शिक्षणाची अविभाज्य घटक मानला आहे.

संपूर्ण शिक्षण व्यवस्थेद्वारे विशेष शैक्षणिक गरजा असणाऱ्या विद्यार्थ्यांना, त्यांच्या गरजानुसार सर्वसामान्य शिक्षण योजनेत सहभागी करून घेणे म्हणजे समावेशक शिक्षण होय.

विशेष शैक्षणिक गरजा असणाऱ्या मुलांच्या क्षमता-अक्षमता सर्वांचा साकल्याने विचार करून सर्वसमावेशक शिक्षणात सर्वसामान्य शिक्षणाच्या कक्षा अधिक विकसित केल्या गेल्या आहेत. समावेशक शिक्षणाने शिक्षण योजनेला विशेष लवचिकतला प्रदान केली आहे. त्यामुळे प्रत्येक जिल्हा, तालुका, गट व केंद्र या स्तरावर विशेष गरजा असणाऱ्या मुलांच्या विशेष गरजा पूर्ण करण्याचा प्रयत्न केला जाणार आहे. समावेशक शिक्षण सर्व प्रकारच्या अपंगांना त्यांच्या समवयस्क मित्रांशी यशस्वी संपर्क साधण्यासाठी संधी देते. प्रत्येक अपंगाला त्याच्या घराजवळ वाडीवस्तीवर शिक्षणाची संधी उपलब्ध करून देते. यासाठी तालुका स्तरावर विशेष शिक्षकाच्या नियुक्त्या केल्या जाणार आहेत. ते विशेष शिक्षक फिरते असतील. ते आपल्या तालुक्यातील प्रत्येक अपंग मुलांपर्यंत पोहोचतील. त्यांच्या विशेष गरजा लक्षात घेतील व त्या गरजांच्या पूर्ततेसाठी सर्वसामान्य शिक्षकाला, पालकांना व समाजाला मार्गदर्शन करतील.

संकल्पना :- प्रत्येक मुलाला आपल्या गरजेनुसार जवळच्या शाळेत आपल्या सहकाऱ्याबरोबर शिकण्याचा हक्क आहे. ही बाब लक्षात ठेवून समावेशक शिक्षणाची व्याख्या खालीलप्रमाणे केली आहे.

Inclusion thus has been defined of all pupils within mainstream of education system, taught within a common frame work and identified as responsibility of all teachers. (Thomas 1991)

समावेशक शिक्षणाची व्याख्या करताना थॉमस १९९१ साली म्हणतात की,

‘समावेशन म्हणजे शिक्षण पद्धतीच्या मुख्य धारेत सर्वांचा स्वीकार, त्या सर्वांना शिकविताना सामान्य शिक्षणाच्या चौकटीत शिकविले गेले पाहिजेत.’ हे ओळखून सर्व शिक्षकांची जबाबदारी आहे.

हे निवेदन १९९४ साली सालामानका (Salamanca) येथे स्पेनमध्ये झालेल्या बैठकीत पारित करण्यात आले.

विषयांश - समावेश शिक्षण पद्धती ही लवचीक शिक्षण पद्धती आहे. या पद्धतीत अध्यापनासाठी लागणारे साहित्य हे गरजेनुसार वेगवेगळे लागते. मात्र त्याची यादी केली गेली पाहिजे. या शिक्षण पद्धतीमध्ये

अभ्यासक्रम हा सुद्धा समावेशक असणे गरजेचे आहे. या पद्धतीमध्ये शिकणारा विद्यार्थी घरी पालकांबरोबर राहतो व जवळच्या शाळेत सर्व मुलांबरोबर शिकत असतो.

समावेशक शिक्षणाची उद्दिष्टे :-

- १) समावेशक शिक्षणाचा अर्थ समजणे.
- २) समावेशक शिक्षणात शाळेचे स्वरूप समजून घेणे.
- ३) विशेष शैक्षणिक गरजा (Special Educational Needs) (SEN) संकल्पना स्पष्ट होणे.
- ४) दुर्बल, असमर्थ, अपंग यातील फरक समजून घेणे.
- ५) या गटांसाठी असलेली सध्याची माहिती समजून घेणे.
- ६) सध्याच्या शिक्षण पद्धतीमधील बदलांची माहिती घेणे.
- ७) समावेशक शिक्षणाची कार्यवाही समजून घेणे.

अपंगत्व प्रकारांची ओळख :- समावेश शिक्षणात सर्व प्रकारच्या अपंगांना सामावून घेताना विचारात घेण्यासाठी अपंगत्वाविषयी काही ठळक मुद्दे -

- १) **कर्णबधिर (Deaf)** - सहजपणे लक्षात न येणारे परंतु गंभीर अपंगत्व. बहिरेपणा किंवा कर्णबधिरत्व जन्मापासून असेल तर भाषा वाढीवर परिणाम होतो; वाचाही सदोष राहते व त्यामुळे संवाद साधण्यात अडथळा येतो.
- २) **अंध (Blind)** - सहजपणे लक्षात येणारे हे अपंगत्व आहे. अंध व्यक्तीला ज्ञान मिळविण्यासाठी स्पर्श, श्रवण या ज्ञान शक्तींवर अवलंबून राहावे लागते. या व्यक्ती ब्रेल लिपीचा वापर करून शिकू शकतात.
- ३) **मानसिक अपंगत्व (Mental Retardation)** - सर्वसामान्य मुलांपेक्षा बुध्यांक कमी असतो. ७० पेक्षा कमी बुध्यांक असलेल्या मुलांना शिक्षण घेणे अवघड जाते. ७० ते ९० या स्तरातील विद्यार्थी प्रयत्नाने शिक्षण घेऊ शकतात. गंभीर स्वरूपाच्या मानसिक अपंगांना दैनंदिन क्रियाही शिकवाव्या लागतात.
- ४) **मेंदूचा पक्षाघात (Cerebral Palsy)** - मेंदूतील काही भाग सदोष असतो. त्यामुळे स्नायूंवरील नियंत्रण कमी होते किंवा पूर्ण जाते. त्या अनुषंगाने होणाऱ्या सर्व क्रियांवर मर्यादा येते. बहुतेक वेळा या व्यंगाबरोबर इतरही अपंगत्व असण्याची शक्यता नाकारता येत नाही. ही मुले उत्तम बुद्धिमत्तेची सुद्धा असू शकतात.
- ५) **अध्ययन अक्षमता (Learning Disability)** - हे अपंगत्व चटकन लक्षात येऊ शकत नाही. एखाद्या कौशल्यात अक्षम असलेला विद्यार्थी इतर कौशल्यांत फार चांगलाही असू शकतो.
- ६) **अस्थिव्यंग (Physically Handicap)** - हे सहज दिसणारे अपंगत्व आहे. या मुलांची हालचालींवरील मर्यादेची त्रुटी दूर केल्यास ती सर्व-सामान्य मुलांप्रमाणे शिक्षण घेऊ शकतात. मैदानी खेळ, हस्तकौशल्य याकडे विशेष लक्ष पुरवावे लागते.
- ७) **स्वमग्नता (Autism)** - निदान करण्यास अवघड असा हा अवघड प्रकार आहे. विशेषतः अगदी लहान मुलांमध्ये स्वमग्नता शोधणे तर खूपच कठीण जाते. अनेकदा तेच तेच निष्कर्ष आढळून आले तरच या अपंगत्वाची शंका घ्यावी आणि तज्ज्ञांचा सल्ला घ्यावा.

समावेशक शिक्षणात वर्गव्यवस्थापन

भारतात एकूण लोकसंख्येच्या ३% लोक अपंग आहेत. अपंगत्वाच्या तीव्रतेनुसार वर्ग व्यवस्थापन सर्वसाधारण पुढील प्रमाणे असेल.

४५ टक्के सौम्य अपंगत्व
सौम्य ते मध्यम २० टक्के
मध्यम ते तीव्र २० टक्के
तीव्र १० टक्के
अतितीव्र
१० टक्के

समावेशक शिक्षणात प्रत्येक मुलाच्या अपंगत्वाची तज्ज्ञांकडून तपासणी करून घेऊन त्यांच्या क्षमतांप्रमाणे त्यांचे समावेशन करून अत्यावश्यक सेवा त्यांना पुरविल्या जातील. सर्वसाधारणपणे २०% मुले मध्यम ते तीव्र स्वरूपाचे अपंगत्व असणारी असतात. त्यांना विशेष साहाय्यक सेवांची आवश्यकता असते. ह्या मुलांसाठी विशिष्ट कालांतराने विशेष शिक्षकांची सेवा उपलब्ध सेवा उपलब्ध करून देता येईल. अशा आठ मुलांच्या युनिटला एकात्म शिक्षणाचे युनिट म्हणून मान्यता मिळाली तर त्या मुलांच्या दृष्टीने फार उपयुक्त व सोईचे होईल.

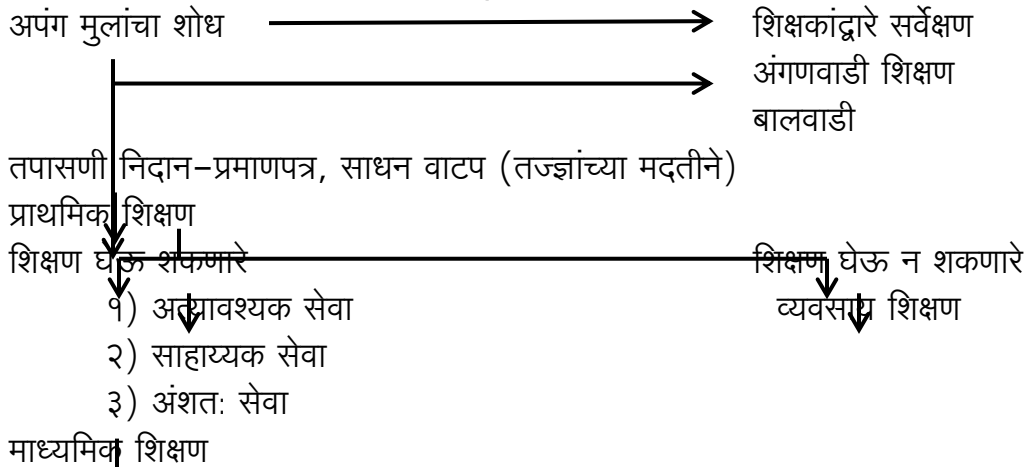
४० ते ४५% मुले सौम्य ते मध्यम स्वरूपाचे अपंगत्व असणारी असतात. ही मुले सर्वसामान्य मुलांच्या वर्गात सहजपणे समावेशित होऊ शकतात. विशेष शिक्षकांच्या साहाय्यक सेवा विशिष्ट कालांतराने पुरवून या मुलांचे शिक्षण यशस्वीरित्या पूर्ण करून घेता येईल.

उरलेल्या १० ते २५ टक्के मुलांना तीव्र स्वरूपाचे अपंगत्व असते. लवकरात लवकर अपंगत्वाचे निदान झाले व योग्य ती साधने लवकर मिळून प्रशिक्षण चांगले झाले तर यातील ५०% मुले यशस्वीपणे शिक्षण पूर्ण करतात. उरलेल्या मुलांना मात्र विशेष शाळेशिवाय पर्याय नसतो.

अशाप्रकारे एकूण अपंगांच्या संख्येच्या ७५% मुलांना अत्यावश्यक साहाय्यक व अंशतः सेवा प्रदान करून मुख्य शिक्षण प्रवाहात समाविष्ट करून घेता येते. जे अतितीव्र व पूर्णपणे परावलंबी अपंग आहेत, जे घरातून बाहेरच पडू शकणार नाहीत अशा शाळाबाह्य अपंगांसाठी गृहआधारित शिक्षण कार्यक्रम राबवावा लागेल. शालेय शिक्षणात जी मुले यशस्वी होणार नाहीत त्यांना व्यवसाय शिक्षणाची सुविधा समावेशक शिक्षणात उपलब्ध करून दिली जाईल.

अपंग मुले व त्यांचे पालक यांना विशेष समुपदेनाची गरज असते. तालुका स्तरावर विशेष शिक्षक नेमून त्यांच्या साहाय्यक सेवा ह्या मुलांना देता येतील.

समावेशक शिक्षणा शिक्षणाचा आराखडा पुढीलप्रमाणे असेल.



शिक्षण घेऊ शकणारे

- १) अत्यावश्यक सेवा
- २) साहाय्यक सेवा
- ३) अंशतः सेवा

शिक्षण घेऊ न शकणारे

व्यवसाय शिक्षण

समावेशक शिक्षणातील सेवा

१) **अत्यावश्यक सेवा** – समावेशक शिक्षणात विशेष गरजा असणाऱ्या अपंग मुलांना तीन प्रकारच्या सेवा पुरविल्या जातात. त्यात वर्गशिक्षक, पालक, सहाध्यायी व वर्गमित्रांच्या सेवांचा समावेश आहे. या सेवा प्रत्यक्ष वा अप्रत्यक्षपणे या मुलांना पुरविल्या जातात. वर्गशिक्षकांना विशेष प्रशिक्षणाद्वारे प्रशिक्षित केले जाईल. हे प्रशिक्षित शिक्षक विविध प्रकल्प राबवून पालकांना शिक्षणात सहभागी करून घेतली. अपंग मुलांच्या शिक्षणात येणारे पालकांचे वृत्तीविषयक अडथळे कमी करतील. अपंगांच्या समवयस्क सहाध्यायी वर्गमित्रांना योग्य मार्गदर्शन करून अपंग शिक्षणात त्यांचाही सहभाग मिळेल. छोटी बालके समवयस्कांच्याकडे पाहून अनुकरणाने अनेक गोष्टी शिकत असतात. त्यामुळे अपंग मुले त्यांचे समवयस्क सहाध्यायी यांच्यातील आंतरक्रियांनी सहकार्याद्वारे शिक्षण यशस्वी करण्याचा प्रयत्न करतील. समावेशक शिक्षण हे एक गटकार्य आहे. या गटात स्वतः अपंग, त्यांचे शिक्षक, पालक, सवंगडी ह्या सर्वांची महत्त्वाची भूमिका आहे. त्यामुळे वर्गशिक्षक, पालक व सवंगडी यांच्या सेवा या अत्यावश्यक सेवा ठरविल्या गेल्या आहेत. त्या सेवा प्राप्त करण्यासाठी विविध कार्यक्रम, उपक्रम यांचे नियोजन केले जाणार आहे.

२) **सहाय्यक सेवा** – समावेशक शिक्षणात विशेष शिक्षक प्रशिक्षण घेतलेल्या प्रशिक्षित शिक्षकांची सेवा सहाय्यक सेवा म्हणून अपंगांना पुरविली जाईल. हे शिक्षक विशेष गरजा असणाऱ्या मुलांच्या गरजा लक्षात घेऊन त्यांच्या अपंगत्वानुसार विविध सहाय्यक साधने अपंगांना पुरवतील. श्रवणदोष असणाऱ्या मुलांना श्रवणयंत्र दिले जाईल. दृष्टिदोष असणाऱ्यांना चष्मे, ब्रेलर, ब्रेलपाट्या, टेपरेकॉर्डर, अस्थिव्यंगांना कृत्रिम अवयव, कॅलिपर्स, चाकाच्या खुर्च्या इ. सहाय्यक शैक्षणिक साधने पुरविण्यास मदत करतील. त्याचप्रमाणे ह्या मुलांच्या शिक्षणासाठी सर्वसामान्य शिक्षकांना विशेष मार्गदर्शन करतील. विशेष गरजा असणाऱ्या सर्व मुलांसाठी वैयक्तिक शैक्षणिक आराखडा (खएझ) तयार करणे, या मुलांचे मूल्यमापन करणे, शिकविताना येणाऱ्या अडचणी सोडविण्यास मदत करणे या सर्व बाबतीत वर्गशिक्षकांना हे सहाय्यक शिक्षक मदत करतील. विशेष गरजा असणाऱ्या सर्व मुलांच्या विशेष गरजांच्या पूर्ततेसाठी तालुका स्तरावर विशेष संसाधन कक्ष निर्माण करतील. सर्व प्रकारच्या अपंगांसाठी त्यांच्या अपंगत्वानुसार अध्ययन अध्यापनात सहाय्यक ठरतील अशी सर्व साधने या कक्षात असतील. त्यांचा सर्व अपंगांना लाभ होईल.

अशा प्रकारे समावेशक शिक्षणात विशेष शिक्षकांची सेवा व विशेष साधनांद्वारे मदत अशा प्रकारची सहाय्यक सेवा अपंगांना पुरविली जाईल.

३) **अंशतः सेवा** – समावेशक शिक्षणात अपंग मुलांना मिळणाऱ्या अंशतः सेवा तात्कालिक स्वरूपाच्या असतील. जिल्हा पुनर्वसन केंद्रे, सेवाभावी समाजसेवी संस्था यांच्या सेवा या प्रकारात मोडतील. अपंगत्वाचे निदान करणे, अपंगत्वाचा दाखला देणे, अपंगत्वाची तपासणी करणे, यासाठी विविध संस्था या मुलांना तात्कालिक सेवा प्रदान करतील. या संस्थाद्वारे विशेष साहाय्यक साधने-श्रवणयंत्रे, चष्मे, चाकांच्या खुर्च्या, टेपरेकॉर्डर, कृत्रिम अवयव पुरविले जातील. या संस्थांच्या सेवा तात्कालिक स्वरूपाच्या असल्या

तरी अपंग शिक्षणांत अत्यावश्यक अशा महत्त्वपूर्ण सेवा आहेत. त्यामुळे विद्यार्थ्यांच्या गरजा पूर्ण करण्याचा प्रयत्न होईल.

समावेशक शिक्षणात शैक्षणिक वर्षारंभी शिक्षक सर्वेक्षणाद्वारे अपंगांचा शोध घेतील. भारतात अंधश्रद्धा, बेकारी, अशिक्षितपणा या सर्वांमुळे कितीतरी अपंग मुले शिक्षणापासून वंचित आहेत. शिक्षक या मुलांना शोधून काढतील.

अपंगांच्या शोधानंतर अपंगत्वाची तपासणी, निदान, दाखला यासाठी सेवाभावी संस्था व शासनाची आरोग्य सेवा यंत्रणेचा सहभाग घेऊन तालुका स्तरावर विशिष्ट शिबिरे भरवली जातील. विशेष तज्ज्ञांद्वारे या मुलांची तपासणी करून घेऊन दाखला दिला जाईल. हा अपंगत्वाचा दाखला सर्व ठिकाणी लागतो. त्याच्याशिवाय त्यांच्यासाठी असलेल्या सोई, सवलतींचा फायदा या मुलांना घेता येत नाही. शिबिरात साधने देणाऱ्या संस्था सहभागी झाल्या तर साधन वाटपाचे महत्वाचे कामही होईल.

त्यानंतर ही मुले सर्वसामान्य शाळेत दाखल होतील. समावेशक शिक्षण प्रवाहात समाविष्ट होतील. तीव्र स्वरूपाचे अपंगत्व असलेली मुले विशेष शाळेत दाखल केली जातील. ज्या शाळेत एकाच प्रकारच्या अपंगांची संख्या आठ किंवा त्यापेक्षा अधिक असेल तिथे एकात्म शिक्षण युनिट सुरू होईल. ज्या ठिकाणी एकाच प्रकारच्या अपंग मुलांची संख्या कमी आहे परंतु सर्व प्रकारचे अपंग अधिक आहेत तेथे तालुका स्तरावरील विशेष शिक्षकांच्या साहाय्यक सेवेच्या मदतीने, सर्वसामान्य शिक्षकांद्वारेच या मुलांचे शिक्षण होईल. तालुका स्तरावर असणारी साधन खोली व त्या त्या भागातील विशेष शाळा या आवश्यक तेव्हा साधन खोलीमध्ये या मुलांना घेऊन येऊन विशेष शिक्षण सुविधा पुरविली जाईल.

समावेशक शिक्षणात अपंग मुलाचा व्यक्तिवृत्तांत (केस स्टडी) घेतला जाईल. त्याच्या अपंगत्वानुसार त्याच्या क्षमतांचा अभ्यास करून वैयक्तिक शैक्षणिक आराखडा बनविला जाईल. या वैयक्तिक शैक्षणिक आराखड्यानुसार या मुलांच्या शिक्षणाचे नियोजन केले जाईल.

वर्ष अखेर अपंग मुलांच्या प्रगतीचा आढावा घेऊन त्यांच्या शिक्षणात येणाऱ्या अडचणी दूर केल्या जातील. अशा प्रकारे समावेशक शिक्षणात अपंगांचे शिक्षण पूर्ण करण्यासाठी स्वतः अपंग मूल तसेच पालक, शिक्षक, समवयस्क, समाज, विशेष तज्ज्ञ या सर्वांची मदत घेऊन त्यांच्या सहभागाने अपंगांचे शिक्षण यशस्वी करण्याचा प्रयत्न होईल.

समावेशक शिक्षणात शिक्षकाची भूमिका: समावेशक शिक्षण म्हणजे शिक्षण प्रवाहात सर्वांचा समावेश. सर्वांना (सर्वसामान्य व अपंग सहभागी करून घेणारे शिक्षण. विशेष गरजा (अपंग विद्यार्थी) असणाऱ्या मुलांच्या क्षमता-अक्षमता या सर्वांचा सर्वतोपरी विचार करून सर्व समावेशक शिक्षणात सर्वसामान्य शिक्षणाच्या कक्षा अधिक विकसित केल्या आहेत. त्यामुळे शिक्षणाला लवचीकता प्राप्त झाली आहे. समावेशक शिक्षणामुळे सर्व प्रकारच्या अपंगांना त्यांच्या समवयस्क मित्रांशी संपर्क साधण्याची संधी मिळेल. अपंगांना/विशेष गरजा असणाऱ्या विद्यार्थ्यांना फार लांब न जाता वाडी, वस्ती, तालुका, जिल्हा पातळीवर शिक्षणाची संधी मिळणार आहे.

त्यामुळे अपंग मुले, शिक्षणापासून वंचित न राहता शिक्षणाच्या प्रवाहात येतील. विशेष गरज असणाऱ्या मुलांच्या गरजांच्या पूर्ततेसाठी सर्व सामान्य शिक्षकाची भूमिका महत्त्वाची आहे. शिक्षकाला विशेष गरज असणाऱ्या विद्यार्थ्यांचे अपंगत्व त्यांच्या नेमक्या समस्या, त्यांचा वैयक्तिक विकास/वाढ, भावनिक प्रगल्भता, सामाजिक परिस्थिती, त्यांच्यातील असलेल्या विविध सुप्तगुणांची माहिती घेणे खूप गरजेचे आहे. विशेष गरजा असणाऱ्या विद्यार्थ्यांस सामान्य शाळेत प्रवेश दिला तर अपंगत्वानुसार अध्यापनाची पद्धत

माहिती असणे महत्त्वाचे आहे. त्यामुळे ह्या पार्श्वभूमीवर समावेशक शिक्षणामध्ये शिक्षकाची भूमिका अत्यंत महत्त्वाची आहे.

शिक्षक हा विद्यार्थ्यांला घडविणारा असतो. शिक्षक हा मित्र, तत्त्वज्ञ, मार्गदर्शक ह्या भूमिकेतून काम करत असतो. विद्यार्थ्यांच्या शालेय प्रवेशापासून शिक्षक त्यांच्या मनावर विविध संस्कार करत असतो. त्यामुळे शिक्षकाने विद्यार्थ्यांना जाणून घेणे, त्यांच्या क्षमतेप्रमाणे विकासाची संधी उपलब्ध करून देणे या गोष्टी शिक्षणात खूप महत्त्वाच्या असतात. सामान्य विद्यार्थ्यांबरोबर विशेष विद्यार्थ्यांची आवड, अभियोग्यता लक्षात घेणे व त्यानुरूप त्यांना शिकविणे, त्यांच्या विकासाला वाव देणे, संधी देणे, गरजेचे राहते. ह्यासाठी काही वेळा पालकांशी संपर्कात राहणे गरजेचे आहे. त्यासाठी काही वेळा लोक प्रतिनिधीची मदत घ्यावी.

समावेशक शिक्षणाची वैशिष्ट्ये -

- १) शाळा सर्व प्रकारच्या मुलांना प्रवेश देते.
- २) शिक्षकांच्या अंगी सर्व प्रकारच्या मुलांना शिकविण्याचे अध्यापन कौशल्य असावे लागते.
- ३) विशेष शैक्षणिक गरजा असणाऱ्या मुलांचे सुद्धा शिक्षक व संस्था स्वागत करतात.
- ४) सर्व प्रकारच्या मुलांना शिकविण्याच्या सुविधा शाळेकडे असतात.
- ५) गरजू मुले शिक्षणापासून वंचित राहत नाहीत.
- ६) मुलांच्या प्रगतीसाठी पालकांची भूमिका मित्रत्वाची असते.
- ७) शिक्षकांनी मुलांच्या क्षमतेनुसार शिक्षणाची उद्दिष्टे वेगवेगळी ठरविलेली असतात.
- ८) शिक्षक मुलांची प्रगती वैयक्तिक लक्ष देऊन करतात.
- ९) कौशल्य विकसनासाठी शाळा मदत करते.
- १०) सर्वसामान्य मुलांचा अपंग मुलांशी सारखा संबंध येतो.
- ११) मुलांच्या समस्या सोडविण्यासाठी सर्व शिक्षक विचार विनियम करतात.
- १२) शाळेत शैक्षणिक उपक्रमाबरोबर सामाजिक कार्याची माहिती दिली जाते.
- १३) वर्गात जास्त विद्यार्थी असले तरी उपक्रमामध्ये सर्वांना सहभागी करून घेतले जाते.

समावेशक शिक्षणाचे फायदे :-

- १) समावेशक शिक्षणात अपंगांचे शिक्षण हा सर्वसामान्य शिक्षणाचा एक भाग बनेल.
- २) समावेशक शिक्षणात प्रत्येक कार्यात अपंगांना समाविष्ट होण्याची समान संधी मिळेल.
- ३) प्रत्येक अपंगाला त्याच्या आवडीच्या, सोयीच्या शाळेत जाण्याची सुविधा प्राप्त होईल.
- ४) अपंगाना शिक्षण व व्यावसायिक शिक्षण मिळाल्याने तो समाजाचा उपयोगी व उत्पादक घटक बनेल.
- ५) अपंगांचे अपंगत्व सकारात्मक विचारांनी स्वीकारून अपंगांना अपंगत्वावर मात करण्याची संधी मिळवून देता येईल.
- ६) सर्वांच्या एकत्र शिक्षणाने खर्च कमी होईल.
- ७) समाजाला जनजागृतीमुळे अपंगांच्या बद्दल माहिती प्राप्त होईल. सामाजिक दृष्टिकोन बदलेल.
- ८) अपंगांना विशेष शाळेच्या मर्यादित वातावरणापेक्षा कमीत कमी प्रतिबंधित वातावरणात शिकण्याची संधी मिळेल.

अशा प्रकारे अपंगांना समावेशक शिक्षणापासून शिक्षण तर मिळेलच. परंतु त्याबरोबर त्याला त्याच्या कुटुंबात, शाळेत, समाजात सर्वसामान्यांप्रमाणे स्थान मिळेल.

संदर्भ पुस्तके

१. अपंगाची शक - डॉ. शरदचंद्र गोखले
२. नकोशी मुले - डॉ. शरदचंद्र गोखले
३. तितिक्षा - प्रभा घारपुरे
४. सुखदा - अच्युत बर्वे
५. तमसो मा - सौ. शोभना नागवेकर
६. स्वीकार मतिमंदाचा - श्रीमती संध्या देवरुखकर
७. मतिमंदाचे शिक्षण - श्रीमती वैजयंती ओक
८. चाकोरीबाहेरील मुले - श्रीमती आशा परुळेकर
९. अपवादात्मक बालकांचे मानसशास्त्र - डॉ. प्रेमला काळे
१०. शिक्षा हे सामान्य सिद्धांत - श्री. त्यागी व श्री. पाठक
११. आजचे शिक्षण, आजच्या समस्या - ले. लीला पाटील, श्री. विश्वंभर कुलकर्णी
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१३. शिक्षक क्षमता समृद्धी - महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.
१४. लोक प्रतिनिधीकरिता प्रशिक्षण घटकसंच - महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.
१५. समावेशक शिक्षण लोकप्रतिनिधीसाठी मार्गदर्शिका - महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, पुणे.

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रस्ते अपघात आपत्ती व्यवस्थापन विषयक जाणीवजागृतीसाठी साधन निर्मित संशोधन

श्रीमती रेशमा महंमदरफिक शेख उपशिक्षिका (एम.ए., एम.एड.)

जि.प.प्राथ. शाळा— खडकवासला नं. १ मुर्लीची ता. हवेली, जि. पुणे

सारांश आपत्तीपासून बचाव करण्याची दृष्टी यावी नैसर्गिक व मानवी आपत्ती ओढावणार नाही यासाठी कोणती काळजी घ्यावी हा दृष्टीकोन युवा पिढीत निर्माण व्हावा या हेतूने आपत्ती व्यवस्थापनाचा अभ्यासक्रमात समावेश करण्यात आला आहे. प्रस्तुत लेख लिहिण्यामागे पुढील उद्दिष्टे ठरवली होती. साधन निर्मितीद्वारे संशोधनाची संकल्पना अभ्यासणे, साधनाच्या विकास प्रक्रियेतील टप्पे सोदाहरण स्पष्ट करणे, संशोधनाचे ज्ञानात्मक योगदान मांडणे. प्रस्तुत लेख लिहिण्यासाठी गुणात्मक, विश्लेषण पद्धतीचा उपयोग करण्यात आला. प्रस्तुत संशोधनासाठी माहितीचे संकलन करताना संशोधन अहवाल व संदर्भ पुस्तके, पाठ्यपुस्तके, मासिके यातील माहिती संकलित करून त्याचे गुणात्मक विश्लेषण केले. 'आपत्ती म्हणजे अशी घटना की, ज्यामुळे अगदी आकस्मितपणे प्रचंड जीवहानी व अन्य प्रकारची हानी संभावते.' आपत्ती ही आकस्मितपणे ओढवते. तीचा आधी अंदाज येवू शकत नाही. आपत्ती ही विस्तृत अशा भौगोलिक क्षेत्रात आढळते. आपत्तीचे आर्थिक सामाजिक, सांस्कृतिक, भौगोलिक परिणाम होतात. शालेय वातावरणात देखील अनेक छोट्या मोठ्या आपत्ती येत असतात. यासाठी विद्यार्थी

शिक्षक यांच्यामध्ये आपत्ती व्यवस्थापनाबाबत जागृकता निर्माण करणे आवश्यक आहे. या विचाराने साधन निर्मित संशोधनाचा आपत्ती व्यवस्थापन क्षेत्रात उपयोग होईल. म्हणून प्रस्तुत संशोधन करण्याचे निश्चित केले. संशोधनाच्या माध्यमातून रस्ते अपघात आपत्ती व्यवस्थापन विषयक जाणीवजागृती विकसित करण्यासाठी चित्रमयपुस्तिका या साधनाची निर्मिती साधनाच्या विकास प्रक्रियेतील १३ टप्प्यानुसार केली.

या संशोधनाच्या माध्यमातून, विद्यार्थ्यांना, रस्ते अपघात होऊच नये म्हणून जे नियम पाळावे लागतात. त्या नियमांची चिन्हांची प्रसंगाची ही चित्रमय पुस्तिका तयार झाली. या चित्रमय पुस्तिकेतून प्राथमिक जाणीवजागृती केल्यामुळे देशाचे भावी नागरिक सुज्ज व सुरक्षित बनणार आहेत. परिणामी देशाची प्रगतीपथावर वाटचाल ठरणार आहे.

बीजसंज्ञा (Keywords) : अपघात, आपत्ती, आपत्ती व्यवस्थापन, जाणीवजागृती, साधन निर्मित संशोधन.

प्रस्तावना :

आपत्ती ही नैसर्गिक व मानवनिर्मित अशा दोन्ही प्रकारे संभवते. पूर, भूकंप, ज्वालामुखी, वादळे, सुनामी, नैसर्गिक रोगराई या निसर्ग निर्मित आपत्ती आहेत. तर बॉम्ब स्फोट, गुन्हेगारी, युद्धे, इमारत कोसळणे रासायनिक वायुगळती, औद्योगिक क्षेत्रातील अपघात तसेच रस्ते अपघात, रेल्वे अपघात, हवाई अपघात या सर्व मानवनिर्मित आपत्ती आहेत. दुचाकी स्वारांना हेल्मेट परिधान करणे हे असुविधाजनक वाटते. इथे तर सुविधा असुविधाचा प्रश्नच येत नाही. खरा प्रश्न आहे तो सुरक्षिततेचा क्रिकेटचा खेळामध्ये फलंदाज हा वेगवान गोलंदाजीचा सामना करण्यासाठी हेल्मेट वापरत असतो. हे आपणा सर्वांना माहित आहेत. जेव्हा दोन वाहनांची टक्कर होते तेव्हा बसणारा धक्का हा बॅटवर आदळणाऱ्या चेंडूच्या धक्यापेक्षा हजारपटीने जास्त असतो. “रस्त्यांची झालेली दुर्दशा तसेच रस्त्यांवरची घसरण हे आपघातांची संख्या तसेच संभावना वाढीस मदत करतात. (कर्नल मराठे, पी.पी, पृ. २०)

एखादी दुर्घटना घडल्यानंतर आपत्तीनंतर किंवा आपत्तीप्रसंगी अनेक शासकीय, निमशासकीय, पोलीस, मिलीटरी यासारख्या संस्था काम करताना आढळून येतात. यामध्ये शैक्षणिक संस्था सुद्धा काम करतात. परंतु प्रशिक्षित तरुण नसल्याने कामात अनेक वेळा अडथळे निर्माण होतात. कामाची सुरुवात कुठून करायची? कशी करायची? काय काम करायचे? या सगळ्यांचाच संप्रम निर्माण होतो?

“प्रत्येक विद्यार्थ्याला आपल्याला ज्ञात असणाऱ्या आसपास झालेल्या आपत्तीच्या इतिहासाची भौगोलिक परिस्थितीची व आपत्कालीन परिस्थितीमध्ये घ्यावयाच्या काळजीची जाणीव विद्यार्थ्यांना करून देता आली पाहिजे.”(पठारे, संभाजी आणि संजय, चाकणे, पृ. १२५)

तसेच शालेय वातावरणात अनेक छोट्या मोठ्या आपत्ती येत असतात. शालेय विद्यार्थ्यांना चक्कर येणे, श्वानदंश होणे, वीजेचा धक्का बसणे, विषबाधा होणे, सर्पदंश होणे अशा घटना घडत असतात. अशा वेळी शाळेचा मुख्य घटक म्हणून शिक्षकांची जबाबदारी महत्त्वाची असते.(केदार, समाधार, पृ.३)

वरील सर्व विवेचनावरून प्राथमिक स्तरावरील विद्यार्थ्यांमध्ये रस्ते अपघात या आपत्ती परिस्थितीबाबत जागरूकता निर्माण करणे आवश्यक आहे. या विचाराने विद्यार्थ्यांसाठी रस्ते अपघात आपत्तीवर चित्रमय पुस्तिका

तयार करून त्याच्या आधारे अध्यापन करून महत्वाचे वाटते. या उद्देशाने संशोधकाचे लक्ष या संशोधन विषयाकडे केंद्रीत झाले होते.

उद्दिष्टे : प्रस्तुत लेख लिहिण्यामागे पुढील उद्दिष्टे ठरवली होती.

१. साधन निर्मितीद्वारे संशोधनाची संकल्पना अभ्यासणे
२. साधनाच्या विकास प्रक्रियेतील टप्पे सोदाहरण स्पष्ट करणे
३. संशोधनाचे ज्ञानात्मक योगदान मांडणे

अभ्यासपद्धती :

प्रस्तुत लेख लिहिण्यासाठी गुणात्मक, विश्लेषण पद्धतीचा उपयोग करण्यात आला.

माहितीचे संकलन व विश्लेषण :

प्रस्तुत संशोधनासाठी माहितीचे संकलन करताना संशोधन अहवाल व संदर्भ पुस्तके, पाठ्यपुस्तके, मासिके यातील माहिती संकलित करून त्याचे गुणात्मक विश्लेषण केले.

साधन निर्मितीद्वारे संशोधन :

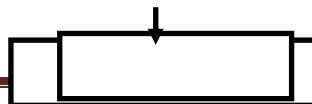
नवनवीन साधने निर्माण करून त्याची उपयुक्तता व गुणवत्ता सिद्ध करणे ही संशोधनाची एक महत्वाची दिशा आहे.(आगलावे प्रदिप, पृ. १०) एखाद्या विशिष्ट विषयातील सखोल ज्ञान इतरांपर्यंत पोहचविण्यासाठी साधन विकसित केले जाते. संशोधकाचे काही हेतू, उद्दिष्टे असतात ती पूर्ण व्हावी यासाठी काही क्रिया प्रतिक्रिया सोप्या सुलभ व परिपूर्ण व्हाव्यात यासाठी साधनांचा वापर केला जातो.

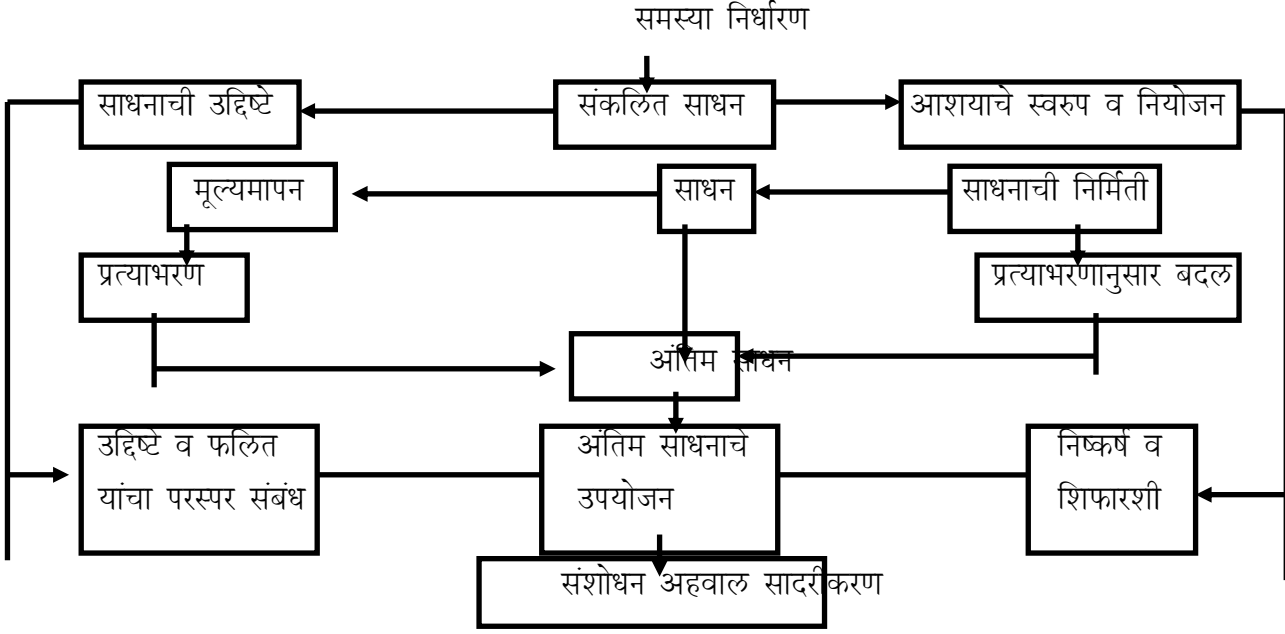
संप्रेषण प्रक्रियेत अनेक साधने वापरतात. साधनाने संप्रेषण प्रक्रिया सुलभ होते. संप्रेषण परिपूर्ण करणारी, संप्रेषणातील उणिवा दूर करून गुणवत्ता विकास करणारी प्रयोगक्षम व प्रयोगसिद्ध वस्तू म्हणजे संप्रेषणाचे साधन(मुळे,रा.शं. उमाठे वि.तु. पृ. ९६) एकंदरीत संप्रेषण प्रक्रिया परिपूर्ण होण्यासाठी साधनाची आवश्यकता असते. औद्योगिक क्षेत्रात वेळेला आणि खर्चाला केंद्रीत महत्त्व असते. त्यामुळे या दोघांची बचत हे निकष Product च्या निर्मितीत महत्वाचे असतात. परंतु शैक्षणिक क्षेत्रात या बाबीपेक्षा संप्रेषण परिपूर्ण होण्याला महत्त्व आहे. म्हणून संप्रेषण परिपूर्ण होण्यासाठी साधन महत्वाचे आहे.सदर संशोधनामध्ये संशोधकास चित्रमय पुस्तिकेच्या सहाय्याने केलेल्या अध्यापनात विद्यार्थ्यांच्या जाणीवजागृतीवर होणाऱ्या परिणामांचा अभ्यास करावयाचा असल्याने संशोधकाने स्वतः रस्ते अपघात आपत्ती व्यवस्थापन या विषयाची चित्रमय पुस्तिका या साधनाची निर्मिती करण्याचे ठरविले. त्यासाठी साधननिर्मितीद्वारे संशोधन या पद्धतीची निवड केली. साधननिर्मितीद्वारे संशोधन पद्धतीची कार्यवाही पुढीलप्रमाणे.

साधननिर्मिती : साधनाच्या विकास प्रक्रियेतील टप्पे :

संशोधकाने चित्रमय पुस्तिका या साधनाची निर्मिती करण्याचे ठरविल्यानंतर यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ अंतर्गत झालेल्या साधननिर्मिती संशोधनाचा आढावा घेतला व साधननिर्मितीच्या टप्पाप्रमाणे प्रस्तुत संशोधनातील साधनाची निर्मिती केली. साधनाच्या विकास प्रक्रियेतील टप्पे दर्शविणारी आकृती पुढीलप्रमाणे.

साधननिर्मितीची पार्श्वभूमी





या टप्प्यांनुसार संशोधकाने साधन निर्मिती केली.

टप्पा – १ संशोधनातील साधननिर्मितीचे स्थान :

प्रस्तुत संशोधनामध्ये संशोधकाने रस्ते अपघात आपत्ती व्यवस्थापन विषयक चित्रमय पुस्तिका विकसित केली आहे. सदर चित्रमय पुस्तिका इ. ४ वी च्या विद्यार्थ्यांकरता आहे. इ. ४ थी च्या विद्यार्थ्यांना शाळेला जाताना सायकल व पायी चालत असताना या स्तरावरील विद्यार्थ्यांना रस्त्यावरील वाहतूकीचे नियम माहित नसतील तर अनेकदा विद्यार्थ्यांचे अपघात घडू शकतात. आपत्तीला तोंड देण्याचे सामर्थ्य विद्यार्थ्यांमध्ये निर्माण करण्यासाठी चित्रमय पुस्तिका निर्माण करणे ठरवले.

टप्पा २ साधनाची नेमकी उद्दिष्टे :

साधन विकसित करण्यापूर्वी साधनाची उद्दिष्टे ठरविली ती पुढीलप्रमाणे.

१. ४ थीच्या विद्यार्थ्यांना रस्ते अपघातापासून बचाव करण्याचे ज्ञान देणे
२. इ. ४ थीच्या विद्यार्थ्यांना वाहतूकीचे नियमांची जाणीवजागृती करणे.
३. इ. ४ थीच्या विद्यार्थ्यांना वाहतूकीच्या चिन्हांचा अर्थबोध स्पष्ट करणे.
४. इ. ४ थीच्या विद्यार्थ्यांना अपघात प्रसंगी करावयाचा प्रथमोपचाराची कृतीची माहिती देणे व प्रात्याक्षिक करून देणे

टप्पा ३ साधनाच्या आशयाचे स्वरूप व नियोजन :

आपत्ती व्यवस्थापनाचा आशय विस्तृत आहे. प्राथमिक व माध्यमिक स्तरावरील विज्ञान, भूगोल, पर्यावरण शिक्षण व भाषा विषयांमध्ये देखील आपत्ती व्यवस्थापनाविषयी आशय अभ्यासक्रमात समाविष्ट

करण्यात आला आहे. या दृष्टीने विद्यार्थ्यांना आवश्यक आशयाशी संबंधित आशय निश्चित करणे महत्त्वाचे होते. रस्ते अपघात आपत्ती विषयीच्या चित्रमय पुस्तिकेतील आशय ३ घटकात विभागण्यात आला.

घटक – १ : रस्ते अपघात कारणे व परिणाम

घटक – २ : रस्त अपघात आपत्ती व्यवस्थापन नियम व चिन्हे

घटक – ३ : रस्ते अपघात प्रसंगी करावयाचे प्रथमोपचार

टप्पा ४ साधनाची निर्मिती :

कल्पनेतील साधन प्रत्यक्षात आणून त्याची अपेक्षित उद्दिष्टे ते गाठते आहे हे सिद्ध केले आणि त्याचे यशस्वी उपयोजन करून दाखविले की साधन तयार होते त्यानंतरच साधन निर्मितीची प्रक्रिया पूर्ण होते. (मुळे, रा. शं., उमाठे, वि.तु., पृ. ९८)

प्रत्यक्ष साधननिर्मिती खालील पायऱ्यातून विकसित होत गेली.

पायरी १ संबंधित साहित्य व संशोधनाचा आढावा :

संशोधकाने चित्रमय पुस्तिकेचा आशय निश्चित केल्यानंतर आशयाशी संबंधित साहित्याचा विविध पुस्तकातून, संकेतस्थळावरून आढावा घेतला. वर्तमानपत्रकातील बातम्यांचा देखील आढावा घेतला. रस्ते अपघात विषयी संकेतस्थळाच्या माध्यमातून संशोधनाचा आढावा घेतला.

पायरी २ चित्रमय पुस्तिकेचा आढावा :

उपलब्ध असलेल्या चित्रमय पुस्तिकेचा आढावा घेतला. त्यातून चित्रमय पुस्तिकेचे स्वरूप कसे असावे, आशयाची पद्धती, विवेचन पद्धती, लागणारी साहित्य इ. गोष्टी लक्षात आल्या.

पायरी ३ विषयशिक्षक व संशोधन तज्ञांशी चर्चा :

शिक्षक, तज्ज्ञमार्गदर्शक यांच्याशी चर्चा केली त्यातून चित्रमय पुस्तिकेच्या आशयाची व्याप्ती ठरविण्यात आली.

पायरी चित्रमय पुस्तिकेसाठी लागणारी साहित्य निश्चिती :

वाहतुकीचे नियम, चिन्हे, अर्थबोध, प्रथमोपचार यांची चित्रे सी.डी- L.C.D. Projector, Screen, Computer इत्यादी साहित्य निश्चित केले.

पायरी ५ चित्रमय पुस्तिकेच्याद्वारे करावयाच्या अध्यापनाची पद्धती :

विद्यार्थ्यांच्या वयोगटाचा विचार करून अध्यापन प्रभावी होण्यासाठी विद्यार्थ्यांचा जास्तीत जास्त सहभाग मिळविण्यासाठी दिग्दर्शन व चर्चा पद्धतीचा उपयोग केला. त्यासाठी एकूण कालावधी घडचळी २ तास (४ तासिका) निश्चित केल्या.

टप्पा ५ प्रत्यक्ष साधन व त्याचा तपशील :

संशोधकाने साधननिर्मिती प्रक्रियेमध्ये टप्पा १ ते ४ द्वारे चित्रमय पुस्तिकेत या नव्या साधनाची निश्चिती केली. या साधनाचा तपशील पुढीलप्रमाणे :

कोष्टक १ चित्रमय पुस्तिका प्रथम आराखडा

अ.क्र.	घटक	तासिका
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१	रस्ते अपघाताची कारणे	१
२	रस्ते अपघाताचा परिणाम	१
३	वाहतुकीचे नियम	१
४	वाहतुकीचे चिन्ह	१

साधनाचे मूल्यमापन, साधनाचे विश्लेषण व अन्वयार्थ :

टप्पा ६ तज्ञांकडून साधनाचे मूल्यमापन व सुधारणा :

संशोधकाने साधन निर्मिती झाल्यानंतर तयार साधनाचे मूल्यमापन विविध तज्ञांकडून करण्याचे निश्चित केले. यामध्ये शिक्षक व तज्ज्ञ यांचा समावेश होता. तज्ञांकडून केलेल्या साधन मूल्यमापनाची कार्यवाही पुढीलप्रमाणे.

आपत्ती व्यवस्थापन प्रशिक्षण प्राप्त तज्ञांची नावे :

१. प्रा. म.ह. शेख (M.A. B.Ed. M.Phil, ३२ वर्ष अध्यापन अनुभव)
२. सौ. पूनम दावभट (B.Sc. B.Ed. M.Ed. (१२ वर्ष अध्यापन अनुभव)
३. कु. झिनत शेख (B.A. B.Ed. M.Ed. (१० वर्ष अध्यापन अनुभव)
४. सौ. मगदूम वर्षा (M.SC. M.Ed. २५ वर्ष अध्यापन अनुभव)

तज्ञांनी साधनाविषयी पुढील मत मांडले :

साधनाविषयीचे मत: संशोधकाने तयार केलेली चित्रमय पुस्तिकेतील आशय चांगला आहे.

साधनामधील सुधारणा : चित्रमयपुस्तिकेमध्ये रस्ते अपघात व्यवस्थापनाबाबत चित्रांचे निरीक्षण त्यावर आधारित प्रश्नांचा समावेश करावा.

शैक्षणिक संशोधन क्षेत्रातील तज्ञ :

१. डॉ. कांचन चौधरी (M.SC. M.Ed. Ph.D.)
२. डॉ. यशपाल नेत्रगावकर (M.SC. M.Ed. Ph.D.)

शैक्षणिक संशोधन क्षेत्रातील तज्ञांनी साधनाविषयी पुढील मत मांडले.

साधनाविषयीचे मत :

नमुना निवडीतील विद्यार्थ्यांच्या अनुषंगाने साधन योग्य झाले आहे.

साधनामधील सुधारणा :

साधनाचा प्रत्यक्ष वापर करताना येणाऱ्या अडचणी समजण्यासाठी छोट्या गटावर चित्रमय पुस्तिकेचा उपयोग करून पाहावा.

सारांश :

संशोधकाने तज्ञांकडून साधनांचे मूल्यमापन केल्यानंतर साधनाच्या गुवततेत व उपयुक्तेत भर पडली. संशोधकाला साधन वापरसंबंधात नवा दृष्टीकोन प्राप्त झाला. मूल्यमापन प्रक्रियेतून तज्ञांनी सुचविलेल्या सुधारणांच्या अनुषंगाने साधनामध्ये बदल करून साधनाची वैधता तपासल्यानंतर संशोधकाने साधनाची प्रथम तपासणी केली.

टप्पा ७ साधनाची सत्यता व विश्वसनीयता तपासण्यासाठी केलेली प्रथम तपासणी :

विविध तज्ञांनी सुचविलेल्या सुधारणांच्या अनुषंगाने चित्रमय पुस्तिका बदल केल्यानंतर साधनाचा प्रत्यक्ष वापर करताना येणाऱ्या अडचणी शोधण्याच्या हेतूने प्रथम तपासणी करण्याचे ठरविले. यासाठी संशोधकाने – जि.प. प्राथ. शाळा—लोणीकंद या विद्यालयाची सहेतूक नमुना निवड पद्धतीने निवड केली. या विद्यालयातील इ. ४थी च्या २० विद्यार्थ्यांची निवड यादृच्छिक नमुना निवड पद्धती अंतर्गत लॉटरी तंत्राने केली. चित्रमय पुस्तिकेच्या साहाय्याने अध्यापन केल्यानंतर साधनाचे मूल्यमापन करणारी श्रेणी विद्यार्थ्यांना दिली त्यावरून साधनाची गुणवत्ता व उपयुक्तता समजली.

टप्पा ८ प्रत्याभरणानुसार साधनात आवश्यक ते बदल :

साधनमूल्यमापन श्रेणीच्या प्रतिसादावरून संशोधकाने विकसित केलेल्या रस्ते अपघात आपत्ती व्यवस्थापन विषयक चित्रमय पुस्तिकेमध्ये कोणताही बदल करण्याची आवश्यकता नाही. या निष्कर्षापर्यंत आल्यावर संशोधकाने पुढील संशोधनासाठी हे अंतिम साधन निश्चित झाल्याचे ठरविले.

टप्पा ९ अंतिम साधन :

साधन निर्मितीच्या विविध टप्प्यातून संशोधकाने अंतिम साधन तयार केले.

टप्पा १० साधनाच्या प्रत्यक्ष उपयोग व मूल्यमापन :

संशोधनासाठी सिद्ध झालेल्या साधनाचा प्रत्यक्ष उपयोग करण्याचे ठरविले. त्यासाठी संशोधकाने निवडलेल्या प्रायोगिक शाळेतील इ. ४थी च्या वर्गावर साधनाचा प्रत्यक्ष उपयोग केला व त्याचे मूल्यमापन केले.

टप्पा ११ उद्दिष्टे व फलित यांचे परस्पर संबंध :

साधनाची व संशोधनाची उद्दिष्टे व फलित यांचा परस्परसंबंध प्रायोगिक पद्धतीने तपासण्यात आला.

टप्पा १२ निष्कर्ष व शिफारशी :

संशोधनाच्या उद्दिष्टानुसार मिळालेले निष्कर्ष व निष्कर्षानुसार शिफारशी देण्यात आले.

टप्पा १३ :

अंतिम साधनाचा प्रत्यक्ष वापर करून संशोधकाने साधनाची उपयुक्तता सिद्ध केली व अहवालाचे सादरीकरण केले.

संशोधनाचे ज्ञानात्मक योगदान :

प्रस्तुत संशोधनासाठी विषय निश्चित करताना मानवाचे जीवन किती मौल्यवान आहे. जीवन निरोगी सुदृढ जगणे हे मानवी जीवनाचे परम उद्दिष्ट आहे. म्हणून रस्त्यांवर होणारे अपघात यामागची कारणे लक्षात घेता प्राथमिक स्तरावर रस्ते अपघात यामागची कारणे लक्षात घेता प्राथमिक स्तरावर रस्ते अपघात विषयी जाणीवजागृती करणे आवश्यक आहे हे संशोधकास समजले.

विद्यार्थ्यांना, रस्ते अपघात होऊच नये म्हणून जे नियम पाळावे लागतात. त्या नियमांची चिन्हांची प्रसंगाची ही चित्रमय पुस्तिका तयार झाली. या चित्रमय पुस्तिकेतून प्राथमिक स्तरावर जाणीवजागृती केल्यामुळे देशाचे भावी नागरिक सुज्ञ व सुरक्षित बनणार आहेत. परिणामी देशाची प्रगतीपथावर वाटचाल ठरणार आहे.

संशोधनातून विद्यार्थ्यांच्या रस्ते अपघात आपत्ती व्यवस्थापनाच्या ज्ञानात भर पडली असून संशोधनाच्या माध्यमातून तयार केलेली चित्रमय पुस्तिका प्राथमिक व उच्च प्राथमिक स्तरावरील सर्व विद्यार्थ्यांना, शिक्षकांना व संशोधन कार्य करणाऱ्यांना उपयुक्त ठरणार आहे. हे या संशोधनाचे ज्ञानात्मक व शैक्षणिक क्षेत्रातील योगदान आहे.

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शिक्षक-शिक्षणाच्या गुणवत्तेचा विकास

औताडे नयना मच्छिंद्र, प्रवरा ग्रामिण शिक्षणशास्त्र (M.Ed.) महाविद्यालय, लोणी.

सारांश

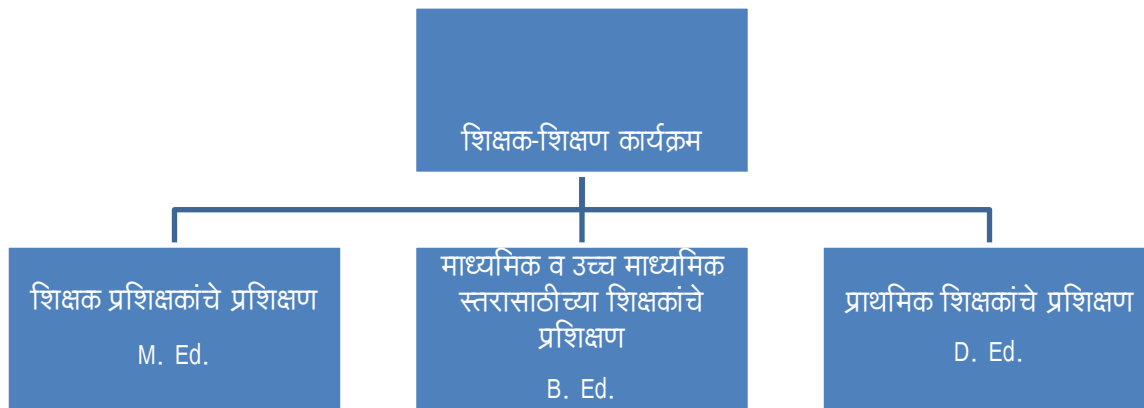
प्रत्येक देशाचा विकास हा त्या देशातील शिक्षणाच्या गुणवत्तेवर आधारीत असतो व शिक्षणाचा दर्जा हा त्या देशातील शिक्षकांवर अवलंबून असतो. शिक्षकाची गुणवत्ता ही शिक्षक-शिक्षणाच्या गुणवत्तेवर आधारीत असते. पर्यायाने शिक्षक-शिक्षणाच्या गुणवत्तेसंदर्भात प्रत्येक देशाने गांभिर्याने विचार करून योग्य ती पावले उचलणे गरजेचे आहे.



शिक्षक-शिक्षणाच्या विकासाचा, त्याच्या गुणवत्ता सुधारण्याचा विचार करतांना प्रथमतः या शिक्षणामध्ये कोणत्या अडचणी, समस्या आहेत याचाही विचार करणे गरजेचे आहे. गुणवत्ता विकासाचे सुत्र म्हणजे चांगल्या बाबींचा विकास त्यात सातत्य तर कच्च्या बाबींचे व समस्यांचे निराकरण करणे या पार्श्वभूमीवर विचार करता शिक्षक-शिक्षणातही काही प्रमुख समस्यांचा विचार करून त्या समस्या दूर करूनच शिक्षक-शिक्षणाच्या गुणवत्तेचा विचार करणे संयुक्तिक ठरेल.

प्रस्तावना -

शिक्षक-शिक्षणाचा विचार करीत असतांना आपल्याला प्रामुख्याने तीन स्तरांचा विचार करावा लागतो.



शिक्षक-शिक्षणाच्या गुणवत्तेला बाधा आणणारे घटक / बाबी -

- १) **सदोष प्रवेश प्रक्रिया** - शिक्षक-शिक्षण कार्यक्रमातील माध्यमिक स्तरावर प्रवेश प्रक्रियेत होणारे सतत बदल, तसेच प्रवेश प्रक्रियेसाठी केवळ पेपर पेन्सिल टेस्टवर भर, आर्थिक निकषावर प्रवेश यासारखे दोष यामुळे शिक्षण विषयक योग्य अभिरुची, अभिवृद्धी व अभिक्षमता असणारा विद्यार्थी शिक्षक-शिक्षणात येतोच असे नाही. त्यामुळे या शिक्षणाची निष्पत्ती दर्जेदार असेल याची काय खात्री ?
 - २) **कालावधी** - शिक्षक-शिक्षणाचा पदवी व पदव्युत्तर अभ्यासक्रम हा एक वर्षाचा आहे जो सर्व प्रशिक्षणार्थ्यांना आवश्यक क्षमता, कौशल्ये विकासास पुरेसा वाटत नाही. व्यावसायिक कौशल्यांच्या विकासात तर ही स्थिती फारच प्रतिकूल वाटते.
 - ३) **विद्यार्थी-शिक्षकांमध्ये आवश्यक क्षमतांचा अभाव** - प्रचलित शिक्षक-शिक्षण हे विद्यार्थ्यांच्या अध्यापन क्षमता विकासास पुरक वाटते. यामध्ये प्रत्यक्ष अध्ययनात येणाऱ्या समस्यांचा विचार केलेला आहे. असे चित्र अभावात्मकच दिसते. शाळा व अध्यापक महाविद्यालये यामध्ये एक दरी कायम असल्याचे दिसते.
 - ४) **अध्यापन सरावासंदर्भात अडचणी** :- केवळ सैध्दांतिक भागावर भर व प्रत्यक्ष सराव संदर्भात औपचारिकता असे चित्र पहावयास मिळते. याशिवाय हा सराव केवळ हर्बर्टच्या पंचपदीच्या संदर्भात केलेला दिसतो.
- अध्यापनाच्या सरावा संदर्भात दुसरी अडचण म्हणजे या सरावाचे निरीक्षण, मूल्यमापन व प्रत्याभरण यातही व्यक्तीनिष्ठता दिसते. निश्चित अशी साधने, तंत्रे यांची उणिव जाणवते.
- ५) **विषय ज्ञानाचा अभाव** :- केवळ अध्यापन शास्त्रीय ज्ञान किंवा केवळ विषयज्ञान यांचा उपयोग गुणात्मक शिक्षक निर्मितीस होणार नाही. त्यासाठी आवश्यक शालेय विषयातील किमान आशय ज्ञान, उच्च व्यावसायिक ज्ञान यांचा अभाव दिसतो व ज्ञानाच्या विकासासाठी शिक्षक-शिक्षणात फारशी तरतूद दिसत नाही.
 - ६) **प्रशिक्षणाच्या कार्यनिती** :- अध्यापक महाविद्यालयातच व्याख्यान, अनुदेशन व परीक्षेच्या दृष्टीकोनातून टिप्पणे देण्यावर भर दिला जातो. अध्यापनाच्या अभिरूपता, T-Group, SSST, बुध्दीमंथन या पध्दतीचा वापर सैध्दांतिक तसेच सरावासाठी फार क्वचित संस्था करतांना दिसतात. त्यामुळे अध्यापन हे कंटाळवाणे, एकसुरी होतांना आढळते.
 - ७) **शिक्षक-शिक्षण कार्यक्रमा संदर्भात व्यावसायिक दृष्टीकोणाचा अभाव** - समग्र शिक्षक-शिक्षणामध्येच व्यावसायिक दृष्टीकोनाचा बऱ्याच प्रमाणात अभाव दिसून येतो. शिक्षक विद्यार्थ्यांत या वृत्तीच्या अभावामुळे व्यावसायिक क्षमतांच्या विकासात अपेक्षित पातळी गाठता येत नाही. इतर वैद्यकिय, अभियांत्रिकी या व्यावसायिक अभ्यासक्रमाच्या तुलनेत या विद्यार्थ्यांमध्ये निश्चितच व्यावसायिक अभिवृद्धीची कमतरता जाणवते.
 - ८) **शिक्षक-शिक्षण संस्थांची अलिप्तता** - शिक्षक-शिक्षण संस्थांनी शाळा, महाविद्यालये व इतर शिक्षक संस्था यांचेबरोबर संबंध प्रस्थापित करण्यासाठी फार प्रयत्न केलेले दिसत नाही. परिणामतः इतर शाळांचा, शिक्षण संस्थांचा विकासास मदत झाली नाही. त्याचबरोबर स्वतः शिक्षण संस्थांच्या विकासालाही मर्यादा पडत गेल्या.

शिक्षक शिक्षणात आवश्यक बदल / सुधारणा :-

१) प्रवेशासंदर्भातील धोरणात सुधारणा :-

- अ) संपूर्ण प्रवेश प्रक्रिया १ जुलैच्या आत पार पाडून महाविद्यालये सुरु व्हावीत.
- ब) १ जुलै नंतर कोणत्याही संस्था सुरु करण्यास NCTE ने परवानगी देऊ नये.
- क) विविध प्रमाणित चाचण्या, मुलाखती या साधनांद्वारे विद्यार्थी शिक्षकास प्रवेश दिला जावा.
- ड) प्रवेशासाठीच्या निकषाची कडक व प्रामाणिक कार्यवाही.

२) अभ्यासक्रम संक्रमण :-

- अ) NCTE ने विकसित स्वरूपाचा, गरजाधिष्ठित अभ्यासक्रम तयार करावा ज्यात शिक्षक-प्रशिक्षकांच्या प्रत्यक्ष विचारांची दखल असावी.
- ब) अभ्यासक्रमाच्या नवनवीन उपागमांचा, कार्यनितीचा आग्रह धरावा, त्यासाठी शिक्षक-प्रशिक्षकांसाठी उद्बोधन, कार्यशाळा यांचे आयोजन करावे.
- क) शैक्षणिक तंत्रविज्ञान व माहिती तंत्रविज्ञान यांची जोड शिक्षक-शिक्षणाच्या अभ्यासक्रमाला व त्यांच्या संक्रमणाला मिळणे गरजेचे आहे.

३) कालावधी :-

- अ) सामान्य शिक्षक-शिक्षणाच्या कालावधी संदर्भात दोन वर्षांचा विचार करून त्याचे प्रायोगिक तत्वावर संशोधन करून पहावे.
- ब) विशेष शिक्षक-शिक्षणाच्या कालावधी संदर्भात फेरविचार व्हावा.

४) प्रशिक्षण कार्यक्रमातील वैविध्यता :-

- अ) शिक्षक-शिक्षणात विविध कार्यक्रमांचे आयोजन केले जावे व त्यात विद्यार्थी-शिक्षकांचा सक्रीय सहभाग असावा.
- ब) संप्रेषण कौशल्य विकास, योगासने, ताण-तणाव व्यवस्थापन, मूल्यशिक्षण, सामाजिक कौशल्ये विकास कार्यशाळा असे कार्यक्रमाचे स्वरूप असावे. त्यात चर्चासत्रे, उद्बोधन वर्ग, शिबिरे, कार्यशाळा यांचा समावेश असावा.

५) एकात्मिक व आंतरशाखीय दृष्टीकोण :-

शिक्षक-शिक्षणाचा विचार आता केवळ शाळेत शिकविणे एवढाच करता येणार नाही. शिक्षणाचे अर्थशास्त्र, पर्यावरण शिक्षण, शिक्षण आणि माहिती तंत्रविज्ञान असा विचार आता शिक्षक शिक्षणात करून त्या पध्दतीचा बहुबुध्दीमत्ता असणारा शिक्षक निर्माण करणे काळाची गरज आहे हे येथे लक्षात घ्यावे लागेल.

६) अध्यापन कार्यनिती :-

- अ) शिक्षक-शिक्षणातील अध्यापन कार्यनितीचा विचार केवळ शिक्षणापुरता न करता प्राधान्याने प्रशिक्षणासाठी करावा.
- ब) कौशल्य, क्षमता यांच्या विकासासाठी केवळ अध्यापन पध्दतीचा वापर न करता विविध तंत्रे, क्लृप्त्या याचा वापर करावा.
- क) प्रयोगशालेय अनुभवामधील विविधता, अध्यापन सरावातील शास्त्र शुध्दता प्रशिक्षणात असावी.

७) मूल्यमापन पध्दतीमध्ये बदल :-

अ) मूल्यमापनासाठी मापनाची व मापनासाठी मापन साधनांची गरज असते. शिक्षक-शिक्षणातील प्रात्यक्षिकांचे व सरावांचे मापन करण्यासाठी शिक्षण-शिक्षकाच्या सूक्ष्म वर्तन बदलाची दखल घेणारे मापन साधन तयार करणे गरजेचे आहे.

ब) मापन अधिक वस्तूनिष्ठ पध्दतीने कसे तयार करता येईल यासाठी सर्व शिक्षक प्रशिक्षकांना एकत्र येऊन विचार करणे गरजेचे आहे. त्यात मापन साधनांच्या वापरासंदर्भात शास्त्रशुद्ध प्रशिक्षण देता येईल.

क) शिक्षक-प्रशिक्षकांच्या कार्याचेही मूल्यमापन विद्यार्थी शिक्षकांकडून केले जावे.

८) व्यक्तिमत्त्व विकास कार्यक्रम :-

व्यवस्थापन क्षेत्राप्राप्त्येच शिक्षक-शिक्षणातही शिक्षकांच्या व्यावसायिक व्यक्तिमत्त्वाच्या विकासासाठी आवश्यक कार्यक्रमांचे आयोजन होणे गरजेचे आहे. देहबोली, संप्रेषण कौशल्य विकास, मूल्यशिक्षण यातून प्रभावी शिक्षकांची निर्मिती करता येईल.

वरील शिक्षक-शिक्षणाच्या गुणवत्तेच्या विकासाकरिता सुचविलेल्या उपाययोजना, मार्गदर्शक तत्वांचा विचार होणे गरजेचे आहे. ज्यातून शिक्षक-शिक्षणाच्या व परिणामतः शिक्षकांच्या आणि पर्यायाने राष्ट्राच्या गुणवत्तेचा विकास साध्य करता येईल.

संदर्भ :-

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Ethnographic Research Method

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Abstract

This article focuses on important qualitative methodology: Ethnology. It provides meaning of ethnographic, methods of research ,steps involve in it. This article will definitely

help the researcher to understand the concept of Anthropology. The study was taken up with following Objectives in mind. To study the concept & characteristics of qualitative research, To study the concepts of Ethnographic research, To study the steps of Ethnographic research, To study the role of researcher in ethnographic. Qualitative analysis method was used for the present study. The data collection through the secondary sources like books, magazines, journals and websites was than subjected to Qualitative analysis. The central aim of anthropology is to provide rich holistic insights into people's views and actions, as well as the nature (that is sights, sounds) of the location they inhabit, through the collection of detailed observations and interviews. Ethnography is a research method that emphasizes encountering alien worlds and making sense of them. Ethnographers examine the social action of individuals which requires an intensive personal involvement an abandonment of traditional scientific control, a make do style to meet situations not of the researcher's making and an ability to learn from a long series of mistakes.(Agar 1980). Community Education in public Ganesh ustav in Pune City is example of Ethnographic Research. The selection of subjects for study is usually based on 'Convenience Sampling'. Field notes & Interview schedule are best tool for Ethnographic Research. Three components of the ethnographic research method are proposed by Wolcott (1999) i.e. Description, Themes, Interpretation.

Keywords : Qualitative Research, Ethnographic, Themes.

Introduction-

Ethnography is the study of social interactions, behaviors and perceptions that occur within group, teams, organizations, and communities .Its roots can be traced back to anthropological studies of small, rural societies that were undertaken in the early 1900s.

The central aim of anthropology is to provide rich holistic insights into people's views and actions, as well as the nature (that is sights, sounds) of the location they inhabit, through the collection of detailed observations and interviews. They inhabit, through the collection of detailed observations and interviews. As Hamersley states, "The task (of ethnographers) is to document the culture, the perspectives and practices, of the in these settings. The aim is to ' get inside' the way each group of people sees the world."

Objectives : The study was taken up with following Objectives in mind.

1. To study the concept & characteristics of qualitative research
2. To study the concepts of Ethnographic research
3. To study the steps of Ethnographic research
4. To study the role of researcher in ethnographic

Study Method : Qualitative analysis method was used for the present study.

Data collection & analysis : The data collection through the secondary sources like books, magazines, journals and websites was than subjected to Qualitative analysis.

Methods of Research

Methods of research ,according to Good, Barr and Scates may be classified from many points of views, the field to which applied ,education, history, philosophy, psychology, biology,

etc. purpose: description, prediction, determination of causes, determination of status etc. place where it is conducted, in the field or in the laboratory, application, pure research or applied research ,data gathering devices employed ,tests, rating scales, questionnaires, etc. nature of the data collected objective, subjective, quantitative etc. symbols employed in recording describing or treating results, mathematical symbols or language symbols, forms of thinking deductive, inductive etc. control of factors; controlled and uncontrolled experimentation ; methods employed in establishing casual relationships, agreement, different residues and concomitant variation.

Education research involves the element of observations, description, analysis and explanation of what happens under certain conditions and situations;

The researcher may use any or combination of the above paradigms involving a variety of methodologies and the data in conducting following types of research studies :

1) Historical Research

Which provide a method of investigation to discover ,describe and interpret what existed in the past.

2) Descriptive Research

Which utilizes a method to study and interpret what exists at present.

3) Experiment Research

Which utilizes a method to study and interpret what basic relationships will be between variables under controlled conditions or more simply to identify the conditions underlying the occurrence of a given phenomenon.

4) Qualitative Research

Phenomenological Research, Ethnographic Research, Case study, Grounded theory, Heuristic Research, Historical Studies, Philosophical Studies, Policy Research, Focus Group, Participate Inquiry and Clinical Research.

Qualitative Research

Qualitative research is broadly defined as "any kind of research that produces finding not arrived at by means of statistical procedures or other means of quantification" (Strauss and Corbin-1990,P. 17) Qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data Whereas quantitative researcher seek causal determination, prediction and generalization of findings, qualitative researchers seek instead illumination, understanding and extrapolation to similar situations. Anthropologist and linguistic were the first to conduct qualitative research. All the subjects of social sciences differ from in terms of techniques, methods, contents but one thing is found common in all of these- All these sciences are concerned with man and his behavior. As opposed to quantitative techniques qualitative techniques are associated with researchers concerned with meanings contexts and holistic approach to understanding the phenomena.

Characteristics-

Qualitative research makes use of naturalistic inquiry. Qualitative research has some characteristics which distinguish it from quantitative research. Best and Kahn (2002,pp 184-185)

has quoted ten themes proposed by Patton(1990 pp40-41)which highlight the following main characteristics of qualitative research :

- 1) Qualitative research makes use of naturalistic inquiry.
- 2) It employs inductive or ‘bottom –up’ approach.
- 3) Most of the common research objectives in a qualitative research aim in description exploration and discovery.
- 4) The behavior of the subjects under study is assumed to be fluid, dynamic situational, social, contextual and personal.
- 5) Qualitative research makes use of qualitative data which are gathered from natural settings.
- 6) Purposive sampling is the dominant strategy in qualitative research.
- 7) Qualitative research emphasizes ‘unique case orientation’.
- 8) It analysis of qualitative data requires organizing raw data into logical meaningful categories and examine them in holistic fashion for interpret to others.

Types of Qualitative Research –

Types of qualitative research are as follows. (Khairnar Dilip Page No 51)

POSITIVISTIC PARADIGM	INTERPRETIVE PARADIGM	CRITICAL PARADIGM
1)Positivism	1)Symbolic Interactionism	1)Marxism
2)Neo-positivism	2)Phenomenology	2)Critical Sociology
3)Methodological Positivism	3)Ethnomethodology	3) Feminism
4)Logical positivism	4)Hermeneutical	4)Conflict school of thought
	5)Ethnography	5)Subaltern Perspective

Ethnographic Research:

Ethnography originates from the Greek word ethnos which means people or folks and graphic which means writing .As a noun ,the term ‘ethnography ’means portrait or description of a culture or a piece of culture. What is culture? Culture has a many definitions but essentially it refers to the beliefs, values and attitudes that influences the behavior patterns of a specific group of people. When you say something is cultural ,it means that a particular belief, value or attitudes is shared by a significant number of people in the group practiced by the group and passed on to the next generation for example, when ‘punctuality is cultural for a particular group, it is a shared belief by most members of the group practiced by most members of the group, and passed on to their children. As a verb (i.e. doing ethnography), it becomes a qualitative research method that involves the collection of data that describes human societies or a culture (Bernard 2004)

Definition :

The following are some definitions of scholars in the field.

- Ethnography refers primarily to a particular method or set of methods .In its most characteristic form it involves the ethnographer participating overtly or covertly in people’s daily lives for an extended period of time, watching what happens ,listening to what is said, asking questions –in fact collecting whatever data are available to throw light on the issues that are the focus of the research. (Hamersley and Atkinson 1989)

- Ethnography is a research method that emphasizes encountering alien worlds and making sense of them. Ethnographers examine the social action of individuals which requires an intensive personal involvement an abandonment of traditional scientific control, a make do style to meet situations not of the researcher's making ,and an ability to learn from a long series of mistakes.(Agar 1980)

Example of Ethnographic research

1. The interactions of students in schools corridors
2. The interactions of students in schools ground
3. Ethnographic studies have been conducted to understand what happens in the way between home to school & school to home
4. Community Education in public Ganesh ustav in Pune City

Sampling Method of Ethnographic Research :

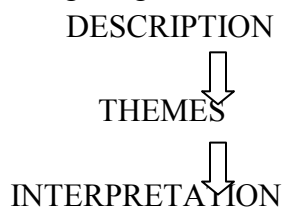
The selection of subjects for study is usually based on 'Convenience Sampling'. Then perhaps, you might use the 'snowball techniques' whereby you get the few persons you selected to invite others and it starts 'snowballing' but whatever the sampling methods ethnographers employ, they have to ensure that they gain access to as wide a range of individuals relevant to the research questions as possible (Bryman, 2004)

Data Collection Tools of Ethnographic Research :

1. Field notes : Ethnographic studies involve extensive fieldwork by the researcher. Because of this, ethnography is extremely time consuming as it involves the researcher spending long periods of time in the field observing and taking notes. The notes contain rich, detailed description of everything that went on called thick description.
2. Interview : Besides observing what is going on in the field site, an ethnographer, interviews people who can help them understand the setting and the people they are researching, It would be useful to interview different people at various points in the study

STEPS of Ethnographic Research :

- A detailed description of the culture –sharing group being studied.
An analysis of this group in terms of perceived themes or perceptive.
Some interaction of the group by the researcher as to meanings and generalization about the social life of human beings in general.



Three components of the ethnographic research method are proposed by Wolcott (1999)

Role of Researcher in Ethnography

- 1) Open Field site and Covert Role

The ethnographer enters an open field site and people don't know what he or she is doing .For example-a researcher watching people in a crowd park.

2) Open Field site and Overt Role

The ethnographer enters an open field site and tells people what he or she is doing .for example- a researcher stops people in the street to interviews them and telling them what he or she is doing.

3) Closed Field site and Overt Role

The ethnographer enters a closed field site, where he or she reveals his or her identity as a researcher to the subjects. for example- Conducting a study in a school ,office or restaurant.

4) Closed Field site and Covert Role

The ethnographer enters a closed field site without disclosing his or her identity. for example-a researcher was already a policeman.

Conclusion :

In this way we can state that Ethnography is a highly useful methodology for addressing a range of research questions .Understanding the foundations of ethnography and its key elements will help readers when they come across reports that use this methodology. Ethnographic research generates a rich understanding of social action and its subtleties in different contexts.It aims to generate holistic social accounts, it also identify, explore and link social phenomena.

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**Scholarly Research Journal for
Humanity Science & English Language****Learning by Doing - Activity based Learning.**

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Abstract

This article focus on learning by doing with Activity Based Learning. Learning is endless process An individual starts learning immediately after birth or in strict sense even easier in the womb of the mother Activity-based learning or ABL describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If child is provided the opportunity to explore by their own and provided an optimum learning environment then the learning becomes joyful and long-lasting.

Keywords: Activity Based Learning, Learning by Doing, Joyful Learning.

1. Introduction:-

The ABL Approach is the unique & effective to attract elements any school students teaching learning process. Science is subject which should understand to the students with different concepts. Science is the system of knowing the universe through data collected by observation and controlled experimentation.

TEACHING

Teaching means an intimate contract between a more mature personality and a less mature one which is designed for the further education and latter.

www.studylecturenotes.com/social..//340-article

LEARNING

Most of what we do and do not do is influenced by what we learn and how we learn it. Learning therefore provides a key to the structure of our personality and behaviour. An individual starts learning immediately after birth or in strict sense even earlier in the womb of the mother.

Mangal, S.K. (2012). Advanced Educational Psychology. New Delhi: Second Edition.

John Dewey Theory of Education : John Dewey greatest of the Pragmatism and generally recognised as the most outstanding philosopher his country has yet produced, made significant Contribution to virtually every field of philosophy as well as to such other areas of inquiry as education and psychology.

Philosophy of Education:

1. Analysis of Reflective inquiry
2. View of Experience
3. View of Knowledge
4. Conception of Philosophy – (“ The need for a Recovery of philosophy”)
5. Biologism
6. Experimentalism
7. Instrumentalism
8. Humanism
9. Education and Experience.

The philosopher John Dewey introduced the concept of Learning By Doing..

He says every individual learn the thing effectively by this method.

Action --□ Thought--□ Experience--□ Education, Knowledge-□ Education -□ knowledge.

2 Objectives of the Article:

1. Support the healthy development of children through joyful learning.
2. To Study the Concept of Activity Based Learning
3. To study the concept of Learning by Doing.
4. To study the Activity Based Learning Approach.

3 Data Collection Tool & Analysis :- The data Collection through the secondary sources like books, Magazines, Journals & Websites was then subjected to qualitative analysis.

4 Study Method : Quantitative analysis method was used for the present study.

5 DIFFERENT METHODS OF TEACHING SCIENCE

- Discussion Method
- Inductive Method
- Demonstration Method
- Laboratory Method
- Project Method
- Heuristic Method

Chandrakant Borse .(2009).Science Education.

DIFFERENT METHODS or TEACHING APPROACHES: -

- Conceptual Approach ,
- Process Approach
- Integrated Approach
- Child Centred Approach
- Problem Solving Method
- Environmental Studies
- Activity Approach
- Science Method
- Teacher Centred Verses Child Centred Approach
- Inquiry Approach.

G.Padma Tulasi, & Digumarti Bhaskara Rao . (2004). Methods of Teaching Elementary Science. DPH Publication, New Dehli First Edition.

From above approaches in my Article there will be combination of three approaches.

1. Activity Approach
2. Child Centred Approach
3. Science Method

Learning :- The term Learning broadly speaking , stands for all those changes and modifications in the behaviour o the individual which he undergoes during his life time.

Definition :- (Crow and Crow 1973)Learning - “ Learning is the acquisition of habits, knowledge and attitudes. It involves new ways of doing thing, and it operates in an individual’s attempt to overcome obstacles or to adjust to new situations. It represents progressive changes in behaviour ... It enables him to satisfy interests to attain goals”

Types of Learning:-

1. Signal Learning or classical conditioning
2. S.R Learning or Instrumental And operant conditioning
3. Chain Learning
4. Verbal associate learning
5. Multiple discrimination
6. Learning of concepts
7. Learning of principles

8. Problem solving

Mangal, S.K. (2012).Advanced Educational Psychology. New Delhi: Second Edition. Pg. No 171 ,175

So one of Major Method is based on Learning By Doing is

“Laboratory Method” : - This Method is based on “Learning by Doing’ In this Method , the student performs Experiments in Laboratory and objectively verifies the scientific principles and laws since he performs experiments himself this ability for experimentation, scientific approach , interest and attitude are developed.

Chandrakant Borse .(2009).Science Education.

Now we will see 3 approaches related to Activity Based (Learning By Doing)..

Activity Approach :- Many times teachers teach and children do not understand. This is because children are conditioned in accepting and memorizing what teacher tells them, without questioning and understanding. In science there are many facts, principles, laws concepts and skills, which children memorised without understanding. Have you ever thought why it is so?

Cognitive Development of Children

Formal Operational - They can understand science without activities.

Concrete Operational - They can understand science only if they do activities by their own hands.

Pre- Operational - They can understand science if they do activities repeatedly by their own hands.

Science is Doing:

Generally in our school, science is taught by teacher telling or book reading, and sometimes by demonstrating a few experiments. Children are not involved in doing activities by their own hands. Teachers should also learn a lesson from the following saying :

‘I heard and I forgot,

I saw and I remembered,

I did and I understand ‘

This is not just saying. As hypotheses these were tested by Siddiqis and they were found correct.

G.Padma Tulasi, & Digumarti Bhaskara Rao .(2004). Methods of Teaching Elementary Science. DPH Publication ,New Dehli First Edition. Pg. No. 84,85

6 Background : Learning By Doing.

John Dewey:

John Dewey was an American philosopher, psychologist, and educational reformer whose ideas have been influential in education and social reform. Dewey is one of the primary figures associated with philosophy of pragmatism and is considered one of the founders of functional psychology. A well-known public intellectual, he was also a major voice of progressive

education and liberalism. Although Dewey is known best for his publications about education, he also wrote about many other topics.

History of activity-based learning

Activity-based learning started sometime in 1944 around World War II when a British man David Horsburgh came to India and finally decided to settle down there. He was an innovative thinker and charismatic leader. He started teaching in Rishi Valley School. He joined the British Council and worked in Chennai and Bangalore for many years. After his voluntary retirement, he located a 7-acre (28,000 m²) site in Kolar District and opened his school, Neel Bagh. Neel Bagh was based on an innovative idea of Horsburgh and known for its creative methods in teaching well-planned learning materials. With his wife Doreen and his son Nicholas, Horsburgh developed a diverse curriculum, which included music, carpentry, sewing, masonry, gardening, as well as the usual school subjects, English, mathematics, Sanskrit, and Telugu. These pedagogic materials were systematically planned, with sketches and drawings and an occasional touch of humour. Later Horsburgh created a magnificent library in Neel Baugh that was accessible to teachers and students. This initiative of Horsburgh was later proved to be one of the pioneer and milestones in ABL. In modern time ABL is the method of education followed in the Corporation schools of Chennai, from 2003, as an effort to provide special schools for children who had been freed from bonded labour.

States and Organizations initiative on activity-based learning

The ABL in its contemporary form was first undertaken by the Chennai Corporation in 13 schools on a trial basis in 2003, has been adopted by all the 270 primary schools in the district. First designed and tested by the Rishi Valley School in Andhra Pradesh in the '90s, the Activity-Based Learning system has been successfully implemented in several Indian states and union territory, including Karnataka, Kerala, Uttar Pradesh, Gujarat Madhya Pradesh, Haryana, Maharashtra,, Chandigarh, In Tamil Nadu, UNICEF supported the Chennai Corporation to introduce the ABL methods in the Government schools. There are many organizations which cultivate and follow the principles of activity-based learning.

Digantar Siksha evam Khelkud Samiti in Rajasthan, Sumavanam Village School in Andhra Pradesh and Vikasana School in Karnataka are the places which were established on the principles of activity-based learning.

Philosophy

The philosophy of ABL finds its antecedents in the common notion that learning can be best when it is initiated by the surrounding environment and motivated by providing optimum opportunities to learn. A fearless and freedom to express environment always adds to best learning outcomes.

Characteristics of activity-based learning

The key feature of the ABL method is that it uses child-friendly educational aids to foster self-learning and allows a child to study according to his/her aptitude and skill. Under the system, the curriculum is divided into small units, each a group of Self Learning Materials (SLM) comprising attractively designed study cards for English, Tamil, maths, science and Social Science. When a child finishes a group of cards, he completes one "milestone". Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, form a sentence, do maths and science, or understand a concept. The child takes up an Exam Card only after completing all the milestones in a subject. If a child is absent one day, he/she continues from where he/she left unlike in the old system where the children had to learn on their own what they missed out on.

Conclusion :- Thus Learning by doing - Activity Based learning is joyful learning and it motivates students to learn thing by their own way of learning Its give freedom free environment to their expressing ideas , thinking, and skillful do the activity.

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**STATION TEACHING: AN INNOVATIVE APPROACH OF COLLABORATIVE
TEACHING**

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ABSTRACT

Co-Teaching as Best Practice in Student Teaching. Co-Teaching...is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students-sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction-Teaching is an Attitude An attitude of sharing the classroom and students-Teachers must always be thinking...WE'REBOTH TEACHING. The strategies of Co-Teaching are: One Teach, One

Observe, One Teach, One Assist, Parallel Teaching, Alternative (Differentiated) Teaching and Team Teaching.

Station Teaching: The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station.

KEYWORDS: *Co-teaching, Station Teaching.*

Introduction

Station Teaching is the process of teaching several lessons at one time. Student's move from one station to the next, within a specific time frame, to engage in all activities!

Concept of Co-Teaching

Co-Teaching as Best Practice in Student Teaching's-Teaching...is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students-sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction.

Concept and Types of Station Teaching

Station Teaching: The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station.

English Station Teaching This type of station teaching is based on having 30 children in a class. There are 6 stations involved all with an emphasis on the English Curriculum. These stations could easily be change to facilitate other areas of the curriculum. Each group gets 10 minutes on each station. A bell is rung after the 10 minutes and the children move on to the next station in a clockwise fashion. Each station is clearly labelled (Signs for Tables) and the correct copies/workbooks etc. are on the table. To save time for the children a container with a pencil, sharpener and eraser are given.

Types of Stations

Teacher Assisted Station- teacher is available to work with students at this station.

Independent Station- students will work independently at this station.

Planning and Teaching Roles

- Both teachers are responsible for sharing ideas and engaging in the planning process!
- Both teachers are responsible for a station unless it is decided otherwise!
- Some teacher's may be asked to rotate with a group that needs extra assistance.

Advantages of Station Teaching:

Advantages for teachers

- Both educators are involved equally through the teaching experience.
- Each role is clearly defined.
- Lesson planning and teaching responsibility is shared.
- Ability to "fit in" extra lessons each day.
- Ability to work with those students who need extra help more efficiently.

Advantages for students

- Collaborate with fellow students to work on a project.
- Engage in multiple activities during a period of time.
- Learn organizational skills
- Gain small group instruction time with teacher(s).
- Typically enjoy station time

Disadvantages of Station Teaching:

Disadvantages for teachers

- Noise level
- Un-organization of classroom
- Fear students will become unmanageable

Disadvantages for Students

- Confusion
- Inability to stay on task during independent station.

Guidelines for using Station Teaching Approach

Arrangement

Classroom Arrangement

- The desk pods should be so arranged that each child is able to face each other and the teacher as well.

Student Arrangement

- Make Cooperative Groups
- Make Ability Groups

Signals and Time Management

Types of Signals

- -Bell Chime, Clapping, Light switch, etc.
- Warn students a couple minutes prior to switching stations.
- Station change should be smooth and within 30 seconds!

Try It

- Choose a partner.
- Please take 15 minutes and create a quick lesson plan involving station teaching.
- You will be asked to present these to your fellow teachers!

In your lesson, please address the following:

- What subject area and grade?
- What role will each teacher play?
- How many stations will be within this time frame?
- How many children will be in a group?
- How will you group the children?
- **Be sure to address each topic discussed in the previous slides!!

Conclusion

Thus we conclude that Station Teaching is an innovative teaching technique for students. Students enjoy learning in a fun way by the means of Station Teaching Approach. Thus we also understand the advantages and disadvantages of Station Teaching Approach.

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FRIST AID AND EDUCATION

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ABSTRACT

This been aimed to determine the level of Knowledge of the people/students about First aid. Any emergency can be handled easily with adequate preparation, including a medical one.

A wellstocked first aid kit, kept within easy reach is a must for every home. Preparing and maintaining a first aid kit is also a great way of teaching kids about safety, though it should be stored well out of their reach. First aid is basic knowledge about how to help people who are suddenly sick (illnesses) or hurt (injuries or body damage).

Key Words: *First Aid, Level of Knowledge Preserve life, Prevent further harm, Promote recovery, emergency, injury.*

INTRODUCTION

First aid is the care administered by concerned person as soon as possible after an accident or illness. To be done studies had been indicated that death to happen after an accident's first five minutes 35%, first thirty minutes 54%. First aid usually to be made by a person which is in event place and unfortunately this interference showed to become too distant from rescue life. Conscious and effect first aid that will made this situation to be known which increasing Success treatment will do after event and decreasing death 20%. At the same time first aid, all person in society should do whole practice. Our Country is be mixed together many time first aid practice with emergency treatment. Emergency treatment to be done practice a person that to pass by specific education steps and to have a right to health profession continue with laws. First aid is the provision of initial care for an illness or injury. It is usually performed by a lay person to a sick or injured casualty until definitive medical treatment can be accessed. Certain self-limiting illnesses or minor injuries may not require further medical care past the first aid intervention. It generally consists of a series of simple and in some cases, potentially life-saving techniques that an individual can be trained to perform with minimal equipment

Objectives : The study was taken up with following Objectives in mind.

1. To study the concept of First Aid
2. To explain need of First Aid
3. To explain various use of First Aid
4. To suggest Educational importance of First aid

Study Method : Qualitative analysis method was used for the present study.

Data collection & analysis : The data collection through the secondary sources like books, magazines, journals and websites was than subjected to Qualitative analysis.

Definition of First Aid:

1. First-aid is the immediate care given to a victim in an accident sudden illness or other Medicinal emergency. Proper first-aid can save a child's life especially, if he is bleeding heavily, has stopped breathing or has consumed something that could be harmful. First-aid can also prevent the disease or accident. (Dr. Sushamas Date, Pg.5.2)

2. We define first aid as the assessments and interventions that can be performed by a bystander (or by the victim) with minimal or no medical equipment. A first aid provider is defined as someone with formal training in first aid, emergency care, or medicine who provides first aid. First aid assessments and interventions should be medically sound and based on scientific evidence or, in the absence of such evidence, on expert consensus. Administration of first aid

must not delay activation of the emergency medical services (EMS) system or other medical assistance when required. We strongly believe that education in first aid should be universal: everyone can learn first aid and everyone should.

AIMS/OBJECTIVES OF FIRST AID

Preserve life -

The overriding aim of all medical care, including first aid, is to save lives

Prevent further harm -

Also sometimes called preventing the condition worsening, this covers both external factors, such as moving a patient away from a cause of harm, and applying first aid techniques to prevent worsening of the condition, such as applying pressure to stop a bleed becoming dangerous.

Promote recovery -

First aid also involves trying to start the recovery process from the illness or injury, and in some cases might involve completing a treatment, such as in the case of applying a plaster to a small wound.

- All work sites should have a person with first aid or medical training readily available in case of an emergency.
- Employers should insure that all employees know where emergency information is posted at the work site. The emergency notice should state the phone numbers of the closest ambulance service, fire/rescue unit, police station, and hospital.
- First aid equipment and supplies, including a variety of dressings and instruments, as well as an up-to-date first aid manual, should be stored where they can be reached quickly and easily in case of an accident.

NEED OF FIRST AID

- It's a fact accidents will happen. Providing your employees with adequate first aid supplies ensures that you are prepared for minor injuries in the work place and shows that you are concerned about their well being and safety.
- First aid equipment in the work place environment, however, may far exceed a small box of adhesive strip bandages and a cold pack. understand minimum standards and requirements and customize your business first aid kit to suit your particular environment

FIRST AID KIT

- A first aid kit is a collection of supplies and equipments for use in giving first aid.
- The box should be kept at all accessible places.
- It should be made of metal or plastic to prevent it being destroyed by pests.
- The contents should be checked regularly by the safety officer

SIGN OF FIRST AID:

The ISO sets a standard for first aid kits of being green,with a white cross,in order to make them easily recognisable to anyone requiring first aid.

- UCOP first aid kits

- Installed in common areas
- Size of the first aid kits:
- Large (Areas up to 75 persons)
- Medium (Areas up to 50 persons)
- Periodically replenished by vendor
- Self-administering

An adequately equipped first aid box should contains these items:

- Cohesive bandage
- Antiseptic (savlon) or (detol)
- Scissors
- Thermometers
- Latex gloves
- Bandages
- Clean dry cloth pieces
- Eye wash
- Safety pins
- Aspirin or pain relievers
- Cleaning agent or soap
- Masks
- Hot and cold spray
- Cotton
- Laboratory safety spectacles

Here's what you need to keep in mind when you make your own first-aid kit.

- Check the expiry date: One of the most important things you need to keep in mind is that medicines have a shelf life and must be disposed carefully once it goes past the expiry date.
- Store in a dark, cool and dry place: The shelf life of medicines decreases if kept in a humid place. Hence, avoid keeping your first-aid kit in bathrooms or places that are humid or moist. Medicines also need to be kept away from direct sunlight.
- Use appropriate containers: You must ensure that all your first-aid kit supplies are kept in large, water proof and non-breakable containers.
- Organise by function: Segregate each supply according to its usage. Keep wound-tending supplies in one re-sealable bag and medicines that treat ailments in another.
- Share the knowledge: Train everybody in your family on how to use a first-aid kit as it is very essential that everyone in the family knows how to give basic first aid.
- Emergency Do's and Don'ts
- Fever

The usual medication for fever is paracetamol, but may vary for every individual. If you are travelling and your child catches a fever, it is advisable that you keep tracking his/her temperature. Make sure the child is kept warm enough. Always talk to your doctor and pack the medicine he/she recommends for your children.

- Burns

If your child has scalded his/her hand, the first point of action is to put the hand under cold running water for a few minutes before applying any lotion or anti-burn cream like Burnol. If the burn starts wrinkling and drying, it is advisable to keep it open. It is necessary that you dry out the burn with a piece of sterilised gauze before you apply any antiseptic or anti-burn cream. Dab at the burn and do not wipe it. In case you do not have a burn-healing ointment, the white of an egg or honey can be used to cover the scald till you see a doctor.

Bleeding

- Apply pressure
- If a body part has been amputated, put it on ice
- Clean cloth or bandage – Avoid contact
- Maintain Pressure on Wound 15 Minutes
- Apply more layers if needed
- Elevate extremity if no fractures (Lie down)
- Stop the flow of blood
- Wear gloves
- Cover the wound

No Breathing

- Lay the person on his or her back
- Give chest compressions
- Tilt head slightly
- Breathe into the person's mouth
- Continue until EMS personnel arrive

Choking

- Ask a person to speak or cough
- Deliver 5 back blows
- Perform abdominal thrusts
- Repeat sequence of back blows and abdominal thrusts

Electrical Shock

- Don't touch!
- Turn power off
- Call 911
- Remove person from live wire Check for breathing
- Fainting Check for breathing
- Administer CPR if necessary
- Call 911 if more than a few minutes
- If conscious, lay the victim down with feet elevated

Nasal blockage

Nasal blockages usually occur when a child has a cold. The only remedy is to make your child drink hot or warm water, steaming as described by the pediatrician or hot water fomentations. Applications of a vaporub may also help, if your child is not allergic to it.

Sprains

Sprains can be bad if they are not attended to immediately. If your child suffers a sprained ankle or a sprained wrist, it is important that you massage the injured ankle or wrist with an ice pack. Tie a bandage securely around the injury. If there is a break anywhere, it is always useful to hold the broken bone in place by tying a splint on either side of the injured area and holding it there with the help of a bandage till you reach the doctor.

Splinters

In order to remove a splinter, you need a pair of tweezers, some gauze and an antiseptic liquid. Usually splinters go under the skin or nails by piercing through the skin. You must ensure that the splinter has not pierced the skin too deep before trying to remove it. If you do not see the end of the splinter, do not attempt to squeeze the spot where the splinter is set. Trying to remove the splinter forcibly will cause it to break inside the body. In such cases, it's best you let a doctor check it out. After removing the splinter, apply an antiseptic liquid. Do not keep the wound open as this can lead to infection when the wound comes in contact with the bacteria in the surrounding air.

Educational importance of First aid

- The importance of having your child learn first aid training.
- There is much reason to believe that children who have first aid training can grow up to be mature individuals who have a big capacity to care about other people and not just themselves.
- Children's education because it could not only help save lives, it could also play an important role in cutting down health bills and in instilling a sense of 'mateship' in children's school programs and practices that protect and promote health and safety
- supporting individual students who need help with health issues
- providing first aid and temporary care of students who become unwell or who have an accident at school.
- Help us to equip an entire generation with the confidence and ability to save a life.
- As well as equipping them with the knowledge to be the difference between life and death, learning first aid helps to improve self esteem as well as teamwork and communication skills

CONCLUSION

- Nearly one third of the people die on their way to hospital. if timely first aid is administered to them, their lives can be saved.
- You don't have to be a doctor to save lives-we can do it by learning how to do first aid.
- An added benefit of acquiring these skills and equipments is knowing that you are in control of any situation that may arise.
- If you have ever seen an accident and were not sure of what to do, imagine for 1 second the difference it would make and the lives you could spare.
- Don't underestimate how important these skills are

- “No one knows who will need first and when, it may be your dearest one.”

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ACTIVITY BASED LEARNING IN MATHAMATICS

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Abstract

Activity-Based Learning (ABL) describes pedagogical approaches in teaching. It emphasizes learning should be based on activities and experiments instead traditional method of teaching and learning. The idea of activity-based learning is based on assumption that children are active learners rather than passive recipients of information. If child has an opportunity to explore by

themselves and supported through conducive environment for learning then the learning becomes joyful, effective.

Key Words: *Activity Based Learning, Pedagogical, child-friendly, mathematics*

Introduction: Activity-Based Learning (ABL) describes pedagogical approaches in teaching. It emphasizes learning should be based on activities and experiments instead only traditional method of teaching and learning. The idea of activity-based learning is based on assumption that children are active learners rather than passive recipients of information. If child has an opportunity to explore by themselves and supported through conducive environment for learning then the learning becomes joyful, effective.

In India, David Horsburgh is Pioneer in ABL, which was started in 1944. He opened his school in Neel Baug in Kolar District. Neel Bagh was based on an innovative idea of Horsburgh and known for its creative methods in teaching and well-planned learning materials. With his wife Doreen and his son Nicholas, Horsburgh developed a diverse curriculum, which included music, carpentry, sewing, masonry, gardening, as well as the usual school subjects, English, mathematics, Sanskrit, and Telugu. These pedagogic materials were systematically planned, with sketches and drawings and an occasional touch of humor. Fresh materials on cards would be added frequently, to emphasize that the sources for lessons were not finite. Later Horsburgh created a magnificent library in Neel Baugh that was accessible to teachers and students. This initiative of Horsburgh was later proved to be milestones in ABL. (Project Based Learning By Mark Tully)

David Horsburgh also planned and managed a rigorous and unique course for teachers. A great deal of theoretical material was part of the reading for the trainees, while the school provided the setting for teaching practice. Many of those trained in this course have set up small schools in different parts of the country: Faith and John Singh from Jaipur, Malathi of Vikasana in Bangalore, Amukta Mahapatra an independent consultant in Chennai, Rohit Dhankar of Jaipur, Usha and Narasimhan, who set up Sumavanam on the Neel Bagh model and Indrani, who worked in Madanapalle, are some of the well known names who took his training working and are currently working in innovative small schools. The training included several hours of craft work, as working with the hands was an essential part of the syllabus. Most of the learning material used in their own schools are designed and made by the teachers. (Project Based Learning By Mark Tully)

Need of Activity:

The key feature of the ABL method is that it uses child-friendly educational aids to foster self-learning and allows a child to study according to his/her aptitude and skill. Under the system, the curriculum is divided into small units, each a group of Self Learning Materials (SLM) comprising attractively designed study cards for each topic. When a child finishes a group of cards, he completes one "milestone". Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, form a sentence, do maths and science, or

understand a concept. The child takes up an Exam Card only after completing all the milestones in a subject.

Importance:

ABL places mathematics into a context that is more meaningful to students. Instead of just solving a group of isolated problems in a textbook, students are involved in math work that carries them toward the project goal through clear understanding of concepts. Students are stretched intellectually when they have to apply acquired math skills in given task to solving the problem. Such mathematical application is more brain storming than solving the problems, various experiments has proved that ABL is more interesting for students and gives sense of satisfaction after completion of activity.

Activity based approach makes learning interesting and it will be helpful for the students to remember content for a longtime as every student is involved in teaching learning process “Mathematics learning should be imparted through activities from the very beginning of school education. i.e., from the primary stage itself. These activities may involve the use of concrete materials, models, charts, patterns, pictures, posters, games, puzzles, and experiments. The importance of using learning aids needs to be stressed. This may be done by involving students and teachers by mobilizing community resources to this end.” (NCERT, 2000)

Objective:

1. To understand the concept of ABL
2. To identify ABL method for mathematics subject

ABL encourage students to have dialogues among themselves at various stages of the activity which promotes theme of team work and self help among them. It is proved that powerful learning can take place only when students are able to clarify the doubts of other students by exchanging their thoughts and ideas through communication during the activity. Sometimes a student can share their thoughts in a way that makes more sense for other students than what the teacher has taught. Such communication is a part of teaching learning, a skill that students will need as they eventually find themselves a part of the work force.

Conceptual Background:

The teaching-learning process is the centre of educational process. According to Khanzode (1995), “previously teaching meant nothing more than giving information and imparting knowledge. It was regarded as a bi-polar process, Teacher and subject being its two poles. Child was all together ignored. But now teaching has become tri-polar process of teaching-learning. Teacher, student and subjects are the three poles.” Thus in teaching learning process teacher, learner as well as subject all these three components are very important.”

The main benefit of ABL is that it allows students to learn at a deeper level as they make connections and practice mathematical skills in a real-life context. ABL gives sense of liberation from ranking here. No child is “better than” or “worse than” another. The teacher keeps an eye on the levels attained by every child and sometimes helps by pairing an advanced learner with a slower one, for specific exercises. This kind of peer teaching works well. In the ABL method, daily attendance is made child-friendly; there is an Attendance Card for each child, to be filled

up every day by the child. Children love the sense of trust that this procedure implies. Repetition in study is accepted pedagogy which acts as reinforcement, but instead of singing poem, chanting tables etc, the child in ABL writes on the blackboard first, his notebook next and finally in the workbook. Gender equality seems to have been achieved rather effortlessly. Girls and boys sit at the low desks or on reed mats together and share their work, without any awkwardness. In ABL system burden on the teacher is reduced. There are a few blank steps in every ladder. These are intended for any new area that the teacher may wish to include. There is also scope for the teachers to be creative. They keep adding songs that the children sing together and stories for the shadow puppet shows. They use familiar material from their own environment.

In ABL method, the teacher's role in projects is to be a facilitator and an expert who can help students to progress and to clarify their thoughts. By guiding students and asking them questions the teacher can lead students to a successful and powerful mathematics experience. The teacher's role is NOT to do the work for the students or just tell them the answers.

According to researcher, the Activity Based Learning Approach is unique and effective to attract school children. The teachers who are involved in implementing this method have developed activities for each learning unit which facilitated readiness for learning. The aim of activity-based approach is for learners to construct process of self-learning and problem solving and transfer of information and skills. This method has brought out the potential of the learners in classroom situations.

Use of Activity Based Learning:

The findings of the Study conducted by Amukta Mahapatra Director, Schools cape, Center For Educators, Chennai to assess the effectiveness of ABL under SSA in Tamilnadu are

1. Average achievements of the students increased significantly
2. After ABL principles were introduced in the classrooms, the interactions between teachers and their students were more positive, and increased students' active participation in class.
3. Gaps in achievement within gender, location and social groups was narrowed down
4. More children shifted from low achievement range to very high and excellent achievement range
5. Dispersion in children's achievement was reduced, the standard deviation in achievement score in all subjects and most of the groups was reduced; it revealed a homogenous performance in learning

Thus, ABL can be more relevant and interesting to our students than another problem set out of the textbook. It puts mathematics into context, encourages students to collaborate, and fosters deeper learning. It can also be fun and challenging for students.

Role of Teacher in Activity Based Teaching Learning Process:

The teacher has a very important role in ABL method, though it is not obvious to a casual visitor. She has to learn the entire ABL system and work effectively with it. She has to exercise a quiet authority, without becoming authoritarian. An egalitarian attitude may require some un-learning and re-learning for teachers, but when they see it as part of the new culture of education, they are

quick to accept it and practice it. They are also able, in this system, to spend some time on children who are slow.

The research team felt, however, that there should be some time allotted to the teacher's voice. For instance, she could read a story or explain a scientific principle. For such an activity, as for sports, it might be necessary to group the children by age. The advantages of the mixed age group have been demonstrated here, but there is also a value for being with peers of one's own age. Some suggestions on doing this will follow in the last section of the report. While teacher domination is not desirable, teacher participation is advisable for at least 30 – 45 minutes a day. (Activity Based Learning- By S. Anandalakshmy)

Conclusion:

Flexibility is allowed in pace of learning and this is a boon. A certain level of flexibility must be available for the occasional re-grouping of children. The practice of forcing children to compete and ranking them according to their performance is shunned by most enlightened educators. And the ABL is quite child-friendly in this respect. Here it is important to see that having children of the same age together in an activity does not necessarily entail competition. Also it is possible to introduce a small element of competition without hurting anyone, a strategy which has been tried with success. Children of the same age are divided into two or three groups. The quiz question or alternatively, the athletic task is given to the group. Every child must have one chance, but can get help from others in the group. (Activity Based Learning- By S. Anandalakshmy)

- Students are not confined to their seats and classrooms
- Free exchange of ideas among themselves
- Children are self- motivated to know, to learn
- Teacher as a facilitator or guide, not an authoritarian
- Students have freedom to move around. No student likes to be tied down to his bench.
- Class rooms become a lively, interesting place.
- Through pair-work, group-work, whole class discussions students are exposed to a variety of view points and perspectives.
- The guided discovery approach leads students to a clearer understanding of the forms and underlying concepts
- The teacher's role is to set tasks that help students arrive at an understanding of the concepts,
- Make learning challenging and motivating by selecting appropriate material,
- Decide teaching tools, design activities, prompt and ask questions that make learning challenging and motivating.

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VEDIC MATHEMATICS - THE NEW TECHNIQUE OF TEACHING

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BACKGROUND OF VEDIC MATHEMATICS

Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers. (Shakuntala Devi ,<http://en.wikipedia.org/wiki/mathematics>)

In our day to day life we come across many calculations that's why if we don't know mathematics i.e. multiplication addition subtraction and division how to solve the many problems. For each step of life numbers are around us if we don't know how to handle these numbers we will go madd... That's why mathematics is very important. All people around us are not good in Math's but we can overcome with it. it is important that we should find some solutions . How will get solutions by simple calculations and methods? To overcome this obstacle with refreshing shortcut and one line formulae for all sort of calculations, be it multiplication involving large or small numbers One and only one of the method is Vedic mathematics method. there are many students who feel that the nightmare of all subjects is Mathematics. Even those who are grownups recall that their worst feared subject is Mathematics. But to those who like it, that is the life and soul. However, we are here to talk about a rather smart way to deal with the subject and with the invasion of technology, a big question is staring at the eyes of the student community- how good are their calculation skills. Many Indian Secondary School students consider Mathematics a very difficult subject. Some students encounter difficulty with basic arithmetical operations. Some students feel it difficult to manipulate symbols and balance equations. In other words, abstract and logical reasoning is their hurdle. Many such difficulties in learning Mathematics enter into a long list if prepared by an experienced teacher of Mathematics. Learning Mathematics is an unpleasant experience to some students mainly because it involves mental exercise. The simplicity of Vedic Mathematics means that calculations can be carried out mentally. With the help of Vedic mathematics method, which is quicker way to teach concept, saves time and efforts. By going with this method researcher is eager to know the exact difference between regular mathematics multiplication method and Vedic Mathematics method

HISTORY OF VEDIC MATHEMATICS

The Sanskrit word Veda is derived from the root Vid, meaning to know without limit. The word Veda covers all Veda-sakhas known to humanity. The Veda is a repository of all knowledge, fathomless, ever revealing as it is delved deeper.

Swami Bharati Krishna Tirtha (1884-1960), former Jagadguru Sankaracharya of Puri called a set of 16 Sutras (aphorisms) and 13 Sub - Sutras (corollaries) from the Atharva Veda. He developed methods and techniques for amplifying the principles contained in the aphorisms and their corollaries, and called it Vedic Mathematics. According to him, there has been considerable literature on Mathematics in the Veda-sakhas. Unfortunately most of it has been lost to humanity as of now. that while, by the time of Patanjali, about 25 centuries ago, 1131 Veda-sakhas were known to the Vedic scholars, only about ten Veda-sakhas are presently in the knowledge of the Vedic scholars in the country.

SIXTEEN SUTRAS AND THIRTEEN SUB-SUTRAS AS FOLLOWS:

Name	Corollory	Meaning
1 Ekadhikena Purvena	Anurupyena	By one more than the

			previous one
2	Nikhilam Navatashcaramam Dashatah	Sisyate Sesasamjnah	All from 9 and the last from 10
3	Urdhva-Tiryagbyham	Adyamadyenantyamantyena	Vertically and crosswise
4	Paraavartya Yojayet	Kevalaih Saptakam Gunyat	Transpose and adjust
5	Shunyam Saamyasamuccaye	Vestanam	When the sum is the same that sum is zero
6	Anurupye Shunyamanyat	Yavadunam Tavadunam	If one is in ratio, the other is zero
7	Sankalana-vyavakalanabhyam	Yavadunam Tavadunikritya Varga Yojayet	By addition and by subtraction
8	Puranapurabyham	Antyayordashake'pi	By the completion or non-completion
9	Chalana-Kalanabyham	Antyayoreva	Differences and Similarities
10	Yaavadunam	Samuccayagunitah	Whatever the extent of its deficiency
11	Vyashtisamanstih	Lopansthanabhyam	Part and Whole
12	Shesanyankena Charamena	Vilokanam	The remainders by the last digit
13	Sopaantyadvayamantyam	Gunitasamuccayah Samuccayagunitah	The ultimate and twice the penultimate
14	Ekanyunena Purvena	Dhvajanka	By one less than the previous one
15	Gunitasamuchyah	Dwandwa Yoga	The product of the sum is equal to the sum of the product
16	Gunakasamuchyah	Adyam Antyam Madhyam	The factors of the sum is equal to the sum of the factors

The Sutras apply to and cover almost every branch of Mathematics. They apply even to complex problems involving a large number of mathematical operations. Application of the Sutras saves a lot of time and effort in solving the problems, compared to the formal methods presently in vogue. Though the solutions appear like magic, the application of the Sutras is perfectly logical and rational. The computation made on the computers follows, in a way, the principles underlying the Sutras. The Sutras provide not only methods of calculation, but also ways of thinking for their application.

This book on Vedic Mathematics seeks to present an integrated approach to learning Mathematics with keenness of observation and inquisitiveness, avoiding the monotony of accepting theories and working from them mechanically. The explanations offered make the processes clear to the learners. The logical proof of the Sutras is detailed in algebra, which eliminates the misconception that the Sutras are a jugglery.

Application of the Sutras improves the computational skills of the learners in a wide area of problems, ensuring both speed and accuracy, strictly based on rational and logical reasoning. The knowledge of such methods enables the teachers to be more resourceful to mould the students and improve their talent and creativity. Application of the Sutras to specific problems involves rational thinking, which, in the process, helps improve intuition that is the bottom

5. NEED OF VEDIC MATHS

There are various boards like state boards, CBSE, ICSE, IB in India .Most of the parents teach mathematics till age of 10 years they successfully guide their children in their academics. As child goes in higher std they can't teach mathematics. Mathematics is one such division that involves thinking and mind is used at best. In India most of the students studying in conventional mathematics can solve problems that are new and not taught to them. Reason for this is –lack of basic concept clarity. Hence, instead of convectional way such a method should be developed or accepted that provides basic clarity so that overall learning can be improved. Researcher knows of time to solve larger numbers multiplications .With the help of Vedic mathematics method, which is quicker way to teach concept, saves time and efforts. By going with this method researcher is eager to know the exact difference at students are more active with regular multiplications for small numbers.

6. IMPORTANCE OF VEDIC MATHS

The research would have importance to develop ability of students related to analysis skills and application skill for competitive exams .It would encourage students to do self studies and to like mathematics subject. The importance to Math's teachers to get an idea about the use of Vedic Mathematics in school effectively. Research is important because it gives direction to deal with a specific problem. Whether the problem is thoroughly solved or not is not the forte of the research work. Accumulating amicable and all the possible solutions hypothetically are in it considered a commendable achievement. There are many types of researches that are carried out Research is important because it gives direction to deal with a specific problem. Whether the problem is thoroughly solved or not is not the forte of the research work. Accumulating amicable and all the possible solutions hypothetically are in it considered a commendable achievement. There are many types of researches that are carried. Research is important because it gives direction to deal with a specific problem. Whether the problem is thoroughly solved or not is not the forte of the research work. Accumulating amicable and all the possible solutions hypothetically are in it considered a commendable achievement.

This is important for student and teacher .

FOR STUDENT

1. To learn new technique in mathematics- With this they can learn new techniques which are easy to understand and makes student very interesting.
2. To make their calculation easy-with this new techniques child can do his /her calculations easy and fast.
3. To create interest in mathematics- Most of the students hate mathematics they want to go away from it this can create interest in them to solve tricky sums.

FOR TEACHER

1. To teach new technique to the students-by teaching this new technique of mathematics the teacher can make it interesting for the students.
2. To check the progress in students with new technique.-after teaching the regular method few students do not have much progress in mathematics but by teaching this new method the teacher can observe the difference in the math's marks of a child.
3. To make mathematics interesting for teaching.-while teaching this new method the interaction between the teacher and the student should be very interesting. Then the child will feel math's as an interesting subject.

IMPORTANCE OF VEDIC MATHS IN TODAY'S CURRICULUM

Many Indian Secondary School students consider Mathematics a very difficult subject. Some students encounter difficulty with basic arithmetical operations. Some students feel it difficult to manipulate symbols and balance equations. In other words, abstract and logical reasoning is their hurdle. Many such difficulties in learning Mathematics enter into a long list if prepared by an experienced teacher of Mathematics. Volumes have been written on the diagnosis of 'learning difficulties' related to Mathematics and remedial techniques. Learning Mathematics is an unpleasant experience to some students mainly because it involves mental exercise. To overcome this problem we can use Vedic math's method to gain confidence in solving maths sums. With the help of Vedic math's one can solve math's sums 10 – 15 times faster increase concentration and aptitude for math's

Now a days in this rapid growing technology many students have to appear for many competitive exams like scholarship, Olympiad exams, JEE, MPSC, UPSC, CET, many entrance exam have specific time limit to solve the papers and many a times it is not possible to solve question in the regular method which we have been taught in our schooling life. Now when we will teach the vedic math's method it will become easy to solve These exams in proper time.

Vedic Mathematics seeks to present an integrated approach to learning Mathematics with keenness of observation and inquisitiveness, avoiding the monotony of accepting theories and working from them mechanically. The explanations offered make the processes clear to the learners. The logical proof of the Sutras is detailed in algebra, which eliminates the misconception that the Sutras are a jugglery.

Application of the Sutras improves the computational skills of the learners in a wide area of problems, ensuring both speed and accuracy, strictly based on rational and logical reasoning. The knowledge of such methods enables the teachers to be more resourceful to mould the students and improve their talent and creativity.

CONCLUSION

we may learn the applications of methods of Vedic Mathematics in day to day life. We are aware that this attempt is only to make us familiar with a few special methods. The methods discussed, and organization of the content in vedic mathematics are intended for any student with some basic mathematical background.

Further it has given rational and proof for the methods. Through this method student can understand that math's is not a serious issue. An impartially one can easily experience the beauty, charm and resourcefulness in Vedic Mathematic. The student can enjoy the diversity and simplicity in Vedic Mathematics while applying the methods against the conventional textbook methods. The students can also compare and contrast both the methods.

The Vedic Methods enable the practitioner improve mental abilities to solve difficult problems with high speed and accuracy.

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5E Instructional Model – A learning cycle.

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Abstract

This article focuses on a learning cycle known as 5E instructional model. Teaching is an activity which is creates for fulfilled various objectives in terms of changes in students behaviors. The effective teaching consists of a set of general teaching strategies that apply to all content areas. An effective instructional model such as 5E instructional model with the contain is tools and sources for students that can play a main role in providing quality instruction and effective education. The 5E's is an instructive model based on the constructivist approach to learning which says that learner build or construct new ideas on top of their old ideas. It can based for students of all ages, including adults. Each of the 5E's describes a phase of learning and each phase starts with the letter 'E' Engage, Explore, Explain, students & teachers to experience common activities to use and build on prior knowledge and experience to construct meaning and to continuous assess their understanding of a concept.

Keywords: *Instructional model, 5E instructional model, Engage, Explore, Explain, Elaborate, Evaluate.*

Introduction:- Science is the system of knowing the universe thought data collected by observation & controlled experimentation. As data are collected, theories are advance to explain and account a for what has been obscene (V, Science Ed)

A teacher of science has variety of methods and techniques which he might use in his every day classroom teaching. The main purpose is to make interactive process effective so that meaningful learning may take place (Uttam kumar singh, p.g. 124, A.K. Nayale, Science Education.)

To enhance and improve this interaction a science teacher uses new instructional material or new techniques of teaching. A science teacher should use proper methods of teaching to make learning relevant and useful. (Science Education, p.g.124)

Use of latest technology is indispensable in modern life. Technology enhances speed accuracy in work and also improve the quality of work. (Instructional Systems – Dr. Kishor Chavan, Prof. Kuldeepsingh Rajput 2012.)

Objective:-

1. To study the concept of 5E instructional model.
2. To study the learning cycle process and phases of 5E instructional model.

Study Method :-

Qualitative analysis method was used for present study.

Data Collection Tools :

A data collection through the secondary sores like books and websites was then subjected to qualitative analysis

An Instruction Model :-

It is a sequence of stages teachers may go through to help students develop a full understanding of lesson concept.

Characteristics of Instructional model.

- Interest of child in the task.
- Simplify the task so that the child can manage it.
- Moderate the child to keep laying.
- Control frustration & risk.
- Demonstrate the process.

Background of 5E Instructional model :-

The 5E instructional model, developed by rodger Bybee in the 1980's. The 5E Instructional model has it's roots in the ideas of Johann Herbeat, John dewy and Jean Piaget.

The concept behind the model is to begin with student's current knowledge and new knowledge, provided instruction of ideas the students would not be able to discover on their own & provided instruction of ideas the students would not be able to discover on their own & provided opportunities to demonstrate understanding (Bybee 2006)

Concepts of 5E instructional Model :-

Definition of 5E Instruction Model :-

It's a forms of science instruction demonstrate evidence o increased mastery of subject matter, development of more sophisticated scientific reasoning & increased interest in science.

5E Instructional Model – A learning cycle :-

Each of the 5E described page of teaching learning process and each phase begins with the letter "E" .

Phase I - Engage:-

Access Prior knowledge & engage the new concept through short activities that promote curiosity.

Teachers role :-

- Teacher will creates interest by asking question to student about the topic which is based on students prior knowledge.
- The student responses to questions teacher get idea about how much student know or think about the concepts or topic

Student's role :-

- Give answer's to teacher's questions.
- Discussion

Learning activity :-

- Demonstration
- Brain Storming
- Free write

In Science when students revved their prior knowledge a new concepts are exposed, and this helps to build understanding through the lesson and highly effective in developing science.

Phase II - Explore :-

Provide a common base of activities in which current concepts are identified and conceptual change is facilitated.

Teacher's role :-

- Acts as a familiar.
- Teacher encourages the students to, work together with minimum supervision give the basic activities to identify the student misconceptions.
- Tells students that where they are wrong.
- Give the information that solve the problems.

Student's role :-

- Thinks freely, but within the limits if the activity.
- Tests their previous knowledge and forms new predictions.
- Experiments with alternatives and discusses then with others.
- Records observations and ideas.

Learning activates :-

- Collect information.
- Solve problem.
- Construe a model.

Through the exploration including discussion, demonstration activities teachers can challenges student conceptions.

Phase III - Explain :-

Provide opportunities to demonstrate conceptual understanding, process skills, or Behaviors and also provides an opportunity for teachers to directly introduce a concept to guide students for a deeper understanding.

Teacher role :-

- Explain concepts and destination.
- Formally provides definitions and explanations and new labels.
- Introduces unrelated concepts or skills.

Student role :-

- Students uses various informational resources, group discussions and teacher interaction to derive explanations of chosen concept.
- Accepts teacher's explanations without justification.

Learning activates :-

- Reading and discussion.
- Teacher explanation
- Computer and information without.

Through this phase student gains understanding of the concepts and can verify answers to questions or problems.

Phase IV -Elaborate:-

Challenge conceptual understanding and skills through new experiences to develop deeper and broader understanding and application.

Teacher's role :-

- Teacher encourage the students to apply or extend the concepts and skills in new situations.
- Asks probing questions to help students to see relationships between concept and other content areas.

Students role :-

- Students uses previous information to ask questions purpose solutions make decisions and design experiments.
- Write reasonable conclusions.
- Records observations and explanations.
- Forms expanded understanding of original concepts or topics.

Learning activities:-

- Problem Solving.
- Decision making.
- Compare, Classify and application of knowledge.

Through this phase student discovers ways to expand on learned concepts. They test ideas more thoroughly and explore additional relationships. This provides closure to the lesson and verifying student understanding is critical at this point.

Phase V - Evaluate:-

Students assess their understanding and teacher evaluate progress by various method.

Teacher role :-

- Teacher observes the students as they apply new concepts and skills.
- Allows students to asses their own learning and group process skills.
- Asks open ended question.

Student role:-

- Demonstrates an understanding or knowledge of the concepts or skill.
- Answer open-ended questions by wing observation and previously accepted explanations.

Learning activates :-

- Concept map.
- Write exercise.
- Perform a test.

Evaluation is a critical phase of any instructional model. Through this phase teacher get information about student understanding and does students are meeting the lesson objectives.

Conclusion :-

The 5E instructional model will be effective for science as well as other subject also. The teaching learning process by this model will increased mastery of subject matter, development of scientific reasoning and also increased interest in science and other subject to.

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**Scholarly Research Journal for
Humanity Science & English Language****Phenomenological Research Method****Dr. Bhalchandra Bhawe**

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Abstract :

Phenomenology is the descriptive study of how individuals experience a phenomenon. It deals with central question like : “What are the meaning, structure, and essence of the lived experience of this phenomenon by an individual or by many individuals?” The study was taken up with following Objectives in mind. To study the concept & characteristics of qualitative research, To study the historical background of Phenomenology research, To study the steps of Phenomenology research Qualitative analysis method was used for the present study. Qualitative Research has some characteristics which distinguish it from qualitative research. Three Stages of Phenomenology Research Stage is, One: Description of the Phenomenon of Interest by the Researchers, Stage Two: Collection of Participants’ Descriptions of the Phenomenon, Stage Three: Reading and Analysis of All the Participant Descriptions of the Phenomenon.

Key words : Phenomenology, Qualitative Research, Historical Research.

Introduction :

The disciplinary origin of phenomenology is philosophy. Phenomenology is the descriptive study of how individuals experience a phenomenon. It deals with central question like : “What are the meaning, structure, and essence of the lived experience of this phenomenon by an individual or by many individuals ?” The researcher tries to gain access to individuals’ “life worlds” which is their world of experiences, it is where consciousness exists.

Objectives : The study was taken up with following Objectives in mind.

1. To study the concept & characteristics of qualitative research
2. To study the historical background of Phenomenology research
3. To study the steps of Phenomenology research

Study Method : Qualitative analysis method was used for the present study.

Data collection & analysis : The data collection through the secondary sources like books, magazines, journals and websites was then subjected to Qualitative analysis.

Methods of Research :

Methods of research, according to Good, Barr and Scates (1941,p.207), may be classified from many points of view; the field to which applied : education, history, philosophy, psychology, biology, etc.; place where it is conducted: in the field or in the laboratory; application: pure research or applied research; data-gathering devices employed: tests, rating scales, questionnaires, etc.; nature of the data collected; objective, subjective, quantitative, qualitative, etc.; symbols employed in recording, describing, or treating results: mathematical symbols or language symbols; forms of thinking: deductive, inductive, etc. control of factors: controlled and uncontrolled experimentation; methods employed in establishing causal relationship: agreement, difference, residues and concomitant variation.

Educational research involves the elements of observation, description, analysis and explanation of what happens under certain conditions and situations; the researcher may use any

or combination of the above paradigms involving a variety of methodologies and data in conducting following types of research studies:

1. Historical Research : Which provides a method of investigation to discover, describe and interpret what existed in the past.
2. Descriptive Research : which uses a method to study, describe and interpret what exists at present.
3. Experimental Research : which utilizes a method to study and interpret what basic relationship will be between variables under controlled conditions or, more simply, to identify the conditions underlying the occurrence of a given phenomenon.
4. Qualitative Research: Phenomenological Research, Ethnographic Research, Case study, Grounded theory, Heuristic Research, Historical Studies, Philosophical Studies, Policy Research, Focus Group, Participate Inquiry and Clinical Research.

Qualitative Research :

Qualitative research is broadly defined as "any kind of research that produces finding not arrived at by means of statistical procedures or other means of quantification" (Strauss and Corbin-1990,P. 17) Qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data Whereas quantitative researcher seek causal determination, prediction and generalization of findings, qualitative researchers seek instead illumination, understanding and extrapolation to similar situations. Anthropologist and linguistic were the first to conduct qualitative research. All the subjects of social sciences differ from in terms of techniques, methods, contents but one thing is found common in all of these- All these sciences are concerned with man and his behavior. As opposed to quantitative techniques qualitative techniques are associated with researchers concerned with meanings contexts and holistic approach to understanding the phenomena.

Characteristics of Qualitative Research : Qualitative Research has some characteristics which distinguish it from quantitative research. Best and Kahn (2002,pp.184-185) has Quoted ten themes proposed by patton (1990,pp.40-41) which highlight the following main characteristics of qualitative research.

- 1) Qualitative research makes use of naturalistic inquiry.
- 2) It employs inductive or 'bottom-up' approach.
- 3) Most of the common research objectives in qualitative research aim in description, exploration, and discovery.
- 4) The behavior of the subjects under study is assumed to be fluid, dynamology, situational, social, contextual and personal.
- 5) Qualitative research makes use of qualitative data which are gathered from natural settings.
- 6) Purposive sampling is the dominant strategy in qualitative research.
- 7) Qualitative research emphasizes " unique case orientation". It assumes each casuse is special and unique.
- 8) The analysis of qualitative data requires organizing raw data into logical meaningful categories, and examining them in holistic fashion for interpretation to others.

Types of qualitative research : Types of qualitative research are as follows.(Khairnar Dillip page no.51)

Positivistic Paradigm	Interpretive Paradigm	Critical Paradigm
Positivism	Symbolic Interactions	Marxism
Non-Positivism	Phenomenology	Critical Sociology
Methodological Positivism	Ethno methodology	Feminism
Logical Positivism	Hermeneutical	Conflict School of Thought
	Ethnography	Subaltern Perspective

Phenomenology Research

1. Meaning & definition :

Phenomenology as a research approach is not very well known, in contrast to phenomenology, familiar to most qualitative researchers of today. Phenomenography and phenomenology share the term “phenomenon” which means “to make manifest” or “to bring to light”. Phenomenology, with the suffix -graph, denotes a research approach aiming at describing the different ways a group of people understand a phenomenon (Marton, 1981), whereas phenomenology, with the suffix -logos, aims to clarify the structure and meaning of a phenomenon (Giorgi, 1999).

2. Historical background of Phenomenology Research :

Europe lay in ruins at the end of World War One (1914 – 1918). Eagleton (1983, p. 54) captures the situation vividly.

The social order of European capitalism had been shaken to its roots by the carnage of the war and its turbulent aftermath. The ideologies on which that order had customarily depended, the cultural values by which it ruled, were also in deep turmoil. Science seemed to have dwindled to a sterile positivism, a myopic obsession with the categorizing of facts; philosophy appeared torn between such a positivism on the one hand, and an indefensible subjectivism on the other; forms of relativism and irrationalism were rampant, and art reflected this bewildering loss of bearings.

In the context of this ideological crisis, the German philosopher, Edmund Husserl (1859 – 1938), “sought to develop a new philosophical method which would lend absolute certainty to a disintegrating civilization” (Eagleton, 1983, p. 54). Although the origins of phenomenology can be traced back to Kant and Hegel, Vandenberg (1997, p. 11) regards Husserl as “the fountainhead of phenomenology in the twentieth century”. Husserl rejected the belief that objects in the external world exist independently and that the information about objects is reliable. He argued that people can be certain about how things appear in, or present themselves to, their

consciousness (Eagleton, 1983; Fouche, 1993). To arrive at certainty, anything outside immediate experience must be ignored, and in this way the external world is reduced to the contents of personal consciousness. Realities are thus treated as pure 'phenomena' and the only absolute data from where to begin. Husserl named his philosophical method 'phenomenology', the science of pure 'phenomena' (Eagleton, 1983, p. 55). The aim of phenomenology is the return to the concrete, captured by the slogan 'Back to the things themselves!' (Eagleton, 1983, p. 56). The works of Sartre and Merleau-Ponty extensively expanded the influence of Husserl and Heidegger (Vandenberg, 1997).

3. Needs of Phenomenology Research :

1. "To search again or in a new way" (Becker, 1992, p. 31). This is particularly true of phenomenology, which is the study of human phenomena, of things or events in the everyday world.
2. Characteristic Phenomenology research experience is a valid, rich, and rewarding source of knowledge.
3. Phenomenology Research is needed because everyday world is a valuable and productive source of knowledge, and that we can learn much about ourselves and reap key insights into the nature of an event by analyzing how it occurs in our daily lives (Becker, 1992).
4. Phenomenology Research is essential in "addressing, identifying, describing, understanding and interpreting the experiences people have in their day-to-day lives ... precisely *as* those people have the experiences and understand them" (Crotty, 1996, p. 14).

4. Steps in Phenomenology Research

Phenomenology is widely regarded as a set of methods where "there is more than one legitimate way to proceed with a phenomenological investigation" (Streubert & Carpenter, 1999, p. 48).

Three Stages of Phenomenology Research is

Stage One: Description of the Phenomenon of Interest by the Researchers

Stage Two: Collection of Participants' Descriptions of the Phenomenon

Stage Three: Reading and Analysis of All the Participant Descriptions of the Phenomenon

Conclusion

Phenomenology is a research approach developed from an educational framework. However, practiced in other areas this research approach can be misunderstood as seems to be the case in some reports on allegedly phenomenographic studies. In this article, the authors explain qualitative research Historical background Phenomenology Research, needs of Phenomenology Research, Phenomenology Research of steps.

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Humor based learning and Achievement of slow learners

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Abstract: *Teaching is a challenging profession that requires a lot of patience, innovation and motivation from the teachers in order to bring about an all round development among their*

students. Inside the classroom there will be a mixed section of learners based on their level of intelligence and performance criteria. Slow learning is not a learning disability that can be classified as a diagnostic category. It is simply a term used to describe a student with the ability to acquire all necessary academic skills, but at a rate and depth below that of the average student. Hence the challenge for the teachers is to understand the student's areas of interests and develop an innovative teaching plan to cover syllabus in a given time frame by proper understanding. This paper is mainly focused on the responsibilities of the teacher on bringing out the slow learner through Humor Based Learning and also some remedial teaching for slow learners to overcome their problems.

KEY WORDS: *Slow learners, Humor, Innovation, Diagnostic.*

Introduction :

If I cannot learn the way you teach , will you teach me the way I can learn ?

(L.D.Child)

Teaching is a challenging profession that requires a lot of patience, innovation and motivation from the teachers in order to bring about all round development among their students. Slow learning is not a learning disability that can be classified as a diagnostic category. It is simply a term used to describe a student with the ability to acquire all necessary academic skills, but at a rate and depth below that of the average student.

The use of innovative method in educational institution's has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

Inside the classroom there will be a mixed section of learner's based on their level of intelligence and performance criteria, like fast learners, mediocre and slow learners. The good classroom is characterized by a relaxed atmosphere, by evidence of wholesome and purposeful activities, by displays of children's work and by the best use of available facilities with a keen sense of humor by the facilitators.

Hence here comes the greatest challenge for a good teacher to guide and help the students of various categories by using some innovative methodologies in classroom teaching to come out with flying color.

Humor is one instructional tool that teachers can use in the classroom to increase their effectiveness. Humor strengthens the relationship between student's and teacher's, reduces stress, makes a course more interesting and if relevant to the subject .Humor has the ability to relax people, reduce tension, and there by create an atmosphere conducive for learning and communication.

- when teacher's use humor they may receive more positive student's evaluation and find that student's are more willing to participate in their classes.
- when student's take courses from teacher's who use humor they may become more motivated to do well in class.

- the most significant reason is that it develops a positive relationship between teacher's and taught.

However there are many benefits associated with the use of humor in the classroom, provided the teacher's need to first understand why and how humor works as an instructional tool. There are many different types of humor related to class materials are identified as : funny stories (hopefully related to the content), humorous comments, self dis-paragaging humor, unplanned humor, jokes, riddles, puns, funny props, visual illustrations etc.

Need of the study:

The concern for slow learner's and the problem of how to teach them is most important part of this experiment.

There is need to close the gap between our understanding of the nature of human behavior and inter personal relationship and the utilization of such understandings in the classroom. It is possible if teacher adopt one of the innovative teaching methodology i.e. Humor Based Learning in the classroom teaching. It will help to slow learners in the following manners:

- to build up confidence among slow learner's.
- to establish good relationship between teacher's and tough's.
- to canalize the energy amongst them in a positive direction to get a fruitful output.
- to encourage the participation in different school activities.
- to learn the basic skills of life to adjust with the changing conditions of life and to feel more confident, motivated and to develop positive attitude towards life.
- to help to fetch a good grade and come out with flying color.
- to provide them ample opportunity to overcome their weakness and become successful in their life.
- To make learning concrete at their own pace.
- To develop constant attention span of comprehension and imagination of adolescence age groups of class XI std. students towards studies.

Importance of the study :

Humor in educational setting serves a variety of positive functions beyond simply making people laugh. The purpose of this experiment is to test the Humor Based Learning for slow learners in 11std to achieve the following benefits:

- to builds group (as in class) cohesion.
- to respond more positively to each other when humor is present.
- to facilitate cohesion by softening criticism.
- to helps the slow learner's to feel comfortable and involve in finding for solution.
- to motivates them to learn without cramming monotonous text books.
- to helps to increase learning and retention of course material.
- to bring the levels of attention and interest.

OPERATIONAL DEFINITION

- SLOW LEARNER'S: Slow learners are often confused with students in need of special education or reluctant learner's who are not co-operative. Actually slow learners are normal students who are simply not interested in studying under traditionally acceptable system of learning.
- The slow learner is simply a term used to describe a student with the ability to acquire all necessary academic skills, but at a rate and depth below that of average student.
- HUMOR: Martin and Lefcourt said that Humor is the frequency with which the individual smiles, laugh and otherwise displays amusement in a variety of situations. Where as Shade (1996) suggests five elements related to humor are:

OBJECTIVES

- To find the effectiveness of humor base learning.
- To develop a product with the base of Humor Based Learning for the slow learners of std XI.
- To make learning concrete at their own pace of slow learners.
- To develop constant attention of slow learners towards their studies.
- To helps slow learners to learn better to enhance their achievement

HYPOTHESES

Research Hypothesis: There is significant difference between the means of experimental & control group after implementation of Humor Based Learning for slow learners of std XI.

Null Hypothesis: There is no significant difference between the means of experimental & control group after implementation of Humor Based Learning for the slow learners of std XI.

ASSUMPTION

Assumptions relevant to this experiment are :

1. Most of the slow learners faced with the problems of adjustment, communication, medium of instructions, negative peer pressure, understanding and lack of support.
2. This study used an experimental design to test if humor given prior to content presentation was more effective in helping students understand the information and enjoy the presentation than a control group treatment.
3. This study seeks to explore the effectiveness of humor on learning in a computer based environment, using both humor that is embedded in the presentation of the material and humor that is given prior to the learning task.

LIMITATIONS

Possible limitations of this experiment are:

- The reported concern is with only what happens within the confines of the experiment and will beyond the control of researcher.
- Researcher will not able to control the 100% attendance of the slow learner's for attending the programme.
- Interferences from exceptional conditions like the administration of the school were beyond the control of the researcher.
- Concentration of the students was sometimes beyond the control of the researcher

DELIMITATIONS

- This research will be delimited to slow learners.
- The Day school as well as Boarding school will be taken into consideration.
- This study is restricted to the Humor Base Learning programme prepared by the researcher.
- This will be delimited to English Medium CBSE Affiliated School for Science Subject.
- This research is restricted to academic year 2014-2015.

SCOPE OF THE RESEARCH

- This research can be done for all categories of learners.
- The all type of school will be having the scope in the study.
- The study will be having scope in teaching learning method & approach.
- This method of teaching will be useful for both Marathi as well as English medium students.
- This method of learning also will be more useful for all the parents and administrators having slow learners.

Conclusion: It is possible to draw strong academic performance from slow learners through steady application of practical strategies. Most studies examining the effectiveness of humor on learning have led to mixed results. By utilizing research that has found humor to be an effective precursor activity. However the appropriate uses of humor in instruction should be explored because Humor has the potential to be a very powerful method of motivating students to learn and increasing their cognitive abilities.

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Vocational Education: A Mean to Educate and Empower the Socio-Economic Status in India

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ABSTRACT

India has one of the largest technical manpower in the world. In order to relate education with life and productivity the concept of vocational education has coined. The study was taken up

with following objectives. To study the concept of Vocational Education. To study the work experience as an integral part of Vocational Education. To study the structure of Vocational Education in India. To know and understand various advantages of Vocational Education. Qualitative analysis method was used for the present study. The data was collected through the secondary sources like books, eBooks, e-magazines, e-journals was then subjected to qualitative analysis. Vocational education is concerned with providing facilities for a sizeable section of students for whom bread-winning is far more important than the pursuit of higher education. Treating and offering vocational education through a separated vocational stream of education as offered at higher secondary stage would be best do this preparation. Hence it is the felt need to evaluate that to which the vocational education has been benefitted as conceptualized and proposed.

KEYWORDS: Education, Vocational Education, Work Experience

INTRODUCTION

The role of education in facilitating social and economic progress has long been recognized. Education improves functional and analytical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to labor markets and livelihoods. Skills and knowledge are the engines of economic growth and social development of any country which respond more effectively and promptly to challenges and opportunities of globalization. India is in transition to a knowledge based economy and its competitive edge will be determined by the ability knowledge more effectively. This transition will require India to develop workers into knowledge workers who will be more flexible, analytical, and adaptable and multi skilled. In the new knowledge economy the skill sets will include professional, managerial, operational, and behavioral, inter personal and inter functional skills. To achieve these goals, India needs flexible education and training system that will provide the foundation for learning, secondary and tertiary education and to develop required competencies as means of achieving lifelong learning.

VOCATIONAL EDUCATION

Vocational Education is training for a specific occupation in agriculture, trade, or industry through a combination of theoretical teaching and practical experience provided by many high schools in their commercial and technical divisions, and by special institutions of collegiate standing (as a college of agriculture, a school of engineering, or a technical institute) (www.merriam-webster.com/dictionary/vocational).

Vocational Education is defined as demonstrated and acknowledged development of knowledge, skills and attitudes necessary for a place in the workforce, at levels ranging from pre-trade to para-professional. (J. Foks, 1990) (www.col.org/).

Vocational Education is an education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labor market. (<http://www.eqavet.eu/qa/gns/>).

NEED FOR VOCATIONAL EDUCATION

- To develop various career opportunities for the students.
- To channelized the students towards Vocational courses.
- To develop skilled labor in India
- To generate and provide self-employment and reduce unemployment.
- To develop part time Vocational training.

WORK EXPERIENCE AS AN INTEGRAL PART OF VOCATIONAL EDUCATION

Work Experience is the productive activity which contributes to productive work in schools, field, laboratory and factory. The work experience should be introduced at every level of education as suggested by education commission.

OBJECTIVES OF WORK EXPERIENCE

Introduction of work experience in school systemic needed in order to fulfill the following objectives:

- To develop respect and ability for physical labor in the child.
- To enable the child to earn something by his physical labor while in school.
- To enable the child to bear the cost of education through his earning.
- To acquaint the student with the world of employment, industry, business and agriculture.
- Not to prepare the child for a particular profession but to develop in him the abilities which may facilitate his choice of profession?
- To increase the total production of the country by small contribution of students.
- To reduce the social difference between the rich and the poor students.

NATIONAL POLICY ON EDUCATION 1986 AND VOCATIONAL EDUCATION

- Vocational education will be educative means to prepare students for identifying occupations spanning several areas of activity.
- Health planning and health service management should optimally interlock with education and training of appropriate categories of healthy manpower through health related vocational courses.
- The establishment of vocational courses or institutions will be the responsibility of government as well as public and private sector.
- Graduates of vocational courses, under predetermine conditions will be given lateral entry to the professional education for the professional growth and career improvement.
- Non-formal, flexible and need based Vocational Programmes will be made available to neo literate, youth, who have completed primary education, school drop-outs and person engaged in work and employed person. Special attention to women will be given.
- Tertiary level courses will be organized for the youth of higher secondary courses of the academic stream.
- It is proposed that vocational courses will cover 10% of higher secondary students by 1990 and 25% by 1995. Review of the courses offered and the recruitment policy will be taken up by the government in order to encourage diversification at the secondary level.

STRUCTURE OF VOCATIONAL EDUCATION IN INDIA

- Pre High School (Xth) Level: In India education up to class Xth is general in nature whether it is a boy or girl. Work experiences in the form of crafts and agriculture for boys and home science for the girls have been introduced in secondary classes but no vocational course is given to students.
- Post High School Level: Vocational education in India starts after high school. All these courses are generally of three years.
- Post 10+2 Level: Those students who do not join any vocational course after high school are given admission to these courses.
- Graduation Level Professional course: These courses make the people fully professionals. The admissions to this course are given after graduation.

ADVANTAGES OF VOCATIONAL EDUCATION

- There will be direct relationship between education and employment and hence educated class will not have to run for jobs hither and thither.
- It will help the individual to become self-employed.
- Economic condition of the country will improve as every educated person will be engaged in some kind of job or industry.
- Students will convince that education is purposeful for them.
- Every individual will seek a job as well as a certificate through vocational education.
- Vocational education will make the best utilization of the country's resources to give specialized knowledge which will increase in the productivity of the country.
- Science and technology will be accepted foundation stones and hence modernization.

CONCLUSION

Vocational education is concerned with providing facilities for a sizeable section of students for whom bread-winning is far more important than the pursuit of higher education. Vocational education will make the best utilization of the country's resources to give specialized knowledge which will increase in the productivity of the country. Science and technology will be accepted foundation stones and hence modernization thus will prove to empower the socio-economic status of India.

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MATHEMATICAL GAMES

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ABSTRACT

Mathematical Games developed Mathematical communication as people explained and justify their moves to one another. Using Mathematical Games is an easy way to keep students engaged to get the frequent practice required to build strong mental arithmetic skills. Thus Drills and Games for an essential part of teaching Mathematical concepts. Mathematical Games should not be thought of as time fillers or rewards but rather built in options, which children enjoy and remove their boredom. In using Mathematical Games, the teacher plays an important role in encouraging pupils to explain their thinking and they focused on Mathematical ideas.

Thus Mathematical Games allow variations and children can make progress from easy to more challenging versions Mathematical Games: The students are asked to explain and justify their moves during a trial round of a game played, as a whole class demonstrates the type of thinking and communicating that is important for students to use later when they play the game in pairs.

KEYWORD: *Mathematical Games*

Introduction

We all know that children enjoy playing games. Experience tells us that games can be very productive learning activities. Games contribute to the development of knowledge by having a positive effect on the atmosphere in the class which in turn produces a better mental attitude towards maths in the pupils. Mathematical Games provide a unique opportunity for integrating the cognitive, affective and social aspects of learning.

Concept of Mathematical Games

Mathematical Games: Oldfield (1991) said that mathematical games are 'activities' which involve a challenge, usually against one or more opponents; a

- are governed by a set of rules and have a clear underlying structure;
- normally have a distinct finishing point;
- have specific mathematical cognitive objectives.

Types of Mathematical Games:-

- Board Games
- Card Games
- Online Games
- Competitive Math Fun
- Interactive Games
- Math Video Games

Planning and Teaching Roles

- Teachers are responsible for sharing ideas and engaging in the planning process.
- Teachers are responsible for a class unless it is decided otherwise!
- Some teacher's may be asked to rotate with a group that needs extra assistance.

Advantages and Disadvantages of Mathematical Games:

Advantages for teachers

- Student engagement. Games are engaging and maintain interest.

- Assessment - children's thinking often becomes apparent through the actions and decisions they make during a game, so the teacher has the opportunity to carry out diagnosis and assessment of learning in a non-threatening situation.
- Differentiate instruction - Using math games which better match students' abilities can help them build content knowledge and interact more successfully.
- Independence - Children can work independently of the teacher. The rules of the game and the children's motivation usually keep them on task.

Advantages for students

- Meaningful situations - for the application of mathematical skills are created by games
- Motivation - children freely choose to participate and enjoy playing
- Positive attitude - Games provide opportunities for building self-concept and developing positive attitudes towards mathematics, through reducing the fear of failure and error;
- Increased learning - in comparison to more formal activities, greater learning can occur through games due to the increased interaction between children, opportunities to test intuitive ideas and problem solving strategies
- Different levels - Games can allow children to operate at different levels of thinking and to learn from each other.

Disadvantages

Disadvantages for teachers

- Noise level
- Un-organization of classroom
- Fear students will become unmanageable

Disadvantages for Students

- Physical Strain

It's easy for children to feel addicted to games, and they will sit in a certain spot for hours on end playing them. This long-term use can result in fatigue and mood swings.

- Mental Effects

Educational games can affect children mentally. For instance, children may want to play until they win or advance in the game. Additionally, overuse can cause social isolation and poor social skills.

Guidelines for using Games successfully

Arrangement

Classroom Arrangement

- The desk pods should be so arranged that each child is able to face each other and the teacher as well.

Student Arrangement

- Make Cooperative Groups
- Make Ability Groups

Conclusion

Thus we conclude that Teaching Math in a game form is an innovative teaching technique for students. Students enjoy learning in a fun way by the means of games. . Thus we also understand the advantages and disadvantages of Mathematical games.

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मान्वित अध्ययन कार्य

सादरकर्ती कु.दरेकर वर्षा मारुती

सारांश

विद्यार्थ्यांमध्ये वर्तन परिवर्तन घडवून आणणे म्हणजेच शिक्षण होय. शिक्षक अध्यापन करतात. तर विद्यार्थी अध्ययन करतात. अध्यापनाच्या जशा अनेक पद्धती आहेत तशाच अध्ययनाच्या विविध पद्धती आहेत. त्यापैकीच एक म्हणजेच मान्वित अध्ययन (Programmed learning) होय.

शोध संज्ञाकवीज संज्ञा

मान्वित अध्ययन कार्य

प्रस्तावना

सिडना प्रेसी यांनी इ.स. 1920 मध्ये विद्यार्थ्यांना अध्ययनासाठी एक यंत्र बनवले. त्यात विद्यार्थ्यांना एक पाश्नपात्रिका दाखवली जात असे. एकाच वेळी एकच प्रश्न व त्याच्या उत्तराचे चार पर्याय दाखवले जात. विद्यार्थ्यांनी योग्य पर्यायी उत्तराची कळ त्याने दावली तरच दुसरा प्रश्न दाखवला जाई. या अध्ययन यंत्रापासून प्रेरणा घेऊन पुढे अध्यापन तंत्र शोधण्यात आले. पुढे इ.स. 1950 च्या दरम्यान वीएफ स्किनर यांनी मानसशास्त्रीय भूमिकेतुन कारक अभिसंधनाचा सिद्धांत मांडला. त्यात ज्या प्राण्याला शिकवायचे असेल त्याला शक्य असलेल्या वर्तनापैकी आपल्याला अपेक्षित असणारे वर्तन घडेल अशी परिस्थिती निर्माण करायची अपेक्षित वर्तन बदल झाल्यावर त्वरित प्रवलन द्यायचे त्यामुळे अपेक्षित वर्तन आपोआप घडून येते व ते आत्मसात होते. यालाच कारक अभिसंधान सिद्धांत म्हणतात. याच सिद्धांताचा वापर करून व अध्ययन यंत्राचे एका वेळी एक चौकट दाखवण्याचे तंत्र यानुन मान्वित अध्ययनाचा उदय झाला.

मान्वित अध्ययनाचे पाठ तयार करण्याच्या पायऱ्या.

1. विषयांची निवड

संकल्पना

तयार करण्यासाठी करावी.

1

नेहमीच्या पद्धतीने शिकावण्यास कठीण असणारा विषयांश मूलभूत संकल्पना यांची निवड मान्वित

विद्यार्थ्यांना पाठाच्या अध्ययनानंतर अपेक्षित काय आहे हे विनिर्भावदलाने स्वरूपात लिहावे

3. घटकाचे विश्लेषण

घटकाचे लहान घटकात किंवा विधानात रूपांतर करून प्रत्येक चौकटीत केवळ एकाच संज्ञेचा संकल्पनेचा समावेश करावा.

4. चौकटीचे लेखन

चौकटीचे प्रकार

प्रत्येक चौकटीत प्रस्तुत करण्याच्या आशयाची योग्य मांडणी करावी लागेल त्यात मुरुवातीला त्यानंतरच्या चौकटीत माहितीचे प्रस्तुतीकरण पाश्न पार्यायी उत्तरे व पुर्वीच्या चौकटीतील प्रश्नांचे उत्तर असावे .

चौकटीचे प्रकार

अ. ज्ञानसंपादन चौकट

याताल प्रत्येक चाकटात पूवा माहित असलेल्या ज्ञानाशी संलग्न परंतु थोडीशी नवी अशी संकल्पना अगर माहितीचा समावेश असतो .

आ. सराव चौकट

होण्यासाठी सराव दिला जातो .

इ. चाचणी चौकट

काहा महत्पाव मुद्द ज्ञाल्यावरवर छोटीशी चाचणी असते त्यातुन वेळो वेळोवेळी प्रगतीचे मापन होते .

ई. संकलन चौकट

यात उपमुदयाच संकलन करून मुख्य मुद्दा पुन्हा व्यवस्थित रूपात मांडला जातो .

सर्व चौकटीची भाषा शब्दरचना सोपी सुटसुटीत असावी पाठ आकर्षक व अर्थपूर्ण होण्यासाठी आवश्यक तेथे आक्या चित्रे यांचा वापर करावा .

अ. न्वित अध्ययन कार्य आचे परीक्षण

अ. न्वित अध्ययन कार्य आ अथवा पाठ करताना ती उददीष्टे रेवली जातान ती पाठानुन साध्य होतात की नाही हे लहान यादृच्छिक विद्यार्थ्यांच्या गटावर पडतालुन पहावे व आव आ. न्वित अध्ययनाची वैशिष्ट्ये कारकता वाढते .

1. पाठयांशाचे विश्लेषण

जा पाठयाश अभ्यासायचा असेल त्याचे विश्लेषण करून अत्यंत छोटया छोटया घटकांत रूपांतर केले जाते .

2. एकावेळी एकच पाऊल

एकावेळी एकच संकल्पना किंवा मुद्दा प्रस्तुत केला जातो . त्यामुळे अध्ययन सुलभ होते .

3. अवध मांडणी

पाठयांशाचे लहान चौकटीत रूपांतर करून त्या चौकटीची अवध मांडणी केलेली असते . ती मांडणी तर्कशुद्ध असते तसेच ती ज्ञानाकडुन अज्ञानाकडे सोप्याकडुन अवघडाकडे अशा अध्यापन सुत्रांचा वापर करून केलेली असते .

4. सतत तियुक्त प्रतिसाद

प्रत्येक पायरीवर किंवा चौकटीत विद्यार्थ्यांना काही दृश्ययुक्त प्रतिसाद द्यावाच लागतो त्यामुळे विद्यार्थी सां राहतात .

5. त्वरित प्रत्याभरण

चौकट दाखवल्यानंतर विद्यार्थी त्यांचे उत्तर देतो .ते ऊत्तर चुक की बरोबर याचे त्याला त्व रितज्ञान होणे आवश्यक असते तरच त्याला पुढील अध्ययनासाठी प्रोत्साहन मिळते .त्यामुळे पुढील चौकटीत उत्तर पडताळून पाहण्याची सोय असते .

6 . प्रवलन

पडताळून पाहता आल्याने प्रत्येक योग्य ऊत्तराने आपोआप प्रवलन मिळते अध्ययन सामग्री अशी बनवलेली असते .की बरोबर येतात उत्तरेबरोबर आल्याच्या जाणिवेमुळे पुढच्या अध्ययनाला प्रेरणा मिळते .

7 . स्वगतीने प्रेरणा

प्रत्येक विद्यार्थ्याला स्वतंत्रपणे कार्य करा दिलेला असतो . प्रत्येक विद्यार्थी स्वतःकडे चौकट वाचून विचार करतो व प्रश्नावर प्रतिसाद देतो . प्रतिसाद पडताळून पाहून योग्य प्रतिसादानंतर पुढील चौकटीचे वाचन करतो . त्यामुळे प्रत्येक विद्यार्थी स्वतःच्या गतीने आवडीने सवडीने कुवतीनुसार पुढचे अध्ययन करतो .

8 . विद्यार्थी चाचणी

विद्यार्थ्यांचे अध्ययन झाले किंवा नाही याची चाचणी घेण्यासाठी मुद्दा संपला की चाचणी चौकट असते यातून प्रगती योग्य होत आहे किंवा नाही हे विद्यार्थी शिक्षक दोघांनाही समजते .

चाचणी चौकटीचे उत्तर बरोबर झाले नाही तर पुन्हा सराव दिला जातो .

आन्वित अध्ययन कार्य आच्या मर्यादा

आन्वित अध्ययनाचे अनेक फायदे असले तरी त्यांच्या मर्यादांची जाणीव असणे आवश्यक आहे . त्या पुढीलप्रमाणे आहेत .

1. सर्व विषयांसाठी हे तंत्र वापरणे कठीण असते .
2. भावात्मक क्षेत्रातील उद्दीष्टांसाठी हे तंत्र तितकेसे उपयुक्त ठरत नाही .
3. या पद्धतीने अध्ययन घडवून आणण्यासाठी यंत्रणा व समग्री लागते त्यामुळे अध्ययन खर्चिक बनते
4. व्यक्तीमत्व शिक्षण यातून चांगले होते . परंतु समुह आंतरांमधील वाव मिळत नाही .
5. विद्यार्थ्यांना अध्ययनासाठी प्रेरित करण्याचे कार्य शिक्षकांना करावे लागते परंतु अशा कार्ये जात ती सोय नसते .
6. असे कार्य करणे हे तज्ञांचे व खर्चिक काम आहे . अर्थात वरील सर्व या कार्ये आच्या मर्यादा असल्या तरी शिक्षकांनी दैनंदिन अध्यापनात यातील तत्वांचा वापर करावा .

संदर्भसुची

संदर्भग्रंथ

शैक्षणिक मानसशास्त्र 'वा . ना . दांडेकर शैक्षणिक प्रतिष्ठानचे प्रकाशन संपादक डॉ . ह . ना जगताप

'प्रगत शैक्षणिक मानसशास्त्र 'विद्या प्रकाशन नागपुर संपादक डॉ . डी आर कुलकर्णी

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स्वयं अध्ययन साहित्याची निर्मिती

सौ. भारती आनंद केमसे एम. एड. संशोधन अभ्यासक अभिनव एज्युकेशन सोसायटीचे □

शिक्षणशास्त्र महाविद्यालय आंबेगाव बुद्रुक □ पुणे —46

मो. नं. 9527681085

घोषवारा

शिक्षणाचे सार्वभिकरण करण्याचे महत्वाकांक्षी उद्दिष्ट आपल्या समोर आहे. त्यासाठी शर्थाने प्रयत्न करण्यात येत आहेत. दर्जेदार शिक्षणाने सार्वत्रिकरण म्हणजे गुणवत्तेचे अध्ययन अध्यापन प्रामुख्याने विद्यार्थी केंद्रित क्षमताधिष्ठीत कृतीप्रधान आणि आनंददायी करण्याची आवश्यकता आहे. या दृष्टिकोनातून स्वयं अध्ययन साहित्य निर्मिती ही अशीच एक वैशिष्ट्यपूर्ण प्रणाली आहे.

बीजसंख्या (Key words) स्वयं अध्ययन □ साहित्य □ स्वगती

प्रस्तावना

स्वयं अध्ययन म्हणजे विद्यार्थ्यांनी करावयाचे अध्ययन यासाठी त्याला प्रत्येक वेळी शिक्षकाने हजर राहून शिकवले पाहिजे असे नाही तर तज्ञांनी तयार केलेल्या विविध साधन साहित्याचा वापर करून स्वतःच्या कुवतीनुसार □ आवडीनुसार □ सोयीच्या वेळेत अध्ययन करता येते.

अध्यापकांना पुस्तकाच्या अध्यपनावरोबर उप□ांचे आयोजन करून विद्यार्थ्यांचा विकास साधता येईल. विषयातील काही संकल्पना अमूर्त असतात. त्यांना मूर्त स्वरूप देण्यासाठी उप□ांची व्यवहाराशी सांगड घालण्याचा प्रयत्न केल्यास दृकश्राव्य साहित्य □ पुस्तके यांच्या समावेशामुळे या उप□ातून विद्यार्थ्यांच्या प्रगतीचे विशिष्ट टप्प्यावर निदान करता येणे अध्यापकाला शक्य होईल.

उद्दिष्टे

प्रस्तुत लेख लिहिण्यासाठी पुढिल उद्दिष्टे ठरविली होती.

- ❖ विद्यार्थ्यांना स्वतःच्या गतीने शिकू देणे.
- ❖ आपल्या वेळेनुसार किंवा सवडीनुसार अध्यापन करून देणे.
- ❖ बहूसंख्य विद्यार्थ्यांचा संपादानाची खात्री करून देणे.
- ❖ सर्वांना समान अध्ययन अनुभव देणे.
- ❖ एका कार्य□ाचा उपयोग अनेक जणांसाठी करणे.

अभ्यासपध्दत

प्रस्तुत संकल्पनात्मक लेख लिहिण्यासाठी प्रायोगिक पध्दतीचा अवलंब केला आहे.

माहिती संकलनाची साधने

प्रस्तुत लेख लिहिण्यासाठी विविध संदर्भ पुस्तके □ासिकांमधील लेख व संकेत स्थळावरील माहिती यांचा उपयोग केला आहे.

महत्त्व

- स्वयं अध्ययनात विद्यार्थी स्वतः अध्ययन करतो त्यामुळे झालेले अध्ययन दिर्घकाळ लक्षात राहते आहे .
- स्वयं अध्ययनामुळे विद्यार्थी त्याच्या आवडीच्या विषयाचे सखोल ज्ञान प्राप्त करू शकतो .
- विद्यार्थी सतत शिक्षकावर अवलंबून न राहता ज्ञान प्राप्त करता येते . विद्यार्थ्यांमध्ये स्वावलंबी वृत्तीचा विकास होतो .
- विद्यार्थ्यांमध्ये आत्मविश्वास निर्माण होतो . त्यामुळे तो जीवनात यशस्वी होण्यास मदत होते .
- एकटे अध्ययन केल्यामुळे अध्ययनात एकाग्रता येते .
- स्वतःच्या सोयीच्या वेळेत व सोयीच्या ठिकाणी अध्ययन करता येते .

गरज

कार्ल रॉजर्स यांनी 1969 मध्ये 'डिम टू लर्न हा ग्रंथ प्रसिद्ध केला .त्यात त्यांनी जे तत्त्व मांडले त्यातून स्वयं अध्ययन प्रक्रिये विषयाची गरज लक्षात येते .

विद्यार्थ्यांची बुद्धि स्वायत्ता होण्यासाठी अवघड संकल्पना स्पष्ट होण्यासाठी मृत्तीभिन्नता या समस्येवर मात करण्यासाठी वैयक्तिक भेद सारण्यासाठी विद्यार्थ्यांचा आत्मविश्वास वाढविण्यासाठी स्वयंअध्ययन या नवीन पद्धतीचा शिक्षणप्रक्रियेत समावेश करण्याची गरज आहे .

त्याचप्रमाणे शिक्षणव्यवस्थेचे स्वयं अध्ययनाचे वातावरण निर्माण केले पाहिजे . विद्यार्थ्यांना स्वयं अध्ययनाचे वातावरण निर्माण केले पाहिजे . विद्यार्थ्यांना स्वयं अध्ययनासाठी सहाय्य करणे हे शिक्षकाचे काम असले पाहिजे . विद्यार्थ्यांच्या गरजा समजून घेऊन त्याला स्वयं अध्ययनासाठी आवश्यक वाटणारी साधने व सुविधा सहजपणे मिळतील हे प्रयत्नपूर्वक पहाणे हे काम शिक्षकाने विद्यार्थ्यांना त्यांच्या शक्तीप्रमाणे अध्ययनाचे स्वातंत्र्य द्यावे .

अध्ययनासाठी काम करता यावे यादृष्टिने व्यवस्थापकीय यंत्रणेचे परिवर्तन होत राहणे ही वाव अत्यंत महत्त्वाची ठरते .

संदर्भ साहित्य

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स्थानिक भूगोलाच्या जाणीवजागृतीसाठी साधननिर्मित संशोधन

डॉ. भालचंद्र भावे

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आंबेगाव बु., पुणे ४६.

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एम.एड. संशोधन अभ्यासक

अभिनव शिक्षणशास्त्र महाविद्यालय,

आंबेगाव बु., पुणे ४६.

गोषवारा

प्रस्तुत लेखामध्ये भूगोलाच्या अनेक शाखांपैकी 'स्थानिक भूगोल' या शाखेचे सविस्तर विवेचन करण्यात आले आहे. तसेच विद्यार्थ्यांमध्ये स्थानिक भूगोलाविषयी जाणीवजागृती विकसित करण्यासाठी साधननिर्मिती करणे, किती उपयुक्त ठरते. याचे स्पष्ट विवेचन करून साधननिर्मितीचे विद्यार्थी व शिक्षकांच्या दृष्टीने महत्त्व स्पष्ट केले आहे. प्रस्तुत लेख लिहिण्यामागे पुढील उद्दिष्टे ठरवली होती. स्थानिक भूगोल व साधननिर्मिती या संकल्पना स्पष्ट करणे, स्थानिक भूगोलाचा आशय व त्यानुसार करावयाची साधननिर्मितीची उदाहरणे स्पष्ट करणे. साधननिर्मित संशोधनाच्या विविध टप्प्यांचा अभ्यास करणे. लेख लिहिण्यासाठी गुणात्मक विश्लेषण पद्धतीचा उपयोग करण्यात आला. माहितीचे संकलन करताना विविध संदर्भ पुस्तके, पाठ्यपुस्तके, मासिके, नियतकालिके व संकेतस्थळावरील माहिती संकलित करून त्यांचे गुणात्मक विश्लेषण केले आहे. भूगोल हे एक गतिमान आणि सर्वसमावेशक असे शास्त्र आहे. स्थानिक भूगोलाच्या अभ्यासातून भविष्यातील भूगोलाच्या अभ्यासास मदत होते. स्थानिक भूगोलाच्या अभ्यासातून भागाकडून संपूर्णकडे या सुत्राचा उपयोग होतो. शैक्षणिक क्षेत्रात संप्रेषण परिपूर्ण होण्याला महत्त्व आहे. म्हणून संप्रेषण परिपूर्ण होण्यासाठी साधन महत्त्वाचे आहे.

बीजसंज्ञा (Keywords) :

स्थानिक भूगोल, साधन, संशोधन, साधननिर्मित संशोधन.

प्रस्तावना : ज्ञानाचे क्षेत्र व्यापक करण्याकरीता समस्यांचे आकलन व निराकरण करण्याकरीता संशोधन हे महत्त्वाचे साधन आहे. ज्ञान मिळविण्यासाठी वैज्ञानिक पद्धतीचा उपयोग करण्याच्या प्रक्रियेला संशोधन म्हणता येईल. कारण या पद्धतीत तर्कसंगत विचार प्रणालीचा उपयोग शास्त्रशुद्धरीतीने समस्या निराकरणासाठी केला जातो. त्यामुळे आपोआप संशोधन अपरिहार्य ठरते. संशोधनाचा मुख्य हेतू नवे ज्ञानप्राप्त करणे होय.

प्रस्तुत लेखामध्ये स्थानिक भूगोलाविषयी व्याख्या, उद्दिष्टे, महत्त्व, आशय व संशोधनाच्या माध्यमातून साधननिर्मिती याचे विवेचन केले आहे.

उद्दिष्टे : प्रस्तुत लेख लिहिण्यामागे पुढील उद्दिष्टे ठरवली आहे.

1. स्थानिक भूगोल व साधननिर्मिती या संकल्पना स्पष्ट करणे
2. स्थानिक भूगोलाचा आशय व त्यानुसार करावयाची साधननिर्मितीची उदाहरणे स्पष्ट करणे
3. साधननिर्मित संशोधनाच्या विविध टप्प्यांचा अभ्यास करणे

अभ्यासपद्धती : प्रस्तुत लेख लिहिण्यासाठी गुणात्मक, विश्लेषण पद्धतीचा उपयोग करण्यात आला.

माहितीचे संकलन व विश्लेषण : प्रस्तुत संशोधनासाठी माहितीचे संकलन करताना विविध संदर्भ पुस्तके, पाठ्यपुस्तके, मासिके, नियतकालिके व संकेतस्थळावरील माहिती संकलित करून त्याचे गुणात्मक विश्लेषण केले आहे.

स्थानिक भूगोल : स्थानिक भूगोल व्याख्या : एखाद्या व्यक्तीच्या राहत्या ठिकाणचा किंवा त्याच्या सभोवतालच्या प्रदेशाचा प्रत्यक्ष निरीक्षणातून अभ्यास करणे म्हणजेच स्थानिक भूगोल होय.

स्थानिक भूगोलाची उद्दिष्टे : स्थानिक भूगोलाच्या अभ्यासातून भविष्यातील भूगोलाच्या अभ्यासास मदत होते. तसेच स्थानिक अभ्यासावरून विद्यार्थी व्यापक कल्पना करू शकतो. अंदाज बांधू शकतो, त्यातून त्याला इतर न पाहिलेल्या घटकांचे चित्र सहज लक्षात येण्यासाठी स्थानिक भूगोलाचा अभ्यास करावयाचा आहे

१. Local Geography gives the concrete knowledge of certain facts
२. स्थानिक भूगोलाच्या माध्यमातून जगाच्या भूगोलाची वा व्यापक भूगोलाची माहिती मिळण्यास सुलभ जाण्याचे उद्दिष्ट साध्य होते
३. स्थानिक भूगोलाच्या अभ्यासातून विद्यार्थ्यांना कल्पना करण्यास मदत होते. वस्तुस्थिती काय आहे? काय असावी? असा अंदाज बांधता येतो. ज्या घटकाची माहिती नाही त्याची माहिती करून घेण्यास मदत होते
४. स्थानिक भूगोलाच्या अभ्यासातून भागाकडून संपूर्णकडे या सुत्राचा उपयोग होतो. छोट्या—छोट्या घटकांची माहिती मिळाल्यानंतर संपूर्ण बाबीची माहिती मिळण्यास मदत होते (प्रा. जाधव, के.के. आणि डॉ. कापडणीस, एन.आर., पृ.क्र. ३४,३५)

स्थानिक भूगोलाच्या अभ्यासाचे महत्त्व : निरीक्षण व विचार : स्थानिक भूगोलाच्या अभ्यासातून निरीक्षणाची दृष्टी वाढविण्यास मदत होते. निरीक्षण व विचार करणे या अध्ययनातील महत्त्वाच्या दोन पायऱ्या आहेत. खरे ज्ञान व्यक्तिगत निरीक्षणातून होते. निरीक्षणाद्वारे मिळणारी अनुभूती हा प्रत्यक्ष अनुभव असतो. प्रत्यक्ष अनुभूती हा ज्ञानाचा पाया आहे. त्यातून ज्ञानप्राप्तीसाठी कल्पना शक्तीस वाव मिळतो व सर्वसामान्य तत्व, नियम, संबोध याचे स्पष्ट आकलन होण्यास मदत होते.

स्थानिक भूगोलात निरीक्षणाला अतिशय महत्त्व असते. त्या विद्यार्थ्यांनी निरीक्षणाच्या नोंदी करणे आवश्यक असते व शिक्षकांनी नोंदी कशा कराव्यात याबाबत मार्गदर्शनाची भूमिका करावी. भूगोलाचा खरा अभ्यास चार भिंतीत न करता परिसरातून करावा. शाळा बाहेरील क्षेत्रात करावा. त्यास भूगोलाची प्रयोगशाळा म्हणता येईल. ते ज्ञान अधिक टिकाऊ असते. उदा. गाव, तालुका, जिल्हा, डोंगर, दऱ्या, रस्ते, रेल्वेमार्ग, पोस्ट, मार्केट, वाहतुकीची साधने, पिके, धार्मिक ठिकाणे, नद्या, पाणी, पुरवठ्याची साधने, जत्रा इ. घटक दाखवून निरीक्षणातून विचार शक्तीला प्रेरणा देता येईल. त्यातून भौगोलिक कार्यकारणसंबंध जोडता येईल.(प्रा. जाधव, के.के. आणि डॉ. कापडणीस, एन.आर., पृ.क्र. ३४,३५)

स्थानिक भूगोल अभ्यासातील आशय :

१. भौगोलिक घटकाचा मानवी जीवनावर कसा परिणाम होतो. याची माहिती स्थानिक भूगोलातून देता येते. उदा. तेथील पिकांवरून तेथील अन्नपदार्थ, पर्जन्यावरून घरांची रचना, हवामानावरून कपडे परिधान करण्याची पद्धती,

कच्चा मालावरून तेथील व्यवसाय, कारखानदारी वा उद्योगधंदे यांची माहिती मिळण्यास स्थानिक भूगोलातून आकलन होत असते.

२. पावसाळ्यात, हिवाळ्यात व उन्हाळ्यात हवे कसा बदल होता. हे ऋतुचक्राची माहितीवरून निरीक्षणांच्या माध्यमातून वाऱ्याची दिशा, हवेतील उष्णता, थंडी, कोरडेपणा, ओलावा, ढगांची निर्मिती, ढगांची वैशिष्ट्ये, पावसाचे प्रमाण, हिवाळ्यातील पिके, उन्हाळ्यातील पिके या घटकांची माहिती देता येईल.
३. स्थानिक भूगोलाच्या अभ्यासातून लोकजीवन, उद्योगधंदे, अन्न, वस्त्र, निरावा यांच्या सोयी सांस्कृतिक दर्शन अशा अनेक बाबींची माहिती देता येते. किंबहुना वर्गात भूगोल शिकविण्यापेक्षा वर्गाबाहेर भूगोलाचे अध्यापन अधिक परिणामकारक होऊ शकते. परंतु अध्यापकाला वेळेची, अर्थाची काही मर्यादा पडते. पण बऱ्याच भागाची माहिती देऊ शकतो हे सत्य आहे.
४. स्थानिक भूगोलाच्या अभ्यासातून नैसर्गिक परिस्थिती व परिवर्तनाची जाणीव होण्यास मदत होते. वरच्या वर्गांना अध्यापनासाठी मोठ्या प्रमाणात सहच्यभूत ठरते. भूगोल अध्यापकास स्थानिक भूगोलाच्या साहाय्याने अमूर्त ज्ञान करण्यास मदत होते. कमी वेळेत जास्त माहितीचे अध्ययन होते. (प्रा. जाधव, के.के. आणि डॉ. कापडणीस, एन. आर., पृ.क्र. ३६,३७)

स्थानिक भूगोलाच्या जाणीवजागृतीसाठी साधननिर्मित संशोधन : नवनवीन साधने निर्माण करून त्याची उपयुक्तता व गुणवत्ता सिद्ध करणे ही संशोधनाची एक महत्त्वाची दिशा आहे. (आगलावे, प्रदिप, पृ.क्र. १०) एखाद्या विशिष्ट विषयातील सखोल ज्ञान इतरांपर्यंत पोहचवण्यासाठी साधन विकसित केले जाते. संशोधकाचे काही हेतु, उद्दिष्टे असतात. ती पूर्ण व्हावी यासाठी काही क्रिया—प्रतिक्रिया सोप्या, सुलभ व परिपूर्ण व्हाव्यात यासाठी साधनांचा वापर केला जातो.

संप्रेषण प्रक्रियेत अनेक साधने वापरतात. साधनाने संप्रेषण प्रक्रिया सुलभ होते. संप्रेषण परिपूर्ण करणारी, संप्रेषणातील उणिवा दूर करून गुणवत्ता विकास करणारी प्रयोगक्षम व प्रयोगसिद्ध वस्तु म्हणजे संप्रेषणाचे साधन (मुळे, रा.शं., उमाठे, वि.तु., पृ.क्र. ९६) एकंदरीत संप्रेषण प्रक्रिया परिपूर्ण होण्यासाठी साधनाची आवश्यकता असते. औद्योगिक क्षेत्रात वेळेला आणि खर्चाला केंद्रित महत्त्व असते. त्यामुळे या दोघांची बचत हे निकष Product च्या निर्मितीत महत्त्वाचे असतात. परंतु शैक्षणिक क्षेत्रात या बाबीपेक्षा संप्रेषण परिपूर्ण होण्याला महत्त्व आहे. म्हणून संप्रेषण परिपूर्ण होण्यासाठी साधन महत्त्वाचे आहे.

साधननिर्मिती : साधनाच्या विकासप्रक्रियेतील टप्पे :

टप्पा १ : संशोधनातील साधननिर्मितीचे स्थान

टप्पा २ : साधनाची नेमकी उद्दिष्टे

टप्पा ३ : साधनाच्या आशयाचे स्वरूप व नियोजन

टप्पा ४ : साधनाची निर्मिती

पायरी १ : संबंधित साहित्य व संशोधनाचा आढावा

पायरी २ : चित्रमय पुस्तिकेचा आढावा

पायरी ३ : विषयशिक्षक व संशोधन तज्ज्ञांशी चर्चा

पायरी ४ : चित्रमय पुस्तिकेसाठी लागणारी साहित्य निश्चिती

पायरी ५ : चित्रमय पुस्तिकेच्याद्वारे करावयाच्या अध्यापनाची पद्धती

टप्पा ५ : प्रत्यक्ष साधन व त्याचा तपशील

टप्पा ६ : तज्ज्ञांकडून साधनाचे मूल्यमापन व सुधारणा

टप्पा ७ : साधनाची सत्यता व विश्वसनीयता तपासण्यासाठी केलेली प्रत्यक्ष तपासणी

टप्पा ८ : प्रत्याभरणानुसार साधनात आवश्यक ते बदल

टप्पा ९ : अंतिम साधन

टप्पा १० : साधनाचा प्रत्यक्ष उपयोग व मूल्यमापन

टप्पा ११ : उद्दिष्टे व फलित यांचे परस्पर संबंध

टप्पा १२ : निष्कर्ष व शिफारशी

टप्पा १३ : अंतिम साधनाचा प्रत्यक्ष वापर व अहवालाचे सादरीकरण

स्थानिक भूगोलाच्या अभ्यासासाठी करावयाची साधननिर्मिती : साधननिर्मित संशोधनाच्या माध्यमातून स्थानिक भूगोलाविषयी जाणीवजागृती निर्माण होण्याकरीता विविध प्रकारची साधने विकसित करता येतील. अध्ययन-अध्यापन प्रक्रियेत देखील शिक्षक अनेक साधने वापरत असतो. याव्यतिरिक्त संशोधनाच्या माध्यमातून पुढील साधने निर्माण करता येतील.

उदा. स्थानिक भूगोलाविषयी चित्रफित

१. स्थानिक भूगोलाविषयी मार्गदर्शिका
२. स्थानिक भूगोलाविषयी स्वयं-अध्ययन पुस्तिका
३. स्थानिक भूगोलाविषयी भौगोलिक पुस्तिका
४. स्थानिक भूगोलाविषयी चित्रमय पुस्तिका
५. स्थानिक भूगोलाच्या जाणीवजागृतीसाठी संबंधित गावाची डॉक्युमेंटरी तयार करणे
६. स्थानिक भूगोलाची जाणीवजागृतीसाठी संबंधित गावाचे संकेतस्थळ निर्माण करणे
७. स्थानिक भूगोलाच्या जाणीवजागृतीसाठी कृतीकार्यक्रम-क्षेत्रभेटी व सहलींचे आयोजन

निष्कर्ष : साधननिर्मित संशोधनातून, स्थानिक भूगोलाचा अभ्यास व अध्यापन केले असता, विद्यार्थ्यांना स्थानिक भूगोलाचे आकलन होण्यास मदत होईल व त्याप्रमाणे स्थानिक भूगोलाविषयीची जाणीवजागृती होण्यास मदत होईल. साधननिर्मिती ही केवळ अध्ययन करणाऱ्या विद्यार्थ्यांना उपयुक्त नसून साधनांच्या आधारे शिक्षकाचे अध्यापन देखील परिणामकारक होईल.

संदर्भ :

१. आगलावे, प्रदिप (जानेवारी, २०००), संशोधन पद्धती शास्त्र व तंत्रे, प्र.आ., नागपूर: विद्या प्रकाशन.

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मातृभाषा परिचय

सुकेशिनी पंडित मोरे संशोधन अभ्यासक अभिनव एज्युकेशन सोसायटीचे
शिक्षणशास्त्र महाविद्यालय आंबेगाव 'बु' पुणे : 46

सारांश :

ज्या प्रकारे ऋतू बदलतात काळ बदलतो वेळ बदलते त्याच प्रमाणे या बदलत्या परिस्थिती नुसार मानवात देखील निसर्गा प्रमाणे बदल होतो . या बदलत्या युगात शिक्षण हे समाज परिवर्तनाचे प्रभावी साधन आहे . पण मराठी भाषेचे महत्त्व कमी होत आहे . कोलरीज म्हणतात “मातृभाषा ही हृदयाची भाषा आहे” . तसेच ते काळाबरोबर इंग्रजी भाषेचा दर्जा वाढत आहे हे ओळखून विद्यार्थ्यांना इंग्रजी बरोबर मराठीचेही ज्ञान देखील प्रत्येक विद्यार्थ्यांला ते अतिआवश्यक आहे तसेच माध्यमिक शाळेतील मुलांना पहिली पासुन इंग्रजी हा विषय अनिवार्य केला आहे . इंग्रजी माध्यमातील विद्यार्थ्यांना मराठी हा विषय शिकायला खुप अडचणी येतात . मराठी विषय सोडून त्यांना इतरविषय इंग्रजीमध्ये असतात पण त्या विद्यार्थ्यांना मराठी लिहितांना अनेक अडचणी येतात व प्रश्न सोडवतांना अनेक चुका होतात .

बीज संज्ञा : मातृभाषा

मातृभाषा परिचय

प्रस्तावना :

मानवाला आपल्या विचार विनीमयाचे साधन म्हणजे भाषा होय . प्रत्येक व्यक्तीला भाषेची गरज असते . जसे की आपल्या जीवनात आपल्याला मूलभूत गरजा अन्न वस्त्र व निवारा ह्या आहेत . याच प्रमाणे भाषा ही सुद्धा आपली एक महत्वाची गरज मानली जाते . भाषेमुळे आपल्या मनातील भावना आपण व्यक्त करू शकतो व आपले विचार देखील जागृत होतात .

भाषेचे जीवन व्यापी स्वरूप पाहिल्यावर मराठी भाषेचे आपल्या जीवनातील स्थान किंवा श्रेष्ठत्व जाणून घेतले पाहिजे . आपल्या मनाशी एकरूप झालेले साधन म्हणजेच मातृभाषा होय . मातृभाषा हा मानवाच्या जीवनातील अविभाज्य घटक आहे . मातृभाषा हे व्यक्तिमत्व विकासाचे महत्वाचे साधन आहे . पृथ्वीतलावरचा प्रत्येक व्यक्ती आपल्या भावना भाषेच्या माध्यमातून व्यक्त करू शकतो .

“मातृभाषा म्हणजे आईच्या मुखातून निघणारी वाणी म्हणजेच मातृभाषा होय .”

व्याख्या :

कोलरिज :

“Mother tongue is the languages of Heart”

समुद्रात पाणी व लाटांचा जो संबंध आहे तोच विश्वास भाषा व मानवी जीवनाचा आहे . भाषा म्हणजे समाज जीवनाचा दिपस्तंभ आहे . भाषेमुळेच समाज जीवनाचा पाया मजबूत व बळकट केलेला आहे .

शालेय अभ्यासक्रमात शिक्षणाची राष्ट्रीय ध्येयसाध्य करण्यासाठी विविध विषयांचा समावेश केलेला आहे . यामध्ये भाषा, विज्ञान, गणित, सामाजिकशास्त्र, क्रिडा, कला, कार्यानुभव, इत्यादी विषयांचा समावेश होतो या विषयाच्या मदतीने विद्यार्थ्यांचा विकास साधण्याचा प्रयत्न केला गेला आहे .

मातृभाषेचे महत्त्व :

मुल जन्माला आल्यानंतर ते हळूहळू वाढते व आपल्या कुटुंबातील सभोवतालची भाषा ते शिकते . तीच त्याची मातृभाषा होय . त्यामुळे त्याच्या जीवनात तिचे महत्त्व लाग्रमोलाचे आहे . हे लक्षात ठेवले पाहिजे कारण त्यातुनच त्याच्या व्यक्तीमत्वाचा विकास होतो . म्हणूनच मातृभाषा शिक्षणाचे महत्त्व शिक्षणात अनन्यसाधारण आहे .

म्हणुनच शिक्षणाचे माध्यम हे मातृभाषा असावे तरच विद्यार्थ्यांचा ख-या अर्थाने विकास होईल . रविद्रनाथ टागोर :

“मातृभाषा शिक्षणात असावी त्यातून विद्यार्थ्यांत आत्मबल प्राप्त होते व विषयातील संकल्पना चांगल्या रितीने समजतात .”

महात्मा गांधी :

भाषा हे मानवाला मिळालेले वरदान आहे . भाषा ही केवळ विचार विनिमयाचे साधन नव्हे तर आत्मप्रगतीकरणचे एक बलवत्तर साधन आहे . मानवाचे मानसिक पोषक व संवर्धन मातृभाषेलाच करावे लागते . मानवाच्या वैयक्तिक गुणवत्तेचा व सामाजिक कार्यक्षमता यांच्या विकासाचा मुलाधार म्हणजे मातृभाषा होय . शिक्षणाचे व ज्ञानप्राप्तीचे प्रमुख व सर्वोत्कृष्ट माध्यम मातृभाषा हेच असते म्हणुनच मानवाच्या जीवनात मातृभाषेचे महत्त्व अनन्यसाधारण आहे .

आजची शिक्षण पध्दती ही बालकेंद्रीत आहे व विद्यार्थ्यांचा सर्वांगीण विकास हे आजच्या शिक्षण पध्दतीचे ध्येय आहे . तेव्हा हा विकास साधण्यासाठी तर मातृभाषेसारखे दुसरे पोषक माध्यम नाही . भावनांची विचारांची देवाण - घेवाण आपण मातृभाषेतुनच करतो म्हणून मातृभाषावर प्रभूत्व संपादन करणे अत्यावश्यक आहे .

आपल्या मनातील विचार स्पष्टपणे व निःसंदिग्ध शब्दात माडता याचे यासाठी भाषा हे एक महत्त्वपूर्ण साधन आहे . विचार करावयास शिकवणे विचारशक्तीची वाढ होणे यासाठी भाषा मदत करते . हाच मातृभाषा शिक्षणाचा प्रधान हेतु आहे .

अंतः करण्यातील भावनांचा प्रामाणिक उद्रेक मातृभाषेतून होतो . म्हणूनच ग . वि . अकोलकर म्हणतात व्यक्तीमत्वाच्या वेलीवर उमलणाया सुंदर सुमनांना मातृभाषा हाच जीवनरस आहे . दैनंदिन जीवनात व्यवहारात सहजता येण्यासाठी तसेच निरनिराळ्या श्रेष्ठ ग्रंथातील पुस्तकातील विचार अंगी बनविण्यासाठी भाषा अत्यावश्यक आहे . भाषेची उपासना व साधन करणे या भाषारूची देवीच्या अंगी असलेले सामर्थ्य आत्मसात करणे व त्या सामर्थ्याचा वैयक्तिक विकासासाठी व मानवजातीच्या विकासासाठी उपयोग करून घेणे हे प्रत्येकाचे कर्तव्य आहे .

यामुळे मानवी जीवनातील रूक्षपना नष्ट होऊन जीवनातील वेगवेगळ्या अनुभवांचा स्वाद मानव चाखू शकतो . यामुळे मानव शुद्ध व सात्विक आनंद मिळवून ब्रम्हानंद सहोदर अशा आनंदाचा धनी होऊ शकतो . यासाठी वाणी विलास म्हणजेच मातृभाषेचेच साधन सर्वश्रेष्ठ ठरते . यातून मानवाला स्फूर्ती व प्रेरणा मिळते .

आजच्या वैज्ञानिक युगात सर्वठिकाणी म्हणजेच घरात घराबाहेर व्यापार उद्योग धंद्यात, आर्थिक व्यवहारात सभासंमेलने, वादविवाद अशा सर्वच ठिकाणी मातृभाषेच्या शिक्षणातून व्यक्तीचे मन संपन्न विशाल आणि उदार बनविणे हा हेतू साध्य करावयाचा असतो . मातृभाषेचे महत्त्व आणखी एका दृष्टीने जाणवते की स्वातंत्र्या च्या नंतर काळात राष्ट्रभाषेबरोबर वेगवेगळ्या राज्यभाषा त्या - त्या राज्यातील राज्यभाषा म्हणून सन्मानित झाल्या . या भाषा समाजाच्या आकांक्षा व्यक्त करण्याचे प्रमुख माध्यम ठरल्या . स्वातंत्र्या बरोबरच समतेचे तत्व अंगीकारले गेले त्यामुळे शिक्षण क्षेत्रातही सर्वांना समान संधी मिळाली . साहजिकच शिक्षणाचा प्रसार वाढला या शिक्षणातून समाजातील भेदभाव नष्ट करून सामाजिक एकता निर्माण करणे तसेच आवश्यक असे संस्कार करण्याची भाषा हेच प्रभावी साधन बनले समाजातील विविध स्तरातील प्रतिभावान लेखक यांना पुढे येण्यास संधी मिळाली .

राष्ट्रीय स्तरावरील मराठीचे स्थान :

भारत हा बहुभाषी देश आहे . भारत आज ज्ञानभाषा म्हणून इंग्रजी राष्ट्रभाषा म्हणून हिन्दी आणि प्रत्येकी राज्यातील राज्य भाषा म्हणून त्या त्या प्रदेशातील भाषा यातीन भाषांना अनन्य साधारण महत्त्व आले आहे .

महाराष्ट्रातील शिक्षणात मराठीचे स्थान :

इ . स . 1953 मध्ये भाषावर प्रांतरचनेचे तत्व मान्य झाले व त्यानुसार 1 मे 1961 ला मराठी ही महाराष्ट्राची अधिकृत राजभाषा बनली म्हणून महाराष्ट्रातील सर्व कार्यालयीन कामकाज करतांना

तिचा वापर होऊ लागला म्हणजे कार्यालयीन अर्ज, राज्य अंतर्गत शासकीय पत्रव्यवहार मराठी भाषेतून करणे असे सरकारने सक्तीचे केले त्यामुळे मराठीचा दर्जा आणखीनच उंचावला आहे .

मातृभाषेचे प्राथमिक शिक्षणातील स्थान :

मातृभाषा हे शिक्षणाचे सर्वात्कृष्ट माध्यम आहे . भावनांचे प्रकटीकरण पशू ही करतात . परंतू भाषेचे वरदान मिळालेल्या माणसाला आपल्या भावना अधिक चांगल्यारितीने प्रकट करता येतात . त्यासाठी मातृभाषेइतके परिणामकारक साधन दुसरे असूच शकत नाही . पाटील 1970 प्रस्तूत मातृभाषेत जर कमी गती असेल तर इतर विषयात विद्यार्थी मागे पडतो असा अनेक शिक्षकांचा अनुभव आहे . मातृभाषेचे अध्यापन काळजीपूर्वक पध्दतशीर तंत्रशुध्द व शास्त्रशुध्द होईल यांची कटाक्षाने दक्षता घेणे गरजेचे आहे .

मातृभाषेचे माध्यमिक शिक्षणातील स्थान :

लीला पाटील यांनी मराठी अध्ययन - अध्यापन या पुस्तकात मातृभाषेचे माध्यमिक शिक्षणातील स्थान याविषयी मांडलेले विचार

माध्यमिक शाळेच्या अभ्यासक्रमात मराठीचे स्थान महत्वपूर्ण आहे . कारण माध्यमिक शाळेत अनेक विषय म्हणजे इतिहास, भुगोल, विज्ञान या विषया पेक्षा मातृभाषेचे स्थान भिन्न स्वरूपाचे आहे . माध्यमिक शाळेत शिक्षणाचे माध्यम मराठी भाषा आहे तेव्हा अभ्यासक्रमातील इतर विषय शिकवण्याचे साधन म्हणून मराठी भाषेला फार महत्व आहे .

विद्यार्थ्यांची बौद्धिक प्रगती त्यांचे भविष्यकालीन सामाजिक आणि व्यावसायिक स्थान यांचा भक्कम पाया माध्यमिक शिक्षणातून तयार होत असतो म्हणून विद्यार्थ्यांची मातृभाषेवरील पकड माध्यमिक शाळेतच घट्ट होणे आवश्यक आहे म्हणून माध्यमिक शिक्षणात मातृभाषेचे स्थान महत्वपूर्ण आहे .

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अनुपस्थितीच्या कारणांचा शोध व त्यावरील उपाययोजनांचा अभ्यास

पाटील सारंग भानुदास (एम.एड. संशोधक अभ्यासक)

अभिनव कॉलेज ऑफ एज्युकेशन आंबेगाव बु.पुणे - 411046

❖ घोषवारा

दैनंदिन शैक्षणिक व्यवसायात अनेक प्रश्न निर्माण होतात. त्यावेली शिक्षक या प्रश्नांची उत्तरे शोधून अध्ययन अध्यापन प्रक्रिया प्रभावी व मनोरंजक करण्यासाठी आपल्या वर्गाचा बारकाईने अभ्यास करत असतात अशा वेळेस सर्व विद्यार्थ्यांना योग्य तो न्याय मिळविण्यासाठी शाळेतील अनुपस्थित विद्यार्थी शाळेत दुपारच्या सुट्टीनंतर का घरी जातात? याचा जर आपण अभ्यास केला नाही तर शासनाचे मोफत व सक्तीचे शिक्षण प्रक्रिया राबविण्यासाठी शिक्षकांना अनेक अडचणींना सामोरे जावे लागेल. त्यासाठी अनुपस्थितीच्या कारणांचा शोध व त्यावरील उपाययोजनांचा संप्रेषणात्मक अभ्यास या तंत्राचा उपयोग आपल्याला शाळेमध्ये करता येईल.

❖ बीजसंज्ञा (Keywords)

- 1) प्राथमिक शाळा - इयत्ता 1 ली ते 4 थी ची प्राथमिक शाळा
- 2) मध्यांतर

विद्यार्थ्यांना नैसर्गिक विधी आणि सततच्या अभ्यासातून थोळा वेळ विश्रांती मिळविण्यासाठी दिलेला कालावधी म्हणजे मध्यांतर होय.

मध्यांतराचे तीन प्रकार आहेत.

- 1) लघुमध्यांतर - यामध्ये 10 ते 20 मिनीटांपर्यंत कालावधी असतो.
- 2) दिर्घ मध्यांतर - यामध्ये 20 ते 60 मिनीटांपर्यंत कालावधी असतो.
- 3) मध्यांतरानंतरची अनुपस्थिती - यामध्ये वर्गशिक्षकांनी सकाळी किंवा मध्यांतरापूर्वी घेतलेली उपस्थिती व मध्यांतरानंतर घेतलेली उपस्थिती यात दिसणारी तफावत होय.

❖ प्रस्तावना आज आपण राबवत असलेले मोफत व सक्तीचे शिक्षण शाळेतील सर्व विद्यार्थ्यां पर्यंत पोहचविण्यासाठी त्यांची उपस्थिती अतिशय महत्त्वाची असते.

जर ते उपस्थित नसतील तर त्यांचा शिक्षणातील विकास खुटेल व शिक्षणाविषयी आवड व गोडी कमी होईल यासाठी शिक्षणातील समस्यांचे निराकरण करण्याची गरज आहे. यामध्ये -

- 1) विद्यार्थ्यांची उपस्थिती वाढविणे व पुर्ण टिकवण्यासाठी विविध उपक्रमांचे आयोजन करणे

- 2) सर्व शिक्षा अभियानाच्या अधिका-यांची वेळोवेळी भेट व मार्गदर्शन घेणे
- 3) शालेत अनुपस्थित राहणा-या विद्यार्थ्यांना येणा-या अडचणींचा शोध घेणे
- 4) पालकांची उदासिनता दूर करणे
- 5) विद्यार्थ्यांचा सर्वांगीण विकास घडविणे

यासाठी शार्टर ऑक्सफर्ड डिव्हानरी नुसार वस्तुस्थिती जाणून घेण्यासाठी एखादया विषयाचा बारकाईने केलेले समिक्षकात्मक अभ्यास किंवा वैज्ञानिक चिकीत्सा म्हणजे संशोधन होय. या पध्दतीनुसार मध्यांतरानंतरच्या अनुपस्थितीच्या कारणांचा शोध व त्यावर आपल्याला काय उपाययोजना करता येतील याचा आपल्याला अभ्यास करणे अत्यंत गरजेचे आहे. असे मला वाटते.

❖ गरज व महत्त्व :

नियोजित संशोधनाचे ठळक महत्त्व पुढील प्रमाणे सांगता येईल.

- 1) विद्यार्थ्यांची उपस्थिती शालेत पूर्ण राहिल्यास विद्यार्थ्यांची गुणवत्ता वाढेल.
- 2) अभ्यासात गोडी निर्माण झाल्यास विद्यार्थ्यांची अनुपस्थिती नक्कीच थांबेल. असे मला माझ्या अनुभवातून जाणवले.

❖ उद्दिष्टे :

- 1) विद्यार्थ्यांच्या अनुपस्थितीबाबत मतांचा अभ्यास करणे
- 2) विद्यार्थ्यांच्या अनुपस्थितीबाबत शिक्षकांच्या मतांचा अभ्यास करणे
- 3) अनुपस्थिती संदर्भात विद्यार्थ्यांच्या मतांचा आढावा घेणे
- 4) अनुपस्थिती थांबविण्यासाठी उपाययोजना सूचविणे
- 5) शालेतील विद्यार्थ्यांची उपस्थिती पूर्ण वेल टिकविणे
- 6) विद्यार्थी, पालक, समाज यांच्या शालेविषयीच्या मानसिकतेचा अभ्यास करून उदासिनता दूर करणे.

❖ अभ्यासपध्दती :

प्रस्तुत संशोधनासाठी संप्रेषणात्मक अभ्यास पध्दतीचा वापर करण्यात येईल.

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मा. व उ. मा. शिक्षण मंडळ, पुणे पृ. क्र. 13, 16
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प्रकाशन, पुणे, पृ. क्र. 70

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उ.मा.शिक्षण मंडल, पुणे
- 6) प्रा.सौ.निला वि.कदम (2014) - शिक्षण संक्रमण, मा.व
उ.मा.शिक्षण मंडल, पुणे पृ.क्र.23 ते 25



विद्यार्थांच्या शैक्षणिक विकासासाठी “माहिती व संप्रेषण तंत्रज्ञानाची” अभ्यासक्रमात गरज

श्री .तांबडे मोहन शंकरराव. एम .एड .संशोधकअभ्यासक

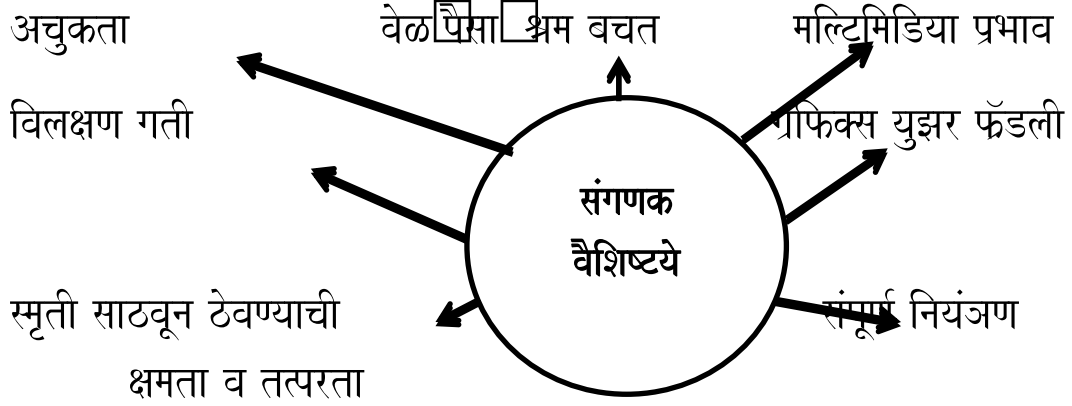
मार्गदर्शक : प्राचार्या डॉ . कांचन चौधरी

प्रास्ताविक : माहिती तंत्रज्ञानाच्या या युगात संगणकाचा वापर ही आता नविन गोष्ट राहिलेली नाही . कारण अध्ययन अध्यापन व शाळेचे कार्यालयीन कामकाज सुलभ व प्रभावी होण्यासाठी ते एक महत्वाचे साधन बनले आहे .

राष्ट्रीय अभ्यासक्रम आराखडा 2005 मधील एक प्रमुख तत्व “विद्यार्थांवरील माहितीचे ओझे कमी करणे हे आहे . माहितीचे ओझे कमी करून शिक्षणाची प्रक्रिया अधिक आनंददायी व अर्थपूर्ण करण्यासाठी संगणकाचा वापर कसा कराव याचे नियोजन जाणिव पूर्वक करणे ही या काळाची गरज आहे .

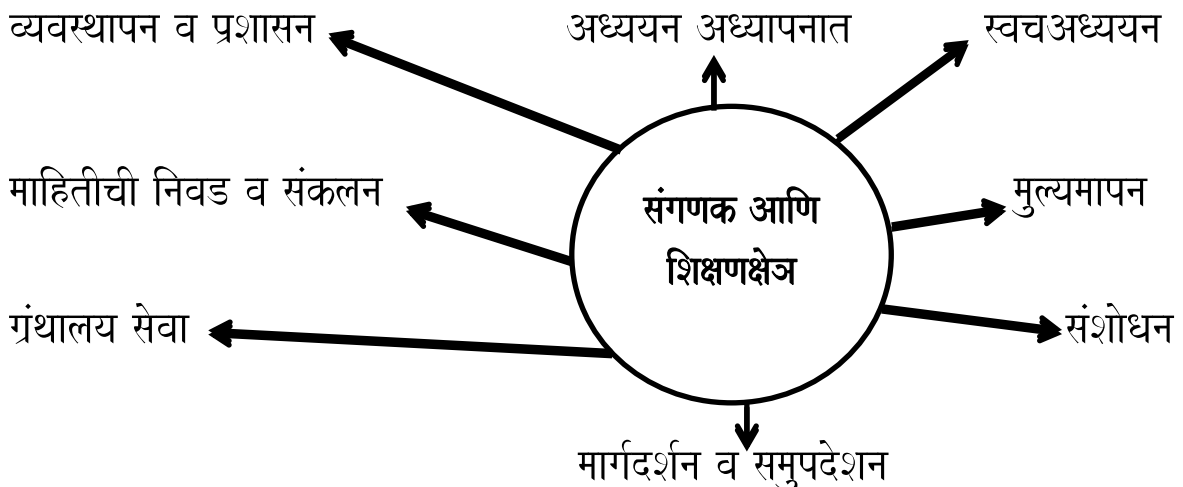
शासन व लोक सहभागातून बहुतांश शाळांना आता संगणक उपलब्ध झालेले आहेत . वयाच शाळांमध्ये इंटरनेटची सुविधा आहे . विद्यार्थांना जगातील स्तरांवरील ज्ञान मिळविता यावे . त्यांच्या शिकण्याच्या क्षमतांमध्ये वाढ होण्यासाठी संगणक व इंटरनेटचा वापर करता येईल असे वाटते म्हणून शालेय अभ्यासक्रमात “माहिती व संप्रेषण तंत्रज्ञानाचा” हा स्वतंत्र विषय म्हणून समाविष्ट करण्यात आला आहे . व इतर सर्व विषयांसाठी अध्यापनाचे प्रभावी साधनतंत्र म्हणून याचे महत्व आहे .

संगणक वैशिष्ट्ये : संगणकाची वैशिष्ट्ये विद्यार्थांना खालील मुदयांच्या साहयाने लक्षांत ठेवणे सोपे जाईल .



माहिती व संप्रेषण तंत्रज्ञानाचा विद्यार्थ्यांच्या शिक्षणात उपयोग

1. विद्यार्थ्यांमध्ये माहिती व संप्रेषण तंत्रज्ञानविषयक कौशल्ये निर्माण करण्यासाठी उपयोग होईल .
2. प्रत्येक विषयाच्या अध्ययनासाठी वर्गात आय . सी . टी . चा वापर करण्यासाठी
3. पाठय साहित्यसंच संकेतस्थळांवर कायमस्वरूपी उपलब्ध करून देण्यासाठी
4. अध्ययन प्रक्रियेत संगणक इंटरनेटचा वापर जाणिवपूर्वक करण्यासाठी
5. गटचर्चा, चर्चासत्रे, प्रत्याक्षिके, सेवातर्गत प्रशिक्षण कार्य, सर्वदूर पोहोचण्यासाठी सी . डी . डी . व्हीडी . उपग्रह प्रक्षेपणावर आधारित दुरभाष परिषद (Tele Conferencing) चिबित परिषद (Video contention) इ . लर्निंग यासारख्या आधुनिक तंत्रज्ञानाचा वापर करण्यासाठी संगणकाचा उपयोग विद्यार्थ्यांना शिक्षणक्षेत्रात कसा करता येईल हे खालील आकृतीच्या साहाय्याने दर्शविता येईल .



संगणक अध्ययन अध्यापनात उपयोग : संगणकाचा अध्ययन □अध्यापनात उपयोग करताना Computer Assisted Instruction Computer Aided Learning (CAL) हे शब्द आता नविन राहिले नाहित . त्यामुळे संगणकाचा उपयोग करताना अध्ययन □अध्यापनात पुढील बावी विचारात घ्याव्या लागतील .

1 □ऑफ लाईन व ऑनलाईन : सी . डी . व्ही . सी . डी . □पेन ड्राइव □एक्सटर्नल हार्ड डिस्क अशा साधनांचा वापर करून शब्दकोश □विश्वकोश सारखे संदर्भग्रंथ नमुनापास □ विज्ञानप्रयोग कृती विषयानुसार चिजपट □शिक्षकांनी स्वतःतयार केलेले प्रेझेंटेशन □इत्यादीचा उपयोग दैनंदिन अध्ययन अध्यापनात रंजकता □स्पष्टता आणण्यासाठी होतो . षाला संगणकाचा ऑफलाईन उपयोग म्हणता येईल आपला संगणक इंटरनेटला जोडून जगाच्या कोणत्याही भागात उपलब्ध असलेली अध्ययनोपयोगी समग्री अक्षररूप माहिती चिजे □ नकाशे □चिजपट □नमुनापाठ □पॉवर पाईट प्रेझेंटेशन वेबसाईट □इमेल चटकन उपलब्ध करून घेता येते . याला संगणकांचा ऑनलाईन उपयोग म्हणता येईल .

2 □स्वयंअध्ययन : भाषा अध्ययनातील प्रमाणित उच्चारणाचा सराव गणितातील उदाहरणांच्या □सराव □कोणत्याही विषयांतील पाठयांशाचे स्वयंअध्ययन □संकल्पनात्मक भागाचे स्वयंअध्ययन संगणकामुळे □ज्ञान्वित अध्ययन पाठाच्या साह्याने सहज शक्य होते . विद्यार्थी आपले प्रकल्प कार्यकरताना ऑनलाईन किंवा ऑफलाईन पध्दतीने स्वयंअध्ययन करू शकतो . शिक्षकांना कृतिसंशोधन □जवोप □संदर्भ शोधणे स्वयंअध्ययन विविध अध्ययन अध्यापन पध्दती किंवा प्रयोगाची माहिती घेणे इ . साठी होऊ शकतो .

3 □ईमेल व चॅटिंग : इंटरनेटवरील ईमेल ही एका उपयुक्त सेवा आहे . टेक्स्ट □फोटो व्हिडीओ □सॉऊड अशी मल्टिमिडीचा स्वरूपाची माहिती संगणकीय फाईल्सच्या स्वरूपात दुरच्या व्यक्ती पर्यंत चटकट पाठविता येते . याचा उपयोग शिक्षक विद्यार्थी सवांद शंका समाधान □प्रश्नोत्तर आवश्यक माहिती पुरवठा अशा शैक्षणिक संप्रेषणासाठी होऊ शकतो . विद्यार्थी व पालक यांचे ई □मेल आय . डी . काढले तर त्याचा उपयोग

पालकसभा संदेश इत्यादी करिता करता येईल ईमेल सारखीच चॅटिंग व मेसेजिंग सेवा इंटरनेटवर उपलब्ध आहे . कोणतेही ऑनलाईन काम करित असताना त्यासोबत अन्य ऑनलाईन व्यक्तीशी सहजपणे चॅटिंग करू शकतो . द्योव कॅमेरा आणि माईक उपलब्ध झाल्यास परस्परांमध्ये श्राव्य स्वरूपात संपर्क येतो .

4. व्हिडीओ कॉन्फरन्सिंग : यामध्ये सहभागी होणाऱ्या सर्व संगणकांमध्ये एक विशिष्ट सॉफ्टवेअर असावे लागते दुरदुरचे शिक्षक मुख्याध्यापक विद्यार्थी निरनिराळ्या विषयावर व्हिडीओ कॉन्फरन्सिंग भरवू शकतात .

5. व्हर्च्युअल क्लास रूम : आभासी वर्ग खोलीत एखादे शिक्षक तंत्रज्ञानमार्गदर्शक विशिष्ट सुविधायुक्त वर्गात अथवा स्टुडिओत एखादया विषयांवर अध्यापन करतात व्हिडीओ कॅमेरा त्याचे केलेले चित्रीकरण सॅटेलाईट कम्युनिकेशन द्वारे निरनिराळ्या शाळांमधील सुविधायुक्त वर्गांमध्ये प्रक्षेपित केले जाते . या वर्गांमध्ये असलेले विद्यार्थी शिक्षक तंत्रज्ञान मार्गदर्शनाचा लाभ घेतात . व गरजेप्रमाणे आपल्या शंका तज्ञांना विचारू शकतात आणि तंत्रज्ञानही त्याच्या शंकाचे निरसन करू शकतात .

6. ईलॅरनिंग : ईलॅरनिंग म्हणजे इलेक्ट्रॉनिक माध्यमातून होणारे अध्ययन होय . यात इलेक्ट्रॉनिक अध्ययनसाहित्य व विद्यार्थी यांत आंतर क्रिया होत असते हे साहित्य ऑफलाईन न सी . डी . डिव्हीडी इ . अथवा ऑनलाईन ईमेल चॅटिंग व्हिडीओ कॉन्फरन्सिंग विवसाईट्स असु शकते अनेक शैक्षणिक संस्थांमध्ये विद्यार्थी व शिक्षकांसाठी ऑनलाईन ऑफलाईन कोर्सेस उपलब्ध आहेत .

इंटरनेट साठी उपयुक्त सर्व इंजिन्स किवा संकेतस्थळे :

- | | |
|---|---|
| 1) www.google.com.in | 2) www.yahoo.con.in |
| 3) www.khoj.com | 4) www.gurguli.com |
| 5) www.123khoj.com | 6) www.mozillatirefx.com |

शैक्षणिक संदर्भासाठी उपयुक्त संकेतस्थळे :

- | | |
|---|---|
| 1) www.wikipedia.com | 2) www.disc.discovery.com |
| 3) www.science daily.com | 4) www.virthab.com |
| 5) www.kidsites.com | 6) www.answers.com |

7) www.ask.com

सारांश : विद्यार्थ्यांनी आपल्या शैक्षणिक विकासाठी दैनंदिन व्यवहारत संगणकाचा अधिकाधिक वापर करावा त्यासाठी मुख्याध्यापक आणि शिक्षकांनी विद्यार्थ्यांना प्रवृत्त केले पाहिजे .

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मंडळ

पुणे

**इंग्रजीचा शब्दसाठा वाढविणे**

श्रीमती जहाँआरा शहाबुद्दीन मिरजकर (एम.ए.बी.पी.एड.,डी.एस.एम.)

श्री साईबाबा कन्या विद्या मंदिर शिर्डी

१)समस्या— इंग्रजी भाषेवर प्रभुत्व मिळविण्यासाठी इंग्रजी भाषेचा शब्दसंग्रह वाढविणे.

२)प्रस्तावना— आजच्या युगात इंग्रजी बोलता येणे व तेही सहजतेने बोलता येणे या गोष्टीला खुप महत्व आलेले आहे. इंग्रजी ही परकीय भाषा आहे ही संकल्पना खुप मागे पडलेली आहे.एक काळ असा होता कि मातृभाषेवर प्रेम करा. मातृभाषेचा अभिमान बाळगा या व अशा प्रकारच्या काही कल्पना लोकांच्या डोक्यात घर करुन होत्या.

पण आज परिस्थिती खुप बदलली आहे आपण जेव्हा आजुबाजुला पाहतो तेव्हा आपल्या लक्षात येते कि अगदी छोटी छोटी मुलं ही त्यांच्या बोलण्यात इंग्रजी शब्दांचा वापर करतात. हे असं दृश्य का दिसत? तर इंग्रजी माध्यमांच्या शाळेमध्ये पालक आपल्या मुलाला शिकवण्यासाठी आग्रही असतात.

नेहरुंनी म्हटलेले आहे कि **English is the window of the world** आणि ही गोष्ट तितकीच खरी आहे. जगात इतके ज्ञान भरलेले आहे पण ते सगळे ज्ञान कोणत्या भाषेतुन आहे. अर्थातच इंग्रजी भाषेतुन आहे. म्हणजेच आपल्याला जर या जगाशी संपर्कात राहायचे असेल जगातील ताज्या घडामोडींबाबत माहिती मिळवायची असेल तर आपल्याला इंग्रजी भाषेचे ज्ञान असणे आवश्यक आहे. आपण इंग्रजीच्या माध्यमातुनच सर्व जगातील ज्ञान मिळवु शकतो.

एवढेच कशाला तुम्ही जरी मराठी माध्यमाच्या शाळेतुन शिक्षण घेतले तरी ते फक्त प्राथमिकच असते कारण उच्च शिक्षणासाठी जेव्हा तुम्ही प्रवेश घेता तेव्हा ते उच्च शिक्षण हे फक्त इंग्रजी भाषेतुनच दिले जाते. याचाच अर्थ असा कि आपण मराठी भाषा किंवा आपल्या मातृभाषेतील शिक्षणातुन उच्च शिक्षण घेवुच शकत नाही मग मातृभाषेचाच आग्रह का? वैद्यकीय शिक्षण, अभियांत्रिकी,शिक्षण हे सगळे इंग्रजी तुनच शिकवले जातात.म्हणजे तुमची इच्छा जर डॉक्टर इंजिनियर होण्याची असेल तर इंग्रजीवर प्रभुत्व मिळविण्याशिवाय पर्याय नाही असे इथे आपल्याला म्हणावे लागेल.

राज्यसेवा पुर्व परीक्षेतील नागरी सेवा कल चाचणी (सी सॅट) परीक्षेसाठी सुध्दा इंग्रजी भाषा चांगल्याप्रकारे येणं खुप गरजेचे झाले आहे. कारण या परीक्षेतील पेपरचे स्वरुपच **English language comprehension** असा आहे. म्हणजेच विद्यार्थ्यांची या भाषेची आकलन

क्षमता तपासणार आहे. याचाच अर्थ काय कि तुम्ही कोणत्याही उच्च पदाची अपेक्षा करीत असाल तर तुमचे इंग्रजीवर प्रभुत्व असणे खुप महत्वाचे आहे.

वरील सर्व बाबी लक्षात घेतल्या तर असे लक्षात येते कि कोणतेही क्षेत्र तुम्ही शिक्षणासाठी निवडले तरी इंग्रजी शिवाय पर्याय नाही. म्हणूनच संशोधकाच्या मनात आले कि माझ्या शाळेचे विद्यार्थी हे मराठी माध्यमातून शिकतात म्हणून का त्यांनी उच्च पदाची अपेक्षा करूच नये. संशोधक गेली १८ वर्षे इंग्रजी विषयाची शिक्षिका म्हणून काम करत आहे. आणि या १८ वर्षात संशोधकाच्या असे लक्षात आले कि विद्यार्थी हे खुप प्रतिभासंपन्न असतात. पण त्यांची ही प्रतिभा आपल्याला फक्त मराठी भाषेतच पाहायला मिळते. म्हणजे मातृभाषेतून ते कोणत्याही विषयावर सहजपणे न अडखळता न घाबरता बोलू शकतात पणे इंग्रजी भाषेतून ते आपले विचार मांडू शकत नाहीत किंवा विचार मांडताना खुपच अडखळतात. याचा अर्थ त्यांना इंग्रजी येतच नाही असा नाही पण नेमक्या वेळी नेमका शब्द त्यांना इंग्रजीतून आठवत नाही.

मग संशोधकाच्या लक्षात आले की विद्यार्थ्यांची इंग्रजी बोलण्यातील सर्वात मोठी अडचण काय आहे तर ती म्हणजे अपुरा इंग्रजी शब्दसंग्रह.

म्हणून संशोधकाने विचार केला कि का नाही आपण मुलांच्या या समस्येसाठी प्रयत्न करावेत. मुलांचा इंग्रजी शब्दसंग्रह वाढवण्यासाठी अनेक उपक्रम घेता येतात व त्यांचा शब्दसंग्रह वाढवून त्यांची इंग्रजी बोलण्यातील अडचणच आपण दुर करू शकतो. असा विचार करून संशोधकाने या समस्येची निवड केली व त्यावर काम करण्याचे ठरविले.

३) इतिहास—

ब्रिटीश काळात पाश्चात्य शिक्षण भारतीयांपर्यंत पोहचविण्यासाठी ख्रिस्ती मिशन यांनी काही शाळा स्थापन केल्या परंतु इंग्रज शासक याबाबत उदासीन होते. कंपनीचा कारभार इंग्रजी भाषेतून चालत असल्यामुळे इंग्रजी भाषा जाणणारा भारतीयांचा वर्ग तयार करणे इंग्रजांना निकडीचे वाटू लागले आणि म्हणूनच भारतीयांना इंग्रजी माध्यमातून पाश्चात्य शिक्षण देण्याची नवी पध्दत त्यांनी सुरु केली त्यातूनच भारतात इंग्रजी भाषा हळूहळू वापरात येवु लागली.

अशाप्रकारे ब्रिटीशांनी आणलेल्या इंग्रजी भाषेला ब्रिटीश भारत सोडून गेले व इंग्रजी भाषा मात्र इथेच ठेवून गेले.

भारतीय शिक्षणात इंग्रजीचा समावेश झाला.पण इंग्रजी विषय हा ५वी पासून शिकण्यास मिळत असे.त्यामुळे मुलांना ही नविन भाषा एकदम अवगत करणे कठीण जात असे तसेच मराठी भाषेचा मनावर इतका प्रभाव पडलेला असे की नविन भाषा आत्मसात करणे अवघड वाटत असे. त्यामुळे ही भाषा गरजेची असली तरी मुलं याकडे फारसे आकृष्ट होत नव्हते.

परंतु इंग्रजी भाषेची खरी गरज ओळखली ती सन २००० साली असणारे राज्याचे शिक्षणमंत्री प्रा.रामकृष्ण मोरे यांनी व त्यांनी एक ऐतिहासीक निर्णय शिक्षण क्षेत्रात घेतला व तो म्हणजे इयत्ता पहिली पासून इंग्रजी या निर्णयामुळे आता मुलांना शाळेत दाखल झाल्या बरोबरच

इंग्रजी भाषा शिकायला मिळू लागली त्यामुळे मराठी भाषेबरोबरच इंग्रजीची सुध्दा आवड मुलांमध्ये निर्माण झाली.

खरतरं विज्ञान युगात टिकून राहण्यासाठी हा निर्णय खुपच स्तुत्य म्हणावा लागेल, कारण कोणतीही इमारत भक्कमपणे उभी राहण्यासाठी त्याचा पाया मजबुत असावा लागतो आणि हे मर्म १४ वर्षांपूर्वी प्रा.रामकृष्ण यांनी जाणले होते.

४)बीज संज्ञा (Key words)–

window of the world उच्च शिक्षण,प्रतिभासंपन्न,विज्ञान युग,ऐतिहासिक निर्णय.

५)संशोधनाचा हेतू–

आज विज्ञानाने मानवी जीवनाची दिशाच बदलून टाकली आहे. संगणकसारखा ज्ञानाचा खजिना म्हणजे भारतीयांना विज्ञानाने दिलेली देणूच आहे. हा ज्ञानाचा खजिना भरभरून लुटण्यासाठी इंग्रजी भाषा शिकणे गरजेचे आहे व त्यावर प्रभुत्व मिळवण्यासाठी इंग्रजी शब्दसाठा वाढविणे गरजेचे आहे व तो वाढवण्यासाठी काय करू शकतो हा संशोधनाचा हेतू आहे.

६)संशोधनाचे महत्व–

- १)मराठी माध्यमातील विद्यार्थ्यांमधील इंग्रजीची भिती दूर होण्यासाठी हे संशोधन महत्वाचे आहे.
- २)इंग्रजी भाषेतुन विचार सहजतेने मांडता येण्यासाठी हे संशोधन महत्वाचे आहे.
- ३)स्पर्धा परीक्षांमध्ये मराठी माध्यमाची मुले मागे पडू नयेत यासाठी हे संशोधन महत्वाचे आहे.
- ४)उच्च शिक्षण घेताना त्यांना कोणतीही अडचण येवु नये म्हणून त्यांचा शब्दसंग्रह समृद्ध करणे.
- ५)इंग्रजी बोलता येत नसल्यामुळे मनात निर्माण होणारी न्यूनगंडाची भावना काढून टाकणे.

७)संशोधनाची उद्दिष्टे–

- १)इंग्रजी भाषेवर प्रभुत्व मिळविण्यासाठी शब्दसाठा वाढविणे.
- २)इंग्रजी शब्दसाठा वाढविण्यासाठी घेतलेल्या उपक्रमांची परिणाम कारकता तपासणे.
- ३)स्पर्धा परीक्षांमधील मराठी टक्का वाढवणे.

८)संशोधनाची गृहीतके–

- १)इंग्रजी भाषेतील शब्दसंग्रह अपुरा असल्याने मनामध्ये न्यूनगंड वाढत आहे.
- २)इंग्रजीतुन विचार मांडताना आत्मविश्वासाची कमतरता जाणवते.

९)संशोधनाची व्याप्ती–

- १)हे संशोधन मराठी माध्यमाच्या मुलांशी संबंधीत आहे.
- २)मराठी माध्यमातील विद्यार्थ्यांची इंग्रजी विषयाची भिती दूर करून इंग्रजीचा वापर करताना आत्मविश्वास वाढविणे.

१०)संशोधनाची परिमर्यादा–

- १)हे संशोधन मराठी माध्यमाच्या मुलांपुरतेच मर्यादित असेल.
- २)इंग्रजी भाषेची आकलन क्षमता वाढविण्यासाठीच हे संशोधन असेल.
- ३)हे संशोधन शैक्षणिक वर्ष २०१४-१५ साठी असेल.

११)समस्या विधान—

मराठी माध्यमातील विद्यार्थ्यांमधील इंग्रजी विषयाची भिती दुर करण्यासाठी इंग्रजीचा शब्दसंग्रह वाढविणे व त्याची परिणाम कारता तपासणे.

१२)संशोधन पध्दती—

या संशोधनासाठी खालील पध्दतींचा वापर करण्यात आला.

१)चाचणी पध्दत २)निरीक्षण पध्दत

या संशोधनासाठी खालील उपक्रमांचा आधार घेण्यात आला.

१)शब्द चाचणी घेणे.

२)इंग्रजी स्पेलिंग अंताक्षरी स्पर्धा घेणे.

३)इंग्रजी संभाषण

४)निबंध स्पर्धा

१३)माहिती संकलन—

विद्यार्थ्यांचा इंग्रजीचा शब्दसाठा वाढावा व त्यांची इंग्रजी विषयाशी मैत्री होऊ न इंग्रजीची भिती दुर व्हावी यासाठी वेगवेगळे उपक्रम राबवले गेले व त्यांच्या माध्यमातून मुलांमधील प्रगतीचा आढावा घेण्यात आला. त्यांच्या प्रगतीचा आढावा घेण्यासाठी खालीलप्रमाणे उपक्रम राबवले गेले.

मुलांच्या बुद्धीमत्तेनुसार त्यांना उपक्रमात सहभागी करून घेतले. त्यानुसार अगदीच कच्च्या मुलांना शब्दांची ओळख व्हावी व इंग्रजीची आवड बाळगावी म्हणून खालील उपक्रम घेतला.

उपक्रम नं.१— रोज ५ शब्द देणे.

शब्द देतांनाही शब्दांचे गट पाडले. प्रथम त्यांना दोन अल्फाबेटचे शब्द दिले.

(उदा.On, in, at, of)

या प्रकारचे २८ ते ३० शब्द इंग्रजीत आढळतात. हे शब्द मुली रोज ५ याप्रमाणे लिहीतात व वाचतात.

त्यानंतर ३ अल्फाबेटचे शब्द रोज ५ शब्द दिले.

याप्रकारचे १०० शब्द दिल्यानंतर आत्तापर्यंत जे शब्द दिले होते त्यांची एक चाचणी घेण्यात आली व चाचणीतून मुलांमध्ये किती प्रगती झाली. हे तपासण्यात आले. असेच पुढील शब्द देवून त्यावर वेळोवेळी चाचणी घेवून प्रगतीचा आढावा घेतला.

उपक्रम नं.२— भित्तीपत्रके लावणे.

शाळेच्या व—हांडयात काही पोस्टर लावले की ज्यावर मराठीतून वाक्ये लिहीली होती व ती फोल्ड कडून अशाप्रकारे लावली कि जसे ग्रीटींग कार्ड दोन भागात असते.एक भाग भिंतीवर चिटकवला व दुसरा तसाच उघडा ठेवला वरच्या भागावर मराठीतील रोजच्या वापरातील वाक्य लिहिले व आतील भागात तेच वाक्य इंग्रजीतून उच्चारसह लिहिले याचा फायदा असा झाला की मुलांना मधल्या सुट्टीच्या वेळेमध्ये मित्रांशी संवाद साधतांना या वाक्यांचा खुपच फायदा झाला. मुले जे वाक्य म्हणायचे असेल ते पोस्टर उघडून त्याचे इंग्रजीतील वाक्य वाचत व त्याप्रमाणे वाक्य म्हणत यामुळे मुलांना बरीचशी वाक्ये न आडखळता म्हणता येवू लागली.आठ दिवसानंतर पुन्हा नविन वाक्ये लिहून नवीन पोस्टर्स भिंतीवर लावले.

—वर्गातील हुषार विद्यार्थ्यांसाठी काही वेगळे उपक्रम राबवले गेले ते खालीलप्रमाणे.

उपक्रम नं.३—मराठी शब्दांसाठी इंग्रजी शब्दांचे स्पेलिंग लिहीणे.

विद्यार्थ्यांना त्यांच्याच अभ्यासक्रमातील २०० ते ३०० शब्द देवुन त्यांच्यावर दर आठ—वडयाला टेस्ट घेतली. दिलेल्या शब्दांचे फक्त मराठीतील अर्थ मुली वहीत लिहून आणत व नंतर इंग्रजी तासाला मराठी शब्दासमोर इंग्रजी शब्दाचे स्पेलिंग लिहीत. या टेस्टसाठी वेळ ठरवून दिला जातो. तेवढ्याच वेळात मुली शब्दाचे स्पेलिंग न पाहता लिहीण्याचा प्रयत्न करतात.या उपक्रमांत पालकांचाही समावेश करुन घेतला जातो तो कसा? तर ३०० मधून २५० पेक्षा कमी शब्द लिहीणा—या विद्यार्थ्यांच्या त्यांच्या पालकांची चिठ्ठी आणण्यास सांगितले जाते. त्यामुळे आपोआपच पालकही या उपक्रमाशी जोडले जातात व विद्यार्थ्यांवर पालकांचा दबाव राहतो.

उपक्रम नं.४—इंग्रजीतून भाषण देणे.(एका विषयावर बोलणे)

विद्यार्थ्यांना ८ दिवस आधी एक विषय दिला जातो. या विषयावर विद्यार्थी आपले विचार मांडतात किंवा त्यांची माहिती सांगतात. दिलेल्या विषयावर माहिती मिळवून तो समजवून घेवून मग त्यावर **Speech** दिल्याने तो विषय विद्यार्थ्यांना चांगल्याप्रकारे समजतो.व मुलांना अभ्यासक्रमा व्यतीरीक्त इतर पुस्तके वाचण्याचा,माहिती गोळा करण्याचा छंद लागतो व इंग्रजी विषयाची आवड वाढते.

उपक्रम नं.५—दिलेल्या विषयावर निबंध लिहीणे.

विद्यार्थ्यांना जो विषय **Speech** साठी दिला गेला होता त्याच विषयाला विद्यार्थी वहीत लिहून दाखवतात. खरे तर वरील सगळे उपक्रम एकामेकांशी संलग्न आहेत व त्यामुळे मुलांचे **LSRW** हे **Skill** चांगल्याप्रकारे विकसीत होते.

उपक्रम नं.६—स्पेलिंग अंताक्षरी स्पर्धा घेणे.

१४)गोषवारा—

आजच्या विज्ञान युगात इंग्रजी भाषा ही अत्यावश्यक बनलेली आहे. ज्ञानाचा खजिना जर लुटायचा असेल तर इंग्रजी भाषेचे ज्ञान असणे गरजेचे आहे.त्यामुळेच आजकालच्या पिढीला इंग्रजी

भाषेची आवड निर्माण व्हावी व इंग्रजीवर प्रभुत्व मिळावे यासाठी त्यांच्याकडे इंग्रजीचा भरपूर शब्द संग्रह असणे आवश्यक आहे.

मुलांचा इंग्रजीचा शब्दसाठा वाढवावा म्हणून मनोरंजक रित्या वेगवेगळे उपक्रम राबवून त्यांच्या ज्ञानात किती वाढ झाली ते या संशोधनाच्या माध्यमातून आपल्याला पाहता येईल.

मुलांवर राबवले गेलेले विविध उपक्रम हे त्यांच्या प्रगतीस पोषक ठरले. जे विद्यार्थी इंग्रजी वाचू शकत नव्हते त्यांना वाचता येवू लागले. विद्यार्थ्यांना रोजच्या वापरातील छोटी छोटी वाक्ये आत्मविश्वासाने म्हणता येवू लागली.

तसेच जे विद्यार्थी हुषार होते त्यांच्यात आमुलाग्र बदल दिसून आला. त्यांची इंग्रजीतून विचार करण्याची क्षमता वाढली कारण मराठी शब्दांना इंग्रजी शब्द त्यांचे परिचयाचे झाले होते. त्यांच्या भाषण कौशल्यातही प्रगती झाली. तसेच निबंधलेखनामध्ये त्यांचे लेखन कौशल्यही सुधारले. अशाप्रकारे विद्यार्थ्यांचे LSRW ही कौशल्ये विकसीत झाली.

वरील सर्व उपक्रम जर आपण वर्षभर सातत्याने शाळेत राबविले तर मुलांच्या इंग्रजीमध्ये (ऐकणे, बोलणे, लिहिणे, वाचणे) यासर्व कौशल्यात नक्कीच प्रगती झालेली आपणास पाहायला मिळेल.

**गुणात्मक संशोधन पद्धती : व्यक्ती अध्ययन पद्धती**

रेश्मा आटकळे एम.एड. संशोधक अभ्यासक, अभिनव शिक्षणशास्त्र महाविद्यालय, आंबेगाव बु. पुणे - ४६.

गोषवारा :-

अध्ययन एकक व्यक्ती असो, गट किंवा सामाजिक संस्था वा एखादा समुदाय असो; त्या अध्ययन एककाचे सांगोपांग वा परिपूर्ण असे अध्ययन करण्याच्या पद्धतीस 'व्यक्ती अध्ययन पद्धती' असे संबोधण्यात येते. व्यक्ती अध्ययनाचे दोन प्रकार आहेत. ते पुढीलप्रमाणे (१) व्यक्तीचे व्यक्ती अध्ययन (२) समुदायाचे व्यक्ती अध्ययन हे प्रकार आहेत.

व्यक्ती अध्ययनाचे महत्त्व एककाचे सखोल अध्ययन महत्त्वपूर्ण गृहीतकृत्याचा स्रोत, वर्गीकृत नमुना निवडीस सहाय्यक, संशोधकाच्या ज्ञानात वाढ, अभिवृत्तीच्या अध्ययनात सहाय्यक, मानसशास्त्र अध्ययनात सहाय्यक हे महत्त्व स्पष्ट केले आहे.

व्यक्ती अध्ययनाच्या काही मर्यादा आहेत. संशोधनकर्त्याचा पक्षपात, केवळ काही एकांच्या आधारावर निष्कर्ष, अशास्त्रीय पद्धत, अधिक अशुद्धता, परीक्षण करणे शक्य नसलेली तथ्ये, नमुना निवड पद्धतीचा अभाव हे व्यक्ती अध्ययन पद्धतीच्या मर्यादा स्पष्ट केल्या आहेत.

बीजसंज्ञा :-

व्यक्ती अध्ययन पद्धती, सूक्ष्मतम अध्यापन, घटनांचे व्यक्ती अध्ययन, निरीक्षण व्यक्ती अध्ययन

प्रस्तावना :-

अध्ययन एकक व्यक्ती असो, गट किंवा सामाजिक संस्था वा एखादा समुदाय असो; त्या अध्ययन एककाचे सांगोपांग वा परिपूर्ण असे अध्ययन करण्याच्या पद्धतीस 'व्यक्ती अध्ययन पद्धती' असे संबोधण्यात येते. व्यक्ती अध्ययन पद्धतीचे उद्दिष्ट विशिष्ट व्यक्ती, गट, सामाजिक संस्था वा समुदाय यांपैकी अध्ययनासाठी म्हणून जो कोणता एकक घेण्यात आला असेल, त्या एककाचा नैसर्गिक इतिहास रेखाटणे वा त्या एककाच्या विकासाचा तपशील वा वृत्तांत व्यवस्थितपणे शब्दांकित करणे हेच असते. या उद्दिष्टाच्या अनुषंगाने अध्ययनकर्ता अध्ययनासाठी निवडलेल्या सामाजिक एककाचा त्याच्या सांस्कृतिक पर्यावरणात विशिष्ट आकार देणाऱ्या वा वळण लावणाऱ्या कारकांचे सविस्तर विवरण देतो.

व्यक्ती अध्ययन पद्धती ही गुणात्मक पद्धती आहे. व्यक्ती अध्ययनाचा सर्वप्रथम उपयोग हर्बर्ट स्पेन्सर या ब्रिटिश समाजशास्त्रज्ञाने केला. हर्बर्ट स्पेन्सर यांनी वेगवेगळ्या सामग्रीचा सर्वप्रथम उपयोग केला. १९ व्या शतकात फ्रान्स मधील मजूर कुटुंबाचे अध्ययन या पद्धतीद्वारे केले. थॉमस व झनैकी यांनी 'दी विलीश पिझंट' या अध्ययनात व्यक्ती अध्ययन पद्धतीचा उपयोग केला.

व्यक्ती अध्ययन पद्धतीच्या व्याख्या :-

व्यक्ती अध्ययन पद्धती आज सामाजिक सर्वेक्षण अंतर्गत अत्यंत उपयुक्त पद्धती मानली जाते. खालील व्याख्या स्पष्ट केल्या आहेत.

१) ओडम व हॉवर्ड (Hodum and Howard) :-

व्यक्ती अध्ययन पद्धती आज सामाजिक सर्वेक्षणांतर्गत अत्यंत उपयुक्त पद्धती मानली जाते. व्यक्ती अध्ययन पद्धतीच्या संदर्भात अनेक विचारवंतांनी व्याख्या केलेल्या आहेत.

२) पी. व्ही. यंग (P. V. Young) :-

व्यक्ती अध्ययन एखाद्या सामाजिक एककाचे संपूर्ण विश्लेषण करण्याची पद्धती आहे. मग तो एक व्यक्ती, कुटुंब, संस्था, सांस्कृतिक समूह किंवा समुदाय असते.

काही लेखकांच्या मते व्यक्ती अध्ययन हे कमीत कमी वेळेत एखाद्या विशिष्ट समस्येच्या संदर्भात गहन स्वरूपाचा अभ्यास करू शकते. संशोधक एखाद्या व्यक्ती किंवा सामाजिक एककाच्या संदर्भात प्राथमिक व दुय्यम स्रोता आधारे गहन सूक्ष्म व विस्तृत स्वरूपाचे अध्ययन करून कार्यकारक संबंध प्रस्थापित करण्याचा प्रयत्न करतो.

व्यक्ती अध्ययन पद्धतीची वैशिष्ट्ये :-**१) सूक्ष्मतम अध्ययन (Micro Study) :-**

या पद्धतीद्वारे अध्ययनासाठी घेतलेल्या एककाच्या प्रत्येक पैलूचे सूक्ष्मतम स्वरूपाचे अध्ययन केले जाते. संशोधक वेळेची चिंता न करता अध्ययन कार्यात मग्न राहतो.

२) विशिष्ट घटकांचे अध्ययन (Study of Specific Unit) :-

गिडीगज यांच्या मते, या पद्धती अंतर्गत अध्ययन केला जाणारा विषय व्यक्ती किंवा त्याच्या जीवनातील एखादी घटना, संपूर्ण राष्ट्र किंवा एखादे इतिहासातील युग असू शकते.

३) वर्तमान व भूतकालाचे अध्ययन (Study of Present and Past) :-

संशोधक एखाद्या एककाच्या संदर्भात भूतकाळातील तथ्य जाणून घेण्याबरोबरच त्याच्या वर्तमान स्थितीशी सहसंबंध जाणण्याचा प्रयत्न करतो.

४) कार्यकारण संबंधाचे अध्ययन (Cause Effect Relation Study) :-

व्यक्ती अध्ययन पद्धतीद्वारा व्यक्तिगत अध्ययन करून हे ज्ञात करण्याचा प्रयत्न केला जातो, की एखाद्या विशिष्ट एककाच्या व्यवहारामागील प्रेरणा किंवा प्रोत्साहन देणारे कारण कोणते आहे; विभिन्न परिस्थिती मध्ये त्याची प्रतिक्रिया कशा प्रकारची आहे.

५) समस्यांचे सखोल अध्ययन (Intensive Study) :-

हे सखोल अध्ययन बऱ्याच काळापर्यंत करण्यात येते. कारण एककाचे भूतकालीन आणि त्याच्या उत्पत्तीपासून तर वर्तमान परिस्थितीपर्यंत अध्ययन करणे अनिवार्य असते.

६) व्यक्तिगत अध्ययन (Personal Study) :-

व्यक्ती अध्ययनात व्यक्ती, कुटुंब, संस्था, समूह किंवा इतर कोणत्याही एककाचे व्यक्तिगत स्तरावर संपूर्ण अध्ययन करण्यात येते.

७) एककाचे संपूर्ण अध्ययन (Wholistic Study of Unit) :-

यामध्ये एककाच्या विशिष्ट पैलू किंवा पैलूंना घेऊन सर्व गोष्टींचे अध्ययन करणे आवश्यक असते. त्या एककाच्या सामाजिक, मानसशास्त्रीय, आर्थिक, धार्मिक या सर्वच दृष्टिकोनांतून अध्ययन केले जाते.

८) गुणात्मक अध्ययन (Qualitative Study) :-

या अध्ययनात संख्यात्मक अध्ययन केले जात नाही. व्यक्ती अध्ययन पद्धतीत एककाचे गुणात्मक अध्ययन व गुणात्मक तथ्यांचे संकलन केले जाते. या तथ्यांचे विश्लेषण सांख्यिकीय आधारावर केले जात नाही.

१) ऐतिहासिक अध्ययन (Historical Study) :-

व्यक्ती अध्ययन पद्धतीत एककाचे बऱ्याच काळापर्यंत अध्ययन केले जाते. ऐतिहासिक अध्ययनामुळे त्या-त्या एककाच्या वर्तमानांवर कोणता परिणाम झाला हे लक्षात येते.

सारान्ताकोस यांच्या स्पेशल रिसर्च ग्रंथात व्यक्ती अध्ययन पद्धतीची वैशिष्ट्ये;

१. व्यक्ती अध्ययन पद्धतीत एककांच्या निवडण्यात आलेल्या पैलूंचा किंवा चलांचा अभ्यास न करता संपूर्ण एककाचाच समग्र अभ्यास केला जातो.
२. संशोधनात कोणत्याही स्वरूपाची त्रुटी राहू नये यासाठी या पद्धती अंतर्गत तथ्य सामग्री संकलनासाठी वेगवेगळ्या तंत्राचा वापर केला जातो.
३. उत्तरदात्याला केवळ आधार सामग्रीच्या स्वरूपात न बघता त्याला एक तज्ज्ञ व्यक्ती म्हणून बघितले जाते.
४. या पद्धती अंतर्गत प्रतिकात्मक बाबीचे अध्ययन केले जाते.

व्यक्ती अध्ययनाचे प्रकार (Types of Case Study) :-

यामध्ये दोन भागांमध्ये वर्गीकरण केले जाते.

१) व्यक्तीचे व्यक्ती अध्ययन (Caste Study of Person) :-

हे अध्ययन करताना अनेक स्रोत वापरून माहिती प्राप्त केली जाते. ज्यात कुटुंब सदस्य, मित्र परिवार, रोजगार गट, सहअध्यायी, व्यक्तीला ओळखणाऱ्या व्यक्ती, पत्रव्यवहार, दैनंदिन सत्यकथा, आठवणी, अनेक लिखित स्रोतांद्वारे माहिती प्राप्त केली जाते.

२) समुदायाचे व्यक्ती अध्ययन (Case Study of Community) :-

व्यक्ती अध्ययनाच्या दुसऱ्या प्रकारात एखाद्या समूह, संस्था, समुदायाचे सूक्ष्म, सखोल अध्ययन केले जाते. यामध्ये एखाद्या वर्ग, धर्म, जाती, सांस्कृतिक समूहाचे अध्ययन केले जाते. या प्रकारच्या अध्ययनातही व्यक्ती जीवनाच्या अध्ययनात सहाय्यभूत ठरणारी साधनेच माहिती मिळविण्याकरिता उपयोगात आणली जातात.

उपरोक्त प्रवासाबरोबरच इकेस्टेयीन यांनी व्यक्ती अध्ययनाचे पाच प्रकार नमूद केले आहेत. विचार चित्रण, व्यक्ती अध्ययन, अनुशासित तुलनात्मक व्यक्ती अध्ययन, स्वानुभविक व्यक्ती अध्ययन, सत्यपरीक्षण व्यक्ती अध्ययन, महत्त्वपूर्ण व्यक्ती अध्ययन. रॉबर्ट बर्न्स यांनी 'इन्ट्रॉडक्शन टू रिसर्च मेथड' या ग्रंथात व्यक्ती अध्ययनाचे सहा प्रकार नमूद केले आहे.

१) निरीक्षण व्यक्ती अध्ययन (Observation Case Study) :-

अशा स्वरूपाच्या अध्ययनात संशोधक सहभागी निरीक्षणाचा वापर करतो किंवा असहभागी निरीक्षणाचाही वापर करू शकतो.

उदा. घटना, संघटना, नेता, विद्यार्थी इ. अध्ययन केले जाते.

२) ऐतिहासिक व्यक्ती अध्ययन (Historical Case Study) :-

हे अध्ययन एखाद्या संघटनेचे किंवा व्यवस्थेच्या दीर्घकालीन वाटचालीचा मागोवा घेणारे आहेत. या व्यक्ती अध्ययन प्रकारात मुलाखत तंत्र व दस्तऐवजांचा आधार घेऊन संशोधन पूर्णत्वास नेले जाते.

३) मौखिक इतिहास व्यक्ती अध्ययन (Oral History Case Study) :-

व्यक्ती अध्ययनाच्या या प्रकारात संशोधक एखादा व्यक्तीकडून मंत्राच्या माध्यमातून विस्ताराने माहिती एकत्रित करत असतो.

उदा. एखाद्या गुन्हेगाराच्या गुन्हेगारी वृत्तीमागील कारणे त्याच्याकडून मुलाखतीच्या माध्यमातून जाणून घेतली जातात.

४) चिकित्सकीय व्यक्ती अध्ययन (Critical Case Study) :-

पूर्णतः जाणून घेण्याच्या उद्देशाने अध्ययन केले जाते. यासाठी मुलाखत, निरीक्षण नोंदी, दस्तऐवज, इ. चा वापर केला जातो.

उदा. तुरुंगातील एखादा कैदी

५) घटनांचे व्यक्ती अध्ययन (Case Study of Phenomena) :-

या व्यक्ती अध्ययन प्रकारात विशिष्ट घटनांचे अध्ययन केले जाते व यासाठी घटनांशी संबंधित असलेल्या व्यक्तीकडून माहिती मिळवली जाते.

उदा. इंदिरा गांधींच्या हत्येनंतर शिखविरूद्ध सांप्रदायिक दंगली कशा सुरू झाल्या.

६) बहुप्रयोग व्यक्ती अध्ययन (Poly-Experimental Study) :-

या अध्ययन प्रकारात व्यक्ती अध्ययनाची पुनरावृत्ती करून विश्लेषण केले जाते. या आधारे या बहुप्रयोग व्यक्ती अध्ययनामुळे काटेकोर स्वरूपाचे निष्कर्ष घेता येऊ शकतात.

व्यक्ती अध्ययनाचे महत्त्व (Importance of Case Study) :-

व्यक्ती अध्ययनाद्वारे संशोधन समस्येचे अत्यंत सूक्ष्म व गहन अध्ययन केले जात असल्यामुळे सामाजिक संशोधनात व्यावहारिक पातळीवर ही पद्धत अत्यंत उपयुक्त ठरते.

१) एककाचे सखोल अध्ययन (Intensive Study of Case) :-

व्यक्ती अध्ययनाद्वारे संशोधनास घेतलेल्या एककाचे अत्यंत सूक्ष्म, गहन अध्ययन केले जाते. एककाच्या विशिष्ट पैलूंचेच अध्ययन न करता एककाच्या सर्वच पैलूंचे समग्र अध्ययन केले जाते.

२) महत्त्वपूर्ण गृहीतकृत्याचा स्रोत (Source of Important Hypothesis) :-

व्यक्ती अध्ययन पद्धतीमुळे उपयुक्त स्वरूपाच्या गृहीतकृत्य निर्मितीला सहाय्यता मिळू शकते. कारण संशोधक एककाचे सूक्ष्मतम स्वरूपाचे अध्ययन या पद्धतीद्वारे पूर्ण करू शकल्यामुळे अत्यंत महत्त्वपूर्ण तथ्य संशोधकाच्या हाती येऊन त्याद्वारा उपयुक्त गृहीतकृत्याची निर्मिती संशोधकाला करता येऊ शकते. कालांतराने हेच गृहीतकृत्य संशोधकाला दिशा निर्देशन करू शकते.

३) वर्गीकृत नमुना निवडीस सहाय्यक (Helpful in Finding Classified Sample) :-

व्यक्ती अध्ययन विभिन्न एककांना विभिन्न समूहामध्ये वर्गीकृत करण्यामध्ये सहाय्यभूत ठरते. अनेक सामाजिक अध्ययनात कोणत्याही एका नमुन्याद्वारा सर्व प्रकारची माहिती प्राप्त केली जाऊ शकत नाही. तेव्हा समग्र अध्ययनाकरिता साधरणतः दोन किंवा तीन स्तरांवर वेगवेगळा नमुना निवडणे आवश्यक ठरते.

४) महत्त्वपूर्ण माहिती साधने विकसित करण्यास सहाय्य (Helpful in Important Study Tools) :-

व्यक्ती अध्ययन पद्धतीत अत्यंत महत्त्वपूर्ण माहिती सहाय्यभूत ठरते. यामध्ये प्रश्नावली, अनुसूची व मुलाखत ही साधने असू शकतात. व्यक्ती अध्ययनाद्वारा जेव्हा संशोधक अनेक महत्त्वपूर्ण तथ्य माहिती करून घेतो व या आधारावर संशोधक हे निश्चित करतो की प्रश्नावलीत कोणते प्रश्न समाविष्ट करावेत किंवा कोणत्या प्रश्नांना प्रश्नावलीतून काढून टाकावे.

५) संशोधकाच्या ज्ञानात वाढ (Development of Knowledge in the Researcher) :-

ब्लूमर यांच्या मते, व्यक्ती अध्ययन पद्धतीद्वारा जेव्हा एखादा सामाजिक एककाशी संबंधित संशोधनकर्त्याच्या ज्ञानात केवळ वृद्धीच होत नाही, तर त्याची संशोधनाप्रती असलेली रुचीही वाढत जाते.

६) अभिवृत्तीच्या अध्ययनास सहाय्यक (Helpful in the Study of Attitudes) :-

संशोधक जोपर्यंत अध्ययन एककाच्या संबंधित व्यक्तीच्या मनोवृत्तीचे तसेच विशेष परिस्थितीत त्यांची वर्तन प्रतिक्रिया समजून घेत नाही, तोपर्यंत कोणतेही अध्ययन वैज्ञानिक बनू शकत नाही.

७) मानसशास्त्र अध्ययनात सहाय्यक (Helpful in Psychological Studies) :-

मानसशास्त्रीय अध्ययनात व्यक्ती अध्ययन पद्धती अत्यंत उपयुक्त ठरते. कारण व्यक्तीच्या बहुतांशी क्रिया व व्यवहार त्याच्या मानसिक अवस्थेचेच परिणाम असतात. ही मानसिक अवस्था केवळ प्राथमिक किंवा दुय्यम साधनांद्वारे अध्ययन करता येऊ शकत नाही.

८) दीर्घ प्रक्रियांचे ज्ञान प्राप्त करण्यास सहाय्यक (Helpful in the Knowledge of Long Process) :-

व्यक्ती अध्ययनाद्वारा संशोधक अध्ययन एककाच्या भूतकाळ, वर्तमानकाळ आणि भविष्यकाळ संबंधित माहिती जाणून घेऊन त्या माहितीत समन्वय साधून त्याद्वारे निष्कर्ष काढण्यात यशस्वी होऊ शकतो.

व्यक्ती अध्ययनाच्या मर्यादा किंवा दोष :-**१) संशोधनकर्त्याचा पक्षपात (Partiality of Research) :-**

संशोधनकर्ता हा बऱ्याच दीर्घ कालावधीपर्यंत सूक्ष्म व सखोल अध्ययन करित असतो. त्यामुळे त्याचा त्या व्यक्तीशी अतिशय घनिष्ट संबंध प्रस्थापित होतो. संशोधनकर्त्याला त्याविषयी आपुलकी, स्नेह वाटतो. त्यामुळे पक्षपाती करण्याची शक्यता असते.

२) केवळ काही एककांच्या आधारावर निष्कर्ष (Conclusion only on few Units) :-

व्यक्ती अध्ययन पद्धतीत काही विशिष्ट एककांचे सूक्ष्म अध्ययन करून त्या आधारावर निष्कर्ष काढले जातात.

३) अशास्त्रीय पद्धत (Non-scientific Method) :-

व्यक्ती अध्ययन पद्धती ही अशास्त्रीय पद्धत आहे, अशी टीका केली जाते. कारण एककाची निवड आणि माहिती संकलनावर कृणाचेही नियंत्रण नसते.

४) अधिक अशुद्धता (Most Impurity) :-

दैनंदिनी, पत्रे, जीवन इतिहास इ.चा माहिती मिळविण्यासाठी उपयोग केला जातो. परंतु हे सर्व रेकॉर्ड आणि प्रलेख हे खरे असतातच असे नाही.

५) परीक्षण करणे शक्य नसलेली तथ्ये :-

तथ्यांचे संकलन करतो त्याचे परीक्षण करणे शक्य नसते. एका व्यक्तीच्या जीवनासंबंधित जी काही माहिती संकलित केली जाते, त्या माहितीचे सत्यापन किंवा परीक्षण करणे अशक्य असते.

६) नमुना निवड पद्धतीचा अभाव :-

यामध्ये प्रातिनिधीक एककाचे अध्ययन होत नाही. म्हणून हे निष्कर्ष प्रातिनिधिक स्वरूपाचे राहू शकत नाही.

७) दोषपूर्ण जीवन इतिहास :-

जीवन इतिहास हा खरा आहे हे तपासणे कठीण असते. त्या व्यक्तीशी संशोधनकर्त्याचा निकटचा संबंध येत असल्यामुळे त्या व्यक्तीविषयी आदर व प्रेम वाटण्याची शक्यता असते.

८) अधिक वेळ आणि अधिक खर्च :-

या अध्ययनास कमीत कमी तीन वर्षे लागतात. त्याकरिता बराच पैसा लागतो. अध्ययनास दीर्घकाळ लागत असल्यामुळे अनेकदा अध्ययन कार्य अपूर्ण राहण्याची देखील शक्यता असते.

व्यक्ती अध्ययन पद्धतीचे तथ्य संकलनाचे तंत्र व स्रोत :-**१) रोजनिशी :-**

रोजनिशीच्या माध्यमातून व्यक्तीच्या दैनंदिन जीवनासंबंधीची माहिती प्राप्त होऊ शकते. ज्याद्वारे त्याच्या भावभावना समजून घेता येतात. त्याच्या जीवनात मिळालेले यश—अपयश, गुप्त स्वरूपाच्या बाबी केवळ रोजनिशी मधूनच समजू शकत असल्याने त्यामुळे अध्ययनात अत्यंत महत्त्वाचे आहे.

२) पत्रव्यवहार :-

आपल्या भावभावनांचे विचारांचे अदान—प्रदान करत असते. या पत्रव्यवहारातून व्यक्तीचे इतर व्यक्तींशी असलेला संबंध, सामाजिक जीवनासंबंधीचा दृष्टिकोन, त्याचे वैयक्तिक अनुभव इ. चे ज्ञान संशोधकाला होऊ शकते.

३) प्रकाशित—अप्रकाशित कागदपत्रे :-

कागदपत्रे आणि मासिके तसेच अप्रकाशित स्वरूपाच्या नोंदीतूनही प्राप्त केले जाते. यातून नवनवीन अनुभव येत असतात.

४) जीवन इतिहास :-

महत्त्वाचे साधन आहे. कारण या साधनाद्वारे व्यक्ती व समाजजीवनाचे संपूर्ण चित्र संशोधकाच्या नजरेसमोर येऊ शकते. जीवन इतिहासात व्यक्तीच्या कौटुंबिक पार्श्वभूमीची माहिती घेऊन कुटुंबांतर्गत घडलेल्या महत्त्वपूर्ण घटनांद्वारे व्यक्तीचे जीवन कसे प्रभावित किंवा परिवर्तित झाले व व्यक्तिमत्व विकासात कसे साहाय्यभूम झाले याचे ज्ञान प्राप्त होते. वेगवेगळ्या परिस्थितीत व्यक्तीच्या वेगवेगळ्या प्रतिक्रिया असतात.

५) इतर संकलित सामग्री :-

शासकीय व अशासकीय संस्थाद्वारे संकलित सामग्रीद्वारेही माहिती संकलित केली जाते. ज्यात शासकीय कार्यालयाची कागदपत्रे, व्यक्तीची वंशावळ, शाळा, पोलीस यंत्रणा, न्यायालय, तुरुंग, इ. कागदपत्रे, व्यक्तीच्या आवडीची पुस्तके, फोटो अल्बम, जनगणनेची कागदपत्रे, इ. द्वाराही माहिती प्राप्त केली जाते.

सामाजिक घटनांचे स्वरूप इतके जटिल आणि वैविध्यपूर्ण आहे की प्रत्येक अध्ययन पद्धतीत विशिष्ट प्रकारच्या घटनांचे अध्ययन पद्धतीत विशिष्ट प्रकारच्या घटनांचे अध्ययन करण्याकरिता उपयुक्त ठरते. त्यामुळेच सर्व अध्ययन पद्धती एक—दुसऱ्यांना पूरक ठरतात.

निष्कर्ष :-

व्यक्ती अध्ययन पद्धतीच्या माध्यमातून सूक्ष्मतम अध्ययन, विशिष्ट घटकांचे अध्ययन, वर्तमान व भूतकाळाचे अध्ययन, कार्यकारण संबंधाचे अध्ययन, व्यक्तिगत अध्ययन, इ. अध्ययन होऊ शकेल.

व्यक्ती अध्ययन पद्धतीचे प्रकार समुदायाचे व्यक्ती अध्ययन, व्यक्तीचे व्यक्ती अध्ययन, इ. व्यक्ती अध्ययन पद्धती प्रकार आहेत.

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**‘भावनाधारित शिक्षण’**

उल्का रविंद्र नाईक एम.एड. संशोधन अभ्यासक अभिनव शिक्षणशास्त्र महाविद्यालय,
आंबेगाव बु., पुणे ४६.

गोषवारा :

मानवी जीवनात जे महत्त्व अनुभवाच्या संपन्नतेला आहे तेच भावनांच्या समृद्धीलादेखील आहे. आपल्या व्यक्तिगत, कौटुंबिक व सामाजिक जीवनात गहिरे रंग भरले जातात ते भावनांमुळेच. सुसमायोजित व प्रभावी व्यक्तिमत्त्वामध्ये भावनांना अनन्यसाधारण महत्त्व आहे. भावनांचा उगम हा प्रामुख्याने मेंदूमधून होतो. मेंदूमधील निओकोर्टेक्स या भागाशी भावना निगडित असतात. ऑक्सफर्ड इंग्रजी शब्दकोशानुसार, मनाची कोणत्याही प्रकारची प्रक्षुब्धता किंवा अस्वस्थता, मनःस्थिती, मनोविकार, आवेश किंवा उद्दीपित मानसिक अवस्था म्हणजे भावना. स्वतःच्या भावना ओळखणे व त्या शब्दबद्ध करणे. भावनांचा शब्दसंग्रह वाढविणे. स्वतःमधील शक्तिस्थाने व कमकुवत बाजू ओळखणे. राग, काळजी, नैराश्य अशा भावनांना सामोरे कसे जायचे? त्या अनुषंगाने भावनांचे समायोजन कसे करावयाचे हे ठरविणे. दुसऱ्या व्यक्तीच्या भावना ओळखणे. दुसऱ्याच्या दृष्टिकोणातून विचार करणे व त्याच्या भावनांचा आदर करणे. इतरांच्या सहकार्याने काम करणे. प्रश्न सोडविण्यासाठी वादविवाद न वाढविता संवाद साधून आहे त्या परिस्थितीतून मार्ग काढणे. भावनिक विकासाचे टप्पे भावनिक जाणीव, भावनांचे आकलन, भावनांची अभिव्यक्ती, भावनांशी समायोजन साधणे, भावनिक संतुलन, भावनांची सर्वोत्कृष्टता. ‘जगाला जिंकणे एकवेळ सोपे आहे पण स्वतःला जिंकणे मात्र फार फार अवघड आहे असं म्हणतात. अशा प्रकारे दैनंदिन अध्ययन—अध्यापन आणि विविध शालेय उपक्रमांच्या माध्यमातून विद्यार्थ्यांच्या भावनिक विकासात हातभार लावावा.’ हाच आजच्या शिक्षकांना खरा संदेश आहे.

बीजसंज्ञा (Keywords) :

अनुभव, मेंदू, भावना, भावनाधारित शिक्षण—संकल्पना, अर्थ

प्रस्तावना :

मानवी जीवनात जे महत्त्व अनुभवाच्या संपन्नतेला आहे तेच भावनांच्या समृद्धीलादेखील आहे. आपल्या व्यक्तिगत, कौटुंबिक व सामाजिक जीवनात गहिरे रंग भरले जातात ते भावनांमुळेच. सुसमायोजित व प्रभावी व्यक्तिमत्त्वामध्ये भावनांना अनन्यसाधारण महत्त्व आहे.

सध्याच्या शिक्षण पद्धतीत शरीर व बुद्धी या दोन स्तरांवर प्रामुख्याने प्रशिक्षण दिले जाते. पण मनासाठी काही प्रशिक्षण देणे ही संकल्पना फारशी विचारात घेतली जात नाही. शालेय आंतरक्रियांच्या माध्यमातून विद्यार्थ्यांच्या व्यक्तिमत्त्वाला विविध पैलू पाडले जातात. या आंतरक्रिया कधी सहज तर कधी नियोजनपूर्वक घडतात. शाळेमध्ये विद्यार्थ्यांना संबंध मुख्याध्यापक, शिक्षक, सेवक, समवयस्क व लहान—मोठ्या विद्यार्थ्यांशी येतो. सातत्याने घडणाऱ्या या आंतरक्रियेतून विद्यार्थ्यांच्या आचारविचाराला वळण लागते. या आंतरक्रिया प्रभावी होण्यासाठी भावनाधारित शिक्षणाची गरज आहे.

उद्दिष्टे : प्रस्तुत लेख लिहिण्यामागे पुढील उद्दिष्टे ठरवली होती.

१. भावनाधारित शिक्षण—अर्थ अभ्यासणे
२. भावनिक विकासाचे टप्पे सोदाहरण स्पष्ट करणे
३. भावनिक विकासाची भूमिका मांडणे

अभ्यासपद्धती :

प्रस्तुत लेख लिहिण्यासाठी गुणात्मक, विश्लेषण पद्धतीचा उपयोग करण्यात आला.

माहितीचे संकलन व विश्लेषण :

प्रस्तुत संशोधनासाठी माहितीचे संकलन करताना विविध संदर्भ पुस्तके, पाठ्यपुस्तके, मासिके, नियतकालिके व संकेतस्थळावरील माहिती संकलित करून त्याचे गुणात्मक विश्लेषण केले आहे.

भावनाधारित शिक्षण — संकल्पना :

भावनांचा उगम हा प्रामुख्याने मेंदूमधून होतो. मेंदूमधील निओकोर्टेक्स या भागाशी भावना निगडित असतात.

भावना — अर्थ : ऑक्सफर्ड इंग्रजी शब्दकोशानुसार, मनाची कोणत्याही प्रकारची प्रक्षुब्धता किंवा अस्वस्थता, मनःस्थिती, मनोविकार, आवेश किंवा उद्दीपित मानसिक अवस्था म्हणजे भावना.

The Oxford English Dictionary defines emotion as any agitation or disturbance of mind, feeling, passion any vehement or excited mental state.

मार्गन आणि किंग्ज (१९८४) : यांनी भावनेची व्याख्या खालीलप्रमाणे केली आहे.

“उत्तेजक आणि प्रेरक गुणधर्म असलेली चेहऱ्यावरील आणि शारीरिक हावभावांनी युक्त अशी जाणिवेची व्यक्तिनिष्ठ स्थिती म्हणजे भावना होय.”

भावना या सकारात्मक व नकारात्मक अशा दोन प्रकारच्या असून त्याचा व्यक्तिमत्त्वावर परिणाम होत असतो.

भावनाधारित शिक्षण — अर्थ : भावना ही व्यक्तीच्या आचारविचारांनी जननी आहे, कारण प्रथम भावना नंतर विचार वा कृती या क्रमाने व्यक्तीचे वर्तन घडते असे मानसशास्त्रज्ञांचे मत आहे. म्हणजेच माणसाला प्रथम भावनेची जाणीव होते. तिला विचारांची जोड दिली जाऊन नंतर कृती केली गेली तर व्यक्तीचे वर्तन तिच्या स्वतःच्या व इतरांच्याही हिताचे असते. यासाठी भावनांना सुयोग्य वळण लावणे हे भावनाधारित शिक्षणामध्ये अपेक्षित आहे.

‘भावनांचे सुयोग्य व्यवस्थापन करण्याच्या दृष्टीने शाळेमध्ये जाणीवपूर्वक पद्धतीने अध्ययन अनुभवांची निर्मिती करून विद्यार्थ्यांच्या भावनांना सुयोग्य वळण लावण्याचा प्रयत्न केला जातो त्यास भावनाधारित शिक्षण असे म्हणतात.’

शाळेमध्ये विविध विषयांतर्गत होणारे अध्यापनाचे कार्य व विषयांतर्गत आयोजित केले जाणारे अभ्यासपूरक उपक्रम — शैक्षणिक सहली, योग वर्ग, विविध बौद्धिक व क्रीडा स्पर्धांचे आयोजन इत्यादींच्या माध्यमातून विद्यार्थ्यांच्या भावनांना योग्य वळण लावण्याचा प्रयत्न केला जातो.

स्वतःच्या भावनांची सजग, यथार्थ जाणीव ठेवणे (स्वतःच्या भावना ओळखणे), भावनांना सुयोग्य वळण लावून स्वतःच्या ध्येयप्राप्तीसाठी त्यांचा उपयोग करणे, इतरांच्या भावना ओळखणे व त्यातून स्वतःच्या भावनांचे योग्य रितीने व्यवस्थापन करणे या बाबी भावनाधारित शिक्षणामध्ये अपेक्षित आहेत.

भावनाधारित शिक्षणामध्ये विद्यार्थ्यांमध्ये भावनिक कौशल्ये विकसित करणे अपेक्षित आहे ही भावनिक कौशल्ये पुढीलप्रमाणे —

१. स्वतःच्या भावना ओळखणे व त्या शब्दबद्ध करणे.

२. भावनांचा शब्दसंग्रह वाढविणे.
३. स्वतःमधील शक्तिस्थाने व कमकुवत बाजू ओळखणे.
४. राग, काळजी, नैराश्य अशा भावनांना सामोरे कसे जायचे? त्या अनुषंगाने भावनांचे समायोजन कसे करावयाचे हे ठरविणे.
५. दुसऱ्या व्यक्तीच्या भावना ओळखणे.
६. दुसऱ्याच्या दृष्टिकोणातून विचार करणे व त्याच्या भावनांचा आदर करणे.
७. इतरांच्या सहकार्याने काम करणे.
८. प्रश्न सोडविण्यासाठी वादविवाद न वाढविता संवाद साधून आहे त्या परिस्थितीतून मार्ग काढणे.
भावनाधारित शिक्षणामधून विद्यार्थ्यांच्या भावनिक बुद्धिमत्तेचा विकास होतो.

भावनाधारित शिक्षणाची आवश्यकता :

शिक्षण ही एक दुर्मिळ गोष्ट आहे. ती चार भिंतीच्या आत त्या विषयातील तज्ज्ञांकडून येते, हे बिंबवल्यामुळे भिंतीपलीकडच्या शाळेला मुले मुकतात. सर्वांत महत्त्वाचे मुलांच्या भावनांकडे व भावनिक संबंधांकडे पूर्णपणे दुर्लक्ष होते. यासाठी भावनाधारित शिक्षणाची आवश्यकता आहे. गेल्या दशकात बालमानसशास्त्रातील संशोधनामुळे क्रांतिकारी शोध लागते. त्यापैकी महत्त्वाचे मुद्दे पुढीलप्रमाणे—

१. मुलांच्या मनातील भावना व शिक्षण यांची फारकत आपण करू शकत नाही.
२. भावनायुक्त अनुभव व वातावरण हे अध्ययनाला पूरकच नव्हे तर आवश्यक असते.
३. शिक्षणामध्ये भावनांची योग्य व पूरक सांगड घातली तर विद्यार्थ्यांची आकलन शक्ती, स्मरणशक्ती व अवधान वाढीस लागते.
४. शिक्षण घेत असताना विद्यार्थी विविध संकल्पना ग्रहण करतो. संकल्पना ग्रहणाचे कार्य प्रामुख्याने बुद्धीद्वारे केले जाते. विद्यार्थ्यांच्या मनातील भावना मेंदूला जास्त उत्तेजित व ग्रहणशील बनवितात. त्यामुळे ग्रहण केलेल्या संकल्पना आठवू शकतो. यासाठी भावनाधारित शिक्षणाची गरज आहे.

भावनिक विकासाचे टप्पे :

१) **भावनिक जाणीव** : भावनिक विकासातील भावनिक जाणीव ही अगदी प्राथमिक पायरी होय. विविध प्रसंगी, वेगवेगळे अनुभव घेत असताना आपल्या मनामध्ये निर्माण झालेल्या आनंद, दुःख, प्रेम, भीती, मत्सर, कुतूहल इत्यादींसारख्या भावना ओळखता येणे तसेच इतरांच्या शाब्दिक, अशाब्दिक आविष्कारातून त्यांच्या भावनांचा अंदाज घेता येणे याला भावनिक जाणीव असे म्हणता येईल.

२) **भावनांचे आकलन** : स्वतःच्या मनामध्ये व इतरांच्या मनामध्ये निर्माण होणाऱ्या भावना समजून घेणे इतकेच नव्हे तर भावनांची स्पष्टता, तीव्रता व भावनिक छटा समजणे म्हणजे भावनांचे आकलन होय.

३) **भावनांची अभिव्यक्ती** : भावनांचे प्रगटीकरण किंवा अभिव्यक्ती शाब्दिक अशाब्दिक अशा दोन्ही माध्यमांतून होते. मुलांनी वर्गात दंगा केला म्हणून रागवणारे शिक्षक व अशा वेळी एक शब्दही न बोलता गंभीरपणे उभे राहणारे शिक्षक हे दोन्ही अनुभव आपण सर्वांनीच घेतलेले आहेत. त्याचप्रमाणे आपल्या मुलाने चोरी केली हे समजताच झालेले दुःख एखादी आई त्याला शिक्षा करून व्यक्त करील. दुसऱ्या एखादीचे डोळे भरून येतील, तर एखादी आई मुलाच्या चुकीची शिक्षा स्वतःलाच करून घेईल. अशा प्रकारे एकाच भावनेचा आविष्कार वेगवेगळ्या माध्यमांतून होतो. मुलेदेखील आपल्या वर्तनातून म्हणजे दंगा करणे, सर्व गोष्टींकडे दुर्लक्ष करणे इत्यादींच्या माध्यमांतून आपल्या भावना व्यक्त करित असतात. त्या ओळखून त्यांना योग्य वळण लावण्याचा प्रयत्न केला गेला पाहिजे.

४) **भावनांशी समायोजन साधणे :** आपल्या मनामध्ये ज्या विविध प्रकारच्या भावना निर्माण होतात त्यांचा स्वीकार करणे, त्या मान्य करणे हे भावनिक विकासासाठी आवश्यक असते. ज्याप्रमाणे आपल्याला इतरांबद्दल प्रेम, आदर, आपुलकी वाटते त्याचप्रमाणे राग, द्वेष, तिरस्कारही वाटतो. विविध गोष्टींची, प्रसंगांची भीतीही वाटते हे मान्य करणे अथवा या भावना समजून घेणे आवश्यक असते. त्याशिवाय आपल्या भावनांशी आपल्याला समायोजन साधता येणार नाही. आपल्या मनात निर्माण होणाऱ्या सकारात्मक—नकारात्मक भावनांचे परिणाम जाणणे त्यानुसार स्वतःमध्ये आवश्यक ते बदल करणे म्हणजे भावनिक समायोजन साधणे होय.

५) **भावनिक संतुलन :** दैनंदिन जीवनामध्ये जे अनेक अनुभव येतात त्या वेळी आपल्या मनामध्ये भावनिक आंदोलने निर्माण होत असतात. सदासर्वकाळ सर्वच गोष्टी आपल्या मनासारख्या घडतातच असे नाही. तसेच एखाद्या वेळी एखादी गोष्ट अगदी अनपेक्षितरित्या आपल्या मनासारखी घडून जाते. अशा वेळी मनामध्ये उठणारे भावनिक तरंग तीव्र रूप धारण करतात. खूप आनंद होणे, खूप राग, भीती यांसारख्या भावनिक आवेगामुळे भावनाविवश न होता मानसिक संतुलन साधणे, ज्याप्रमाणे जलाशयामध्ये तरंग उठतात पण थोड्या वेळाने तो जलाशय पुन्हा स्थिर, स्तब्ध संतुलित होतो तसेच भावनिक आवेगांवर नियंत्रण ठेवून मानसिक स्थैर्य प्राप्त होणे. भावनिक समायोजनाचे विकसित रूप म्हणजे भावनिक संतुलन होय.

६) **भावनांची सर्वोत्कृष्टता :** भावनिक सर्वोत्कृष्टता, भावनिक प्रगल्भता ही भावनिक विकासाची सर्वोच्च पायरी आहे. स्वतःचा व इतरांच्या भावनांची सूक्ष्मतेने जाणीव होणे, भावनांच्या विविध छटा अनुभवास येणे, भावनांतील सूक्ष्मभेद ओळखता येणे, इतरांच्या भावनाविषयी सपेदनशील असणे, प्रत्यक्ष किंवा मूर्त अनुभवाऐवजी अप्रत्यक्ष, अमूर्त गोष्टींतून होणारे भावनिक आविष्कार जाणणे कलेच्या, साहित्याच्या माध्यमातून होणाऱ्या भावनिक संप्रेषण करता येणे व त्याद्वारे भावना विचार, कृती व मूल्ये यांमध्ये सुयोग्य समन्वय साधता येणे म्हणजे भावनिक सर्वोत्कृष्टता होय.

विद्यार्थ्यांच्या भावनिक विकासातील शिक्षणाची भूमिका : विद्यार्थ्यांच्या व्यक्तिमत्त्वाच्या समतोल विकास हे शिक्षणाचे ध्ये आहे. भावनिक विकास हा व्यक्तिमत्त्व विकासाचा पाया असतो. व्यक्तिमत्त्व विकासाची सुरुवात जरी कुटुंबातून होत असली तरी शाळेतील नियोजनबद्ध उपक्रमांच्या माध्यमातून त्याला पूर्णत्व प्राप्त होते. या प्रक्रियेतील शिक्षकांची भूमिका अनन्यसाधारण महत्त्वाची असते. शाळेतील विविध उपक्रमांच्या माध्यमातून विद्यार्थ्यांना भावनिकदृष्ट्या सक्षम बनविण्यासाठी शिक्षकांना पुढीलप्रमाणे प्रयत्न करता येतील.

१. शालेय विद्यार्थी बऱ्याचशा गोष्टी निरीक्षण अनुकरण पद्धतीने शिकतात. शाळेमध्ये विद्यार्थ्यांचा पहिला आदर्श शिक्षक हेच असतात. त्यामुळे शिक्षकांच्या सर्व बारीकसारीक गोष्टींचे अनुकरण विद्यार्थी करित असतात हे लक्षात घेऊन शिक्षकांनी आपल्या आचार—विचारांचा आदर्श विद्यार्थ्यांच्या समोर ठेवावा.
२. सर्व विद्यार्थी आपल्यापेक्षा लहान असतात तरीही त्यांच्या व्यक्तिमत्त्वाचा योग्य आदर शिक्षकांनी केला पाहिजे. आपला विद्यार्थी जसा आहे तसा त्याचा स्वीकार करावा व त्याला सुधारण्यासाठी धडपडावे. गरीब—श्रीमंत, हुशार—कमी हुशार, सुंदर, कुरूप, सुदृढ—अशक्त, उत्साही—निरूत्याही यांसारख्या गुणवैशिष्ट्यांनुसार विद्यार्थ्यांमध्ये भेदभाव करू नये. सर्वांना समानतेची वागणूक द्यावी.
३. आपल्या वर्गातील प्रत्येक विद्यार्थी हा शिक्षकांसाठी एक 'स्वतंत्र पुस्तक' असते हे शिक्षकांना व्यवस्थित वाचता व समजून घेता आले पाहिजे. विद्यार्थ्यांच्या क्षमता, मर्यादा, आवडी—निवडी समजून घ्याव्यात. त्यानुसार त्यांना विकासात संधी द्यावी, त्यांच्या स्वविकासास सहकार्य करावे, पण अति उच्च ध्येय व अवास्तव अपेक्षा मात्र ठेवू नयेत. त्याचा विद्यार्थ्यांच्या मनावर ताण येतो व भावनिक विकासात अडथळे निर्माण होतात.
४. शिक्षकांच्या आचारविचारात योग्य समन्वय हवा. स्वतः उशिरा येणाऱ्या शिक्षकांनी उशिरा आलेल्या विद्यार्थ्यांला शिक्षा केल्यास ती त्याला अधिक त्रासदायक वाटते हे लक्षात घ्यावे.

५. शिक्षकांनी विद्यार्थ्यांशी शक्यतो वैयक्तिक संबंध, भावनिक नाते निर्माण करावे. वर्गातील विद्यार्थ्यांला त्याच्या प्रथम नावाने संबोधणे ही त्याची सुरुवात असते. 'भोसले काय दंगा चाललाय?' असं बोलण्याऐवजी 'अमोल माझं तुझ्याकडे पूर्ण लक्ष आहे बरं का?' असं म्हणणं अधिक परिणामकारक ठरत.
६. विद्यार्थ्यांवर छोट्या-मोठ्या जबाबदाऱ्या सोपवाव्यात. कामामध्ये पुरेसे स्वातंत्र्य द्यावे. आवश्यक तेथे मार्गदर्शन व प्रेरणा द्यावी.
७. सांस्कृतिक कार्यक्रमांच्या माध्यमातून भावनिक आविष्कारास संधी द्यावी. भूमिका पालन, पथनाट्य, नाट्यीकरण, मूकाभिनय इत्यादींच्या माध्यमातून इतरांचे विचार, भावना समजून घेण्याची प्रेरणा देणे सहज शक्य असते.
८. सांस्कृतिक कार्यक्रमांप्रमाणेच कार्यानुभव व छंदांची जोपासना या माध्यमातून भावनिक विकास व भावनिक आविष्कारास सुयोग्य संधी उपलब्ध करून देता येते. म्हणून शालेय विद्यार्थ्यांना छंदांची जोपासना करण्यास प्रोत्साहन द्यावे. त्यामुळे विद्यार्थ्यांना फुरसदीचा सदुपयोग करण्याचे शिक्षण आपोआपच मिळते.
९. गटामध्ये काम करित असताना स्वयंशिस्त परस्पर सहकार्य, भावना संयमाने व्यक्त करणे, मैत्री करणे-वाढविणे-टिकविणे, चिकाटी व प्रयत्न यांचे महत्त्व पटवून द्यावे.
१०. सुसंवाद साधण्यासाठी इतरांचे विचार शांतपणे व लक्षपूर्वक ऐकणे, त्यांना योग्य प्रतिसाद देणे, सुधारणेसाठी परस्परांना प्रत्याभरण देणे व परस्परांच्या प्रत्याभरणाचा मनापासून स्वीकार करून त्यानुसार स्वतःमध्ये बदल करण्याची सवय लावावी.

'जगाला जिंकणे एकवेळ सोपे आहे पण स्वतःला जिंकणे मात्र फार फार अवघड आहे असं म्हणतात. अशा प्रकारे दैनंदिन अध्ययन-अध्यापन आणि विविध शालेय उपक्रमांच्या माध्यमातून विद्यार्थ्यांच्या भावनिक विकासात हातभार लावावा.' हाच आजच्या शिक्षकांना खरा संदेश आहे.

सारांश :

- बौद्धिक क्षमता + भावनिक क्षमता = यश. व्यक्तीला जीवनात यशस्वी होण्यासाठी शैक्षणिक बुद्धिमत्तेबरोबर भावनिक बुद्धिमत्ता महत्त्वाची ठरते. शालेय जीवनापासून विद्यार्थ्यांच्या भावनिक क्षमतांचा विकास होण्यासाठी भावनाधारित शिक्षणाची गरज आहे.
- स्वतःच्या भावना ओळखणे, भावना समजून घेणे, भावनांना उपयोग न व्यवस्थापन करणे या बाबी भावनाधारित शिक्षणाशी संबंधित आहेत.
- भावनिक जाणीव, भावनांचे आकलन, भावनिक अभिव्यक्ती, भावनांची समायोजन साधणे, भावनिक संतुलन, भावनांची सर्वोत्कृष्टता हे भावनिक विकासाचे टप्पे आहेत.
- विविध विषयांच्या अध्यापनाद्वारे व अभ्यासपूरक उपक्रमांच्या माध्यमातून विद्यार्थ्यांना भावनिक विकास साधता येतो.

संदर्भ :

१. डॉ. रमा, अश्विनी कुमार भोसले, डॉ. उज्वला मधुकर डोणे, (जानेवारी, २००९). शिक्षणातील बदलते विचार प्रवाह, कोल्हापूर : फडके प्रकाशन.



ज्ञानरचनावाद

सादरकर्ता श्री .उमरदंड वैभव लक्ष्मण

प्रस्तावना

एकविसाव्या शतकातील शिकण्यास शिकवण्यापेक्षा आलेले महत्व विचारात घेतल्याने अध्ययन व अध्यापन प्रक्रिया पूर्णपणे अध्यापन केंद्रित ऐवजी विद्यार्थी केंद्रित झालेली आहे . यामुळेच राष्ट्रीय अभ्यासक्रमा आराखडा 2005 मध्ये ज्ञानरचनावादाचा पुरस्कार करण्यात आला आहे . ज्ञानरचनावादाच्या आधारावर अध्ययन व अध्यापन प्रक्रिया अवलंबण्यात आली असल्याने त्याचा अध्यापन शिक्षणात विचार करणे गरजेचे झाले आहे . उदयाच्या शिक्षकांना ज्ञानरचनावादावर आधारित वर्ग अध्यापन करता येणे गरजेचे झाले आहे . विद्यार्थी हा ज्ञानाचा केवळ स्वीकारकर्ता आहे . ही भूमिका बदलल्याशिवाय शाळेतील अध्यापन हे विद्यार्थ्यांसाठी आनंददायी ठरणार नाही . कोणत्याही दडपणाशिवाय विद्यार्थी कसे अध्ययन करतील विषय होता . मी सांगेन तेच आणि तेढेच ज्ञान ही सध्याची एकाधिकारशी अध्यापन पद्धत बदलण्यासाठी पर्याय म्हणुन राष्ट्रीय अध्यापन आराखड्यात ज्ञानरचनावाद पुरस्कार करण्यात आला आहे .

- ज्ञानाची रचना म्हणजे अध्ययन होय .
- विद्यार्थी ज्ञानाची रचना करतात
- अनुभवाचा अर्थ लावणे म्हणजे अध्ययन
- पुर्वानुभवाचा आधारे विद्यार्थी ज्ञानरचना करतात .
- वातावरणाशी होणाऱ्या आंगापासुन विद्यार्थी ज्ञानरचना करतात
- स्थानिक परिस्थितीचा माहितीचा शाळेतील ज्ञानरचनेच्या प्रक्रियेत महत्वाचा वाटा आहे .
- एकमेव पाठ्यपुस्तक तयार करण्याची परंपरा मोडुन एकापेक्षा अधिक पाठ्यपुस्तके तयार करण्याची प्रथा सुरु झाली .

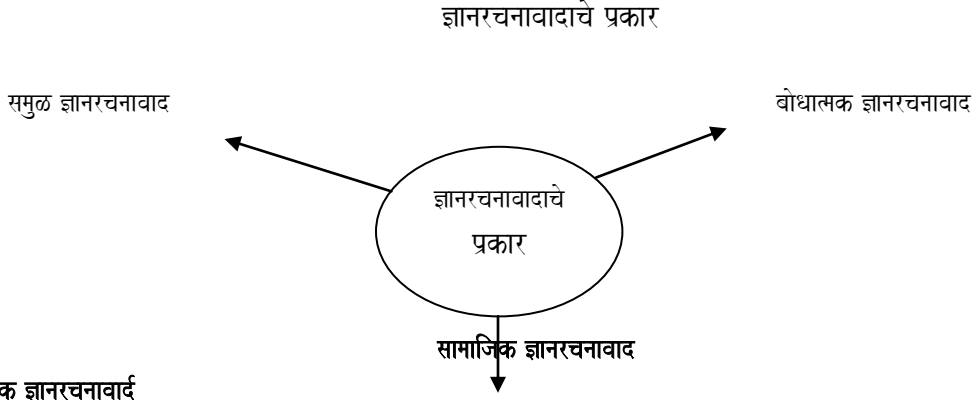
जे जीवनाशी निगडित प्रसंग प्रक्रिया व व्यवहार अनुभवाला विद्यार्थ्यांना मिळतील तेव्हा त्यांना अशी आकलनाची संधी मिळेल की ज्यायोगे ते दवतंत्र ज्ञाननिर्मिती करू शकतील .

ज्ञानरचनावादाची संकल्पना (Construction)

सॉक्रेटिस व त्याचे शिष्य यांच्या वैचारीक चर्चांमध्ये ज्ञानवाद व ज्ञानरचनावादाचे मुळ आढळुन येते . गिबार्स्टा विकोव्हाचा 1910 यांना ज्ञानरचनावादी तसेच तत्वज्ञ म्हणुन ओळखले जाते . मानव हा निर्दिष्ट ज्ञानप्राप्ती करणारा प्राणी अशा शब्दात पुढे इमॅन्युएल कांट यांनी या संकल्पनेचे आधिक स्पष्टिकरण केले . प्राप्त माहिती व्यक्ती जशीच्या तशी स्विकारत नाही . स्वतःच्या अनुभवांच्या आधारे तिची पुनर्रचना करणे हा ज्ञानरचनावादाचा आला आहे .

लॅटीन शब्द **con struere** पासुन **to construct** तद्भव शब्द आहे . त्याचा अर्थ मांडणी करणे (to arrange) किंवा रचना करणे (to give structure). ज्ञानाची रचना करण्याच्या प्रक्रियेला कार्यान्वित ठेवणे हा ज्ञानरचनावादाचा गाभा आहे .

पुर्वज्ञानाच्याकडपुर्वानुभवाच्या आधारे जेव्हा नवीन व्यक्ती संकल्पनाची रचना करते . तेव्हा अध्ययन घडते . यास रचनावाद म्हणतात . यामुळे ज्ञानरचनावादाची उत्पत्ती वेगवेगळ्या गृहितांवर आधारलेली आहे . पारंपारीक शिक्षक भिन्न प्रकारे या गृहितकांचा परिणाम शिक्षक व विद्यार्थी यांच्यवर होत असतो . ज्ञानरचनावादाच्या विकासात ड्युईव्हाजे वुनरसुवेल्स विगोस्की ग्लेसर फेल्ड यांचे योगदान महत्वाचे असुन या सर्वांच्या विचारांचे सार ज्ञानरचनावाद समजण्याच्या दृष्टीने महत्वाचे आहे . या सर्वांनी ज्ञानरचनावादाचा कळीचा विचार मांडताना म्हटले आहे . झालेली माहिती मानव जशीच्या तशी ग्रहण करत नाही . तर स्वतःच्या अनुभवावर आधारित तिची नव्याने मांडणी अथवा पुनर्रचना करतो .



1. बोधात्मक ज्ञानरचनावाद

या प्रकारात मांडलेल्या विचारांना महत्व असून प्राप्त माहितीवरून आधारे प्रक्रिया करणे हे बोधात्मक ज्ञानरचनावादाच्या प्रक्रियेत अभिप्रेत आहे. बुनरची शोधन पद्धती येथे उपयोगी पडते.

2. सामाजिक ज्ञानरचनावाद

लेव्ह विगोस्की यांनी महत्वाचे योगदान दिले आहे. त्यांनी दिलेल्या या प्रकारात सामाजिक आंतरक्रियांच्या स्रोतापासून प्राप्त माहिती आधारीत ज्ञानरचना अभिप्रेत आहे. विगोस्कीचा या विकासाचा अवकाश प्रदेश आकलनाची सद्य पातळी ते संभाव्य पातळी गाठण्यासाठी पार करणे गरजेचे आहे.

3. समुळ ज्ञानरचनावाद

अध्ययनकर्ता प्राप्त झालेल्या ज्ञानाच्या आधारे किंवा पुर्वज्ञानाची जोड देवून नव्या ज्ञानरचना करतो. म्हणून अध्ययन ही प्रक्रिया आहे.

विद्यार्थी पुर्वीचे व वर्तमान अनुभव आणि कल्पना यांच्या आधारे स्वतःची ज्ञाननिर्मिती हे ज्ञानरचना वादाचे महत्वाचे तत्व आहे.

जेव्हा समस्यात्मक प्रसंगांमध्ये प्रक्रिया करण्याची क्षमता असते तेव्हाच त्याचे अर्थपूर्ण अध्ययन घडते. ज्ञानरचनावादामध्ये विद्यार्थ्यांमध्ये पुर्वज्ञान व विविध कल्पना यांचा मिलाफ करण्याची संधी दिली जाते. (जॉन ड्युई)

मेरीलची ज्ञानरचनावादाची गृहीतके

1. अनुभवातून ज्ञानाची रचना होते.
2. अध्ययनकर्ता वाहयजगताचे वैयक्तीक पातळीवर अर्थनिर्वचन करतो.
3. अनुभवांना अर्थ देणाऱ्या प्रक्रियेतून संकल्पना अथवा संबोध यांची निर्मिती होते.
4. स्वतःचे विचार बदलून अचुक संकल्पनेवर धारणा पक्की होते.

ज्ञानरचनावादातून वर्गाअध्यापनात करावयाच्या प्रक्रिया

1. पृच्छा

शिक्षकांनी विद्यार्थ्यांना प्रश्न विचारण्याएवजी विद्यार्थ्यांना प्रश्न विचारण्याची शंका उपस्थित करण्याची संधी दिली पाहिजे. या प्रश्नांचे शंकांचे निरसन शिक्षकांनी केले पाहिजे.

2. निरीक्षण

चित्रांमधील उदाहरणे यांचे अभ्यासपूर्ण निरीक्षण करून त्याद्वारे त्यांना काही गुणधर्म कल्पना निष्कर्षशोधण्याची संधी दिली पाहिजे.

3. वर्गीकरण

दिलेल्या माहितीचे वेगवेगळ्या गटांत वर्गीकरण करून घेता येते. गटांची वैशिष्ट्ये स्पष्ट भेद इ.

4. समस्या विमोचन

कोणतीही समस्या सोडविताना तिचा विविध पर्यायांनी विचार करणे आवश्यक असते. पुर्वज्ञानाच्या आधारे या सर्व पर्यायांचे विश्लेषण करून योग्य पर्याय निवडण्याची संधी विद्यार्थ्यांना उपलब्ध करून दिली पाहिजे.

5. स्वयंअध्ययन

पुर्वज्ञानाचा उपयोग करून नवीन भाग स्वतःच शिकणे यात स्वयंअध्ययनाला वाव मिळते.

6. सहकार्यातुन अध्ययन

विद्यार्थ्यांचे विविध गट करून गटातुन प्रश्नोत्तरे वादविवाद करून उपलब्ध प्रकल्प याद्वारे अध्ययनाची संधी उपलब्ध करून देता येते .

7. मुक्त प्रश्न

विद्यार्थ्यांच्या विचारांना सर्जनशीलतेला चालना देणार विविध उत्तरे असणारे मुक्त प्रश्न सोडविण्यास देता येतात .

8. शोध संशोधन व उपलब्धाच्या माध्यमातुन अध्ययन

प्रत्येक घटनेमागे काहीतरी कार्यकारणभाव असतो . घटनेमागील कार्यकारणभावाचा शोध घेण्याकरीता तसेच पडताळा घेण्याकरीता केलेली प्रश्ने संशोधन होय .

ज्ञानरचनावादी अध्यापनाचे फायदे

1. अध्ययन अध्यापन प्रक्रिया आनंददायी मनोरंजक व प्रतियुक्त बनते .

2 .

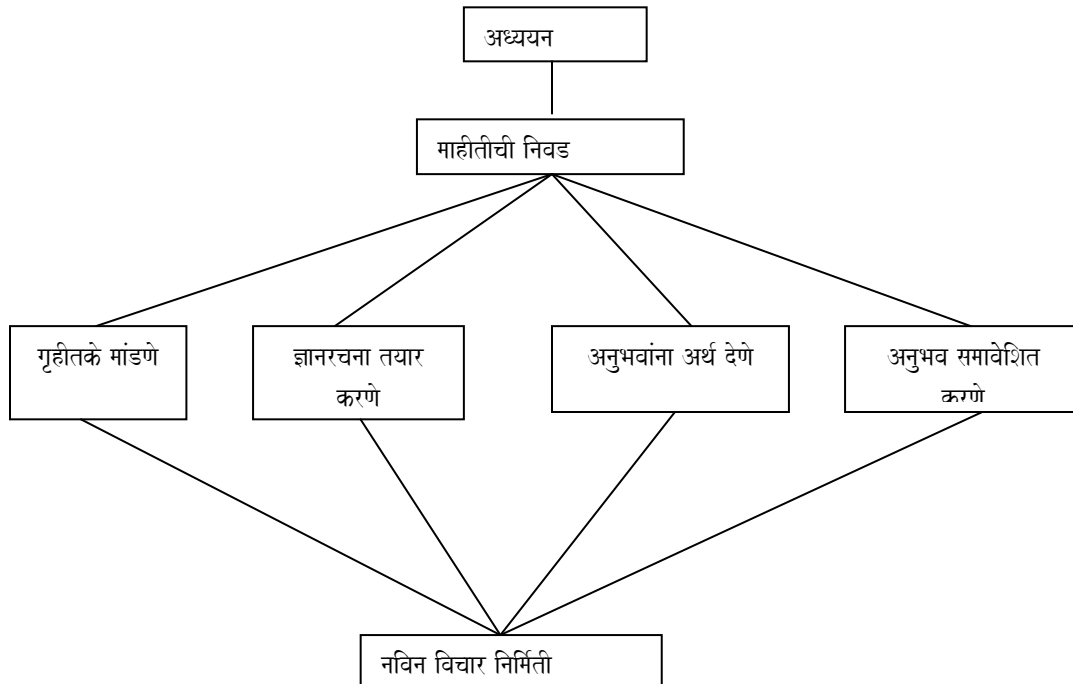
ज्ञानरचनावादी अध्यापनामुळे जीवनकौशल्ये मुल्ये यांचा सहज संस्कार होतो .

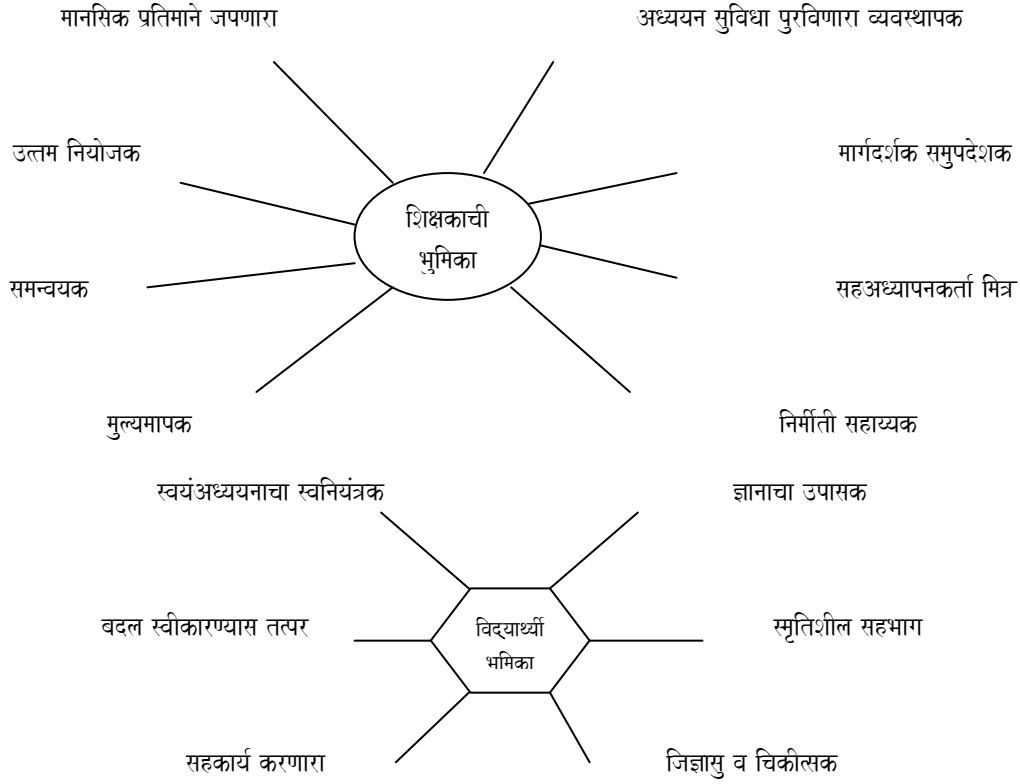
3. बुद्धी भावना व प्रकृती या

तिन्हींचा समन्वय साधला जातो .

4. शैक्षणिक दर्जा व गुणवत्ता वाढीस मदत होते .

ज्ञानरचनावादी अध्यापन अध्यापन प्रक्रिया





संदर्भ

1. शिक्षण संज्ञानांतरण महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ पुणे मार्च 2010-9 सप्टेंबर 2010-10 जुलै 2014-11 मार्च 2010
2. शैक्षणिक मानसशास्त्र डॉ. ह. ना. जगताप .
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SCHOOL AN AGENT OF PEACE EDUCATION IN SOCIETY

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Abstract

According to the Position paper of National Focus Group on Education for Peace- Education for peace seeks to nurture the knowledge, skills, attitudes, and values that comprised culture of peace. Education for peace is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework of human values. Gandhi ji observed "Education is the preparation for complete living, adjustment to environment, perfection of one's nature, character building and harmonious development of personality. Thus the proper inculcation of human value like peace and harmony and development of character is the responsibility of schools".

In the changing social situations on this planet due to advancing knowledge of science and technology, certain anti-social elements such as naxal, radicals, etc. which are destructive in nature and disturb or destroy progressive societies because they install fear, horror, poverty against peace and prosperity in the societies. Thus it is essential to inculcate peace education among the student. Every teacher becomes a peace educator. Along with that the peace opportunities latent in the curriculum are maximized when the school atmosphere is imbued with the values and attitudes of peace. As an initiator of learning, teacher creates interest and introduces activities related to peace like celebration of peace day and peace week, thought for the day in the morning assembly, exhibitions and displays, school club for peace establishment etc. Through teacher-student interactions, lesson designs in textbooks for peace and harmony, the pedagogy for teaching them peace education, great biographies, school library, school management; administrative staff will orient the total life of the school toward peace and harmony.

Keywords: Peace education, School, Scope of peace education

Introduction

Values and attitudes are the building blocks of the culture of peace. Peace embodies the joy of living. Peace is classified into internal and external peace. The internal peace is the feeling and virtue which is depicted in our own faith old scriptures. External peace is that good feeling which is directly helps to establish peace in society. Learning, from the peace perspective has to be a joyful experience. Joy is of the essence of life. Education for peace seeks to nurture the knowledge, skills, attitudes, and values that comprise a culture of peace. It is a long-term proactive strategy to nurture peaceful persons who resolve conflicts non-violently. Peace is often equated with the absence of violence.

Present scenario of peace and harmony in the society

The population increases has seriously affected the quality of life of the masses. Crime, corruption, violence and indifference to human suffering, have spread to all walks of life. Our physical environment is growing increasingly polluted. We are living in the age of

unimagined levels of violence. People are forgetting human values. In the educated and urban areas, much violence is seen. People do not have patience. The human values like brotherhood, cooperation, equal regards to the religion, sensibility etc, are disappearing from the social life.

The shape of the societies have been drastically changing due to the fast growing innovative electronic and electrical appliances, electronic network, TV, computers, internet and information technology available in the world wide web, with the accelerated knowledge of science and technology. Material world is cared much instead of spiritual one. Therefore, The need of the hour is to protect the environment i.e., geographical, physical, social, moral, spiritual, against the popping up anti social activities of the individuals in the societies by means of inculcation of proper values to protect the civilization, and the healthy atmosphere on the earth. In this context, education for peace has its own significant in the field of establishment of peace and harmony in the society.

Scope of Peace Education

Peace education can be considered at different levels:

- 1) Individual level,
- 2) Self-development level,
- 3) School level,**
- 4) Community level,
- 5) National level,
- 6) Global level

School should help children to develop many skills, like those related to affirmation, positive thinking, empathetic listening and communication, assertive behaviour, decision-making and critical thinking, etc. skills so that they are empowered as individuals in the society. At the school level, the predominant need is to have a peaceful climate, peace culture. In such a culture, children will naturally absorb the spirit of peace. There is a popular saying that peace has to be caught rather than be taught. Initiating a peaceful culture in school should start from within the staff, by developing attitudes and behaviour of appreciation, co-operation, belongingness, trust and spirit of learning. By way of developing a friendly and mutually respectful teacher-pupil relationship, a peace culture will bloom naturally in the school. The school has to introduce a living system of peace values, norms and practices into the daily life of the school. It would be necessary to change the teacher centered classroom approach to child centered learning. When there is active and participative learning in the classroom using interesting teaching and learning methods in a friendly and lively atmosphere marked by creative expressions of potentials and self discipline, peace will emerge naturally.

School culture

Schools are considered as the foundation of education and knowledge. They develop a very strong bridge between citizens of different countries and help in a big way to involve the spirit of international understanding, cooperation, co-existence and brotherhood feelings. Therefore all corners of the society have high expectations from the schools in the field of education of peace.

Teacher, student, curriculum, subjects, textbooks, lessons and the pedagogy for teaching them, the school management and administrative staff must all be oriented to education for peace.

Head / principals

Making a school a place of peace is an achievement of a co-operative effort and commitment of whole staff under the supportive leadership of competent school head. He is expected to procure, organizes and co-ordinate resources, so that the goals of the education for peace can be attained effectively. He can help the members of the work group to accomplish tasks and goals of education for peace and generate positive attitude towards peace education. The degree of the success depends upon the extent of support given by the staff. Children are the pivot around which all educational activities revolves. Therefore, if we want to ensure education for peace in our schools, we need to educate our principals, heads, teachers, staff and parents.

School should try to develop a suitable teaching learning environment so that the students can develop the traits of leadership for tomorrow.

Teachers

The teacher is a nation builder. He influences the students by this behavior, play the role of a facilitator to bring out the best in the learner, act as a symbol of values and national character, try to provide hygienic institutions climate which influences the affective domain of the students. Teachers have to identify effective strategies and practices that could transform the school into a place of harmony. The teacher is the principle driving force in a dynamic society and his leadership is most essential to free India, which is being built up new from the bottoms upward. It is very wisely said, "a nation is as great as its schools and its schools are as great as its teachers, only good students can become great teachers.

Activities

Education for Peace can also be realized through the co-curricular life of the school. A number of activities and projects embodying peace themes could be organized in school. To help develop sensitivity towards others, children could be encouraged to visit homes for senior citizens, disadvantaged groups, etc. and enabled to develop an interest in their welfare. The whole school environment, Classrooms, schools, assembly places, playgrounds, cultural centres and such other places must be envisaged as a microcosm of the more peaceful and harmonious society that is the objective of education for peace. The school timetable should have enough planned activities and provision of incorporating value of peace in life, so that students are adequately exposed for peace making behavior. Enough opportunities will be given to teach students in the school premises to drive a sense of peace and harmony.

School club

Peace establishment club, intra-class relations club, inter-school relation club, art club, music club, drama club, writers club, non alliance group, welfare club, and religious faith club are to be formed in school such type of student groups often have principle aims to the promotion of inter-alia understanding and peace for all and everywhere. Such clubs are student organized and are responsible for a variety of activities to promote peace feeling among their groups, in the school family and at some extent in the community, to develop understanding of other groups, society, religion, culture and traditions and to make themselves known better abroad. Here the role of teacher is to assign the duties of each member as per their status in the club. For example club members maintain wall newspaper and posters on current events on peace and harmony or violence and the work of the centre state and local governments and non-government organizations. Organize debates on the topic of merits and demerits of peace and

war, violation of school rules, and rules of road. The clubs take part in community projects to improve their school.

Exhibitions and displays

The students take pride in seeing their work displayed and in being able to explain the origin and meaning of exhibits from abroad, while the rest of the school and the community benefit from their work and feel themselves involved in its aims. Here, the role of a teacher is to organize compaction of drawing, paintings, photographs and other objective on the theme of peace and harmony and may form a permanent exhibition in school corridor or when ever space or room is available.

Developing code of conduct

Code of conduct for class is agreement between the students of class and the class teacher or the subject teacher to standardize their acts and behaviour while they are inside the class. It is good example to learn good behaviour from both sides. Class teacher or subject teacher and class monitor will seat together decide certain code of conduct in the absence of teacher, they do not fight or abuse each other. When ever they speak to each other, they speak politely and with full respect. Do not tease or scold each other. Code of conduct developed for the class could be write-down and displayed on the side black board.

Morning assembly

Starting the day with a moral or spiritual thought provides inspiration. This can be done at the school level in the morning assembly by giving a short talk on a topic related to character building and peace and harmony and happy life. The teacher, students, anyone can deliver such talks. This activity could be adopted as a part of daily rooting as well because morning assembly presents whole day activities of school, which also provides a good stage for developing peace vision and attitudes in the school community.

Celebration of days, peace day and peace week

The school can organize peace day or week with a view to raising awareness on peace. School can celebrate the day or week on the account of the birth day of our great leaders. Themes like human rights, child rights, women right, human values, peace and harmony, inner peace, non-violence, social justice, non-violence, social problems and issues, family problems, school problems, etc. can be selected and draw a programme for the week or day. Such type of programme should have a community peace building activity, so that it has practical value. Students can be motivated to learn and develop skills for peacemaking by including peace issues in debates, seminars, audio visual shows, role-plays, dramas, composing peace poem, peace songs, etc. during the celebration of different days. These various days observed internationally, such as, Human Rights Day, communal harmony day, non violence day, peace day, Children's Day, UN Day, Day for the Disabled, Girl Child Day, Environment Day, and National days could be celebrated in the school and in the neighborhood.

Appointing peace committee, peace solders and class mediators

Peacemakers in the school could form a committee, which can draw, organize and run peace programmes for the whole school. They can organize the peace week for the school. This is a good means of handing over the responsibility of peace work to the students. These students can be divided into groups of peace solders. Leader of the peace solders conduct meeting and discussion about the class situations. A class mediator can also be appointed to resolve

conflicts in the class which develops understanding that students in the class bear the responsibility to resolve their conflicts and as mediators they will improve skills in conflict resolutions.

Conclusion

To educate our children, we need to inculcate the feeling of peace, social, ethical, and cultural values and value of human rights from the very beginning, so that when they grow up, they sincerely work for peace and harmony in the society. Students will learn peace values only if these are modeled by their parents, teachers and elders. If there is a mismatch between what adults do and what they say, students will imitate what is done. Teachers and parents need to be aware of the effect of their behavior on children. Parents can provide good insight for peace and harmony. Compared to other relations, mother, father, grand mother , grand father, elder brother, elder sister, can play a very important role in inculcation of ethical, moral and social values in the youth. The childhood stage is the right time where the cultural and social desired values can be reaped and sprouted very effectively by parents. Parents can use themselves to inculcate both types of peace amongst their wards, so parents have to show more interest in installation of peace oriented values and education at home.

The need of the hour is an effective implementation of value and peace education in our nation, society, home, schools and colleges, etc., Television and radio sports and peace campaigns can be used to raise public awareness concerning peace and conflict issues. Therefore, good human values should be inculcated among the future citizens to enable them to enjoy peace and prosperity. It is essential to preserve values such as social, cultural, moral, spiritual, and human values consisting of peace and harmony for the progress of the civilization in the right direction. It is possible to perpetuate values through proper education at home, society and school to adjust one-self in the dynamic societies.

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फिलीप जॅक्सन प्रतिमानातील अध्यापनाच्या तीन अवस्था व नवोदित विद्यार्थी-शिक्षकाची प्रत्येक अवस्थेत असणारी भूमिका.

आलेख प्रस्तुता : श्री अमोल शिवाजी चव्हाण

गोषवारा

प्रगत अध्यापनशास्त्रामध्ये दररोज नव-नवीन परिवर्तन होताना दिसून येत आहेत, त्याअनुषंगानेच फिलीप जॅक्सन या शिक्षण तज्ज्ञाने *Life in the classroom* या पुस्तकात अध्यापन प्रक्रियेचा सूक्ष्मपणे अभ्यास करून या अध्यापनाच्या 3 अवस्था संदर्भात आपले विचार विशद केले आहेत परंतु या तीन अवस्थांच्या बाबतीत नवोदित विद्यार्थी-शिक्षकांना त्यांच्या भूमिका सुस्पष्ट करण्याची आवश्यकता भासल्याने प्रस्तुत आलेखामधून प्रत्येक अवस्थेमध्ये नवोदित विद्यार्थी-शिक्षकाच्या भूमिकेचे वर्णन प्रस्तुत लेखामधून केलेले आहे.

प्रगत अध्यापनशास्त्रामध्ये दररोज नव-नवीन परिवर्तन होताना दिसून येत आहेत, त्याअनुषंगानेच फिलीप जॅक्सन या शिक्षण तज्ज्ञाने *Life in the classroom* या पुस्तकात अध्यापन प्रक्रियेचा सूक्ष्मपणे अभ्यास करून या अध्यापनाच्या 3 अवस्था संदर्भात आपले विचार विशद केले आहेत परंतु या तीन अवस्थांच्या बाबतीत नवोदित विद्यार्थी-शिक्षकांना त्यांच्या भूमिका सुस्पष्ट करण्याची आवश्यकता भासल्याने प्रस्तुत आलेखामधून प्रत्येक अवस्थेमध्ये नवोदित विद्यार्थी-शिक्षकाच्या भूमिकेचे वर्णन प्रस्तुत लेखामधून केलेले आहे.

महत्त्वपूर्ण शब्द: तंत्र, क्रियात्मक, मूल्यमापन, उद्दीपक, कार्यनीति, दृढीकारक

अ. प्रस्तावना:

फिलीप जॅक्सन यांनी आपल्या *Life in classroom* या पुस्तकांमध्ये अध्यापन अवस्थांची विस्ताराने मांडणी केलेली आहे, अध्यापनाच्या एकूण तीन अवस्था त्यांनी सांगितलेल्या आहेत, ज्या त्यांच्या निरीक्षण व सातत्यापूर्ण चिंतनातून उद्दयास आलेल्या आहेत.

आ. अध्यापन अवस्था:-

१. प्रथम अवस्था : अध्यापनाची पूर्व अवस्था

२. द्वितीय अवस्था : अध्यापनाची अंतर-क्रियात्मक अवस्था

३.तृतीय अवस्था :अध्यापनाची उत्तर अवस्था

वरील अवस्थांचा विस्ताराने विचार भूमिकेसह स्पष्ट करू .

१.प्रथम अवस्था :या अवस्थेमध्ये अध्यापन नियोजनाचा भाग येतो प्रत्यक्ष वर्ग अध्यापनाला जाण्यापूर्वी शिक्षकाला अनेक बाबी कराव्या लागतात, त्या पुढीलप्रमाणे उद्दिष्ट निश्चित करणे, उद्दिष्ट लेखन करणे, आशयाची निवड करणे,सुयोग्य अध्यापन पद्धतीची निवड करणे, विद्यार्थी प्रगतीसाठी उपयुक्त साधने व समर्पक व सुयोग्य प्रश्न निश्चित करणे उद्दिष्टांच्या मूल्यमापनासाठी मापन साधने व तंत्रे निश्चित करणे यासाठी वरील बाबींचा सूक्ष्मपणे अभ्यास व विचार करणे आवश्यक आहे.

२. द्वितीय अवस्था: या अवस्थेत विविध महत्त्वपूर्ण बाबींचा अभ्यास व विचार करणे गरजेचे आहे. त्यामध्ये वर्गातील...

१.प्रत्यक्ष परिस्थितीचा अंदाज घेणे.

२.अध्यापन करण्यासंबंधीचे निदान करणे

३. ज्ञान संपादनाची कृती करणे

प्रत्यक्षात यापूर्वी दोन गोष्टी लक्षात घ्याव्या लागतात

अ. उद्दीपक निवड करणे

आ. उद्दीपकांचे सादरीकरण

अ.यामध्ये उद्योजकांची समर्पकता,अपेक्षित फलिते,उद्दीपक, आशय अग्रसरणात उपयुक्त बाबीं, आदींचा विचार झाला की उद्दीपक निश्चित होतो.

आ.उद्दीपक सादरीकरणाला काही अनुकूल-प्रतिकूल प्रतिसाद मिळू शकतात तर शिक्षकांनी अनुकूल प्रतिसादास दृढीकरक दिल्याने त्यांचे दृढीकरण होईल तर प्रतिकूल प्रतिसादास कोणताही प्रतिसाद न झाल्याने वर्तनाची क्षमता क्षीण होण्याची शक्यता बळावते , यातील शक्य -शक्यता पडताळणे,आदींसाठी शिक्षकांला शाब्दिक व अशाब्दिक अशा या दोन्ही मार्गांचा अवलंब करता येतो .

इ.विद्यार्थी दृढीकरण कार्यनीतीचे विकसन करणे :-विद्यार्थ्यांची प्रेरणा टिकून रहावी , त्याचे वर्तन तर नियंत्रित असावेच परंतु काही कौशल्य, युक्त्यांचा प्रयोग करावा लागेल जेणेकरून आशय प्रभावीपणे पोहोचेल व वातावरण अध्ययन-अध्यापनास पूरक असेल.

३. तृतीयावस्था :या अवस्थेमध्ये फिलीप जॅक्सन यांनी मूल्यमापन व त्या अनुषंगाने करावयाच्या कृतींचा समावेश केला आहे.

१. अपेक्षित वर्तन बदलाची दिशा निश्चित करणे. शिक्षणाचे उद्दिष्ट हे आवश्यक अध्ययन अनुभव देऊन अपेक्षित वर्तन बदल व वर्तनाचा स्तर ठरवण्याचे आहे .

२. वर्तनाचे मापन करण्यासाठी समर्पक साधनांची निवड करणे.

३. प्राप्त प्रतिसादा नुसार अध्यापनाची दिशा बदलवायची किंवा नाही या संबंधीचा निर्णय घेणे. शिक्षकाचे अध्यापनानंतर विद्यार्थ्यांना आशय कितपत समजला आहे ? आशयाचे ग्रहण व संपादन पक्के का कच्चे यामध्ये समजा फलप्राप्ती झाली नाही तर काय ? शिक्षकास अंतर निरीक्षण करावे लागेल की आपल्या अध्यापन पद्धती किंवा मूल्यमापन कशात त्रुटी आहेत ? या प्रश्नांच्या उकलन करण्यासाठी प्रयत्न करून अध्यापन कार्यनिती बदलावी लागेल जर सर्व बाबीं ठीक व वर्ग परिस्थिती व विद्यार्थी मानसिकता भिन्न असेल तर अभ्यास व चिंतन करून समर्पक निर्णय घ्यावा लागेल.

इ) सारांश :- अशाप्रकारे फिलीप जॅक्सन यांनी अध्यापनाच्या तीन अवस्थांमध्ये नियोजन, आंतरक्रिया आणि मूल्यमापन या अवस्थान संदर्भात विविध बाबीं क्रिया, उपघटकांचा समावेश केला असून अध्यापनास एक अध्यापनविषय शास्त्रीय व चिकित्सक दृष्टी देण्यास सहाय्यक असे प्रतिमान निर्माण केलेले आहे.

ई) अध्यापन अवस्थांमध्ये शिक्षकांची भूमिका:-

अध्यापनाच्या या ३ अवस्थांमध्ये शिक्षकांची भूमिका महत्त्वाची आहे त्याचे विवेचन पुढील प्रमाणे:-

१. अवस्था क्र : १

अवस्थेमध्ये फिलीप जॅक्सन प्रतिमानात "उद्दिष्टांची निश्चिती" करण्यास शिक्षकाची भूमिका सांगितलेली आहे परंतु नवोदित शिक्षकांनी प्रथम उद्दिष्ट निश्चितीचा विचार न करता पाठाचे नियोजन करण्याच्या गोष्टीचा विचार करणे करायला पाहिजे यामध्ये प्रथम नियोजन करण्यापूर्वी आपल्या अध्यापन पद्धतीचा कोणता आशय त्यासाठी आवश्यक असणारे पूर्वज्ञान, अध्यापन हेतु, पाठातून प्रतिबिंबित होणारी जीवन कौशल्ये, अध्यापनाचे सूत्र, अध्यापन पद्धती, शैक्षणिक साधने या बाबींचा पूर्वतयारीमध्ये विचार करणे आवश्यक आहे.

१.२ पूर्वतयारी नंतर नियोजनाच्या अत्यंत महत्त्वाच्या भागाकडे म्हणजे उद्दिष्टांची निश्चिती करण्याकडे शिक्षकांनी येणे अपेक्षित आहे यामध्ये संबंधित आशयाशी निगडित काही निरीक्षणक्षम उद्दिष्टांचे लेखन यामध्ये ज्ञान, आकलन, कौशल्ये, या उद्दिष्टांचा विचार आवश्यक आहे ही तिन्ही उद्दिष्टे वर्तमान काळात एका विद्यार्थ्याला संबोधून, विशिष्ट विधानांमध्ये लिहिणे आवश्यक आहेत तर उर्वरीत ३ उद्दिष्टे, यात उपयोजन, अभिरुची आणि अभिवृत्ती या उद्दिष्टांचे निरीक्षण करू शकत नसल्याने या सर्व उद्दिष्टांचे नेमके, नेटके व काटेकोरपणे सुस्पष्ट शब्दात लेखन करावे.

१.३ उद्दिष्टांच्या निश्चिती नंतर शिक्षक कृतीमध्ये आशयातील महत्त्वाच्या बाबीं व अन्य महत्त्वपूर्ण संबोधाचे सादरीकरण करताना शैक्षणिक साधनांची निवड उपयुक्त ठरत असल्याने पारंपरिक व

अत्याधुनिक संगणक आणि मोबाईल फोन यासारख्या शैक्षणिक साधनांचा विचार करणे आवश्यक आहे.

१.४ मूल्यमापन साधने व तंत्रे निश्चित करताना आशयाची निश्चिती केल्याप्रमाणे उद्दिष्ट तपासणीसाठी तंत्रांची निवड करणे आवश्यक आहे यामध्ये विविध प्रश्न विचारून झाल्यानंतर तत्काल छोटीशी वस्तुनिष्ठ परीक्षासुद्धा उपयोगी ठरू शकते.

२. अवस्था २:-

२.१ नवशिक्या विद्यार्थी-शिक्षकाने वर्गात प्रवेश करताच संपूर्ण वर्गातील विद्यार्थ्यांवर नजरेचा एक कटाक्ष टाकणे अपेक्षित आहे त्यामुळे विद्यार्थ्यांच्या वर्तनावर शिक्षकाचे अप्रत्यक्ष नियंत्रण राहते, त्यामुळे विद्यार्थ्यांचा कमजोरपणा व नेमकेपणा ओळखता येतो जो अध्यापन कार्यनिती च्या वापराबद्दल एक अंदाज ठरविण्यास सहाय्यक ठरतो.

२.२ विद्यार्थी शिक्षकांमध्ये सौहार्दतेचे वातावरण असणे :-शिक्षक एक अनुभवी व्यक्ती म्हणून वर्तन ठेवत असेल तर विद्यार्थी अधिक निकोप संवाद साधेल असा निकोप संवाद निकोप वातावरणाची निर्मितीस आधारभूत असेल, जो शिकण्यास आणि शिकवण्यासाठी आवश्यक ठरेल.

२.३ विद्यार्थी -शिक्षक व विद्यार्थी -विद्यार्थी आणि शिक्षक -विद्यार्थी यांच्यातील आंतरक्रिया ह्या ज्ञान संपादनास सहाय्य करत असतात, शंकांचे समाधान जर झाले तर विद्यार्थी संबंधित आशयाचे ज्ञान व आकलन झाल्यामुळे शैक्षणिक उद्दिष्टे पूर्ण होतील व शिक्षकांना तत्काळ प्रत्याभरण घेऊन अध्यापन कार्यनिती मध्ये आवश्यक ते बदल करता येऊ शकतात.

३. अवस्था ३:-

अवस्था ३ ही "मूल्यमापन"या दृष्टिकोनातून पाहते नवशिक्या किंवा अनुभवी शिक्षकांनी फक्त ३५ मिनिटांच्या मर्यादित वेळेत आशयाचे मूल्यमापन करणे आवश्यक नसून तिथे विद्यार्थ्यांच्या वर्तनाचा सर्वकष विचार करणे आवश्यक आहे.

३.१ वर्तमान शिक्षण व्यवस्था ही सातत्यपूर्ण व सर्वकष मूल्यमापनास अग्रस्थान देणारी असून प्रमाणभूत मानणारी आहे शिक्षकांनी व विद्यार्थी शिक्षकांनी विद्यार्थ्यांच्या दैनंदिन वर्तनाच्या नोंदीचे अचूक लेखन करणे अत्यावश्यक आहे.

३.२ मापनासाठी श्रेयांक पद्धती व श्रेणी पद्धती चा उपयोग करता येऊ शकतो उत्तम वर्तन घडले असेल तर दृढीकरणाचा प्रयोग करणे अपेक्षित आहे आणि अनपेक्षित वर्तन केले अथवा घडले तर त्याकडे दुर्लक्ष न करता सुधारात्मक दृष्टीने पाहणे आवश्यक आहे.

३.३ बऱ्या चदा अध्यापनानंतर शिक्षक अध्यापन निर्विवाद आणि पूर्ण झाले आहे समज ठेवून असतात ,परंतु विद्यार्थ्यांचे संपादन कमी असेल तर ते कार्यमान कमी का ? याचे वर्गीकरण करणे

आवश्यक आहे शिक्षकांनी आपल्या अध्यापन पद्धती, अध्यापन कार्यनिती, आपली पूर्वतयारी, विद्यार्थ्यांचे आकलन, विद्यार्थ्यांचे पूर्वज्ञान, आंतरक्रिया दरम्यान च्या बाबीं यामध्ये विद्यार्थ्यांचे अवधान, आशय सुगमता काठिण्य स्तर आदीं सर्व बाबींची इत्यंभूत चिकित्सा करणे आवश्यक आहे जर शिक्षकाच्या अध्यापनात उणीव असेल तर त्यात सुधारणा व अभ्यासाने प्रभुत्व प्राप्त करता येऊ शकते, थोडक्यात प्रत्येक अवस्थेमध्ये शिक्षकाची भूमिका ही सातत्याने बदलणारी असते व त्यामध्ये त्यास पूर्णतः अंतर्धान व्हावे लागते जेणेकरून त्या अवस्थेचा तो सर्वोच्च स्तरापर्यंत उपयोग करू शकेल.

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