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Department of Education,
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EDITOR'S

Smt.M.D.Asore
Mr.J.S.Shinde
Dr.M.G.Kallave

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PREFACE

At the very outset we take this opportunity to put on record the valuable contributions in the form of articles and research papers made by all the delegates in one day National Workshop on Methodology of Educational Research in the form of this Journal.

This Journal has included enlightening articles and research papers based on Innovation in Teaching and Learning, Brain Based Learning and Research, Research Ethics in Education and Social Sciences, Research Practices in Indian Education, Novelty in Educational Research and related research studies in education.

We take this opportunity to bring to light the relentless support of Hon. Vice Chancellor Prof. B. A. Chopade, Registrar Prof. Mahendra Sirsat, Director BCUD Dr. K. V. Kale, Director Sub-Campus Osmanabad Dr. Ashok Mohekar, Therefore, we especially thankful towards them for their ever generous attitude and monumental moral support in whatever endeavors we plan to undertake.

Words fail to express our heartfelt thanks to all our esteemed keynote speakers- Prof. Sudhir Gavahane whose encouraging words have always generated the requisite energy and enthusiasm to pursue and accomplish higher goals within the participants and budding researchers in the field of educational research.

It shall be unfair on our part if we fail to acknowledge the gigantic contribution of Mr. Samadhan Shinde, Mr. Imran Shaikh, Mr. Vaibhav Waghmare, Mrs. Sumayya Kazi, Mr. Indrajeet Bhalekar, all M. Ed. Students from regular as well as In-service batches and Alumni of Department of Education, Sub-Campus, Osmanabad in this great occasion of National Workshop.

We are also thankful to Mr. Pramod Tandale of Aayushi International Interdisciplinary Research Journal for painstaking efforts to bring this book in our hand in a short period of time.

Indeed it is matter of great privilege and honor to express our deep sense of gratitude to all those who offered their esteemed and selfless contribution in this event.

Editors

Smt. Asore M. D.
Mr. Shinde J. S.
Dr. Kallave M. G.

Service Course: As an Innovation in University Education

Smt.Asore Manisha Digambarrao
Assistant Professor and Head Department of Education
Dr. Babasaheb Ambedkar Marathwada University,
Sub Campus-Osmanabad

Abstract

It is said that change is permanent and in today's world of information and communication Technology, it becomes a rigorous process. Pertaining to this fact, the education system undergoes through various changes in the form of innovations. These innovations are mandatory for improving teaching-learning process at every level from primary education to higher education. In higher education, Universities are centres for innovative practices in curriculum, teaching-learning and evaluation.

In this paper, an innovative practice viz. Service Course which was implemented in university education discussed here. As a part of choice based credit system and academic flexibility Dr. Babasaheb Ambedkar Marathwada University had implemented special courses which were developed by the university teachers. The nature of service course is interdisciplinary and it focused on multiple interests and interdisciplinary understanding of university students.

The nature of service course as an innovative practice in university education is discussed in this paper and also evaluated its merits and demerits as an 'Innovation' in university teaching and learning.

Introduction

We all said that today's age is technological and digital which is undergoing various and continuous changes. All the developments are affecting our day today life and every chore of life is changing accordingly. Similarly, the education system in India is also changing as per requirements of the society. In education system the forces of change are liberalization, privatization and globalization. Apart from these, the changing employer needs and expectations of students are also affected the present education system. To prepare students according to the demands of society, the modifications are made in curriculum or in teaching-learning or in evaluation.

In India, the higher education system has undergone through various modifications in the form of innovations in past decade. The research and innovation centres are established to promote innovative practices in various universities. The higher education institutions promoted to implement innovative practices in teaching, learning and assessment. As a part of this, the innovative practices like online learning, virtual classrooms, e-books, online examinations, collaborative learning and alternative assessment etc. are experimented in higher education. NAAC also promoted innovative practices in higher education and reported best practices implemented by various universities and colleges. On this basis, we must understand the concept of innovation.

What is Innovation?

Today the word 'Innovation' is very commonly used as any novel activity implemented in any sector for changing the work structure. Sometimes this word used loosely regarding any small scale experiment implemented by a teacher without following its feedback. The definition given by CERI (1969) stated that we understand innovation to mean those attempts at change in an educational system which is consciously and purposefully directed with the aim of improving the present system. Innovation is not necessarily something new but it is something better and is demonstrated as such. From this definition it is clear that innovation is not just a change but it is a conscious and deliberate effort to make our work more effective. Another aspect of Innovation is defined by Rogers and Shoemaker (1971). They stated that an innovation is an idea, practice or object perceived as new by an individual. It matters little so far as human behaviour is concerned whether or not an idea is objectively new as measured by the lapse of time since its first time use or discovery. It is perceived or subjective newness of the individual that determines his reaction to it. If the idea seems new to the individual, it is an innovation.

Thus innovation is a new, different idea or practice which is subjective and purposive and implemented so as to modify any work or task. From this we can understand the general characteristics of educational innovations.

Characteristics of Educational Innovations

The term innovation is discussed earlier with the help of some definitions. From those we can postulate following characteristics of education innovations:-

1. Educational innovations are implemented to improve educational processes like teaching, learning, assessment or evaluation etc.
2. Educational innovations can be implemented by any individual concerned with education.
3. It is significant to teachers as well as students.
4. It is highly subjective according to the individual's perspective who is implementing it.
5. It is qualitative in nature as it focuses on improvement or modification of something.

Thus the educational innovations are significant practices or ideas concerned with curriculum, teaching, learning, assessment and administration etc.

Service Course as an Innovation

Due to growing technological use in education, there are so many modifications we have observed, but it is also observed that the students only focused on specialized knowledge of any particular subject. This made them aloof from other useful aspects of knowledge such as personality development, communication skills and public speaking etc. In this it is also observed that the student from any particular subject only studied a branch or sub-branch of that subject, therefore they do not understand the subject as a whole. By observing this situation, the Dr.

Babasaheb Ambedkar Marathwada University, Aurangabad introduced service Course system. The service courses are those courses which were developed by University teachers according to their expertise under academic flexibility any student can take admission to other department to any service course as per his/ her need and interest to gain extra university department can run two service courses in third and fourth semester respectively. The second year students from any department should complete at least one service course either in third or fourth semester.

There were nine service course subjects developed by the University sub-campus at Osmanabad. These subjects developed by university teachers as per their mastery and interest. Here the most important part is that the teacher has a complete authority to develop and run the course within the given academic calendar.

Objectives of Service Course

The service course are implemented with following objectives-

1. To improve subject matter at higher level.
2. To give independence to University teachers to implement their expertise in particular subject area.
3. To introduced interdisciplinary and intra-disciplinary approach in University education.
4. To give options for student's interest and needs.
5. To create a student friendly environment in University campus.
6. To give academic flexibility to teachers as well as students.

How does it benefited to students?

The writer of this article had a dialogue with University students regarding service course which revealed the following aspects regarding benefits of service course to students.

1. It made them to know another subject area.
2. It prepared them according to their future needs.
3. It is helpful to develop personality, communication skills or speaking skills.
4. It benefited them to know intra-disciplinary nature of subjects matter.
5. It brought opportunity for them to know about researches and developments in other subjects.
6. It developed cooperative environment in University campus.

Thus service course seemed very useful for students regarding their interests and needs.

Understandings about service course

The author also discussed about service course with campus colleagues and revealed the following aspects of service course.

1. Service course is extra burden for some teachers.
2. It is considered as academic independence for developing special course.
3. It brought an opportunity for teachers to renew their knowledge and skills.
4. It developed an interdisciplinary approach in University education.

Thus the University teachers considered the service course as innovative activity which not only developed interdisciplinary approach but it brought an opportunity to every University teacher to contribute in curriculum development also.

Conclusion

Research and development are key words in today's era. Therefore, education system also demands continuous research for developing innovative tools, techniques, procedures and curriculum etc. Under this agenda, every University has focused on researches in education regarding curriculum, teaching, learning and evaluation. In India apex bodies like University Grants Commission (UGC) and National Assessment and Accreditation Council (NAAC) referred to innovative practices implemented in various higher education institutions and promoted those activities as 'Best Practices'.

The service course is introduced in University curriculum as an inter-disciplinary approach which is helpful in reforming University teaching and learning. The service courses are benefited to both the teachers and students. Hence it is a complete novel and purposive practice; therefore we stated it as an Innovation in University education.

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Innovation: A Step towards Development

Dr. Archana Chikhalikar
Mahila Shikshanshastra Mahavidhyalay
Tasgaon, Sangli District
Mobile : 9850765838
Email id : smartpallavi16@gmail.com

Abstract:

This paper emphasis on the importance of research with innovation. Innovations in any field are a stepping stone towards development. A remarkable increase in the interdisciplinary attention devoted to innovation has been noticed over the recent decades with increasing number of researches and research centers there is a need of creativity and innovation as it will reduce the stagnation, repetition and malpractices in research. Thus there was a feel for providing a right and creative phenomenon in research.

Introduction:

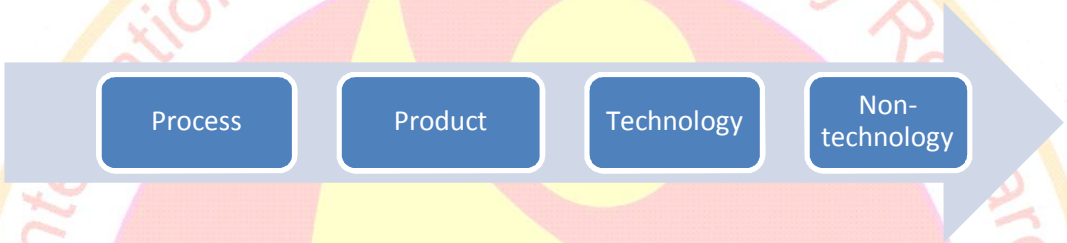
Throughout the world today, people have trapped themselves in overwhelming research area. We see the distress signals like rapid increase in number of Ph. D's, malpractices, incomplete knowledge of research methodology, poor conceptual and practical implementation of research findings etc. In fact very less or little betterment is brought about due to research. The belief that India could grow and develop due to quality research is diminishing which ultimately affects the better reality for India. Thus in their own unique ways innovations would try to create alternative vision and new paths for India.

On all levels of societal development innovations are perceived as key success factor for growth and development. Innovation, particularly in research forms the bases for development that will help increase productivity in a sustainable way.

With reference to **Centre for Education Innovation and Action Research (CEIAR):-** The Indian Institute of Science Education and Research, Pune is committed to conducting its business in accordance with the seven principles of selflessness, integrity, objectivity, accountability, openness, honesty and leadership and is responsible for ensuring that its research is carried out in conformity with accepted principles. The Institute expects all those engaged in research to adopt the highest achievable standards in the conduct of their research. This means exhibiting impeccable scientific integrity and following the principles of good research practice. These principles are applicable to ALL, whether they are employees of the institute, honorary or guest scientists or students, and irrespective of the sources of their funding, or their area of research. This document provides guidelines on good practice in research and is intended for all staff (hereafter called as researchers), including persons with honorary positions, visiting positions, and students carrying out research at or on behalf of the Institute. This document outlines key elements of good research practice, underlying the principles that should be taken into account while planning and conducting research, and while recording, reporting and applying results.

From the above discussion on broadening innovation efforts the term"innovation" is in general closely linked to research and development (R & D): an increase in R&D activities is to result in innovative products, able to stand a chance on global markets. There is sufficient empirical evidence that R&D intensive companies are more competitive with their products. They thereby open up growth opportunities for themselves which remain unreachable for companies less involved in R&D. Considering the same for education field R&D activities is to result in innovative products i.e. new teaching and learning techniques.

With a global network and view point innovation in research offers a variety of research based products or services that help to overcome the challenges associated with teaching and learning. Following are some of the innovation done in the four areas of research:



Process:

Process innovation means the implementation of a new or significantly improved methodology including significant change in techniques, equipment and software. This clearly states that the traditional methods of conducting research needs to be used less complimenting it with latest know how, logistical system and change resulting in some positive development.Process provides numerous benefits: it reduces the time, increases the transparency of decision making and makes project data instantly available for application.

Product:

Product innovation is the creation and subsequent introduction of goods or service that is either new or improved version of previous one. It's not just being new or being different but it's about creating new for the betterment of the stakeholders. That's where our expertisezation should lie in framing formulas, ideas and policies. Product is the essential link between development and progress. Last but not the least effective research will be developed on-time by the delivery of good product.

Technology:

The early works of William Abernathy on road blocks and innovations and Richard Rosen Bloom on technological and informational transfers in the 1960's and 1970's started the Technology Strategy field and helped pave the path for our research today, which focuses on value creation of platforms. Innovative Research Technologies has had an unwavering commitment to excellence, guaranteeing our customers the best products and service in our market – period. The Ministry of Technology, Innovation and Citizens' Services has provincial responsibility for research and innovation. Research and innovation help build a strong provincial economy and support job creation, while providing a long-term foundation for a sustainable environment, healthy

communities and a strong social fabric. Thus innovation strategies, innovation attributes, development through creative ideas that displaces earlier technologies is need of the hour.

Non-Technology:

The traditional concept of innovation in firms distinguishes product and process innovation. Since both are typically associated with the development or application of new technologies, these innovations are often called technological innovations. The technological view on innovation has been criticised for not fully capturing innovation in services and for ignoring important elements of innovative activities of firms, e.g. adopting new and re-organise existing business routines, external relations and marketing. The critics conclude that a broader concept of innovation which includes non-technological innovation is needed. Non-technological innovation is an important element of firms' innovation activities that both supplement and complement technological innovation, i.e. the introduction of new products and new processes

Some of the suggestions:

Researchers should take into account the following guidance when publishing or disseminating their research or research findings including any plans they may have to publish or publicize research at conferences or web sites.

1. The sponsor should be notified in advance when the research might be published, publicized or disseminated
2. Researchers should make every effort to make sure research is peer reviewed prior to it being published, publicized or disseminated. If research is placed in the public domain before peer review has been undertaken, the researcher must make this clear in any publicity
3. All funding sources must be acknowledged in any publication or publicity
4. Results of research should be published in an appropriate form, usually as papers in refereed journals
5. Any one listed as an author on a paper should accept responsibility for ensuring that he or she is familiar with the contents of the paper and can identify his or her contribution to it. The practice of honorary authorship is unacceptable
6. Restructuring of products and process including the use of technological and non-technological approaches should be brought into practice.
7. The contributions of formal collaborators and all others who directly assist or indirectly support the research should be both specified and properly acknowledged.
8. Work should normally be published as a coherent entity rather than a series of small parts, unless there is a legitimate need to demonstrate first discovery by publishing preliminary data.
9. Quality rather than quantity is paramount; the proliferation of multi-author papers to increase quantity should be discouraged

10. The relationships between non-technological innovation and technological innovation are in need of further exploration.
11. Authors must not publish the same data in different journals.
12. If an error is found that degrades the worth of published findings, the principle author must take efforts to publish a correction as soon as possible
13. Where the findings are found to be in serious doubt, a retraction should be published speedily.
14. Where fraud is suspected it should be dealt with the procedure dealing with "Misconduct in research".
15. Institutions should promote quality research with an awareness of the consequences of such dissemination in the world wide.

Conclusion:

The purpose of ht paper is to bring about a change in the traditional procedures of conducting research replacing them with some innovations for the optimum development.

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Effectiveness Of Brain Based Learning Strategies On Achievement Of Ix Standard English Students

Dr.Mahadeo Sadashiv Disale
Assistant Professor,
College of Education, Barshi. Dist. Solapur.

Abstract :-

The main aim of the present study is to develop Brain Based Learning strategies for IX Standard English and to study its effectiveness on the students' achievement. This experimental study, which was designed as Pre-Test Post-Test Equivalent Groups and was conducted in Saint Tukaram vidhyalaya,Pangaon.. One unit 'Environment' from IX Standard English textbook was selected for the study. Brain Based Learning Lesson Plans were used for implementing BBL Strategies. And the effectiveness of these strategies were tested with the help of inferential statistics i.e. 't' test. Achievement of the students in experimental group was found significantly greater than the students of control group. There was positive correlation between brain-based learning strategies and expected student achievement for English subject.

Key Words: Brain Based Learning Strategies, BBL Lesson Plan etc.

Introduction

Nowadays, everybody is rightly getting acquainted with the importance of English Language in the betterment of human beings and especially by students' point of view. Every student's learning style is unique and differs from others. So according to that teacher must adopt the various ways of teaching. 'One size fits for all' this type of approach does not going to work in this era. Methods, approaches, techniques, devices, content cum methodology, and different types of models have been the basis of the instruction used in our classrooms. Although we certainly have not achieved expected educational objectives. Most undergraduate training of teachers has been based on how the adult should act, or how the teacher should teach. It is now time to study how the children act, how the learners learn. Educators can and must become learning experts. It is time to discover, from a physiological perspective, why particular teaching strategies have always worked and what new teaching and learning methods will be even more successful that will enable students to reap the rewards of powerful, successful learning. During the last two decades neuroscientists have been doing study that has implications for improved teaching practices. The human brain plays an important role in students learning. The contemporary state of Brain decides the amount of learning outcome. If the brain is in stimulating position or being oxygenate frequently students learns in better way and remembers what they learn for the long period of time.

Concept of Brain Based Learning

"Brain- Based learning is a comprehensive approach to instruction based on how current research in neuroscience suggests our brain learns naturally." This theory is based on what

we currently know about the actual structure and function of the human brain at varying stages of development. This type of education provides a biologically driven framework for teaching and learning, and helps explain recurring learning behaviors. It is a meta-concept that includes an eclectic mixture of techniques. Currently, these techniques stress allowing teachers to connect learning to students' real life experiences. Accordance with these suggestions classroom practices can be modified by teachers applying new theories of teaching and learning beaded on recent findings. The atmosphere we create for our students has a great influence on their learning. To get the most potential from our brains, we must set up an atmosphere that is conducive to maintaining a positive, successful environment. According to that we have to use BBL strategies in order to make students learning interesting and meaningful.

Principles of Brain Based Learning

1. The brain is a parallel processor. It can perform several activities at once.
2. The brain perceives whole and parts simultaneously.
3. Information is stored in multiple areas of the brain and is retrieved through multiple memory and neural pathways.
4. Learning engages the whole body. All learning is mind-body: movement, foods, attention cycles, and chemicals modulate learning.
5. Humans' search for meaning is innate.
6. The search for meaning comes through patterning.
7. Emotions are critical to patterning, and drive our attention, meaning and memory.
8. Meaning is more important than just information.
9. Learning involves focused attention and peripheral perception.
10. We have two types of memory: spatial and rote.
11. We understand best when facts are embedded in natural spatial memory.
12. The brain is social. It develops better in concert with other brains.
13. Complex learning is enhanced by challenge and inhibited by stress.
14. Every brain in uniquely organized.
15. Learning is developmental.

Above principles of BBL helps the teachers to plan their daily teaching-learning activities in the classroom. BBL does not follow any TEMPLATE for teaching instead of that it suggests to use TOOLBOX. Number of BBL strategies can use while teaching in the class. Dr. Eric Jensen introduces a Brain Based Learning Lesson Plan based on BBL Principles which consists Seven Steps.

Seven Steps of Brain Based Lesson Planning

The following list of Steps of BBL lesson planning is by no means exhaustive. We can use this as an outline as means to check against our lesson plans to make sure that we have set of appropriate goals for each of the learning stages.

1. **Pre-exposure -** This phase provides the brain with an overview of the new learning before really digging into the concept. Pre-exposure helps the brain to develop better conceptual maps. To make this step more effective we can _____
   - Post an overview of the new topic on the bulletin board
   - Encourage good nutrition and drinking plenty of water
   - Have Learners set their own goals and discuss goals for the class as well
   - Plan Brain wake-ups such as Cross Laterals

2. **Preparation –** This is the phase where we can create the curiosity or the excitement. It is similar to the 'Anticipatory Set' but goes further in preparing the learner. For this we can____
   - Create a 'you are there!' experience
   - Elicit from learners what possible value and relevance the topic had to them personally.
   - The brain learns very well from concrete experiences, provide a real, physical or concrete exposure for the classroom
   - Provide a hook or surprise or a bit of novelty to engage learners emotions.

3. **Initiation and Acquisition –** This stage provides the immersion. Flood with content instead of the single lock step, one bite at a time presentation. Provide an initial virtual overload of ideas details, complexities and learning. Allow a sense of temporary overwhelm to occur in learners. This will be followed by anticipation, curiosity and a determination to discover meaning for oneself. Over time it all gets sorted out by the learner. It is like the real world outside the classroom.
   - Provide concrete learning experiences like Case studies, Experiments, Field trip, Interviews etc.
   - Provide activities the employ a majority of the multiple intelligences.
   - Offer a group or team project
   - Attend a theatre or put on a skit, Advertisement for newspaper
   - Provide enough choices so that learner has the opportunity to explore i.e. Visual, Kinesthetic, Auditory etc.
   - A well designed computer programme will be more effective for this.

4. **Elaboration –** This is the processing stage. It requires genuine thinking on the part of the learner. This is the time to make intellectual sense of the learning.
   - Provide an open-ended debriefing of the previous activity
   - Tie things together so the learning across disciplines occurs
   - Have learners design an evaluation procedure or rubric for their own learning.
   - Hold a debate, essay contest or panel discussion on the topic
   - Have students to the teaching in small groups as class presenters in pairs
   - Have learners explore the topic online

5. **Incubation and Memory Encoding –** This phase emphasizes the importance of down time and review time. The brain learns most effectively over time, not all at once.
   - Provide time for unguided reflections

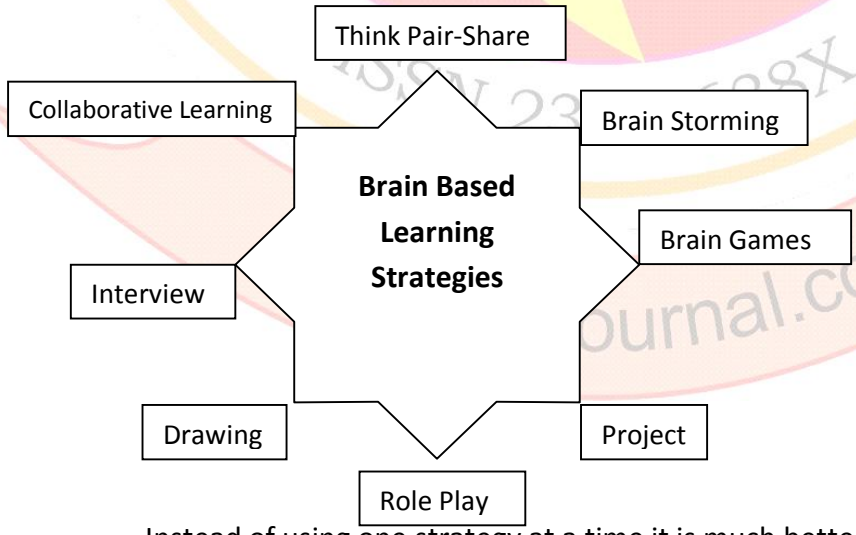
- Have learners keep a journal of their learning
- Have learners take a walk in pairs to discuss the learning
- Provides stretching and relaxation exercises eg- Brain Break-ups
- Provide a music listening area
- Ask learners to discuss new learning with their family and friends

6. **Verification and Confidence Check –** This phase is not just for the benefit of the teacher. Learners need to confirm their learning for themselves as well. Learning is best remembered when the student possesses a model or metaphor regarding the new concepts or materials.

- Have learners present their learning to others
- Student interviews and evaluate each other
- Students write about what they learned in a journal, essay, news, articles, reports etc
- Students present a role play or skit or theatrical performance
- Quiz, verbal or written

7. **Celebration and Integration –** In the celebration phase it is critical to engage emotions. Make it fun, light and joyful. This step instills the important love of learning. It must never be missed.
   - Have a class toast with tea/coffee
   - Provide sharing time, peer sharing, demonstration, acknowledges
   - Facilitate a class designed and produced celebration party
   - Invite another class, parents, principals or community guest through video conferencing to view projects
   - Incorporate the new learning in future lessons

Brain Based Learning Strategies



Instead of using one strategy at a time it is much better to prepare a toolbox of above strategies and use it as per students need and as per the situation in the classroom.

Need and significance of the Study

Brain Based Learning plays a vital role in student's learning. The researches in the field of neuroscience proves that the learning of students is depends upon the state of brain. If we think in the neuropsychological perspective it seems that when brain gets stimulated or oxygenated learning occurs in effective manner. So, for the teachers it is very essential to know how the brain learns? This will help the teacher in determining the appropriate strategies at the appropriate time.

For making our teaching effective and meaningful teacher must know the 12 principles of Brain Based Learning stated by Caine and Caine. This will give an insight to teachers while planning any activity for the students.

As far as English Language is concern learning can only take place when the instructions are meaningful for the learners. BBL strategies will help the teachers to encourage students and to draw out the fear of English from their minds.

Objectives

1. To determine the Brain Based Learning Strategies for the unit Environment of IX Standard English.
2. To Develop the Brain Based Learning Strategies for the unit Environment of IX Standard English.
3. To study the Effectiveness of developed strategies on the achievement of IX Standard English Students.

Assumptions –

1. Teacher faces the problem regarding attention of students in the English class.
2. Teacher can enhance the learning of English language by using Brain Based Learning Strategies.

Variables

Dependent Variable – IX standard English Students

Independent Variable – Brain Based Learning Strategies

Null Hypothesis

1. There is no significant difference in the mean scores of pre test and post test scores of control and experimental group.

Research Procedure

Methodology

For the present study the researcher has adopted Experimental Method to study the effectiveness of BBL Strategies on learning of English language of IX standard students.

Experimental Design

Pre-Test Post-Test Equivalent Groups Design is used by the researcher for this study.

Left Brain – Right Brain Questionnaire, Alert Scale of Cognitive Styles, Emotional Intelligence questionnaire, Multiple Intelligence questionnaire and Achievement tests were used for making the group equivalent.

Sampling

Saint Tukaram Vidyalaya, Pangaon Tal.Barshi was selected purposively for the study and from that school 80 students are taken as a sample. 40 students in each group (Control and Experimental) and were selected by the random sampling method.

Tools for Data Collection

1. Pre Test 2.Post Test 3.Brain Based Learning Lesson Plan

Tools for Data Analysis

1. Mean 2.Standard Deviation 3.'t' Test

Objective wise Analysis

Objective No. 1

To determine the Brain Based Learning Strategies for the unit Environment of IX Standard English.

First of all researcher finds the number of BBL Strategies by taking review of related literature and with the help of internet especially Eric Jensen's Blog on Brain Based Learning. Then according to the BBL principles the unit **Environment** had been chosen by the researcher for the study. And finally after the unit analysis Eight BBL strategies i.e. Think Pair-Share, Brain Storming, Role Playing, Project, Collaborative learning, Drawing and PPT Presentation, and Brain Games were determined for that particular unit.

Objective No. 2

To Develop the Brain Based Learning Strategies for the unit Environment of IX Standard English.

Every strategy was developed in three stages i.e. Preparatory Stage, Processing Stage and Evaluative Stage. And these strategies were implemented with the help of BBL lesson plans which consists seven steps such as, Pre-exposure, Preparation, Initiation and Acquisition, Elaboration, Incubation and Memory Encoding, Verification and Confidence Check and Celebration and Integration.

Objective No. 3. **To study the Effectiveness of developed strategies on the achievement of IX Standard English Students.**

For studying the effectiveness of BBL strategies on students learning a null hypothesis was stated i.e. **There is no significant difference in the mean scores of pre test and post test scores of control and experimental group.**

Table No. 1
Pre and Post test Scores of
Unit Environment of Experimental and Control Group

	Number	Mean	Standard Deviation	Correlation (r)	Lvl of Signi.	DF	Obtained 't' Value	Table 't' Value	Result
Control Group	40	15.6	1.50	.20	.01	78	3.44	2.64	**Rejected**
Experimental Group	40	21.8	1.34						

Interpretation

The obtained t value is 3.44 for achievement is greater than the table value 2.64 for 78 Degree of freedom hence the null hypothesis is rejected at 0.01 level of significance.

Conclusion

There is significant difference in the pretest and posttest scores of students' achievement of experimental and control group. The post test mean score of experimental group is higher than the pretest score of experimental group and post test scores of control group. It means that experimental group's achievement is more as compare to control group. This implies that the Brain Based Learning Strategies has helped in increasing the learning outcome of the students.

Discussion

Brain Based Learning is the learning in accordance with the way the brain is naturally designed to learn. The Brain Based Learning Strategies based on Brain based learning Principles might have transformed the learners from passive recipients to active participants. It might have engaged the emotions of the students, provided enriched environment wherein learners actively processes the information, makes meaning and took maximum participation in learning with high challenge and low threat. The researcher planned activities keeping in mind principles of brain based learning. The activities developed demanded students' active participation in various forms such as collecting information, analyzing information, expressing opinions, thoughts in different forms. It emphasized contextual learning forming cooperative groups, locating resources and applying the knowledge. The more natural way of learning might have helped to understand the content in better way. This in turn might have helped in better achievement.

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Qualitative Research Method As A Research Design

Dr. Shobha V. Kalebag[1]
Assistant Professor, Mahavir College, Kolhapur

Mrs. Sanjivani P. Kadam - Lugade[2]
Assistant Professor, Gulabrao Patil College of Education, Sangli

Abstract

Research methods are of utmost importance in every research process. They describe the various steps of the plan and procedure to be adopted in solving a research problem, such as the manner in which the problems are formulated, the definition of terms, the choice of subject for investigation, the validation of data gathering tools, the data collection, analysis and interpretation of data, and the processes of inferences and generalizations. Qualitative research is a method of enquiry employed in many different academic disciplines, traditionally in the social sciences. Qualitative approaches to research are based on a "World view" which is holistic.Present paper focuses on the qualitative research method, designs used, tools of data collection and process of analysis and interpretation.

Keywords- *Grounded theory, Coding, Ethnography, Phenomenology, Case study, Data display, and Data reduction.*

Research methods are of utmost importance in a research process. They describe the various steps of the plan of attack to be adopted in solving a research problem, such as the manner in which the problems are formulated, the definition of terms, the choice of subject for investigation, the validation of data gathering tools, the collection, analysis and interpretation of data, and the processes of inferences and generalizations.

Methods of research, according to Good, Barr and Scates classified from many points of view for e.g. by nature of the data collected the research methods are classified as quantitative and qualitative methods of research.

Many writers classify the research methods as (1) logical positivism,2) phenomenological inquiry. Logical positivism uses experimental and quantitative research methods based on assumptions of natural sciences and phenomenological enquiry utilizes qualitative methods derived from humanities and social sciences. Qualitative research has root in anthropology, Philosophy and Sociology first used by anthropologists and sociologists as a method of inquiry in early decades of 20th century.

Qualitative Research

Qualitative research is primarily exploratory research. It is used to gain an understanding of reasons, opinions, and motivations. It provides insight into the problem or helps to develop idea or hypotheses for potential qualitative research. Qualitative research is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussion), individual interviews, and participation/ observations. The sample size is typically small and respondents are selected to fulfill a given quota.

Qualitative research has root in anthropology, Philosophy and Sociology first used by anthropologists and sociologists as a method of inquiry in early decades of 20th century.

The common purpose of Qualitative data is it discovers idea, with general research objectives.

Qualitative research is a method of enquiry employed in many different academic disciplines, traditionally in the social sciences. Qualitative approaches to research are based on a "World view" which is holistic and has the following beliefs:

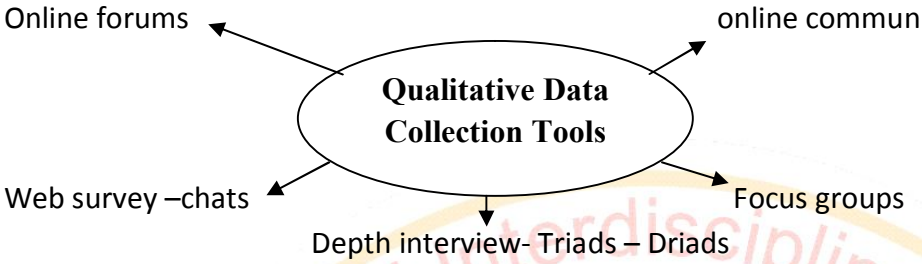
1) There is not a single reality.
2) Reality based upon perceptions that are different for each person and change over time.
3) What we know has meaning only within a given situation of concert.

Denzin and Lincoln **(2005)** defined qualitative research as-Qualitative research is involving an interpretive naturalistic approach to the world. Which means that qualitative and research study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them?

Approaches of Qualitative Research are-

1) Basic /generic/pragmatic qualitative research, this involves using and eclectic approach taken up best much the research question at hand. This is often called the mixed method approach.
2) Ethnographic Research: - This method is also called ethnomethodology or 'methodology of the people'. e.g., study of particular culture
3) Grounded theory: - It is an inductive type of research based or grounded in the observations of data from which it was developed; it uses a variety of data sources, including quantitative data, review of records, interviews, observation and surveys.
4) Phenomenology: - It describes the "subjective" reality of an event, as perceived by the study population; it is the study of a phenomenon.
5) Philosophical Research: - is conducted by field experts within the boundaries of a specific field of study of profession.
6) Critical Social Research: - used by a researcher to understand how people communicate and develop symbolic meanings.
7) Ethical Inquiry: - an intellectual analysis of ethical problems.
8) Historical Research allows one to discuss past and present events in the context of the present conditions.
9) Case study: - It is the in-depth study of an individual or any institute.
10) The approach is the observation and interpretation of the data.
11) The data collection approach is unstructured and free form.
12) In researchers point of view researcher is intimately involved and the results are always subjective.
13) The sample for this research is small size sample often in natural setting.

Qualitative Data Collection Tools are :



Research Designs used in Qualitative Research are

1. Explanatory multiple –critical case study
2. Cross case interpretive analy sis
3. Thematic coding
4. Semi structured responsive interviews
5. Non probability snow ball sample

In Qualitative research data can be collected by using

Documents – Includes a variety of possible extent material that can be accessed by the researcher eg. School records.

1) Archival Records – are usually quantitative data including survey / quantitative results from prior studies.
2) Direct observations – It takes place when the researcher visits the case study site, field notes taken from the observation can be useful in understanding the phenomena of researchers interest.
3) Participant observation – is the observation of a setting by a researcher who becomes a participant in the social situation being observed.
4) Interviews – in case studies are usually open ended in nature.
5) Physical artifacts are usually used by physical anthropological studies of earlier aims.
6) Street ethnography could be adapted to studies of schools.
7) Proxemics is the study of people`s use of space and its relationship to culture.
8) Kinesics is the study of body movements. People communicate non-verbally in many situations.
9) Narratives are used to study people`s individual life stores.

Techniques used for Data Analysis are

Qualitative data are verbal or other symbolic materials.

The detailed descriptions and events are some examples of qualitative data. In short qualitative data provides depth and detail. Depth and detail emerge through direct quotation and careful description. The extent of depth and detail will vary depending upon the nature and purpose of a particular study. The data analysis techniques of qualitative data are as follows.

1) Content Analysis- Content analysis is concerned with the classification, organization and comparison of the content of document or communication.

2) Coding- Coding is a process for both categorizing qualitative data and for describing the implications and details of these categories. Initial categories and selective coding are coding types.

3) Memoing -This is process for recording the thoughts and ideas of the researcher as they evolve throughout the study. You might think of memoing as extensive marginal notes and comments. Again, early in the process these memos tend to be very open while later on they tend to increasingly focus in on the care concept.

4) Integrative - Integrative diagrams and sessions are used to pull all of the detail together to help make sense of the data with respect to the emerging theory.

Components of Qualitative Data Analysis

1) **Data reduction** refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions.

2) **Data Display** provides an organized, compressed assembly of drawing. A display can be an extended piece of text or a diagram; chart or matrix that provides a new way of arranging and thinking about the more textually embedded data.

3) **Conclusion Drawing and verification**: - Conclusion drawing requires a researcher to begin to decide what things means.

4) **Verification: -** It is integrally linked to conclusion drawing entails revisiting the data as many times as necessary, to cross-check or verifies this emergent conclusion.

Advantages using qualitative research method

1) It is helpful in understanding a phenomenon in depth and detail.
2) Qualitative research studies are detailed and interesting narrations about the phenomena.
3) This research answers exploratory 'why' type questions.
4) This research enables flexible discourse
5) This type of research provides face to face / non verbal indications.

But this type of research has one disadvantage that the sample size is relatively in small numbers.In this research it is difficult to focus on interdependencies of its parts and understand the meaning of the phenomenon as a whole.Some times there is lack of generalization of the findings.

There are advantages and limitations in each and every method of research. As education is a discipline with wide base, with diverse concerns qualitative research method is of much importance in this field.

In concluding we can say that qualitative research method is very important method as it includes collecting, analyzing and interpreting data by observing what people do and say. Qualitative research refers to the meaning, concept, definitions, characteristics, metaphors, symbols and descriptions of the things.

TO INCULCATE THE INTEREST AND INVOLVEMENT OF STUDENTS IN THE SUBJECT OF SCIENCE AT HIGHER SECONDARY LEVEL: A NOVEL ACTIVITY

Dr. Maheshwar Gangadhar Kallave
Assistant Professor
Department of Education
Dr. Babasaheb Ambedkar Marathwada University,
Sub-Campus, Osmanabad

Abstract

Since the entire education system of today is diverted mainly on constructivism, this entire process is made more entertaining / enjoyable and action – oriented. Hence it has become essential to impart education which is suited to this style to today's students. Seeing the advances in technology, it has become essential to view science education from newer perspectives. If this need gets fulfilled, the future of students would become happy and enjoyable. Hence, education should be made interesting right from the beginning. In the National Educational Policy 9186, National Curriculum Framework 2005, Teacher Education Curriculum Framework 2009, amongst the core components, there is a factor called as cultivating scientific interest among students. Each subject has got some specialties. In the subject of science, symbols, signs and a number of formulae are unique from the subject point of view. Moreover, in science there are a number of tangible and abstract concepts. Hence, in order to develop this factor, giving the education of science alone won't suffice. What more is needed is to cultivate students' interest in the subject of science right from the childhood. While framing syllabus of science subject at higher primary level, following competences are taken into consideration – 1) Observation, 2) Collection, 3) Statement of facts, 4) Classification, 5) Comparison, 6) Establishing cause and effect relationship, 7) Drawing inferences, 8) Generalization, 9) Scientific attitude and 10) Experimental – related skills.

In order to develop these competences among students, the teacher has to have inclination towards undertaking novel activities which would help students in getting rid of indifferent attitude towards science and would help create a conducive atmosphere to raise students' interest in the subject. By observing above conclusion, the researcher found it worthwhile to undertake research on the topic 'to raise students' interest in science subject: A novel activity'. For the current research, the researcher put before himself the following objectives:

1) To study the current situation of novel activities in science subject, 2) To explore the problems faced while implementing novel activities in science subject, 3) By undertaking new activities in science subject, to help students raise their interest in the subject.

By putting these objectives, the researcher carried out the research. In this research paper, detailed discussion of all the aspects on the topic such as the objectives, assumptions, hypothesis, methodology, class interval, tabulation, inferences etc. has been done.

Introduction:

Since the entire education system of today is diverted mainly on constructivism, this entire process is made more entertaining / enjoyable and action – oriented. Hence it has become essential to impart education which is suited to this style to today's students. Seeing the advances

in technology, it has become essential to view science education from newer perspectives. If this need gets fulfilled, the future of students would become happy and enjoyable. Hence, education should be made interesting right from the beginning. In the National Educational Policy, amongst the core components, there is a factor called as cultivating scientific interest among students. Each subject has got some specialties. In the subject of science, symbols, signs and a number of formulae are unique from the subject point of view. Moreover, in science there are a number of tangible and abstract concepts. Hence, in order to develop this factor, giving the education of science alone won't suffice. What more is needed is to cultivate students' interest in the subject of science right from the childhood. While framing syllabus of science subject at higher primary level, following competences are taken into consideration – 1) Observation, 2) Collection, 3) Statement of facts, 4) Classification, 5) Comparison, 6) Establishing cause and effect relationship, 7) Drawing inferences, 8) Generalization, 9) Scientific attitude and 10) Experimental – related skills.

In order to develop these competences among students, the teacher has to have inclination towards undertaking novel activities which would help students in getting rid of indifferent attitude towards science and would help create a conducive atmosphere to raise students' interest in the subject.

Objectives:

1) To study the current situation of novel activities in science subject at higher secondary level
2) To explore the problems faced while implementing novel activities in science subject at higher secondary level
3) To help students raise their interest in the subject by undertaking new activities in science subject at higher secondary level

Assumptions:

1) No novel activities are implemented currently in the subject of science
2) Students don't feel interested in science subject
3) Teachers of science subject teach the subject by conventional method

Hypothesis:

1) Science teachers are not activity - oriented.
2) Students' interest in the subject is raised by undertaking novel activities in the subject.

Methodology:

For the present research, experimental method of research was used. Out of a total of 12 schools in Osmanabad town, one school was chosen by way of lottery method. From the school, a class of 11th std. was chosen selectively and out of 2 divisions of 11th std., division B was chosen by lottery method. From the said division, 32 students were selected by the method of

cluster sampling. By conducting a pre-test of 20 marks, 2 equal groups of students were formed by random sampling method.

a) Total marks scored by students in controlled group: 144/320.

b) Total marks scored by students in experimental group: 146/320.

The group 'A' was taught by conventional method, whereas group 'B' was taught by undertaking novel activities.

Novel Activities:

1) Reading of biographies of scientists, 2) slide show, 3) science *rangoli*, 4) paper cutting and action, 5) collection of supplements ('Oxygen') and discussion on it, 6) herbarium collection and action, 7) meet with science writer, 8) science - play

Research Design:

In this research, equal group design was chosen.

Statistical Parameters:

Mean, student's T test, standard deviation, Pearson co-efficient

Table No. 1

Comparison of means between controlled groups in the pre-test

Sr. No.	Groups	Mean	Difference
01	Experiential	8.97	0.14
02	Control	9.11	

Inference:

In the above table, the mean of controlled group is 9.11, whereas that of experimental group is 8.97. By observing the means of both these groups, it is seen that there is a difference of 0.14 in their means which is a negligible one. It means that both these groups are equal. Whatever difference is seen in their means is due to the differences in the variations in the samples.

Table No. 2

Comparison of means between controlled group and experimental group in the post – test

Sr. No.	Groups	Mean	Difference
01	Experiential	14.91	5.43
02	Control	9.48	

Inference:

On comparing between the means of experimental and controlled groups, it is found that the mean of the experimental group is higher by 5.43 units than that of the controlled group.

Hence, it can be inferred that interest of the experimental group in science subject increased due to undertaking novel activities. As a result, rise in scored marks in the post – test is seen.

Table No. 3

Percentage of means of experimental and controlled groups in the post -test

Sr. No.	Group	Sample Size	Total Marks	Marks Scored	Percentage
01	Experimental group	16	320	284	88.75%
02	Controlled group	16	320	168	52.05%

Inference:

On comparing the figures above, it is seen that the marks of the experimental group are higher than that of the controlled group by 36.70%. Hence, it can be inferred that students' level of achievement showed rise because of undertaking novel activities in school.

Table No. 4

Sr. No.	Type of Groups	Sample Size	Mean	S.D.	t-Value
01	Experiential	N 1 = 16	M 1 = 14.91	3.62	3.96
02	Controlled	N 2 = 16	M 2 = 09.48	3.42	

Inference:

For deciding the confidence level of controlled and experimental groups, student's t-test was used. The difference in the means of the two groups is 3.96 which is relevant at confidence levels of 0.05 and 0.01 because the value of t – test for confidence level of (df- 30) is more for 2.04 and 2.76. It means that there is observable difference in the post test competence of controlled and experimental groups of students, which makes the concept of null hypothesis irrelevant. On higher primary level, level of students' interest in science increases and there is appreciable rise in the achievement level of students due to novel activities in the subject.

Correlation between science teaching and teaching by novel activities –

r = 180/ 196 X180

= 180/ 35280 = 180/ 187.8

r = + 0.95

This positive value shows that there is a high degree of positive correlation in science subject and novel activities in science subject. In other words, students' level of competence in the subject rises due to undertaking science – related activities

Inferences:

1) A variety of science – related activities can be used for making the subject of science interesting.
2) Students' achievement in the subject can be improved by conducting science – related novel activities.
3) Students' interest in the subject increases because of undertaking science – related novel activities.
4) Science – related novel activities help in developing scientific attitude among students.
5) There is a high degree of positive correlation between science subject and novel activities in the subject.
6) Science – related projects are not implemented in schools.
7) Problems while implementing science – related activities include – lack of materials, lack of funds, administrative problems, lack of sufficient time etc.
8) Science teachers use many different teaching methods for increasing students' interest in the subject, but lack of interest about activities is seen.

Conclusion:

If teachers get a firm direction as to which activities to include in science – related novel activities and how these are to be implemented, then it will definitely help students in removing their dislike / disinterest towards the subject.

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Teachers Participation in School Administration and its Related Dimensions.

Khan Tanveer Habeeb,
Assistant Professor,
Marathwada College of Education,
Aurangabad.

Abstract

Teacher Participation in School administration is gaining importance and also essential for school quality and academic goal achievement.Teachers role in school administration is a vital component, their general duty is the classroom instruction but aside their main teaching schedule teachers have to perform many other duties to support the administrative process of school. These duties are changed with the passage of time, place and management. The successful working of school depends upon the administration for which there should be suitable environment for teachers' participation in it. This participation can influence theadministrative functions of school.The present study is an attempt to study the teachers participation in school administration and the various aspects of school administrationi.eplanning, organizing,communicating, controlling and evaluating.The sample of 100 teachers was selected from English medium schools of Aurangabad city by random sampling technique. Descriptive survey method was used for the study and mean was used to analyze the data. The findings revealed that the teachers participated frequently in organizing, communicating, controlling and evaluating and participated always in planning of the school administration. The overall teacher's was also found to be frequent.

Introduction:

The most important duty of the teacher is classroom instruction along with other duties which the teacher performs, such as managing the pupils, looking after instructional supplies, directing out of class activities of pupils, caring for school facilities, participating in the planning of expenditure, keeping records, making reports and cultivating wholesome relations with the community are usually regarded as entirely incidental to the major responsibility of instruction. Such duties challenge the management skill of the teacher.Scientific manpower training is considered a national concern and teachers must be trained asper field requirements ***(Yousuf, 2011)***Participation in administrative decisions by individuals employed in educational institutions may affect many oftheir behaviors positively or negatively ***(Motowidlo, 1996***). Research has shown that a much higher impact isgained in terms of teaching when the number of teachers participating in the decision making mechanism atschools is high (***Moore &Esselman, 1992***).Participation in administration means extending and anonymizing the authority to make and implement decisionson a specified scale ***(Eren, 2001),*** sharing of tasks by the employees related to the management and operation of the organization ***(Dicle, 1980)*** and making use of the experiences and professional knowledge of the employees ***(Basaran, 1996).***Participation in administration is "the undertaking of delegated tasks by each member according to their capacity in relation with the other tasks in an organization composed of interrelated actions" ***(Bursalıoglu,1982).*** In this sense, participation in administration gives the employees the right to participate in the decision making process.

Significance of the study:

There is no strong empirical confirmation for theoretical claims that high levels of teacher participation in school decision making would improve schools. This inconsistency between

theory and observation impedes the formation of well-justified policies concerning the role of teachers in school governance. In order to resolve this inconsistency, researchers will require a common framework for their efforts. The role of school administration defined as the implementation of educational administration in a limited field isto ensure the wellbeing of school in accordance with its goals by utilizing all available human and materialresources at the school effectively *(**Agaoglu, 2002**).**Conway (1976)* assumes that there is a direct relationship between participation and increased morale, productivity, and the general effectiveness of the organizations. The most important duty of the teacher is classroom instruction along with other duties which the teacher performs, such as managing the pupils, looking after instructional supplies, directing out of class activities of pupils, caring for school facilities, participating in the planning of expenditure, keeping records, making reports and cultivating wholesome relations with the community are usually regarded as entirely incidental to the major responsibility of instruction. Such duties challenge the management skill of the teacher. Scientific manpower training is considered a national concern and teachers must be trained as per field requirements*(**Yousuf, et. al. 2011**)* As is the case in all sectors and institutions, theadministrators of education and schools who use and ensure the use of all human and material resources are thesymbols of productivity and effectiveness processes **(*Balcı, l993*).** Therefore, it can be argued that the degree ofemployee involvement in administrative decisions encouraged by the administrator will show the degree ofeffectiveness ***(Moore & Esselman,1992*)** and will result in selfless input by the employees at work.

Objectives of the study

1. To study the overall participation of school teachers towards school administration.
2. To study the participation of school teachers towards planning aspect of school administration.
3. To study the participation of school teachers towards organizing aspect of school administration.
4. To study the participation of school teachers towards communicating aspect of school administration.
5. To study the participation of school teachers towards controlling aspect of school administration.
6. To study the participation of school teachers towards evaluating aspect of school administration.

Hypotheses

1. Teachers frequently participates in the overall school administration .
2. Teachersfrequently participatesin the planning aspect of school administration.
3. Teachers frequentlyparticipates in the organizing aspect of school administration.
4. Teachersfrequentlyparticipates in the communicating aspect of school administration.
5. Teachers frequentlyparticipates in the controlling aspect of school administration.
6. Teachers frequentlyparticipates in the evaluating aspect of school administration.

Review of Related Literature:

A skilled disciplinarian teacher integrates character and education into every learning situation ***(Hume, 1990).*** The teacher has full responsibility for the day time care of children approximately for the nine or ten months out of each year. Important and significant experiences take place during this time. Parents ought to be informed about them quantitatively and qualitatively. School reports should not only report child progress but also assist in establishing cordial parent teacher relationship ***(Kochhar, 1993).*** Participation in administration has advantages

such as motivating individuals, changing employees' attitudes and habits, creating a balance between personal goals and organizational goals, generating morale and decreasingresistance and opposition ***(Eren, 1993*)**. While participating in decision making, employees play active roles indecisions that affect themselves.The idea behind participation is that individuals will adopt and support the decisions when they actively take partin decision making ***(SabuncuogluandTuz, 1996; Eren, 1993)*.** The goal here is to affect the decisions of theemployees.***Judson (1999)***lists participating in decision making in organizations from passive participation to activeparticipation ***(Aktan, 2005)***

Methodology

Descriptive Survey method was adopted for the study.

Participants

The participants for the research study were 100 teachers selected from English medium schools of Aurangabad city.

Sampling Technique

Simple Random sampling technique was used in the present research study for selecting the sample.

Tools Used

Teacher□s Participation in School Administration Scale developed by Dr. Taj, Haseen (2000) was used in this study. It consist of 27 items selected under different areas such as : Planning (5 items) ; Organising (6 items);Communicating (7 items) ; Controlling (5 items); Evaluating (4 items). These five areas adequately cover the teachers□ participation in school administration and also possess the adequate conceptual framework and content validity. This scale has adequate reliability and validity indices also.

Statistical Techniques used

The meanwas used as the statistical technique for analyzing and interpreting the data.

Data analysis and Interpretation

1. **Table showing the overall mean of teachers participation in school administration& its interpretation:**

Aspect	Obtained mean	Standard Range of Scores	Interpretation
Overall Aspects of school administration	98.88	82-108	Frequently participating

2. Table showing the aspect-wise mean values of teachers participation in school administration& its interpretation:

Sr.no	Aspect	Obtained mean	Standard Range of Scores	Interpretation
1.	Planning	19.72	20 &above	Always participating
2.	Organizing	23.84	19-24	Frequently participating
3.	Communicating	25.90	22-28	Frequently participating
4.	Controlling	14.76	15-19	Frequently participating
5.	Evaluating	15.60	13-16	Frequently participating

Major findings and Interpretation:

The obtained mean value of overall teachers participation in school administration is **98.88** which when interpreted from the standard norm table of Teacher's participation in school Administration scale designed and standardized by Dr. Mrs. HaseenTaj falls in the category of ***frequent participation.*** The obtained mean value of teachers participation in Planning aspect of school administration is **19.72** which falls in the category of ***always participating***. The obtained mean value of teachers participation in Organizing aspect of school administration is **23.84** which falls in the category of ***frequent participation***. The obtained mean value of teachers participation in Communicating aspect of school administration is **25.90** which falls in the category of ***frequent participation.*** The obtained mean value of teachers participation in Controlling aspect of school administration is **14.76** which falls in the category of ***frequent participation***. The obtained mean value of teachers participation in Evaluating aspect of school administration is **15.60** which falls in the category of ***frequent participation***.

Conclusions &Discussions:

From the above major findings we can conclude that the teachers participation in school administration and related aspects is to a larger extent and this will promote the progress and development of the institution.In line with the current findings, teachers levels of participation in school administration should be increasedand supported in order to increase the voluntary tasks and altruistic behaviors that go beyond the roles andresponsibilities specified in the school organization ***(DiPaolaand Hay, 2005,)*** and the voluntary anoptional behaviors that are not included in the job description and that are beyond the formal job requirements(***DiPaolaet. al. 2007).***

Suggestions:

Powers should be delegated to teachers properly, providing more participation opportunitiesin desirable decision making activities. All the teachers should be included in variouscommittees to support administrative affairs of school. Teachers should be provided morechances to participate in curriculum planning, office management and time tablemanagement.Teachers should be allowed for active participation in school administration. In decision making there should be no discrimination between male and female teachers, equal

participatory opportunities should be given in schools .Good work relationship, conducive environment, good communication channel are assets.

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Study of Social Intelligence of Prospective Teachers.

Dr.Khan Zeenat ,
Assistant Professor
Marathwada College of Education Aurangabad.

Abstract:

In the contemporary world the psychologist are giving more importance to the social intelligence. Earlier in the school, the mental development was stressed more, but now days equal stressed is laid on the development of social and emotional development. Today it is stressed that inorder to become successful in life the social development of the child is very essential. Inorder to develop child socially, the teacher should be socially sound .To study the social development of teachers, this study was undertaken. A survey method was used and selected sample of 120 Prospective teachers from Marathwada college of Education was selected and test on Social intelligence by by Dr. N. K. Chadha and Usha Ganesan was administered. The analysis of the result showed that both male and female Prospective teachers have average social intelligence.

Introduction

Today in the school child is a Pivotal point around which the education revolves .Every parents when they are sending their children to school, expecting them to be physically robust, mentally alert, socially intelligent and emotionally stable. For making the child to be socially intelligent, the teacher who is with the child for 6 hours in the school should also be socially intelligent, sound and alert, than only she would be in a position to develop social abilities of the child to its fullest. Social scientist Ross Honeywell believes social intelligence is an aggregated measure of self- and social-awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. The social intelligence hypothesis states that social intelligence, is, complex socialization such as politics, romance, family relationships, quarrels, collaboration, reciprocity, and altruism.

What is Social Intelligence?

The degree of ease a person has in being in social situations.

The Dimensions of Social Intelligence

Social intelligence can be described as a combination of abilities: the first is a basic understanding of people (i.e. a kind of strategic social awareness) and the second is the skills needed for interacting successfully with them. In other words, the ability to get along with other and to encourage them to cooperate with you. Social intelligence can be thought of as encompassing five dimensions.

Presence – your external image or sense of self that is perceived by others, e.g, confidence, self-respect or self-worth.

Clarity – your ability to express yourself clearly, explain concepts clearly and using language effectively, while persuading with ideas.

Awareness – your ability to understand social contexts that influence behavior (ie. “Read situations”) and to choose the behavioral strategies most likely to be successful.

Authenticity – the way of behavior which gives a perception of honesty?

Empathy – your ability to create a sense of connection with others and to encourage them to cooperate with you, rather than work against you, as well as an appreciation for the emotions and experiences of others.

Rationale Of The Study:

Today psychologist proved that social development of child is equally important to mental development and emotional development. The teachers have been entrusted with the responsibility of developing child physically, mentally, socially and emotionally strong. Social interrelation, presence of mind, ability to connect oneself with others, ability to express oneself in any social situation and empathy towards others are the essential qualities required to become socially sound. This study was undertaken to investigate how prospective teachers are socially sound in their behavior which can influence the behavior of students in a positive way. The study also tries to find out which gender is having high social intelligence.

Objectives:

1) To study the Social intelligence of Male Prospective teachers.
2) To study the Social intelligence of Female Prospective teachers.
3) To Compare the Social intelligence of Male and female Prospective Teachers.

Hypotheses:

1) The Social intelligence level of Male Prospective Teachers is very high.
2) The Social intelligence level of Female Prospective Teachers is very high.
3) There is no significant difference in the Social Intelligence of Male and Female prospective teachers.

Scope:

This study would be helpful for the Educationist and Teacher Educator to understand Social intelligence level of prospective teachers.

Limitations:

Area-This study is limited only to Aurangabad City only.
Unit-This study is limited only to Prospective Teachers of Marathwada College of Education.
Content-This study would be helpful to study the Social Intelligence Level of Pupil teachers.

Operational Definition:

Social Intelligence: To act intelligently in a society.
Prospective teachers: The teachers who are taking training in the teacher training college to become certified teachers.

Research Methodology:

Research Method-

Survey method was used for the collection of data .The pupil Teachers of Marathwada College of Education Aurangabad were selected as a sample. The Social Intelligence

test was administered on a selected sample and their Social Intelligence level was studied. After studying the Social Intelligence level of selected sample which comprised of both male and female pupil Teachers. The difference in the Social Intelligence level of both male and female Pupil teachers was compared.

Sampling technique: Simple Random sampling technique was used.
Sample size: **120 pupil teachers** of Marathwada College of education Aurangabad.
Sample design:

Aurangabad District
Teacher Educator College
Marathwada College of Education
120 Pupil Teachers

Tool: Social Intelligence Scale by Dr. N. K. Chadha and Usha Ganesan

Variables: **Independent Variable**-Social Intelligence **Dependent variable**-Prospective Teachers.

Statistical Technique: Mean, S.D,'t' Value

Discussion Of The Result:

1) The Social Intelligence of Male Prospective Teachers is very high.

Variables	Mean	Interpretation
Social Intelligence level (Male)	111.5	Average Social Intelligence

As the mean value is **111.5** according to the norm table which lies in the range of 104-115, Which shows Average Social Intelligence.

2) The Social Intelligence of Female Prospective Teachers is very high.

Variables	Mean	Interpretation
Social Intelligence level (Female)	112.334	Average Social Intelligence

As the mean value is **112.334**, according to the norm table which lies in the range of 104-115 which shows Average Social Intelligence.

3) Comparison of Social Intelligence of male and female Prospective teachers.

Variables	Mean	S.D	't' Value	Interpretation	Significant level
Social Intelligence level (Male)	111.5	7.99	-1.2185	Insignificant difference	0.05 Level
Social Intelligence level (Female)	112.334	4.95			

As the't' value is, **-1.2185 which** shows that there is no significant difference or insignificant difference in the Social Intelligence level of Male and Female prospective teachers.

Conclusion:

HYPOTHESIS NO.01

The Social intelligence level of **Male** Prospective Teachers is very high.

The Hypothesis No.01 is rejected, as the Mean Value is **115.5,** which lies in the range of 104-115, which shows Average Social Intelligence level.

HYPOTHESIS NO.02

The social intelligence level of **Female** Prospective Teachers is very high.

The Hypothesis No.02 is rejected as the Mean Value is **112.33,** which lies in the range of 104-115, which shows Average Social Intelligence level.

HYPOTHESIS NO.03

There is no significant difference in the Social Intelligence level of Male and Female Prospective Teachers

The Hypothesis No.03 is accepted ,as the't' value is, **-1.2185** which shows that there is no significant difference in the Social intelligence level of Male and Female prospective teachers.

Suggestions:

1) The Social development of the child should be stressed right from their primary schooling.
2) The syllabus should be framed in such a pattern that there should be ample scope for children Social development.
3) In B.Ed. Course the topic should be introduced in the syllabus which leads to Social development of prospective pupil teachers.
4) The Environment provided should be socially sound.
5) The teachers and parents should be socially sound for the proper social development of the child.
6) The parents and teachers should see that child should be made more cooperative ,friendly and confident right from early age under the supervision of elders.
7) The training in integrated personality of the child should be stressed, because this is one of the most important components of social development.

8) The social exposure should be provided in such a manner that social adjustment ability of the child should be well developed.

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Effective Innovative Methods in Teaching

Dr. Kotgire Manisha Arvind
Head & Asst. Prof. (Dept. of Commerce)
Kohinoor Arts, Commerce & Science College Khultabad
Dist. Aurangabad.Mob. 9890576758

Abstract–

The aim of this paper is to a study of traditional methods of teaching as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions 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.

Objective-

1) To Understand the Need of Innovative Education.
2) To study Innovative teaching Methods.

Methodology -

The traditional or innovative methods of teaching are critically examined, evaluated and some modifications in the delivery of knowledge is suggested. As such, the strengths and weaknesses of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested.

Introduction-

"Education is the manifestation of perfection already in man"–(Swami Vivekananda)Education is a light that shows the mankind the right direction to surge. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. We have to convert education into a sport and learning process has to generate interest in the students and motivate them to stay back in the institution than to run away from it. Education should become a fun and thrill to them rather than burden and boredom. It is an integral part of their growth and helps them become good citizens. Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. In today's era, information and knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social upliftment, the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development.

The innovation in teaching methods and teaching technology. Experiments with new technologies expand the toolbox of teaching methods. Does increased computer use in teaching and learning improve educational outcomes, and what are the most promising settings for the new teaching technology? Innovations in teaching methods have to be invented and implemented by the individual teachers. The role of education is to deliver skilled and innovative students to the workforce, and when the demand for different types of skills changes, the educational sector should respond correspondingly and governance for innovation and improvements in education.

Educational Technology -

Ongoing efforts to define Educational Technology originate with the definition committee created by the Association of Educational Communications and Technology (originally the Department of Audio-Visual Instruction). One popular conception of Educational Technology is linked to the maturation of the audio-visual movement in education and instructional training programs beginning in the First World War with developments arising out of master learning and programmed instruction trends in the fifty's spearheaded by individuals like B.F. Skinner, and James Finn (Morgan 1978; Reiser, 1987). Early definitions of Educational Technology are definitions of audiovisual communication. Ely (1963) states, "Audiovisual communication is that branch of educational theory and practice primarily concerned with the design and use of messages, which control the learning process." Common to these conceptions is the view of Educational Technology as synonymous with audiovisual communication and instruction.

The Nature of Teaching -

The key role of a teacher is to teach, which can be understood as meaning to facilitate learning of some target curriculum. Teaching is therefore intimately tied to notions of learning, and there is a sense that if students do not learn, then whatever the teacher is doing does not deserve the label of 'teaching'. Students can learn skills (such as swimming the back stroke, or safely using a lathe), or attitudes (such as valuing learning, or desiring to make a productive and positive contribution to society), but much formal learning in schools and colleges is linked to conceptual development. So, for example, students will be asked to learn about the periodic Preparing Teachers for a Research-Based Profession classification of the elements, the notion of all living things being interlinked through being part of an ecosystem, the role of the banking system in supporting entrepreneurship, the factors influencing industrial, or indeed political, revolutions and so forth. To the lay-person, and sadly sometimes even to the teacher, teaching may be understood as the process by which a teacher's knowledge is somehow copied into learners' minds. That is, there is a 'folk' model of teaching, sometimes call the 'transfer' model, which leads to learning being discussed in terms of something sent out by the teachers which may or may not lodge in student's minds (Taber, 2009). In English, common idioms for when teaching goes wrong are that the teaching 'went over the student's head' (suggesting poor communication by the teacher) or 'went in one ear and out the other' (implying lack of ability or attention from the learner). Yet much research into learning shows that such 'copying' or 'transferring' metaphors are woefully inadequate when discussing learning. Whilst most teachers would acknowledge this if explicitly

asked, it still seems likely that the common use of 'transfer' metaphors when discussing teaching and learning plays an insidious role in underplaying the complexity of learning processes .

The need for innovation in education

The demand for different types of skills in the labour market depends on industrial structure and the applied technology. The increased intensity in the use of information technologies has changed the way workers and organizations operate and communicate, and changes in international trade patterns have implications on the type of production. The educational system must respond to such changes and adapt to the needs adapt to the needs of the market. The role of education is skill development of the students. mathematical skills are highly rewarded in the labour market, changes that improve such skills are important innovations in education.

Innovative Methods In Teaching

Interactive Lectures:-A traditional passive classroom lecture that focuses on the instructor's content allows students to take notes and sometimes engage thinking skills such as comparison and analysis, but rarely engages them in participation. Interactive lectures intellectually engage students. According to the Center for Teaching and Learning, dividing the class into sections of varying deliveries will provide interactive lectures and keep students engaged. For example, after a short lecture, students could share stories related to the content. For the next class chunk, a short video relating the lecture content to real world situations or bringing in a virtual guest speaker allows interactive student involveme

Engaging Activities:-Engaging students with activities helps them to think more critically about the material they are learning. Activities allow students to connect differing pieces of information, build upon new knowledge, evoke questions and apply new information to real world circumstances through application, according to the Center for Teaching and Learning. An engaging activity, such as concept mapping, allows students to organize and link together concepts with circles or boxes, indicating the relationship of pieces of information through connecting lines. Another engaging activity could be to have students develop their own rubric or grading system for an assignment. Having students participate in class activities motivates them and gives worth and significance to classroom instruction.

Technology by Design:-Technology in the classroom can be an advanced and effective learning tool. It's everywhere, and students have easy access to the most innovative technology to date. Mobile technologies offer a more flexible approach in the classroom. The latest technological gadgets allow students to become engaged in classroom activities easily because they are used to interacting with them and need this type of learning, according to Scholastic. For example, cell phones or tablets equipped with the Internet can be used to access online dictionaries or download e-reader apps

Barriers to Innovation

Implementing innovative teaching strategies in the classroom can be problematic. Lexi White, executive director of the Ontario Undergraduate Student Alliance at Wayamba

University, finds that some teachers believe extra time, effort, planning and integration are needed for more innovative teaching methods that stimulate student participation, thus discouraging it. On the flip side, students embrace traditional teaching methods and resist innovative strategies that take them out of their comfort zone. According to Cornell University, some ways teachers can encourage student participation are to build rapport with students, match course activities with student goals, use various class activities and specifically define participation.

Conclusion-

The analysis reveals some of the suggestions that the teaching community can practice in the classrooms. Ultimately the teaching people are satisfied when he could reach the students community with his ideas and views. So, teaching depends upon successful mode of communication and Innovation though we mean the changes that we propose to be included in our medium of communication or even inclusion of some other elements in communicating information. The researchers recommend that the teaching would be highly effective if the teacher start to use the recent multimedia technologies like usage of computers extensively or some modifications in the conventional mode of teaching. The use of computers may be very well practiced in the environment where the use of such technology is highly possible, but there must be some sort of innovation which can also be practiced in an environment where such use of technology is on its way to growth. In those environments use of humor, role playing, words – words approach. The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching.

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Including Life Skills through Teacher Education

Maindad Chitrangad Laxman
Haribhau Ghogare High School Upale(M)
Tq&DistOsmanabad
Email-id:-osdchitrangad@rediffmail.com

Life Skills have been defined by the world healthorganisation (WHO) as "abilities for adoptive and positive behaviour that enable includes to deals effectively with the depends and challenges of everyday life"

They represent the psycho-social skills that determined valued behaviour and include reflective skills such as problem solving, critical thinking, creative thinking, effective communication, interpersonal relationship, self awareness empathy, copying with tress and decision making.

Practicing life skills leads to qualities such as self esteem, sociability, and tolerance, to action competencies to take action and generate change, and to capabilities to have freedom to decide.

Life skill education

In teacher education interest and sufficient content knowledge leads to be a successful teacher as a result, it was called teachers are born in 19th and 20th century the concepts of education widened. The researchers and technologies proved the advance theory i.e.teachers should be trained with scientific.

Life Skill-based Education (L.S.B.E)

It has a long history of supporting child development and health promotion in many parts in 1986.

The 1990 Justine declaration on teacher education for all took this vision further and included life skills among essential learning tools for survival, capacity development and quality of life in education that includes

1) Learning to know
2) Learning to be
3) Learning to live together
4) Learning to do

Life skills are included problem solving, decision making, creative thinking, critical thinking, effective, communication, interpersonal relationship self awareness, empathy, coping with emotions and coping with stress.

Problem Solving

Everybody can benefits from having good problem solving skills as well as we all encounter problems on a daily basis, some of these problem are bogusly more serer or complex than others. It would be wonderful to have the ability to solve all problems efficiently and in a

timely fashion without difficulty unfortunately there is no one way in which all problems can be solved.

The planning and structuring will help make the problem solving process more likely to be successful good judgement and good luck will ultimately determine whether problem solving was a success. In teacher education this series of articles aims to provide a simple and structured approach to problems solving. The approach referred to is generally designed for problem solving in an organisation or group context but can also be adapted to work at an individual level.

Problem

"A doubtful or difficult matter required a solution".

"Something hard to understand or accomplish or deal with".

All Problems have two features:-

1) Goals
2) Barriers

Goals:-

Problems involve setting out to achieve some objective or desired state of affairs and can include avoiding a situation or event.

Goals can be anything that you wish to achieve you want to be. If you are angry then your goals is probably to teach something. Then your main goals may be become a skilful teacher.

Barriers:-

If there were no Barriers in the ways of achievinga goals then there would be no problem. Problem solving involves overcoming the barriers or obstacles that prevent the immediate achievement of goals.

Life skills of problem solving:-

Steps of effective problem solving

1) Problem Identification :-

Detecting and recognising that there is a problem identifying the nature of the problem defining the problem the phase of problem solving may sound obvious but often requires more through and analysis.

2) Structuring the Problem :-

A period of observation, careful inspection fact finding and developing a clear picture of the problem. Following on from identification structuring the problem is all about gaining more information about the problem and increasing understating this phase fact find& analysis, building a more comprehensenisives picture of both goals and the barriers.

3) Looking for possible solution :-

Generating a range of possible course of action but with little attempt to evaluate them at this stage from the information gathered in the first two phase of the problem solving

framework it is now time to start thinking about possible solution to the identified problem. In this stage is carried out as a brain storming session.

4) Making a Decision :-

This stage involves careful analysis of the different possible courses of action and then selecting the best solution for implementation. This is most complex part of the problem solving process sometimes trying to solving a problem that leads to many more problems required some very creative thinking and innovative ideas so decision making is important skills in teacher education.

5) Implementation :-

Accepting and carrying out the chosen course of action implementation means acting on the chosen solution.

Implementation involves

1) Being committed to solution
2) Accepting responsibility for the decision
3) Identifying who will implement the solution
4) Resolving to carry out the chosen solution
5) Exploring the best possible means of implementing the solution.

6) **Monitoring/seeking feedback:-**

Reviewing the outcomes of problem solving over a period of time, including seeking feedback as to the success of the outcomes of the chosen solution is concerned with checking that the process was successful.

Obtaining feedback include

1) Monitoring
2) Questionnaires
3) Follow-up-phone calls
4) Asking others who may have been affected by your decision.

Life Skills for teacher education is decision making:-

Decision making is the act of choosing between two or courses of action. The decision making that should be helped you to make effective decisions in the future.

Effective Decision Making:-

Although decision can be made using either reasoning a combination of both approaches is often used.

1) Reduce more complicated decisions down to simpler steps
2) See how any decisions arrived at
3) Plan decision making to meet deadlines

Stages of Decision making:-

1) **Stage One :-** Listing all possible solution/options who is responsible for the decision.
2) **Stage Two :-** Setting a time scale and deciding who is responsible for the decision
3) **Stage Three** :-Information Gathering
4) **Stage Four :-**Weighing up the risks involved
5) **Stage Five :-** Deciding on values or in other words what is important.
6) **Stage Six** :- Weighing up the pros and cons of each course of action.
7) **Stage Seven** :-Making the decision

Making a decision without planning is fairly common but does not often end well teacher should be follows for decisions to be made comfortable and in a smart way. In the teacher education Planning is important. Teacher education is life skills decision making, skills & problems solving are important.

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A Study of Effect of an Activity Based Programme on the Emotional Intelligence of D.T. Ed. Student -Teachers

Pramod Prakash Mande
Lecturer
Adhyapika Vidyalaya, Barshi

1. Introduction

Adjustment is very important part in human life. For adjustment communication skill is helpful. Each person has handle emotions carefully for adjustment in life. Emotional intelligence is important than intelligence. Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.

Emotional intelligence is the area of cognitive ability involving traits and social skills that facilitate interpersonal behavior. Intelligence can be broadly defined as the capacity for goal-oriented adaptive behavior; emotional intelligence focuses on the aspects of intelligence that govern self-knowledge and social adaptation.

Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include 3 skills:

1. Emotional awareness, including the ability to identify your own emotions and those of others;
2. The ability to harness emotions and apply them to tasks like thinking and problems solving;
3. The ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person

2. Statement of Problem:

A Study Of Effect Of An Activity Based Programme On The Emotional Intelligence Of D.T.Ed. Student –Teachers

3. Objectives:

1. To find out emotional intelligence of the D.T.Ed. student teachers.
2. To design an activity based programme for the development of emotional intelligence of the D.T.Ed. student teachers.
3. To find out effectiveness of the above activity based programme.

4. Hypothesis:

A) Research Hypothesis:

There will be a significant increase in the emotional intelligence of the D.T.Ed. student teachers as an effect of the activity based programme.

B) Null Hypothesis:

There will not be a significant increase in the emotional intelligence of the D.T.Ed.

student teachers as an effect of the activity based programme.

5) Limitations:

1. The research is limited to Adhyapika Vidyalaya , Barshi.
2. The research is limited to Girls D.T.Ed. student teachers.
3. The study is limited only for the emotional intelligence.
4. The study is related with the time period 2015.

6)Methodology: Survey & experimental method used in present research. Survey method used for finding out present status of the emotional intelligence of the D.T.Ed. student teachers. Experimental method used for finding out effect of innovative programme on the emotional intelligence of the D.T.Ed. student teachers.

7)Design: Pre test Post test design used in present research

8)Sample : All the 40 student teachers in Adhyapika Vidyalaya , Barshi were purposefully selected for the survey and the experiment.

9)Tools : In research Emotional Intelligence Scale developed by Hyde, Pethe & Dhar was used to measure emotional intelligence of D.T.Ed. student teachers before & after the programme. This is a standardized tool.

10) Statistical tools: Analysis of collected data was done by using percentage, Mean & t test.

11) Implementation:

Firstly D.T.Ed. student teachers were given pre test of emotional intelligence.The programme was implemented for 30 days .

The programme included activities such as discussion, games, physical exercises, reading of books, essay competition, orientations ,yoga, discussion on current issues, discussion on personal & social problems, dramas, self expression, picture reading, celebration of special days, poem reading competition.

Then post test conducted & difference between the mean scores of pre & post test was found out using t test.

12) Findings of Research:

Mean	SD	Obtained t value	Significance
26	2.84	10.5	Significant at
34	3.26		0.01 level

From above table difference significant at 0.01 level so null hypothesis was rejected & research hypothesis was accepted.

Conclusions:

There was a significant increase in the mean score of emotional intelligence of the D.T.Ed. student teachers as an effect of innovative programme. Thus the innovative programme found to be very effective in increasing the emotional intelligence of the D.T.Ed. student teachers.

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Ethical Norms and Principal in Research

R.B. Mhaske
Assistant Professor
SSVSS, College of Education, Osmanabad

Dr. Sau. S. D. Deshmukh
Principal,
SSVSS, College of Education, Osmanabad

Abstract: *Most societies also have legal rules that govern behavior but ethical norms tend to be broader and more informal than laws, norms and Principals. Although most societies use laws to enforce widely accepted moral standards and ethical and legal rules use similar concepts. It is important to remember that ethics and law are not the same. An action may be legal but unethical or illegal but ethical. We can also use ethical concepts and principals to criticize, evaluate, propose, or interpret laws. Indeed, in the last century, many social reformers urged citizens to disobey laws in order to protest what they regarded as immoral or unjust laws. Peaceful civil disobedience is an ethical way of expressing political viewpoints.*

Introduction

Many different disciplines, institutions, and professions have norms and principals for behavior that suit their particular aims and goals. These norms also help member of the discipline to coordinate their actions or activities and to establish the public's trust of the discipline. For instance, ethical norms govern conduct in medicine, law engineering, Education and business. Ethical norms also serve the aims or goals of research and apply to people who conduct scientific research or other scholarly or creative activities. There is even a specialized discipline, research ethics, which studies these norms.

Ethical Norms:

1.Promote: First norms promote the aims of research such as knowledge, truth and avoidance of error. For example, prohibitions against fabricating, falsifying, misrepresenting research data promote the truth and avoid error.

2.Collaborative work: Second, since research often involves a great deal of cooperation and coordination among different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness.

For example, many ethical norms in research, such as guidelines for authorship, copyright and patenting policies, data sharing policies, and confidentiality rules in peer review, are designed to protect intellectual property interests while encouraging collaboration. Most researchers want to receive credit for their contributions and do not want to have their ideas stolen or disclosed prematurely.

3.Accountable to the public: Third, many of the ethical misconduct, conflicts of interest, the unman subjects protections. And animals care and use who are funded by public money can be held accountable to the public.

4.Public Support: Fourth, ethical norms in research also help to build public support for research. People are more likely to fund a research project if they can trust the quality and integrity of research. Finally, many of the norms welfare, compliance with the law, and health and safety. Ethical lapses in research can significantly harm unman and animal subjects, students and the public. For example, a researcher who fabricates data in a clinical trial may harm or even kill patients, and a researcher who fails to abide by regulations and guidelines relating to radiation or biological safety or the health and safety of staff and students.

Ethical Principals:

1. **Honesty:** Strive for honesty in all scientific communications. Honestly report data, results, methods and procedures, and publication status. Do not fabricate, falsity, or misrepresent data. Don't deceive colleagues, granting agencies, or the public.

2. **Objectivity:** Strive to avoid bias in experimental design, data analysis, data interpretation, peer review, personnel decisions, grant writing expert testimony, and other aspects of research where objectivity is expected or required. Avoid or minimize bias or self deception. Disclose personal or financial interests that may affect research.

3.Integrity: Keep your promises and agreements act with sincerity strive for consistency of thought and action.

4.Carefulness: Avoid careless errors and negligence; carefully and critically examine your own work and the work of your peers. Keep good records' of research activists, such as data collection, research design, and correspondence with agencies of journals.

5.Openness: Share data, results, ideas, tools, resources. Be open to criticism and new ideas.

6.Respect for Intellectual Property: Honor patents, copyrights, and other forms of intellectual property. Do not use unpublished data, methods, or results without permission. Give credit where credit is due. Give proper acknowledgement or credit for all contributions to research. Never plagiarize.

7.Confidentiality: Protect confidential communications, such as papers or grants submitted for publication, personnel records, trade or military secrets, and patient records

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8.Responsible Mentoring: Help to educate, mentor and advice students. Promote their welfare and allow them to make their own decisions.

9.Respect for colleagues: Respect your colleagues and treat them fairly.

10.Social Responsibility: Strive to promote social good and prevent or mitigate social harms through research, public education, and advocacy.

11.Non-Discrimination: Avoid discrimination against colleagues or students on the basis of sex, race, ethnicity, or other factors that are not related to their scientific competence and integrity.

12.Competence: Maintain and improve your own professional competence and expertise through lifelong education and learning; take steps to promote competence in science as a whole.

13.Legality: Know and obey relevant laws and institutional and governmental policies.

14.Animal Care: Show proper respect and care for animals when using them in research. Don't conduct unnecessary or poorly designed animal experiments.

15.Human Subjects Protection: When conducting research on human subjects minimize harms and risks and maximize benefits, respect human dignity, privacy, and autonomy; take special precautions with vulnerable populations; and strive to distribute the benefits and burdens of research fairly.

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New Ways of Teaching and Learning - Virtual Education

Dr. Ravindra Mirajkar,
&
Dr. Shraddha Patil,
Assistant Professors,
Mahavir Mahavidyalaya,Kolhapur
Maharashtra.

Introduction: India is fast emerging as an e-learning hub, because of its ability to provide a large pool of a highly educated workforce.

Education has undergone major changes in recent years, with the development of digital information, transfer, storage and communication methods having a significant effect. This development has allowed for access to global communications and the number of resources available to today's students at all levels of schooling. Now the virtual classroom is the major step in teaching and learning process.

Concept of virtual Education:

Virtual education refers to instruction in a learning environment where teacher and student are separated by time or space, or both and the teacher provides course content through management applications, multimedia resources, the internet, video conferencing etc.

In such education students receive the content and communication with the teacher via the same technologies.

Merits of virtual education:

1. Easy to access
2. No formal rules for education institutions for the learner
3. Adult resource
4. Rational use of communicative technology
5. No need of physical proximately

Instruction modes for virtual Education: Now a day's wide range of instruction modes are available. These are as follows:

Virtual Classroom: A virtual classroom is a learning environment created in the virtual space. The objectives of a virtual classrooms are to improve access to advanced educational experiences by allowing students and instructors to participate in remote learning communities using personal computers and to improve the quality and effectiveness of education by using the computer to support a collaborative learning process.

Hypertext Courses: Hypertext courses: Structured course material is used as in a conventional distance education program. However, all material is provided electronically and can be viewed with a browser. Hyperlinks connect text, multimedia parts and exercises in a meaningful way.

Video-based courses: are like face-to-face classroom courses, with a lecturer speaking and PowerPoint slides or online examples used for illustration. Video-streaming technologies is used.

Students watch the video by means of freeware or plug-ins (e.g. Windows Media Player, RealPlayer).

Audio-based courses: are similar but instead of moving pictures only the sound track of the lecturer is provided. Often the course pages are enhanced with a text transcription of the lecture.

Animated courses: Enriching text-oriented or audio-based course material by animations is generally a good way of making the content and its appearance more interesting. Animations are created using Macromedia Flash or similar technologies. These animations help understand key concepts and also allow for better retention of learning.

Web-supported textbook courses: are based on specific textbooks. Students read and reflect on the chapters by themselves. Review questions, topics for discussion, exercises, case studies, etc. are given chapter wise on a website and discussed with the lecturer. Class meetings may be held to discuss matters in a chat room, for example.

Peer-to-peer courses: are courses taught "on-demand" and without a prepared curriculum. A new field of online education has emerged in 2007 through new online education platforms

Virtual classroom:

Definition: A mode of computer-based education where by the teacher interacts with students either via video conferencing, Internet broadcast, or email.

Objectives for using the virtual classroom in Distance Education:

Technology serves to facilitate teacher/student and student/student interaction at a distance. Virtual classroom enrich interactive communication through integrated voice, video, and data. In addition, he Web plays a supporting role in this environment. For that, Virtual classroom can be used in DE due to it's technological capabilities and features as just as DE is. Also, usually refer to the fact that the students are at a distance, but the greatest benefits are to be able to use teachers at a distance. Contact and interaction with the instructor waste primary contributor to student satisfaction at a distance. A virtual program (or a virtual course of studies) is a study program in which all courses or at least a significant portion of the courses are virtual courses.

If someone wonders why we create virtual classroom? What is the need of using virtual classroom? We can convince him/her by providing some advantages of using such class. Using virtual classrooms enables the instructor to adapt learning to learners. Moreover, virtual classrooms provide the community and discipline some learners need. In addition, classroom learning is familiar and proven. Further more, learning inflexible and active.

Features/advantages and limitations of the Virtual classroom:

Virtual courses are delivered on the Internet. "Virtual" is used here to characterize the fact that the course is not taught in a classroom face-to-face but through some substitute mode that can be associated with classroom teaching. Virtual classrooms provide the community and control some learners need. In the virtual class, learning is familiar and proven. It has Flexible time: students may participate at any time of the day... (Learning is flexible), Economical, Efficient

learning, Location: students are not limited to courses offered in their geographic locality. (Overcome distances) and it is more active learning: the computer forces response and attention.

In the other hand, virtual classroom has some limitations such: it's limited offering that means the choice of courses is limited at present. In addition, there is a problem of equipment requirements: students who do not have a computer will have to travel to use the necessary equipment. Moreover, the feedback may be delayed hours until question is answered by the teacher.

Wimba Classroom, an example of a virtual classroom through the internet and how does it used to deliver and support Distance Education: Wimba is a company focused solely on education and dedicated to the principle that people learn more when they are drawn closer together. In fact Wimba Company provides us with a collection of collaborative suite that support people to teach others at a distance interactively. The suite contains of Wimba Classroom, Wimba Create, Wimba Pronto and Wimba Voice.

Wimba Classroom is one example of virtual classrooms available through the internet. Wimba classroom supports two way communications between learner-instructor and between peers. More over, student-content interaction and student-media interaction are also supported. During the live class instructors can use audio tools, chat boards and web cam to talk, explain and see students as well as learner scan. Audio tools available at Wimba Classroom enable the instructor and learners to speak, listen and collaborate together without being tied to a computer. That is because phone simulcast tool allows anyone to join the class via cell phone, or landline while travelling not to miss the class. Wimba Classroom provides instructors and learners with some services that make them to feel as they are studying in a face-to-face classroom. Application sharing enables them to share the whole or part of their desktops with others in the class. Another service is the electronic board and its interactive tools where the instructors can use those tools to explain different contents and to make some annotations while presenting the content. Instructors and students can use breakout rooms for private chat. Instructors at a distance can insure learners understanding by asking them immediate questions during the class and provide them with immediate feedback or by using Polls, Quizzes &Surveys.

Conclusion:

Nowadays virtual classroom is well known concept in the era of teacher education most of the teach trainee colleges are using this and it is proved that such concept is very significant to achieve & disseminate that knowledge when we compare the traditional methods of teaching & learning.

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New Horizon of Teaching - Learning

Dr. Shrarmili Mirajkar,
Assistant Professor,
S.K.Patil M.Ed. College,
Pryag Chikhali, Kolhapur.
(Maharashtra)

Introduction:

Procedures taken to improve quality. Quality management: Aggregate of measures taken regularly to assure quality of a unit. Emphasizes the goal to improve quality.

Knowledge has always been the most powerful and essence of any developed society because it facilitates in modifying and replacing the factors that narrow its development. Higher education is the main instrument for all development and change. It has the important task of preparing leaders for different walks of life. In the context of the unprecedented explosion of knowledge, especially in science and technology, Higher education has become much more dynamic than before.

Information and communication technology (ICT) has become within a very short time, one of the basic building blocks of modern society. ICT is define as the combination of informatics technology with other relative technology especially communication technology like web based collaborative learning.

Web based collaborative learning:

Web based collaborating learning (WBCL) is one of the most promising innovation to improve teaching learning with the help of modern information and communication technology for higher education collaborative learning refers to instructional method were by students are encouraged or required to work together on learning task. It is widely agreed to distinguish collaborative learning from the traditional direct transfer method in which the instructor is assumed to be the distributor of knowledge and skill. Salient features of the web technology, its potential and supporting collaborative learning process deserved particular attention among scholar and developers.

Collaborative learning:

Collaborating learning is viewed as working with others towards a common goal which is a process that encourages constructive discussion of ideas collaborative argument and interaction among participant especially when those participants begin the discussion with little in common goal. (Walker, G. L. 1997)

Classroom-based collaborative learning:

The main components of classroom-based collaborative learning include five elements, which are peer, learning group, tutor, communication, and traditional classroom learning environment. In this framework, the students are organized into different groups according to some strategies, e.g., group size, personal competence, prior personal learning performance etc when they are facing to some topics which need to utilize collaborative learning approach to resolve them in classroom-based environment. Students can communicate each other by face-to-

face interaction about how to produce the optimal resolutions for learning topics. Teacher will participate the group negotiation if he/she thinks that it is necessary or the students' need.

Process of web based collaborative learning:

There are also five component in web based collaborative learning which they are peer learning group, tutor, communication and web based environment.

Peer: In this process peers cannot communicate each other by face to face approach. They are distributed in geographic zone. In theoretic peers are more individuals because only one peers faces computer station in one position. Although peers can be organized into various group by web based collaborative learning system through web server. They are separated in geographic position so the communication tool becomes very important e.g e-mail, virtual seminar, virtual form etc. Which can be used to send, receive, browse, publish, talk etc?

Learning group: is designated by collaborative learning system according peers personal competence, prior learning performance, cognitive style, group size etc.

Tutor: can participate this process which when he consider that he should adjust some special peers into or out specified learning group. The function tutor is not only to adjust peer staying in different group but also to give his direction and help the groups and also encourage student to find the answers by themselves from the resources. He help students to post the questions repeatedly to the group or to other individual student again it would be beneficiary to the tutor to witness collaborative learning course conducted effectively.

Communication: occurs among peers group and tutor which it is easy to realize by communication tools. The communication among a group of participant by means of network / web for the purpose of discussing a topic of mutual interest, eventually intended to knowledge construction.

Web based environment: learning environment can offer flexibility in mode of instruction presentation and communication. Learning and communication can be done both synchronously and asynchronously with a myriad of tools. Bulletin boards are predominately used as asynchronous tools allowing participant to post question, thoughts and comments to threads of discussion. Chat room allow the participant to discuss issue exchange ideas and obtained shared understanding through synchronous communication. Collaborative learning on the web also offers flexibility of information access. Effective web based learning environment are designed with information and access to current event expert, student networking and faculty networking. Thus, web based collaborative learning can provide opportunities were participant have variety of options in communication and interaction with the content through synchronous and asynchronous dissuasions.

Here all of their computers are directly connected to the collaborative learning web server which can transfer the communication message. The frame work of web server, computer and network operating system composes the web based collaborative learning environment. Thus

the web based environment offer the opportunity to expand enrich information through various learning skills e.g. web based browsing skill, knowledge search skill and communication skill.

Academic Benefits of Web based Collaborative learning:

• promotes critical thinking skills: Web based collaborative learning develops higher level thinking skills; stimulates critical thinking; helps students clarify ideas through interaction; enhances skill building and practice; develops communication skills; and improves students
Recall of text content through cooperative discussions.

• involves students actively in the learning process: encourages student responsibility for learning; involves students in developing curriculum and class procedures; provides training in effective teaching strategies to the next generation of teachers; helps students wean themselves away from considering teachers the sole sources of knowledge and understanding; fits in well with the constructivist approach; and allows students to exercise a sense of control on task; Web based Collaborative Learning in Higher Education

• improves classroom results: Web based collaborative learning promotes higher achievement, promotes a positive attitude toward the subject matter; increases
Student retention; enhances self management skills; increases students' persistence in the completion of assignments and the likelihood of successful completion of assignments; helps students stay on task more and be less disruptive; and promotes innovation in teaching and classroom techniques.

• models appropriate student problem-solving techniques: Web based Collaborative learning fosters modeling of problem solving techniques by students' peers; allows assignment of more challenging tasks without making the workload unreasonable; can help weaker students improve their performance when grouped with higher achieving students; provides stronger students with the deeper understanding that comes only from teaching material (cognitive rehearsal); leads to the generation of more and better questions in class; provides a safe environment for alternate problem solutions; and addresses learning style differences among students.

Social Benefits of Web based Collaborative learning:

• Develops a social support system for students: For example, it promotes student-faculty interaction and familiarity; develops social interaction skills; promotes positive societal responses to problems and fosters a supportive environment within which to manage conflict resolution; creates a stronger social support system; fosters and develops interpersonal relationships; and helps students to develop responsibility for each other;

• Builds diversity understanding among students and staff: Collaborative learning builds more positive heterogeneous relationships; encourages diversity understanding; fosters a greater ability in students to view situations from others' perspectives (development of empathy); and helps majority and minority populations in a class learn to work with each other (different ethnic groups, men and women, traditional and non-traditional students).

• Establishes a positive atmosphere for modeling and practicing cooperation: Collaborative learning establishes an atmosphere of cooperation and helping; helps students learn how to criticize ideas rather than people; helps to model desirable social behaviors necessary for employment situations that utilize teams and groups; helps students practice modeling societal and work related roles; fosters team building and a team approach to problem solving while maintaining individual accountability;creates environments where students can practice building leadership skills; increases leadership skills of female students; develops learning communities;

Conclusion:

Due to globalization there is rapid change in almost all the field big organization using technology like web based collaborative learning and in web-based environment possesses very different characteristics compared with classroom-based environment. Therefore web based collaborative learning has become an important part of the developmental activity and through it we can enhance many skills. Student should be made aware of this new technology.

Web based collaborative learning is interesting and very recent addition to higher education. The development of Web based collaborative learning has generated excitement among teachers and students because it has shifting the academic culture from traditional education to advance technology based education. Web based collaborative learning based higher education deliver a broad array of learning modes that enhance learners knowledge and performance.

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Effectiveness of Newspaper Media in Teaching Environment Education

Dr. sanjay J.Nimbalkar
Sevasadan's college of education
Ulhasanagr.
University of Mumbai

Abstract

Educational innovation emphasize various techniques and approaches. Use of newspaper media is one such method where student show progress in educational process. The present study was undertaken to find out the overall effectiveness of newspaper media in teaching of environment education. In this study researcher was collected various newspaper articles and developed implementation plan for the teaching of environment education and experimenting the same with a children studying environment education in the ninth standard and finding out its effectiveness over the traditional method of teaching .Pretest –Posttest equivalent group design was followed for this study. The result show that the use of newspaper media is more effective for the development of awareness and achievement in environment education of the rural students only. The rural students learning through newspaper media was found to be better than the students learning through traditional method of teaching.

Environmental education covering the knowledge of environmental problems and their solutions has now become a global issue. Lavish consumption of precious environmental resources by man, either for greed of the developed countries or for need by the poorer people of developing countries, caused a large scale deterioration of environment. The extent of degradation has become so enormous that it now threatens the very existence of life on earth. The student at the secondary level are much more mature than the primary level students with respect to the development of cognitive ,affective and psychomotor domains of environment education. Therefore secondary students have been thought to be more appropriate for imparting awareness about environment education. For this it is important to develop knowledge, skill and understanding about solving the problem of environment education is necessary,

We all know we are part of the environment we live in and the solution of many problems lie in our attitude towards environment. The best way to attempt to bring about change in the attitudes in the society is through students. They are our future. They are the single most important influence in any family with this realization the government of Maharashtra, as per guide line of NCERT and honorable supreme court, started environment education subject in schools .Researcher while collecting data for his research come to know that in many schools reference books, Audio visual aids and written material is not available, teacher were teaching environment subject with the help of text book only using interdisciplinary approach.. In different news papers numbers of environment related articles are published. These articles includes many concept related to environment education. so researcher think that if we use this article while teaching environment education in 9th standard which will be beneficial for student , through this research researcher tried to find out weather the teaching of environment education with news and articles is more effective than the usual way of teaching.

Objectives:

1. To collect the news and articles related to 9th standard environment education curriculum.
2. To use collected news and articles as teaching aids while teaching environment education.
3. To study weather the teaching of environment education with newspaper articles is more effective than the usual way of teaching.

Hypothesis:

1. There is no significance difference in the achievement between tribal students of experimental and control group
2. There is no significance difference in the achievement between urban students of experimental and control group
3. There is no significance difference in the achievement between rural students of experimental and control group

Methodology

- ***Sample*** **:**The sample of 150 , 9th standard student was chosen through purposive sampling technique from three schools selected urban ,rural and tribal area of thane district.
- **Method** – In the present study the investigator used experimental method to carry out the investigation. Researcher used equivalent group pretest – posttest experimental design
- **Tool Used:** To collect relevant data researcher used following tool for the research
  - News article relevant to environment.
  - Lesson plan incorporating collected news article.
  - An achievement test based on environment education constructed by the researcher.

Experiment:

The lesson plan was developed by the investigator for the environment content incorporated in science subject of 9th standard. The investigator selected three schools from urban, rural and tribal area of thane district for his experiment .For pretest researcher used first unit test score of science subject. On the basis of this score researcher made two equivalent group viz., experimental and control group from selected three schools. The student of experimental group were taught with the help of collected news and article from the paper media through lesson plan was developed by the investigator and the control group through the traditional method, After the treatment researcher administered a post test on both group of each school

Statistical techniques used:

The collected data were computed by applying suitable statistical techniques such as mean, Standard Deviation and t – value

Data Analysis

The data collected from students were analyzed with the help of Mean, SD, and t – value technique of statistics .The tables exhibits Mean value, SD, and t – value showing effectiveness of Newspaper media in teaching of environment education.

Testing of Hypothesis:

Hypothesis 1 :-There is no significance difference in the achievement between tribal students of experimental and control group

Table-1
Mean achievement test score of the Tribal students of Experimental group compared with that of the control group

Group	N	Mean	S.D.	t value
Experimental	25	28.12	9.1	1.6005
Control	25	24.09	8.7	

Table 1 reveals that the 't' value is not significant at 0.05 level. The student of the experimental group do not differ significantly from the students of the control group in the mean achievement test score. Hence we can say that newspaper media does not play important role in achievement of tribal students in environment education.

Hypothesis 2:-There is no significance difference in the achievement between rural students of experimental and control group

Table-2
Mean achievement test score of the rural students of Experimental group compared with that of the control group

Group	N	Mean	S.D.	t value
Experimental	25	27.08	9.6	2.2688
Control	25	21.14	8.9	

Table 2 reveals that the 't' value is significant at 0.05 level having degree of freedom 48 .Hence it could be inferred that there is a significant difference between the two groups as indicated by the mean values ,it can be concluded that the students of the experimental group fared better in the achievement test than the students of control group .This again clearly shows that learning with the help of Newspaper media,(news and article related to environment education) will increase the achievement of the rural students better than the learning through the conventional method.

Hypothesis 3:-There is no significance difference in the achievement between urban students of experimental and control group

Table-3
Mean achievement test score of the urban students of Experimental group compared with that of the control group

Group	N	Mean	S.D.	t value
Experimental	25	27.74	8.9	0.8883
Control	25	25.59	8.2	

Table 3 reveals that the't' value is not significant at 0.05 level. The student of the experimental group do not differ significantly from the students of the control group in the mean achievement test score of urban students.

Finding and discussion

- There is no significant difference between the experimental group and control group in the mean achievement test score of tribal students.it shows that mass media like newspaper does play positive role in environmental achievement of tribal students.
- There is significant difference between the experimental group and control group in the mean achievement test score of rural students. The students learning with the help of newspaper articles fared better in environment education than the students learning through the traditional method. It means that newspaper media has positive impact on rural students in learning environment education.
- There is no significant difference between the mean achievement test scores of the experimental and control group in the mean achievement score of urban students. This shows that the newspaper media in teaching of environment education will not help urban students to score more mark in the achievement test.

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Novelty In Educational Research

Mr. Chandrakiran S. Parihar
(Teacher)
Podar International School (C.B.S.E.),
Near Shivaji Statue, Ram Nagar Road, Jalna (MS)

Abstract

In past days, classroom teaching only means blackboards, chalks, charts, diagrams, maps and so on. But now a days, the trend changes very drastically. The modern classroom is very much different than this. Now classroom is upgraded with modern digital technology.

Now our school system is under the complete change. Without a doubt we can say that the educational system is changing itself with the advent of modern technology.

On the other hand, at least 40% to 60% high school student had disengaged themselves from educational activities. It became a subject of serious concern for education institutes as well as parents. But the education institutes are taking help of modern technology to enhance the interest of the students and to engage them in educational activities. They are incorporating the technology of mobile devices and SMART classroom designs to engage the tech savvy generation of today.

Modern educational technology based on information technology play a significant role in promoting the modernization of education. Modern education technology will have a significant impact on ideas, forms, process, methods, teaching and management of education. Using modern education theory and modern information technology in design, development, utilization, evaluation and management of the teaching process and then teaching resources will help to achieve the efficient development of continuing education.

Educational Technology:- National Educational Technology Standards i.e. NETS is considered as a guideline for improved teaching and learning by education providers. These standards are used by tutors, teachers, students as well as administrators to set higher goals in the education. As compared to traditional classroom system, the students be put at the center and encouraged to take control of their own learning by providing flexibility on several dimensions. The tools have changed dramatically since the beginnings of educational technology.

- The modern technology method introduce following concepts –
- The modern educational technology shows the reality of educational concept. With the help of latest technology, students can easily get the learning opportunities to build their bright carrier.
- The modern educational technology changed the traditional approach i.e. single teachers and student's relationship. Now, it introduces the relationships of teachers and students, students and teaching resources, students and students.
- In modern educational technology, broad utilization of the latest technology personalizes the learning conditions for better development.
- Educational systems can be customized for each learner and fulfill the needs of personalized learning which is helpful to improve the quality of education.
- The modern educational technology is helpful for continuous learning i.e. anytime, anywhere learning approach which is the bright signs of an efficient learning.

- Computer plays an important role in modern educational technologies. It can keep students focused for longer periods of time. The use of computers to look up information is a tremendous time saver when used to access a comprehensive resource like Internet. This time-saving feature can keep students focused on a project much longer than they would with books and paper resources.

The real emphasis should not be on how it improves test scores, but on how it benefits student learning –

- how it enables those who are not able to perform at their peak in traditional classrooms to do better; how it motivates students to learn and gives them a more positive attitude towards education
- how it can individualize learning by giving feedback
- how it can act as a catalyst for change towards more student centered learning
- how it better prepares the youth of today with technical, communicative, interpersonal and creative skills.

The technology plays a very important role education. It removes the traditional barriers so as to further the integration of technology into our schools. Hence, student centered learning with technology is very important.

Passive education does not help anyone. In current digital era, the younger generation is becoming more and more tech savvy. For their betterment, we can always merge learning with technology which will be beneficial for students and teachers.

Innovative Teaching Technologies

Following are the various innovative teaching technologies –

Activity-based Learning : This is practical based approach. In this method, the students gain knowledge by the various activities. By involving the students in various research activities, the students respond to the complex problems or challenges. The students will work in groups to solve the problems which are complex. Therefore, activity based learning activity addresses different student learning styles where students can demonstrate their knowledge in a single standard way.

Interactive SMART Whiteboards :

Now days in various schools, traditional black boards are replaced with Interactive SMART whiteboards. These whiteboards provides a way to allow students to interact with the information on the computer. Some interactive whiteboard software allows the teachers to record and store the instructions and can be used later. Interactive SMART whiteboards are used for expanding the technology in schools. This technology is useful for the teachers to help the students.

Mobile Learning : Mobile learning is nothing but the learning across multiple contexts with the help of social as well as content interactions by using personal electronic gadgets. A mobile device is any portable and internet access device like tablets, smart phones, laptop etc. With the help of these mobile devices, students can use downloadable applications to facilitate learning.

Cyber Study : Cyber study is nothing but the online activity. Here students use the internet to find answers to the various questions based upon the topics which are assigned them. Here students can design the cyber study on some specific topics as per their choice. Cyber study is a project-based activity which is very helpful for the students to have the experience in exploring and browsing the internet.

Web based field trip : A web based field trip is a way to allow the students to explore and experience new information. This format is helpful in allowing the schools to reduce the cost of actual field trip. Web based field trips are also practical for children in the younger stage where the problem of supervision over the students was overcome. Web based field trip is a website which allows the students to experience places, ideas, or objects beyond the classroom. Web based field trip is having some limitations. This method does not allow the children to have the hands on experiences as well as the interactions that can and do take place in the actual field trip.

Presentation Software : With the help of presentation software, we can provide visual aids to complement teaching, stimulate the classroom discussion which allows out-of-box teaching. Various tools such as PowerPoint can be used as presentation software. Presentation software enables instructors to embed charts, pictures, high-resolution photographs, diagrams, videos and different sound files for text and verbal contents.

Classroom Flipping : Sometimes it is better to move the students towards higher level of understanding. Here it is useful to move the teaching out of the classroom. Classroom flipping does not have to use technology, but tools such as videos, online resources can help in and out of class activity work together. These resources are helpful to explain the actual concepts and provide practical approach for study.

Online Conversation with Experts : Learning experience is nothing but to engage the students in conversation related to their subject. With the use of online virtual platform and video chats students can converse with the experts of the field, no matter in which part of the world they are. As all educators will agree that the interactive education helps a student more than the lectures and if students get the opportunity to take part in active interaction with the experts that will be extremely beneficial for them.

Characteristics Of Innovative Teaching Technologies

In modern era of education, technology plays a vital role in developing following characteristics of innovative teaching –

Student-centric Approach :

With the help of these technologies, students play an active role in their learning in the classrooms and teachers plays a role of guide. They are more facilitators of learning than tutors. They help students to think critically and learn by doing and act as a resource while their

students discover and master new concepts. Student-centric approach improves interest of student in learning.

Performance-based assessments :

Assessments are used to verify the abilities and needs of the students. Regular performance-based assessments are carried out by teachers through various methods which are not restricted to tests. These can be by conducting quizzes and polls. Teachers can utilize projects as well as other products and performances as assessments to determine student achievements and needs.

Invitational Environment :

The modern day classrooms should have the basic material required for teaching such as, interactive whiteboards and LCD projectors. In some organizations, students can bring their laptops or tablets to the classroom for better personalized learning. Teaching with technological material is more effective, stimulates student engagement, eases the work of teachers and makes it easy for students to focus on learning.

Collaborative Learning :

Collaborative learning activities include collaborative writing, group projects, joint problem solving, debates and more. Learning through collaboration is one of the most effective forms of learning. Teaching and learning in isolation are very restrictive and hinder progress. Learning in groups enhances the scope of learning and develops critical thinking. Collaborative learning redefines traditional student-teacher relationship in the classroom.

Active Learning :

Students are actively engaged in learning process. Students participate in more active learning by working in groups or on computers and complete projects and other interesting activities that help them discover new skills. Students can learn actively by talking and listening, writing, reading and reflecting. When students are encouraged to take an active interest in learning, they are more likely to retain the knowledge they have accumulated.

Responsibility of their learning :

As students are encouraged to actively participate in their own learning, they become responsible for their learning. Self-directed students not only encourage each other, but also work with their teacher to achieve academic and behavioral goals that they themselves have helped establish. Teachers should employ a variety of strategies to promote responsible decision-making and create self-reliant students.

Environment Organization :

The learning environment is carefully planned and well-organized. Students are constantly encouraged to remind them of their goals and responsibilities. Class rules, procedures, and notices of upcoming activities are posted in convenient places to help students stay on track.

They follow class routines and understand what they are expected to achieve each day and how they are to go about it.

Digital Devices :

Computers are easily available in modern classrooms. They are essential tools for the students and replace the utilities of pen and paper. They not only give students the means to conduct online research and master the technology skills they need, but they also give teachers the opportunity to enhance their lessons. Digital devices greatly assist in teaching and learning and make them more engaging and effective.

Adaptive Learning :

In the classroom, the students are of different types of learning abilities. It often makes it difficult for teachers to make sure that all of them understand the concepts. The modern approach of adaptive learning gives students the freedom to learn at their own pace and in the way they are most comfortable with. There are various kinds of software available for adaptive learning that teachers can use to enhance the learning of their students.

Mutual respect:

Teachers and students should always have respect for each other. As now the role of teachers is no longer to be the sage on the stage, students should not forget their value as they will always receive guidance from them. Teachers should encourage students to speak with confidence and value their opinions. In a well-disciplined environment, students should also co-operate with and respect their classmates.

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Social Networking – A Overview

Dr. Shraddha Patil,
&
Dr. Ravindra Mirajkar,
Assistant Professors,
Mahavir Mahavidyala, Kolhapur
Maharashtra.

Introduction:

A social network is a collection of individuals connected together by a set of relations. Online social networking sites 'virtually' link people who may or may not 'known' each other. They can exchange their knowledge, ideas and two way communications through text and video. In a short span of 4-5 years there is an exponential growth and horizontal expansion in the social media networking in India. The usage of technology for the purpose has been quite recognized and appreciated by people in India too.

Meaning of media social networking:

Boyd and Eilison (2007) define social networking sites as web based serv ices that allow individuals to construct a public of semi public profile within a bounded system, articulate a list of other users within a bounded system, articulate a list of others users with whom they share a communication and view and traverse their list of connections and those made by others within the system. According to Geromenko and Chen (2007) social networking websites provide rich information about the person and his network, which can be utilized for various business, profession and other purposes.

Social networking sites – Features:

Based on the observation of the scholars about the utilities of social networking sites, we may sketch out certain features of them. Some of the main characteristics feature of social networking sites is as follows:

- The use of embedded advertisements in online videos.
- A platform for new artists to show their profile
- Inter connection people of same interests in business profession academics or otherwise.
- Inter learning about issues of interest, personal or public concern.
- Basis for mere creative and reach out tendencies among people.
- Create a wider social network group which is cosmopolitan in character.

Zakaria and others (2010) have considered that social media, social networking, online communication are the words which are used parallel and have believed that social media applications have already being accepted by young generations as a platform to socialize, collaborate and learn in an informal and flexible manner although their level of involvement and contribution varies significantly. Social networking sites provide a platform for people to interact.

Brasser (2010) observed that today the media social networking passion has reached an excitement area. It marks a dynamic shift in the way that people connect, collaborate communicate with each other throughout the world.

Today there are lot of social networking sites over the internet like face book, orkut, twitter, friendster, my space, Hi5 etc. In one of the review of online social networking profiles by adolescents have revealed that social networking profiles involve individuals creating and maintaining personal inter sites allowing authors and other users to post the content, thus creating a personal network. Social networking websites is also one of the social media tools which can be used as a tool in education industry to generate online traffic and a pipeline for new entrants. It has been observed that the use of these website has been growing rapidly, while other traditional online is on the decrease social network user are incredible, vastly increasing the exposure potential to education industry through advertising industry.

Advantage of social networking:

- Communication spreads easily and quickly anywhere and anytime.
- People to discuss ideas, share information develop personal and social relationship.
- It widens business relations and contacts for the people serving a business field.
- Expands market research and implements marketing campaigns.
- Younger generation use social networking sites on large scale.
- Social networking is emerging as 'social capital'.

Disadvantages of social networking:

- Possibility of hackers to commit fraud and launch span and viral attacks.
- Increase the risk of people who fall into prey to online scams.
- People sometimes become victims of cybercrime.
- Results in loss of productivity as it cut into their productive work time.
- The users get addicted to these sites and spend were hours on the internet which harms students academic performance and cause mental health problems.
- It can also produce alienating tendencies among users of networking media.

Social media misuse – measures preventive:

Gross and Sweemeny (2007) have expressed that there are pertinent threats involved in the free and non – regulated extension of providing services by the social media network agencies with ever fast growing globalization, social transformation and technology the security and privacy have not been first priority in the development of such sites. As a result, along with the benefits of social networking sites, significant privacy and security risks have also emerged. Although this case involves the question of integrity of our nation, however it is a welcoming order in respect of presuming such multi nation to consider privacy and security issues and built in mechanism to control information on their respective websites.

This calls for the attention of the global society to evolve strategies and methods to prevent unlawful activities in the best interests of the people and national societies.

Certain service providers like face book and LinkedIn are forced to introduce a number of features on their websites to protect privacy of their users. A user can adjust how much information about posts, photos, online status and other factors are accessible to other people. It is learnt that certain service providers lie Google, yahoo, MSN, face book limit the ability of search site web crawlers to crop user information. As it is their privacy policy, they limit access to site information by third party 'search engine crawlers'.

Singh (2012) has observed that new option has also been introduced by face book where a user who logs in it from a different computer is asked for authorization. This login is notified to the registered email of the face book user. So if the account is hacked or an unknown user logs in, the information of such an access is immediately sent to the registered email. Linked in is the most professional social networking websites, its users generally seem to be aware of the need to behave professionally. The site provides a wide range of tools for customizing others views of users, such as the ability to change where the user connected to our just to see those having in common or the entire connections list.

The state should own the onerous of regulating these sites by its prescriptions and proscriptions for making the networking media better operationalised. The departmental information and technology, Government of India published draft rules in 2011 under section 43 A in orders to define 'sensitive personal information' and prescribe reasonable security practices that body corporate must observe in relation to the information the users hold.

Though the Indian Govt, introduced a separate bill called 'personal data protection act 2006' to meet the growing need, the bill is still pending in the parliament and is likely to lapse. Further, the information technology act 2008 has tried to address the demand of the IT industry by specifically introducing two sections, namely section 43 A and section 72 A which specify that they are measures towards 'Data protection'. It has noticed that this may make the personal data protection act 2006 redundant and superfluous. However, critics opine that the Indian govt. should consider enacting a separate data protection law along with lines of directive as/46/EC, So that the country is in the forefront of legal developments around the world.

Indian laws governing electronic commerce and data security are not that complex. All that is needed is effective enforcement of the same and to ensure that laws are more strict and easy to act upon. Mosein I (2006) has pointed out that social networking websites represent the cautiously used then it would lend to the blooming of interconnected and informed workforce.

When we conclude about social media it is revolutionary idea with a very bright future with further scope of advancements.

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Online Pedagogy – Innovative Teaching And Lerning

Mr. Pawar Dnyaneshwar Dagadu
Assistant Professor
S.K.B.S.S.College of Education, Osmanabad

A. Introduction:

The workgroup "online pedagogy for virtual learning environments" is part of the research project *collaborative European Virtual University*. The cevu - project is funded by the European Commission with the objective to develop concepts and frameworks for the realization of a common virtual learning environment based on the collaboration between various European universities. One main idea of cevu is to examine the whole process of integration of ICT into higher education with the focus of understanding the organizational changes in the participating universities.

Organizational change is more or less connected with change in teaching and learning. The task of the working group concerning *online pedagogy* was to analyze the process of change and its underlying educational views. When we compared the different approaches of the universities that were involved as partners of the workgroup in the *cevu-project* we found a heterogeneous puzzle of pedagogical models and innovation strategies. When we tried to combine the different elements of this puzzle into a coherent picture we neither found a consistent theory nor a common model, which could lead to a full understanding of the various approaches in online pedagogy. Nevertheless it seems possible to outline a frame that arranges the diversity of observed practices into a certain order. On the basis of this background we suggest to distinguish three dimensions in the field of online pedagogy. We assume that the frame of three dimensions enables an appropriate overview, allows a general orientation and gives hints for practice to those university teachers who are engaged in distance or blended teaching and learning. The three dimensions we created in this context are

I. PEDAGOGICAL PRINCIPLES
II. PEDAGOGICAL FUNCTIONS
III. PEDAGOGICAL VARIABLES

for virtual learning environments. We assume that it is not adequate to force the partaking universities to follow a particular educational model. We have to recognize that different universities and within those different faculties or even different projects build up their practice on the basis of distinct. The approach of the *pedagogical principles* outlines on a macro-level the general trends that can be observed in the field of online pedagogy with respect to the integration of ICT into higher education and the realization of virtual learning environments.

The first part of the paper thus integrates the different facets of the online pedagogy into an enclosing picture by summing up the different developments strings into ten thesis of educational beliefs. The approach of *pedagogical functions* develops a meson-level in online pedagogy based on the learning situation and contexts that can be defined in the higher education and have to be integrated into the construction of virtual learning environments.

B. Regards On The Conceptional Background And Framework Ofonline Pedagogy-

I. Principles In Virtual Eg Blended Learning Enviroments-

The current developments within the field of online pedagogy and the questions concerning net-based teaching and learning seen from an educational perspective are adding in the European area to a fragmented and diverse picture. On the of a basis of here presented analysis we do not dispose of a survey with empirical foundations adequate enough to be truly representative. Nonetheless it may be stated that the universities s belonging to the network of the cevu-project can be counted to the top-level universities in Europe. Indeed - and at this point the analysis can offer already more precise and validated conclusions in the cooperation - within the framework of the network exists a remarkable range of variations and non-simultaneity of the developments both between the land within the specific universities respectively their substructures as faculties, departments or other institutions. This heterogeneity does not only exist in the applied technologies and their embedment into different organizational structures. It also applies for the more or less implicit respectively explicate educational conceptions. Abstaining from a few exceptions there cannot be recognized a common pattern, that the ensemble of universities in the network would follow uniform, coherent educational theories, models or concepts.

1.1. **The Shift from Teaching To Learning-** The current online pedagogy is following up the globally desirable trend of a "shift from teaching to learning". Simultaneously the online pedagogy takes on a key position in the fundamental institutional change of the higher education sector. The ICT changes in an increasing degree the roles and relationships of learners and teachers by interfering and changing their interactions. The process of student's learning arrives at the focus of attention. The (traditional) tasks of an effective presentation, that is the task to transport learning contents into the presence in order to make them perceivable and learnable, will still persist. But in a virtual learning room they constitute just one variable (amongst others). In contrast the learner's activities are moving very distinctively into the foreground.

1.2. Student - Centered Approach- Thus the student-centered approach can be seen as the common pedagogical frame for the cooperation. This approach is based on the deepened understanding of student's learning. The learning process of the student is not just understood as a procedure in a black box, in which only the input of presented knowledge and the output of the known is observed, that for example just has to be reproduced in an exam. In a mainly divided constructivist perspective the student's (collegiate) learning is seen rather as an active, individual and socio-cultural process that is dealing with the construction of cognition and competences. The students create in the process their own structure of knowledge of the studied discipline and they develop acting opportunities that enable them to treat knowledge in a Competent manner.

1.3. Construction of Learning Environments And Learning Advice-In the student-centered approach the emphasis is moving from the traditional instructional-centered teaching towards the support of learning. The construction of learning environments and learning advice is evolving as one central task of the teachers. In the setting of pedagogical interaction respective communication the teachers are less occupied with the procurement of learning material. In fact

the learning material is integrated within the content management in a pedagogical design and is mainly available as virtual information in the net. The construction of a media -rich learning community enables the students to access the knowledge and the tools for the organizing, elaborating and criticalprooving, reproductive acquisition of codificated knowledge assets.

1.4 Active Learning and Learning Strategies-The students acquire an active role in above described learning arrangements. To be able to fulfill this role, they do not only have to cope with the added responsibility for their learning, but also they have to dispose of suitable learning strategies. This applies to the cognitive exposure with knowledge (organization, elaboration, critical examination and retrieval) as well as to the meta-cognitive strategies of planning, controlling and regulating the own learning processes and also the application of internal motivational and external supportive resources. In particular in relation to the knowledge management

1.5. Self-Organised And Self-Directed Learning- The students can only adopt responsibility for their own learning process, if they are in the position to organize and steer their learning process their selves. They can only then cope with this demand if they are able to use the prepared learning environment accordingly to their individual learning pre-requisites or to adapt the environment accordingly to their needs (self-organized) and to make independent decisions regarding their learning ways (self-directed). This scenario implies a disposition settled in the motivational pre-conditions to do, what you are able to do and to want to do this also (volition).

1.6. Interactive, Cooperative And Collaborative Learning- In fact learning always will be bound to the individual learner. Therefore it is of high value that learning in general is realized in (social) connections. Thus learning not only is intensified. At the same time learning opens up a social dimension in which evolve social competences to act. These competences are essential for scientific work and teamwork. In media -enabled placement the interactive and collaborative learning faces particular demands, whose handling needs special competences. Indeed there is a consensus in the *cevu* network, that the interactive, cooperative and collaborative aspects of learning deserve the highest degree of attention. In the Lang run cooperative and collaborative learning may lead to develop learning communities.

1.7. International And Intercultural Communication- The global structure of the world wide web not only enables, but even demands to realize interactive and collaborative learning in an international range. At the same time international communication implies and fosters language competences. That includes not only the communicative abilities. In addition international communication is as well a tool for understanding as also an instrument to access new horizons of understanding, in which the personal knowledge can be integrated into the globalised scientific culture and leds to a better multicultural understanding.

1.8. Authentic Situated Learning- In virtual rooms it is especially the abstraction, the extraction of the objects of learning out of their traditional contexts that demands their media -based

recontextualisation. Virtual learning reproduces at the level of a second reality the authentic of simulative learning. The online pedagogy disposes of an abundant repertoire of simulative methods.

C. Teachers And Ict- The current discussion within the scientific scholarship highlights the *shift from teaching to learning* (see chapter 1 - the ten ped. principles for details) as a paradigmatic change of the way we learn in Higher Education. This shift points to a new evolution in education that affects deeply the ways we are used to hold our lectures. The innovative powers of the new technologies pave the way for the construction of alternative paths to information sources for teachers and students alike. The faculty staff has to adapt to the the new role of the lecturer, that is, to move from the traditional instruction style to a position where he tutors and facilitates the more independent, self-directed learning processes of the students. Online pedagogy needs to offer additional models for the realization of this shift in teaching in higher education.

D. Learners And Ict :- The technology-based innovation of the higher education systems affects the way students organize their learning. The digitalization of information leads to completely new forms of knowledge representation within universities. The traditional classroom system limited the access to relevant information for the students to printed documents and the lecture and discussion that evolved in the courses. The digital representation of knowledge adds new gateways for the students to the relevant documents they need for their learning. We also have to take into account that the majority of students that enter the universities have already and give concrete examples.

E.Concluion- We assume that it is not adequate to force the partaking universities to follow a particular educational model. We have to recognize that different universities and within those different faculties or even different projects build up their practice on the basis of distinct The pedagogical variables in this context are understood as the discrete structure elements that – in its sum define the form and the options to teach and to learn in virtual learning environments.

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Sub theme: 'Observation as a tool of Educational research'

Arjun D. Pithe
Assistant Professor
G.E. Society's CollegeOf Education,
Sangamner-42260, Dist: Ahmednagar

Many methods and procedures have been developed to aid in the acquisition of data. These tools employ distinctive ways of describing and quantifying the data. Each is particularly appropriate for certain sources of data, yielding information of the kind and in the form that can be most effectively used.

Many writers have argued the superiority of interview over the questionnaire or the use of psychological test over the interview or use of observation over the questionnaire. The late Arvil S. Barr, university of Wisonsin teacher and researcher, resolved discussion of this sort by asking, "Which is better, a hammer or a handsaw?". Like the tools in the carpenter's chest, each is appropriate in a given situation. Student of research should familiarize themselves with each tool and attempt to develop skill in their use and sensitivity to their effectiveness in specific situations. Here observation research tool is discussed which will help students and researchers to develop skill in use of observation and sensitivity to its effectiveness in specific situations.

Observation:

In university athletic departments or professional sports organizations, observation has been used effectively to scout the performance of opposing teams. For instance, in football careful observation and recording of the skills and procedures of both team and individual players are made and defenses and offenses are planned to cope with them. In some schools teachers make short periodic or playground observations of pupil behavior, which are filed in the commutations folder. These recorded observations known as anecdotal reports, may provide useful data for research studies.

Laboratory experimentation seeks to describe action or behavior that will take place under carefully arranged and controlled conditions. But many important aspects of human behavior cannot be observed under the contrived conditions of the laboratory. Educational research seeks to describe behavior under less rigid controls and more natural conditions. The behavior of children in a classroom situation cannot be effectively analyzed by observing their behavior in a laboratory. It is necessary to observe what they actually do in a real classroom.

Instruments such as stop watches, mechanical counters, audio and videotape recordings, notebook computers, and other devices make possible observations that are more precise than mere sense observations. Having a permanent record on videotape also permits the researcher to start and stop the action for more accurate recording of data (especially when more than one subject is to be observed), to collect inter observer reliabilitydata without having two or more observers at the observation site, and to reexamine his or her ideas and decide on a new

format for coding behaviors .Where feasible, the video recording of the behaviors under study is recommended.

Computers can be used to record continuous data streams. A given key is assigned to each behavior under study, and, when pressed, it continuously records that behavior as occurring until it is pressed again. In some cases, the researcher may record multiple behaviors at the same time by pressing a second or third key, or the computer can be programmed to stop recording the initial behavior when the next key is pressed. Which way to program the computer depends on the purpose of the study. After the data are all entered into the computer, they can be printed out or further analyzed.

Systematic observation of human behavior in natural settings (e.g., classroom) is to some degree an intrusion into the dynamics of the situation. This intrusion may be reactive, that is, it may affect the behavior of the person(s) being observed. These potential confounding effects cannot be ignored. It is widely believed that individuals do not behave naturally when they know that they are being observed. The situation may become too artificial, too unnatural, to provide for a valid series of observations.

Concealing the observer has been used to minimize this reactive effect. Cameras and one-way screens were used by Gesell (1948) to make unobtrusive observations of infant behavior. One-way glass and concealed microphones and videotape recorders have been used in observing the behavior of children in natural group activities so that the observers could see and hear without being seen and heard.

Some authorities believe that the presence of an outside observer in the classroom over a period of time will be taken for granted,viewed as a part of the natural setting,and have little effect on the behavior observed.Others feel that introducing observers as active participants in the activities of the group will minimize the reactive effect more efficiently.

Should the participant observers make their purposes known to the members of the group observed?Some feel that concealing the intentions of the participant observers raises ethical questions of invasion of privacy and establishes a false, hypocritical, interpersonal relationship with the individuals in the group. However, in some cases informing those observed of the complete purpose of the study may affect behaviors so as to make the study meaningless. Do the ends of science justify the means of deception? In a society that increasingly questions the ethics of science,this issue must be confronted.In any case, deception should be minimized.

Validity and Reliability of Observation:

For the researcher's observations to achieve a satisfactory degree of content validity, the truly significant incidents of behavior must be identified and sampled. Supplementing the knowledge and skill of the researcher, the judgement of experts in the field may help in selecting a limited number of observable incidents whose relationship to the qualities of interest is based on sound, established theories.

Criterion-related and construct validity may also be necessary, depending on the purpose of the study and inferences made regarding behaviors. For instance, if certain behaviors were considered to be evidence of shyness, construct validity is needed to demonstrate a relationship between the behaviors and the underlying construct.

The reactive effect of the intrusion of the observer as a threat to the reliability of the process has been mentioned. In addition, when researchers are sole observers, they unconsciously tend to see what they expect to see and to overlook those incidents that do not fit their theory. Their own values, feelings, and attitudes, based upon past experience, may distort their observations. It may be desirable to engage others who are then well-prepared as observers, restricting the researchers' role to that of interpreters of the observations Kazdin(1982) recommends that the researchers not be the observers. To further reduce the possibility of bias, theobservers should be kept as ignorant as possible regarding the purposes and hypotheses of the study. This is called a blind. If the persons being observed are also unaware that they are participants in an experiment, thereby reducing the chances of a placebo effect, this becomes a double-blind.

Independent observers should be prepared by participation in,

1.The development of the procedures for observing and recording observations

2.The try-out or dry-run phase of the procedure

3.Thecritique of the results of the try-out phase.

If more than one observer is necessary (as is usually the case),reliability among the observers should be demonstrated. This isdone by having each participant observe with at least one other participant for a period of time and comparing their recorded observations. Percentage of agreement among observers should be quite high (usually 90% or higher) if the observations are to be considered reliable. High interobserver reliability is most likely when the behaviors to be observed are well defined and the observers well trained.

Recording Observations

If it does not distract or create a barrier between observer and those observed, simultaneous recording of observations is recommended. This practice minimizes the errors resulting from faulty memory. There are other occasions when recording would more appropriately be done after observation. The recording of observations should be done as soon as possible,while the details are still fresh in the mind of the observer.But many authorities agree that objectivity is more likely when the interpretation of the meaning of the behavior described is deferred until a later time, for simultaneous recording and interpretation often interfere with objectivity. Obviously, a video record permits later viewing of the tape and coding of the observed behaviors.

Systematizing Data Collection

To aid in the recording of information gained through observation, a number of devices have been extensively used. Checklists, rating scales, scorecards, and scaled specimens provide systematic means of summarizing or quantifying data collected by observation or examination.

Checklist

The checklist, the simplest of the devices, is a prepared list of behaviors or items. The presence or absence of the behavior may be indicated by checking *yes* or no the type or number of items may be indicated inserting the appropriate word or number or a mark may be made each time a behavior is observed in the space for that behavior. Checklist is used for purchase a used car, choose a home site, or buy an insurance policy, which indicate characteristics or features that one should bear in mind before making a decision.

Rating Scale

The rating scale involves qualitative description of a limited number of aspects of a thing or of traits of a person. The classifications may be set up in five to seven categories in such terms in such as,

1. superior	above average	average	fair	inferior
2.excellent	good	average below	average	poor
3.always	frequently	occasionally	rarely	never

Rating scales have several limitations. In addition to the difficulty of clearly defining the trait or characteristic to be evaluated, the halo effect causes raters to carry qualitative judgment from one aspect to another. Thus, there is a tendency to rate a person who has a pleasing personality high on other traits such as intelligence or professional interest. This halo effect is likely to appear when the rater is asked to rate many factors on a number of which he has no evidence for judgment. This suggests the advisability of keeping at a minimum the number of characteristics to be rated.

Another limitation of rating is the raters' tendency to be too generous. A number of studies have verified the tendency to rate 60% to 80% of an unselected group above average in all traits. Rating scales should carry the suggestion that raters omit the rating of characteristics that they have had no opportunity to observe.

Scorecard

Scorecards are frequently used in evaluating communities, building sites, schools, or textbooks. Accrediting agencies sometimes use the scorecard to arrive at an overall evaluation of a school.

Scorecards have been designed to help estimate the socioeconomic status of afamily. Such aspects as type of neighborhood, home ownership, number of rooms, number of books in the library, presence of telephone, occupations of parents are all considered significant and have appropriate point value assigned.

The limitations of scorecards the difficulty of choosing, identifying, and quantifying the significant aspects of the factor to be observed, there is the suspicion that the whole of a thing may be greater than the sum of its parts.

The Scaled Specimen:

One of the early scaled specimens developed in the field of education was the handwriting scale developed by Thorndike. From a large sample of handwriting exhibits taken at different ages and grade levels, norms were established. The handwriting to be evaluated was then matched with the exhibit sample, yielding a measure of handwriting quality.

Characteristics of good Observation:

Observation, as a research data-gathering process, demands rigorous adherence to the spirit of scientific inquiry. The following standards should characterize observers and their observations:
1] Observation is carefully planned, systematic, and perceptive. Observers know what they are looking for and what is irrelevant in a situation .They are not distracted by the dramatic or the spectacular.

2] Observers are aware of the wholeness of what is observed. Although they are alert to significant details, they know that the whole is often greater than the sum of its parts.

3] Observers are objective .They recognize their likely biases, and they strive to eliminate their influence on what they see and report.

4] Observers separate the facts from the interpretation of the facts. They observe the facts and make their interpretation at a later time.

5] Observations are checked and verified, whenever possible by repetition or by comparison with those of other competent observers.

6] Observations are carefully and expertly recorded. Observers use appropriate instruments to systematize, quantify, and preserve the results of their observations.

7] Observations are collected in such a way as to make sure that they are valid and reliable.

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Video Conferencing- An Innovative practice in Teaching & Learning process

Sheetal Prabhune
Assistant Professor
Dept. of Social Work
Central University of Karnataka.

Abstract

Multimedia combines five basic types of media into the learning environment: text, video, sound, graphics and animation, thus providing a powerful new tool for education. Multimedia can be recorded and played, displayed, dynamic, interacted with or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance.

Learning theory in the past decade has expanded dramatically because of the introduction of multimedia. The idea of media convergence is also becoming a major factor in education, particularly higher education. Defined as separate technologies such as voice (and telephony features), data (and productivity applications) and video that now share resources and interact with each other, synergistically creating new efficiencies, media convergence is rapidly changing the curriculum in universities all over the world. Likewise, it is changing the availability, or lack thereof, of jobs requiring this savvy technological skills. Educators need to consider how to perfect the education system to improve students' practical ability. Therefore, an efficient way should be used to make the class vivid. Multimedia teaching will bring students into a class where they can interact with the teacher and the subject. Multimedia teaching is more intuitive than old ways; Teachers can simulate situations in real life. In many circumstances teachers do not have to be there, students will learn by themselves in the class. More importantly, teachers will have more approaches to stimulating students' passion of learning.

This paper throws a light on the innovative teaching and learning practices through the method of video conferencing under the umbrella of multimedia. This paper is based on the secondary data and review of the literature available from the resources.

Keywords: Multimedia, video conferencing, technological skill.

Introduction:

"The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking." — Albert Einstein

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training and directed research. Time has been changing and with it the method of teachings are also changing. The Gurukula system played a vital role in shaping and building interest in the teaching learning practices. But now, as the time has changed, there are some new methodologies introduced in this system. Technology plays an increasingly significant role in improving access to education for people living in impoverished areas and developing countries. In 2012, the modern use of electronic educational technology (also called e-learning) had grown at 14 times the rate of traditional learning. Open education is fast growing to become the dominant form of education, for many reasons such as its efficiency and results compared to traditional methods. Many large university institutions are now starting to offer free or almost free full courses such as Harvard, MIT and Berkeley teaming up to form. Other universities offering open education are Stanford,

Princeton, Duke, Johns Hopkins, Edinburgh, U. Penn, U. Michigan, U. Virginia, U. Washington, and Caltech. It has been called the biggest change in the way we learn since the printing press.

Teachers primarily require access to learning resources, which can support concept development by learners in a variety of ways to meet individual learning needs. Enabling teachers to have access to multimedia learning resources, which support constructive concept development, allows the teacher to focus more on being a facilitator of learning.

Multimedia as an educational Tool:

The elements used in multimedia have all existed before. Multimedia simply combines these elements into a powerful new tool, especially in the hands of teachers and students. Interactive multimedia weaves five basic types of media into the learning environment: text, video, sound, graphics and animation. Since the mode of learning is interactive and not linear, a student or teacher can choose what to investigate next. The multimedia technologies that have had the greatest impact in education are those that augment the existing curriculum, allowing both immediate enhancement and encouraging further curriculum development.

Multimedia is a term frequently heard and discussed among educational technologists today. Unless clearly defined, the term can alternately mean .A judicious mix of various mass media such as print, audio and video. Multimedia is the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and test resources to develop effective presentations on an affordable desktop computer. (Fenrich, 1997).

Multimedia is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program. (Phillips, 1997).

Why use multimedia at all? Of what use is multimedia in education? The answers to these questions could be sought through an understanding of the capabilities and limitations of the medium. Besides being a powerful tool for making presentations, multimedia offers unique advantages in the field of education. Multimedia enables us to provide a way by which learners can experience their subject in a vicarious manner. The key to providing this experience is having simultaneous graphic, video and audio, rather than in a sequential manner. With multimedia, the process of learning can become more goal oriented, more participatory, flexible in time and space, unaffected by distances and tailored to individual learning styles, and increase collaboration between teachers and students. Multimedia enables learning to become fun and friendly, without fear of inadequacies or failure.

Video Conferencing- A Outline:

During the first manned space flights, NASA used two radiofrequency (UHF or VHF) video links, one in each direction. TV channels routinely use this type of video telephony when reporting from distant locations. The news media were to become regular users of mobile links to satellites using specially equipped trucks, and much later via special satellite videophones in a briefcase.

Videoconferencing systems throughout the 1990s rapidly evolved from very expensive proprietary equipment, software and network requirements to a Standard based technology readily available to the general public at a reasonable cost.

In the 2000s, video telephony was popularized via free Internet services such as Skype and I Chat, web plug ins and online telecommunication programs that promoted low cost, albeit lower quality, Video conferencing to virtually every location with an Internet connection

Technological developments by videoconferencing developers in the 2010s have extended the capabilities of video conferencing systems beyond the boardroom for use with handheld mobile devices that combine the use of video, audio and onscreen drawing capabilities broadcasting in realtime over secure networks, independent of location. Mobile collaboration systems now allow multiple people in previously unreachable locations, such as workers on an offshore oil rig, the ability to view and discuss issues with colleagues thousands of miles away. Traditional videoconferencing system manufacturers have begun providing mobile applications as well, such as those that allow for live and still image streaming.

The components required for a videoconferencing system include:

- **Video input**: video camera or webcam
- **Video output**: computer monitor, television or projector
- **Audio input:** microphones, CD/DVD player, cassette player, or any other source of PreAmp audio outlet.
- **Audio output:** usually loudspeakers associated with the display device or telephone
- **Data transfer**: analog or digital telephone network, LAN or Internet
- **Computer:** a data processing unit that ties together the other components, does the compressing and decompressing, and initiates and maintains the data linkage via the network.

Video Conferencing in Education:

Videoconferencing uses audio and video telecommunications to bring people at different sites together. This can be as simple as a conversation between people in private offices (point to point) or involve several (multipoint) sites in large rooms at multiple locations. Besides the audio and visual transmission of meeting activities, allied videoconferencing technologies can be used to share documents and display information on whiteboards.

In America, the term is fast becoming defined as any use of television to join people in some live interaction. However, the term is actually applied to a wide range of situations from live video lecturing to large audiences, to a point-to-point, individual-to-individual desktop PC chats. New communication technologies are blurring the distinction between traditional and distant teaching. It has potential uses in both situations. The main pedagogical issue is to understand where the new technology will have real impact on learning *effectiveness*. The reasons for using video conferencing in traditional and distance teaching are very different. There is also a role for video conference on an international basis.

Traditional Education	Distance Education	International
Increased access to students	Social contact	Access to International expertise
Broaden the learning experience	Tele presence	Cultural understanding
Distributed, virtual classes	Group coherence	Language learning
Increased access to experts	increased access to teachers and experts	

Table : Why use video conferencing

- Video conferencing provides a means to get both students and tutors to a central location, all be it virtually. In Australia the introduction of video conferencing has helped rural Institutes expand by 500%. Video conferencing does not support open leaning, students must still register and attend classes at preset times and progress at the pace established by the course.
- Video conferencing could lead the way for a dual approach, giving students more responsibility for their learning, working in groups, doing tasks, all of which would benefit conventional teaching, but video conferencing provides an opportunity to implement them.
- There is no firm evidence as to whether full two ways or one way with audio or simply video tapes are most effective. Depends on the situation of the learner and whether true open (time and location) learning rather than distance (location) learning is required.

Assessing the role of technology

When the role of a technology within learning is assessed, there are two separate criteria to consider, those or *effectiveness* and *efficiency*. Effectiveness refers to the opportunity the technology offers to improve on what is obtainable with traditional methods. Video conferencing is particularly promising for the support of dialogue. When we turn to the question of efficiency, the case of technology delivering the primary exposition – the access to content - becomes stronger. The delivery may take the form of a video conference lecture or other forms of multimedia.

Video conferencing was not designed as a method for educating the masses. It is an intimate method of communication on an individual or small group basis. It does not replace the use of print or other methods used in the conceptualisation process. Its can be used to encourage construction, its true use lies in encouraging dialogue and increasing the scope for dialogue.

- It eliminates expensive travel
- It makes the best use of limited time
- It allow genuine dialogue between all participants.
- It allows immediate, full two way communication of content - verbal, pictorial objects etc.
- It provides a sense of social presence

Pedagogy

It is important to consider the methods of teaching adopted in video conferencing situations. It is necessary to consider whether the technology is more suited to a particular teaching strategy. In Australia has tried it with courses as diverse as a traditional lecture course, to Sign Language to a workshop for Chefs. One study which looked closely at this issue is Kendall & Oaks (1992) They used two way interactive video delivered via microwave.

Paul Rixon says that the students vastly prefer video conferencing to other forms of communication in distance education. They also become more self reliant, they run their own rooms, and this self reliance spills into other parts like negotiating with lecturers and libraries. Results are at least as good as for standard courses. Because the students realise that video conferencing gives then access to a wider range of options, they generate considerable peer pressure to keep the group going - this creates a low dropout rate.

In another study which asked students rather than tutors, Students at the University of Ulster sessions felt that the VC system lent itself best to lectures and least to free flowing discussions and they would recommend this form of learning to other students(Abbot et al 1993)

Videoconferencing provides students with the opportunity to learn by participating in two way communication forums. Furthermore, teachers and lecturers worldwide can be brought to remote or otherwise isolated educational facilities. Students from diverse communities and backgrounds can come together to learn about one another, although language barriers will continue to persist. Such students are able to explore, communicate, analyze and share information and ideas with one another. Through videoconferencing, students can visit other parts of the world to speak with their peers, and visit museums and educational facilities. Such virtual field trips can provide enriched learning opportunities to students, especially those in geographically isolated locations, and to the economically disadvantaged. Small schools can use these technologies to pool resources and provide courses, such as in foreign languages, which could not otherwise be offered.

Conclusion:

This paper is a small piece of effort towards the frequent use of the video conferencing in the teaching and learning practices. The subject projected in this paper is not much implemented in India as compared in western countries. Also, much of its literature is based on the study and analysis made in west. Therefore, this literature review based paper is completely depends on the writings of western authors published in journals, books and publications. The author has complied the work related to the subject and has tried to focus on the facts and need for this kind of practices to be followed in the Education system.

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A Study Of Need For Psychological Counseling Of Ix Standard Marathi Medium Students Of Aurangabad District

Researcher:Shaikh Naheed Naaz
Guide:Dr.Kaneez Fatema

Abstract :

This paper focus on need of psychological counseling for students of age group of 14 to 16 years. Purpose of counseling at this stage is to help the total development of students, to enable students to make proper choices at various stages of their educational career. To help the students in vocational developments. To identify and help students in need of special help. To minimize the incidence of indiscipline. To help students make the best possible adjustment to the situations in the school as well as in the homes, to solve the problems concerning sex, emotionally & mental health.

Hypotheses of the study are :

1. *The need for psychological counseling among IX standard Marathi medium urban students is high.*
2. *The need for psychological counseling among IX standard Marathi medium rural students is high.*
3. *There is no significant difference between the need for psychological counseling among IX standard student urban and rural areas.*

Sample selected for the present work were 200 IX standard students (100 urban & 100 rural). The data collected by administrating Psychological Counseling Need Scale by Dr.Vijaya Laxmi Chouhan and Mrs.Gunjan Ganotre.

Findings revealed that the need for psychological counseling is average in IX standard students where urban students show low mean value as compare to rural.

Introduction :

Many people will, at some point in their lives, find themselves in the role of a counselor without having a true understanding of the concept of counseling or what the role of the professional counselor entails.

Counselling teens can be tricky business. The call is invariably from exasperated parents who no longer can tolerate the behavior of their son or daughter. The teen is presented as out of control. There may be concerns of drugs or alcohol; school performance, and/or the influence of the peer group. The teen may be described as depressed, anxious, angry or even suicidal.

1. Counselling is -

- 'Counseling' give advice to a (a person) on social or personal problems, especially professionally and the professor of assisting and guiding clients, especially by a trained person on a professional basis to resolve especially personal, social or psychological problems and difficulties.
- The process that occurs when a client and counselor set aside time in order to explore difficulties which may include the stressful or emotional feelings of the client.

- The act of helping the client to see things more clearly possibly from a different view-point. This can enable the client to focus on feelings, experiences or behavior, with a goal to facilitating positive change.
- A relationship of trust, confidentiality is paramount to successful counseling. Professional counselors will usually explain this policy on confidentiality, they may, however, be required y law to disclose information if they believe that there is a risk to life.

2.Need of the Counselling :

Counseling is learning oriented process carried on by a professionally competent counselor in relevant psychological skills and knowledge to assist the client with methods within context of the total personnel program to lean more about herself, accept herself and born how to put such understanding into effect in relation to more clearly perceived realistically deined goals, to enable the client become a happier and productive member of society. This is very essential for students who need to find themselves by weighing the pros and cons of each need to aid necessary adaption to their new found role but it is highly neglected.

School student is mostly challenged by sudden increase in responsibilities emotional, physiological, psychological and social performance. Just as Oduuran (2000) predicted that there will be contending needs and problems to cope with –

- Self understanding and self direction.
- Helps in understanding one's strength, limitations and other resources.
- Helps individual to develop ability to solve problems and take decisions.
- Optimum development of students.
- Solving different problem of the individual.
- Academic growth and development.
- Vocational maturity, vocational choices and vocational adjustments.
- Social personal adjustment.
- Better family life.
- Good citizenship.

3.Significance of the problem :

If counselors are to meet the needs of the clients they must understand the unique perspective of the population, this include understanding the problems the clients brings and how they experience the counseling process. One such important life stage is the period of adolescence when one moves from childhood to the grown up realms of decision making and responsibility. Adolescence has both long term and short term effects physical as well as psychological effects coupled with rapid mental development and the subsequent change is taken with ambivalence by adolescents they want the independence and dread the responsibility.

4.Problems of higher secondary school students :

1. Adjustment to physical growth.
2. Adjustment to mental competition.
3. Adjustment to emotional
4. Problem of home adjustment.
5. Problem of adjustment with friends.
6. Problem of sex adjustment.
7. Problem of adjustment with society.

5.Purpose/Needs of counseling at this stage are :

1. To help the pupils to solve the problems concerning physical health.
2. To help the pupil in making family adjustment.
3. To help the pupil to solve problems concerning sex, emotionally and mental health.
4. To help the pupils in making social adjustment including adjustment with the school.
5. To help in the total development of the student.
6. To motivate the youth for self-employment.
7. To help fresher establish proper identity.
8. To identify and motivate the students from weaker sections.
9. To help the students in their period of turmoil and confusion.
10. To help in tackling problems arising out of student explosion.
11. To make up for the deficiencies of home.

Objectives: The aims and objectives of personal counseling are :

1. To assist the individual in understanding himself/herself.
2. To assist the individual involving the personal problems.
3. To assist the individual in taking independent decisions and judgments.
4. To assist the individual to view the world and the social environment in right perspective.
5. To assist the individual in making sound adjustments to different problems confronted in life.

Objectives Of The Study Are :

1. To study the need of psychological counseling of Marathi medium IX standard students.
2. To study the need of psychological counseling of urban students.
3. To compare the need of psychological counseling among urban and rural students.

Hypotheses :

1. The need for psychological counseling of IX standard Marathi medium urban students is high.
2. The need for psychological counseling of IX standard Marathi medium rural students is high.

3. There is no significant difference between the need for psychological counseling among IX standard students urban and rural.

Procedure :

1. Sample Technique:

Most of educational phenomena consist of a large number of units. It would be impracticable if not possible to test, to interview or observe each unit of the population under controlled conditions in order to arrive at principles having universal validity.

Sampling Method :

Sampling methods can be classified into two broad categories :

a) Non-probability sampling.
b) Probability sampling.

2. Size of the sample :

The researcher adopted the random sampling method for selecting the sample and has selected randomly 200 Marathi medium students which were more convenient in the study. 100 urban students and 100 rural students which were convenient in the study.

3. Methodology and Tools : Methodology used for the study was survey method.

Tool use for data collection:

A researcher will require many data gathering tools or techniques which may vary in their complexity, design, administration and interpretation. Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools which will provide data. She requires for the testing of the hypotheses.

The major data gathering tools of research may be classified broadly into the following categories.

1. Psychological tests
2. Inquiry forms
3. Observation
4. Interview
5. Sociometic techniques.

The researcher has chosen Psychological Counseling Need Scale for collecting data by Dr.Vijaya Laxmi Chouhan and Mrs.Gunjan Ganotre.

Description of the Tool :

Researcher has used PCNS (Psychological Counseling Need Scale) for collecting data. She has divided the question paper to the student of Marathi medium urban and rural area of Aurangabad district. Then she collected the papers and given marks scores.

Data collected by the researcher is parametric data. The standardized test was used by the researcher to measure the need of psychological counseling. The researcher has collected the data from the Marathi medium students of Aurangabad district. Sample was selected by stratified random sampling method i.e. 100 urban and 100 rural students of Marathi medium IX standard students of Aurangabad district. The questionnaire was distributed and instructions were given. The respondent took 10 to 15 minutes to fill the whole scale.

Table No.1
Analysis And Interpretation Of Data

Sr.No.	Score of psychological Need	Interpretation
1	25 – 71	Very low
2	72 – 75	Low
3	76 – 79	Average
4	80 – 83	High
5	84 – 125	Very High

Table No.2
Showing Mean Value Of Ix Standard

Sr. No.	Students	N	Mean of PCN (Psychological Counseling Need Scale)	Interpretation
1	Urban	100	72	Low
2	Rural	100	77	Average

Table No.3
Showing 'T' Values

Group	N	Mean	S.D.	't'	'df'	Interpretation
Urban	100	72	9.05	3.81	198	0.05 level Significant
Rural	100	77	0.05			

Findings:

1. The mean scores of need of psychological counseling Marathi medium urban students of Aurangabad district is 72.
2. The mean scores of need of psychological counseling Marathi medium rural students of Aurangabad district is 77.
3. There is significant difference between the need for psychological counseling among IX standard urban and rural students.
4. The need for psychological counseling among IX standard urban student is low.
5. The need for psychological counseling among IX standard rural student is average.

Conclusion / Discussion :

Review conclusions should help people make well-informed decision about future research. The implication of research should comment on the need of the further research that would be most desirable.

In this study problem related with adolescence age. Counsellors should know how to handle this age group of students.

If counselors are to meet the needs of the clients they must understand the unique perspective of the population. This includes understanding. The problems of client brings and how they experience the counseling process.

1. Adolescence Period :

Adolescence period is the most important and critical period of individual's development. Adolescence have to face various difficult situations and education should be organized to enable them to face all these problem of life.

2. Counseling for Adolescence stage:

This is the most critical stage of individual development. It is the stage of stress and strain, storm and strife heightened emotionality and hyper suggestibility anxieties and worries conflicts and frustrations.

In the research study the researcher first selects the area of research. She identifies and defines her problem, she reviews the literature to acquaint herself with the recent development in knowledge related to her study. She finalized her research plant and then starts working activity on the problem itself according to the plan. In the planning process, the researcher has to decide about research method that she could use in solving her research problem.

The researcher has chose Psychological Counseling Need Scale for collecting data by Dr.Vijaya Laxmi Chouhan and Mrs. Gunjan Ganotre.

After the computation of the total scores the percentile ranks are calculated and interpreted as very low, low, average, high or very high psychological counseling needs.

3. Hypotheses :

- H_1 : The need for psychological counseling among IX standard urban students is high. The mean is 72 which is in range (72-75) in the percentile norm. There is low score – Hence above hypothesis is rejected.
- H_2 : The need for psychological counseling among IX standard girls students is high. The mean is 76 which is in range (76-79) in the percentile norm. value score – Hence above hypothesis is rejected.
- H_3 : There is no significant difference between the need for psychological counseling among IX standard urban and rural students

- The calculated 't'value is 3.81, which is greater than the standard table value 1.97 hence the difference is significant at 0.05 level of confidence, thus above hypothesis is rejected.

4. Suggestions:

1. Parents should understand that adolescents as a group had a large number of problems. These were related to physical development, physical growth, physiological growth, intellectual development, emotional development, social development and moral development.
2. The teachers were also not in a position to identify the problems faced by the students. They were not exposed to any counseling practice either in theory or practice.
3. Parents were not equipped for the role of counseling. They were ignorant about the problems faced by their children. They should know how it a better way.
4. There was little social relationship between parents and teacher. They should remove / minimize their gap.
5. The adolescents problems covered personal, educational and vocational fields. With parents and teachers not being in a position to resolve the problems.

5. Recommendations :

Similar type of study can be further done on any variables of the present research problem.

1. A study of the effect of psychological counseling on the academic achievement of adolescent.
2. A comparative study of need for psychological counseling among CBSE and ICSE students of X of Aurangabad city.
3. A comparative study of need for psychological counseling among Government school students and private school students of Aurangabad city.
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Teaching Methods

Mr. Sachin K. Shelke
Assitant Teacher
Podar International School, Jalna
Near Shivaji Statue, Ram Nagar Road, Jalna (MS)

Abstract

A teaching method comprises the principles and methods used for instruction to be implemented by teachers to achieve the desired learning in students. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about.

In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity. The approaches for teaching can be broadly classified into teacher centered and student centered. It is the primary role of teachers to pass knowledge and information onto their students.

In Student-Centered Approach to Learning, while teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

There are some innovative methods of teaching that will help to teachers for effective teaching.

1) **Informal Instruction** : is , as the name suggest, much less formal
   - If you have been teaching a particular group of students for some time, you probably already known quite a bit about their interests, ability levels, and learning styles
   - Students generally enjoy talking about themselves and having their teacher get to know them well, as it makes them feel special, as well as directing you in choosing your teaching methods.
2) **Direct Instruction** : It is the most common form of instruction.
   - This is the lecturing method of teaching. Many teachers use this teaching method almost exclusively, as it is considered the simplest.
   - However, this is not the most effective teaching ones, who often need a more engaging, hands-on strategy in order to learn effectively.
3) **Inquiry-based learning** : This teaching method is rapidly gaining popularity. This teaching method is extremely student-centered and student-directed.
   - Based on the scientific method, this teaching method can be used for virtually all subjects.
   - Using inquiry-based learning takes a lot of time, energy and planning, but it is often very effective.
   - Students practice problem solving and critical thinking skills to arrive at a conclusion.
4) **Cooperative learning** : is another teaching method that is considered highly effective when done correctly.

- With cooperative learning, students are put in small groups to work together.
- They are usually not grouped by ability, but put in a group with children at a variety of levels. The students are then given tasks to accomplish together.
- Teachers may need to monitor these groups carefully, to make sure they are staying on task and that all students are participating.
- This form of instruction also lend itself well to differentiation , because the teacher can assign specific task to children at different ability levels.

5) Information processing strategies

While it is often advisable to have students really understand the teaching methods and not just memorize facts, there are some cases when facts need to be memorized.

- Facts and concepts may also need to be grouped or organized in order to facilitate better understanding.
- Teachers can use various teaching methods to helps students with memorization, or they can use graphic organizers , mind maps, story webs , or other ways to represent information.

6) **Peer partner Learning:** Students work together as partners , one functioning as a "doer" and the other as a "helper".

- The doer performs a task or answers questions; the helper observes and provides feedback and helping information.
- The doer is the student and the helper takes on the role of teacher. Later , the partners reverse role.

7) **Discussion / Brainstorming Strategies**: This techniques involves critical thinking and presenting their views.

- Engaging students in discussion deepens their learning and motivation by propelling them to develop their own views and hear their own voices.
- A good environment for interaction is the first step in encouraging students to talk.

8) **Experiential Learning** : This is a self method , where the students learn by himself.

- Experiential Learning is an approach to education that focuses on " Learning by doing," on the participants subjective experience.
- The role of the educator is to design " direct experiences" that include preparatory and reflective exercises.

9) **Games / Demonstration / Simulations** : Games , experiments and simulations can be rich learning environments for students.

- Students today have grown up playing games and using interactive tools such as the internet, phones , and other appliances.

- Games and stimulations enable students to solve real-word problems in a safe environment and enjoy themselves while doing so.

10) **Humour in the classroom** : Use of humour in the classroom can enhance student learning by improving understanding and retention.

11) **Service Learning**: This technique helps the students to be aware of his responsibilities as a citizen.
- Service learning is a type of teaching that combines academic contain with civic responsibility in some community project.
- The learning is structured and supervised and enables the student to reflect on what has taken place.

12) **Teaching with cases**: Case study present students with real life problems and enable them to apply what they have learned in the classroom to real life situations.
- Cases also encourage students to develop logical problem solving skills and, if used in terms, group interaction skill.
- Students define problems, analyze possible alternative actions and provide situations with rationale to their choices.

13) **Team – Based Learning** : Team based learning (TBL) is a fairly new approach to teaching in which students rely on each other for their own learning and are held accountable for coming to class prepared.
- Research had found that students are more responsible and more engaged when team-based learning is implemented .
- The major difference in TBL and normal group activities is that the groups are permanent and most of the class time is devoted to the group meeting.

14) **Writing Assignment :** Writing assignment for class can provide an opportunity for them to apply critical thinking skills as well as help them to learn course content.

15) **Cross- curricular learning / Integrated Learning** : Emphasizing links between subjects help children make sense of what they are learning.
- Making links between subjects also helps us learn more effectively as it offers opportunities to apply and embed skills and knowledge in meaningful and purposeful contexts.
- For example data handling skills learnt in Math can be purposely applied in Geography and Science.

16) **Differentiated Learning :** Not all students are alike. Based on this knowledge, a differentiated instruction applies and approach to teaching and learning that gives students multiple option for talking in information and making sense of ideas. The model of differentiated instruction requires

teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners to rather than expect students to modify themselves for the curriculum.

17)**Graphic Organizers** : A graphic Organizer is a visual communication tool that uses visual symbols to express ideas and concepts , to convey meaning.

- A graphic Organizer often depicts the relationships between facts , terms , and or ideas within a learning task.
- It is often referred to as a "map" because it can help teachers and students "map out" their ideas in a visual manner.
- There are many similar names for graphic organizers including knowledge maps, concept map, story maps cognitive organizers , advance organizers , or concept diagram.
- This can allow students to develop a strategy for note –taking, creative writing , report writing, studying the easy way , studying as a group, meeting, etc.

18)**Debating:** Debating is a structured contest of argumentation in which to opposing individuals or teams defend and attack a given proposition. The procedure is bound by rules that vary based on location and participants. The process is adjudicated and a winner is declared.

19)**Think-Pair-Share** : It is strategy designed to provide students with " food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student.

- With students seated in teams of 4 , number them from 1 to 4.
- Announce a discussion topic or problem to solve .
  (Example : Which room in our school is larger , the cafeteria or the gymnasium ? How could we find out the answer ?)
- Give students at least 10 seconds of think time to THINK of their own answer .
  (Research shows that the quality of students responses goes up significantly when you allow " think time.") Using students numbers , announce discussion partners .
  (Example: For this discussion,Student# 1 and # 2 will be partners. At the same time, student #3 and #4 will talk over their ideas.
- Ask students to PAIR with their partner to discuss the topic or solution.
- Finally , randomly call on a few students to SHARE their ideas with the class.

20) **Role Playing :** In the role playing ,students act out characters in a predefined "situation".

- Role playing allows students to take risk-free positions by acting out characters in hypothetical situations.
- It can help them understand the range of concerns, values, and positions held by other people.
- Role playing is an enlightening and interesting way to help students see a problem from another perspective.

21) **Questioning Technique:** The teacher should begin by obtaining the attention of the students before the question is asked.

- The question should be addressed to the entire class before a specific student is asked to respond.
- Calls for responses should be distributed to among volunteers and non-volunteers, and the teacher should encourage students to speak to the whole class when responding.
- However, the teacher must be sensitive to each student's willingness to speak publically and never put a student on the spot.

22) **Story Mapping**: Story map is visual depiction of the setting or the sequence of major events actions of the story characters.

- This procedure enables students to relate story events and to perceive structure in literary selections.
- By sharing personal interpretations of stories through illustrations, students increases their understanding and appreciation of selections.
- Story maps can be used as frameworks for story telling or retelling, and as outlines for story writing.

23) **Word Wall:** A word wall is an organized collection of words prominently displayed in a classroom.

- This display is used as an interactive tool for teaching reading and spelling to children.
- There are many different types of word walls including high frequency words, word families, names, alphabet and "doozers".

24) **Clozed Procedure** : Close procedure is a technique in which words are deleted from a passage according to a word –count-formula or various other criteria.

- The passage is presented to students, who insert words as they read to complete and construct meaning from the text.
- This procedure can be used as a diagnostic reading assessment technique.

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Innovative Teaching Strategy

Mr. Jitendra Subhash Shinde
Assistant Professor
Department of Education
Dr. Babasaheb Ambedkar Marathwada University,
Sub campus Osmanabad

Introduction

Our educational system and teaching methods is very old, many teacher follow same teaching methods, no one can think about this teaching methods. Our teaching method is one way interaction method just like sender and receiver. The teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. These teaching technique "Chalk and Talk" techniques. These type teaching methods like teacher center method. Some drawback about traditional methods. Teaching in classroom using chalk and talk is "one way flow" of information, Teachers often continuously talk for an hour without knowing students response and feedback. The material presented is only based on lecturer notes and textbooks. Teaching and learning are concentrated on "plug and play" method rather than practical aspects. The handwriting of the lecturer decides the fate of the subject. There is insufficient interaction with students in classroom. More emphasis has been given on theory without any practical and real life time situations. Learning from memorization but not understanding. Marks rather than result oriented.etc.

The purpose of education is not just making a student literate but adds rationale thinking,Understanding.When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers. The purpose of this paper suggests other useful innovative teaching methods that can be attempted in imparting knowledge to the students.

Strategies of Innovative Teaching

Apply some selected strategies for student engagement and participation. Because present situation is different between past situation. Student not only depend teacher for modifies knowledge or information. They are many sources or option for that. So as a teacher you should create new Innovative Teaching Strategy.

1. Multi Age Classroom

Multi age grouping is just like a mix age classroom is one of the devices used to organize classrooms in any schools. It is the deliberate mixing of children from various age groups of more than one year in the one class. Multi age groupings are also known by other terms, e.g. vertical, family and heterogenic our groupings. In this method student in ways that offer
Them the best opportunity to get a best learning experience. Multi age classes are self-directed, with students appearing to be far more engaged in their work than in traditional teacher-centered, single age classroom.

The benefits of this method for both teachers and children when learning and teaching in a multi age classroom. Because of the mixed age group, the younger children benefit from the positive models of older children, often aspiring to their levels of capability. At the same time, the older children rise to the expectations of the younger children and teacher, being very responsible and having opportunities to lend and use their expertise

2. Cooperative Learning

Cooperative learning is the beneficial method for new generation student "A method of instruction that encourages students to work in small groups, learning material, and then presenting what they have learned to other small groups. In doing so, they take responsibility for their own learning as well as their classmates." In other words, cooperative learning is a system in which students and teacher are more motivated and motivators. By shifting responsibility for learning from teachers to students, cooperative learning takes away the "us vs. them" mentality that the typical school organization naturally tends to in courage and creates in its place a new dynamic where students feel empowered and eager to succeed on their own terms and not only to please their teacher.

In this method student and teacher is very easy communicate every point as well as problems about learning. These methods cover many social skills for student. Just like communication skill, design making skill, creative thinking skill, filling or knowledge expression skill, etc. it means this method is very important for student future life.

3. Advisories learning

I know it is not easy possible to run this method at school or classroom. Advisories learning are a new style about teaching. In this method student roll is very important. Because student communicate teacher about learning than teacher provide some information or knowledge for student. As our general observation in classroom is some student all ready known some syllabus, than if teacher teach again that syllabus that particular student can't attention to teacher. Some time many concept student understand in social communities so why teacher teach again in school.

In this type condition teaching and learning process is very boring both side. So student advice is most important which point he learn in classroom. Which point he learns or known already. So teacher understand which point student known and which point student unknown. This type bifurcation is most important for start to teach any topic. Teachers focus only unknown topic and revision known topic, Student also attention unknown topic. So this method is very beneficial to learnt student and teaches to teachers.

4. Project Based Learning

Project based learning it not very new method but important method for student development. Project based learning method is a way to meaningful learning thought real experience. This method suggest to think outside because instead of learning material out of

textbook. Students work just like team and solve or search problem solution. Students will collaborate each other.

In this method important point is Student project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management. Teacher roll are he give meaningful problem or project for student. Some project given by student team and some project give single student as per project requirement. After completion project some beneficial changes our classroom just like meaningful relationships and build virtual communities of learners in the process. There are many advantages to PBL as a way to promote learning. So students can make important connections between what they.

5. Team Teaching Method

Team teaching method is like project based learning. Different is this group is create by teachers group. In team teaching a group of teachers, working together, plan, conduct, and evaluate the learning activities for the same group of students. This method is depending to teacher's attitude and cooperation teachers of various interests and abilities work together as a team to deliver a multidisciplinary program for the students.

Team teaching methods or approach allows for more interaction between teachers and students and it is very useful for student learning. Evaluation are both side in this type method both side means faculty members evaluate students achievement and student also evaluate faculty members on teaching style. It means this method develop and improve both side. This is positive sign for team teaching method.

6. Internship learning

Internship is the part of professional education system. It is a very important part of professionalism. Because this concept related to student career, so we set student career in school level. So this concept means internship learning is introduce to school level student. There is a growing "school-to-career" movement in high schools everywhere. Such programs are aimed at improving student engagement and achievement by giving relevance to the curriculum.

School introduces this type internship for student career choice. Student spends some days outside the school every month for deferent career filed. After filed visit student submit his report in school. These visits are support to student for her career filed. Internship learning is already outside its means student give real experience and reality. It's very difficult to start in school but very useful for student career.

7. Rebirth of Art:

Artist and Creative person is always a good option for each other. But now days we are only think that creative means only way of new thinking. We have to change this concept. Now days every institute and every social fundamental want new thinking with new possibilities. To fulfill it we have to rebirth Art as nature to way of living.

8. Parent Involvement:

Education should be dynamic. For it change is necessary at this time schools also have to change. Reformation of school teaching and method will laid us towards prosperity. When

reformation is important then people and parents have to accept this change. But parents always fear about changing. Because it may be a trial process. But without it we cannot firmly develop good ideas and new methods. One best way to overcome this fear is to evolve parents in school process. When parents actively involved in it they become an active member of this change. They come to know that what is good and what is bad for students future. So parent involvement should have to take in consideration.

9.Outdoor Learning

This is big subject of debate that is this necessary to take student outdoor and will it be helpful than indoor routine life. Fact is seating them in a classroom for all day is very harmful as inhuman.Children needs some movement and want to experience all the things which are their around. Research suggests and underlines the importantance of sunlight and fresh air being essential for healthy development and academic achievement. There is no option for outdoor academic treatment for children if we want a developed civilization.

Conclusion

In the end, this paper is about what we have today and what we should have to tomorrow. We have to give attention towards that what today learner wants to learn. What we have to develop for better education. For new era of education we should have to developed new system of education. When we have billions of schools, we should have to complete ratio of literacy and knowledge similar to quantity of school. Not only teaching module but also society resources have to utilize for school teaching. We have to develop the alternative option of teaching for special, emotional, creative and gifted children. Education should be relaxable, reliable and dynamic with having social responsibility to develop a good nation with high character, civilized, diplomatic personal.

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Brain Based Learning

Mr. Samadha B. Shinde
Mr. Shaikh I. S. U.

Introduction:

Brain-based learning refers to teaching methods, lesson designs, and school programs that are based on the latest scientific research about how the brain learns, including such factors as cognitive development how students learn differently as they age, grow, and mature socially, emotionally, and cognitively. Brain-based learning is motivated by the general belief that learning can be accelerated and improved if educators base how and what they teach on the science of learning, rather than on past educational practices, established conventions, or assumptions about the learning process. For example, it was commonly believed that intelligence is a fixed characteristic that remains largely unchanged throughout a person's life. However, recent discoveries in cognitive science have revealed that the human brain physically changes when it learns, and that after practicing certain skills it becomes increasingly easier to continue learning and improving those skills. This finding that learning effectively improves brain functioning, resiliency, and working intelligence has potentially far-reaching implications for how schools can design their academic programs and how teachers could structure educational experiences in the classroom.

Related terms such as *brain-based education* or *brain-based teaching,* like *brain-based learning,* refer to instructional techniques that are grounded in the neuroscience of learning i.e., scientific findings are used to inform educational strategies and programs. Other related terms, such as *educational neuroscience* or *mind, brain, and education science* refer to the general field of academic and scientific study, not to the brain-based practices employed in schools.

- Principals of brain based learning

1. The brain is a complex adaptive system
2. The brain is 'Plasltic'
3. The search for meaning is innate.
4. Learning occurs through Patterning.
5. Emotions are critical to patterning.
6. Every brain Simultaneously perceives and creates parts and wholes.
7. We are what we eat.
8. Movement affects learning.
9. We at least two ways of organizing memory.
10. Complex learning is enhanced by challenge and inhibited by threat.
11. Every brain is uniquely organized.

-What do Teachers Need to Know about Neuroscience and Brain-Based Learning

Neuroscience has disclosed important information about the brain and how we learn. We now know more about how the human brain processes, interprets and stores information than ever.

Is this information relevant to how we teach and learn?

We think teachers should be aware of the research done in the field of neuroscience. The theories of learning (Behaviourist, Cognitive, Constructivism), are important in how we relate to information and how it is delivered in the face-to-face and online learning environments. Course developers and teachers need to apply the theories of learning when it comes to instruction and learning. The brain-based learning theory requires that we shift our focus to the learning process. This information can be used to facilitate learning. Technology can be used to support a brain-based finding that emotions are critical to learning.

How learners feel is very important to the learning process.

If a learner is enthusiastic and doesn't feel any stress, learning will take place. If the conditions are negative and the learner doesn't feel safe, learning will not take place. Neuroscientists discovered this information about the learning process as they were researching the way the brain learns.

Is the learning process the same as it was in the past?

We are all aware of the fact that yesterday's methods worked well for yesterday's students. But the student brain of today is wired differently from the one of 10 years ago. It is therefore necessary to study how students' brains work today so that it is possible to enhance their learning. Technology can cater to these neuroscience brain-based findings in the computer lab as well as for online learning courses. Various Microsoft tools such as PowerPoint presentations, Excel, Word processor and other software with multimedia functions can be used by the teacher and students instead of using conventional outdated class tools. Since today's brain needs a TV like environment, both sound and animations can be used to suit today's learner. Lessons can be prepared by utilizing the information that is readily available on the internet. Learning can be meaningful. However to avoid frustrations and stress that can interfere with learning, lessons must be planned very carefully to help structure and focus students' explorations on the Internet. This will direct them to the goals at hand. Today's students experience different patterns from those of the past. Brain-based learning findings reveal that "the search for meaning is innate…, occurs through patterning that emotions are critical to these patterns".

Emotions and Learning

How students feel in the classroom determines the amount of attention they devote to the lesson. It is very important for learners to feel relaxed and safe in the learning environment. Feeling threatened will shut down the learning process, and as Daniel Goleman claims "hijack the rest of the brain". Teachers can help students understand the impact negative and positive emotions have on learning. Positive emotions such as love, excitement, enthusiasm, and joy, enhance the ability to process information and create permanent mental programs. Learning cannot take place unless the learner feels safe. Stress and constant fear, at any age, can circumvent the brain's normal circuits. And yet, emotions are critical to learning.

Learning is Out There

Learning can no longer be limited to a single confined environment, such as the classroom. Teachers need to establish an environment that is free from intimidation and rejection, high in acceptable challenge and where the learner experiences active participation and relaxed alertness. This can be done by giving constant positive and encouraging feedback to the students while they are working in the computer room, fully online, or via technology (text messages via mobile phones, emails, Facebook messaging, discussion forums). Monitoring these rooms are much easier than monitoring a conventional classroom. Each student has work assigned to him or her. Individualized lessons are possible so that each learner can find meaning in his or her particular assignment.

Computer based learning such as project work or working on Web Quests in teams of three or four is a great way to keep emotions alive. It is very challenging to work with others on a mutual goal. Since social skills are developed at this age, it is only natural for students to want to work in teams. This leads to many discussions and calls for decision making. Students develop character and responsibility on the team. At the same time it is very important for the teacher to interact with the students to make sure that team spirit is high. If there are social problems some learners may feel threatened and uncomfortable. This will detract their learning. Regular reflections and team discussions will help keep the teams busy with their work. Daily journal reports are an excellent way to encourage both team and individual reflections on how students feel. These should be handed in regularly. echnology and computer work is very important. It's a challenge to do projects and learn collaboratively. However, feelings must be taken into account. Teachers must monitor the room at all times. Careful attention should be given to teams that are having difficulties. This gives the teacher a chance to sit with each team in order to discuss the team's progress and encourage the members to speak about how they feel. Feelings are part of the learning process. Students should learn about emotions and their importance to the learning process.

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Role of Judicial Mechanism in Legal Research

(V. G. Shinde,
Assistant Professor
Law, Law College, Osmanabad.)

Abstract

Legal research is essential to find out lacunae or deficiencies in the existing laws and to suggest suitable measures to eliminate them. Legal research means the systematic investigation of problems and of matters concerned with law. Law is not only a means to simply maintain law and order in the society but it is also the means of providing social justice and implementing welfare schemes. We are also aware that the law does not operate in particular field. It operates in society, which is itself influenced by various factors such as social structures, economic condition, nature of Government, scientific inventions and the outlook of the people towards life. Legal research work carried on not only by the research students but also by the judicial mechanisms like judges, legal practicing lawyers, law faculty teachers, jurist persons, law Commissions and legal luminaries etc. mostly observed that the judges and legal practitioners do more research work than other research scholars. Judicial mechanisms develop of new laws by adopting new technique and skills. Through legal research the lawyers and judges tackle the many more problems of the society. It is most useful to maintain law and order in the society. Social welfare can be achieved through socio-legal research. Legal research is helpful to control and remove the social evils. Judicial officers take necessary steps to remove evil customary practices. Role of Judicial mechanism in the legal field research is immense and remarkable. Through legal research solve the so many problems in the society, sometime it is most useful to suggest the reforms the laws.

Introduction

Society cannot stagnant at particular circumstances. Whenever time or place changes, there automatically society accept the changes. Changes in society demand that law should move with time if it has to remain alive and active and it can remain alive, active and useful, if it is aware of its lacunae or any problems and takes steps to overcome it with the passage of time. The object of legal research is to find out lacunae or deficiencies in the existing laws and to suggest suitable measures to eliminate them. If there is an area for which there is no law at all it would be suggest suitable law for that area in order to overcome the problems, which is faced by the victims or society peoples.

In the field of law research occupies a very significant position. It is observed that law is not only a means to simply maintain law and order in the society but it is also the means of providing social justice and implementing welfare schemes. We are also aware that the law does not operate in particular field. It operates in society, which is itself influenced by various factors such as social structures, economic condition, nature of Government, scientific inventions and the outlook of the people towards life. Every day societies have become complex problems are arising in it, to solve complex problems the law must be up to the mark and it must have capable to solve the problem and that capability can be acquired by it only through legal research.

Legal research work carried on not only by the research students but also by the judicial mechanisms like judges, legal practicing lawyers, law faculty teachers, jurist persons, law Commissions and legal luminaries etc. mostly observed that the judges and legal practitioners do

more research work than other research scholars. Every case or problem under taken by lawyers and practitioners demands from him a lot of thinking and study so that he may impress the court to believe his statements and disbelieve his opposite council's view. Judges are not only wholly depending on one side of legal counsels. Judges also thinking and study before arriving at a particular conclusion of the case. Judges have pronounced plenty of new principles of law by using various new techniques while pronouncing their judgments. Due to Judicial mechanisms the development of new laws took place. Therefore constant study and research is essential. It is also observed that, the scientific inventions and new philosophical approaches are every day challenges by the law.

Meaning of Legal Research

Legal research means research in that branch of knowledge which deals with the principles of law and legal institution; it contains various sources of law like legislation, precedent, and customs. Research is an important means of acquiring new knowledge and truth about a subject. It means to search or to find out and examine again. This is the very essence of the process of acquiring new knowledge. Research means a careful investigation or inquiry especially through search for new facts in any branch of knowledge.

Legal research means the process of identifying and retrieving information necessary to support legal decision making. In its broadest sense, legal research includes each step of a course of action that begins with an analysis of the facts of a problem and concludes with the application and communication of the results of the investigation.

Legal research means the systematic investigation of problems and of matters concerned with law such as Codes, Acts, and Constitution etc.

Importance of Legal Research

In present era law has assumed much significance. It provides for and dominates almost all activities of human beings; it is observed that, law is perhaps most important instruments of social change. The importance of legal research may be based on justice, equity and good conscience. Legal research helps to the Government in formulating suitable laws in pursue its economic and social policies. Because of legal research solve various problems in the society. It is observed that through legal research the court tries to solve the number of problem without much delay and it provides justice to the victim person. Through legal research the lawyers and judges tackle the problems of the society. It is most useful to maintain law and order in the society. Social welfare can be achieved through socio-legal research. It is helpful to control and remove the social evils and judges take necessary steps to remove evil customary practices like Dowry, Honour killings, Sati practices e.g., *Lata Singh v. State of Uttar Pradesh*. Recently Supreme Court cases are directed towards social welfare policies. Legal research is also useful to find out the previous law; the existing law evolved the new law. Various Committees have done research before recommendation to amend old laws and evolve new laws. In the process of delivery of judgments, judges themselves conduct research to find facts and outcome to conclusion.

Role of Judges in Legal Research

In general research books, articles, journals, magazines, newspapers and website materials is the main sources of research, digest, commentaries of eminent jurist persons, precedents all play important role in the course of legal research which are followed by the research scholars. The judicial officers play a central role in the application and the interpretation of law. The judges do more research work than other research scholars. Every case or problem under taken by lawyers and practitioners demands from him a lot of thinking and study so that he may impress the court to believe his statements and disbelieve his opposite council's view. Judges are not only wholly depending on one side of legal counsels. Judges also thinking and study before arriving at a particular conclusion of the case. Judges have pronounced plenty of new principles of law by using various new techniques while pronouncing their judgments.

One of the most important tasks of judges is that relating to judicial interpretation. Every judgment has an innovative and generative power, a power to reproduce in its own image. A source of law took place three ways that is first customs, second Legislation and third is by precedent. Judges makes laws through the precedent. Precedent means a judgment or decision of a court of law cited as an authority for deciding a similar state of fact in the same manner or on the same principle or analogy. In general precedent means some set pattern guiding the future conduct in the judicial field it means the guidance or authority or past decision for future cases. Only such decisions as lay down new rule or principle are called judicial precedents. Decision of Supreme Court is binding on all subordinate court. It is observed that in plethora of cases Supreme Court has given innovative judgment afterword's these judgments becomes as an land laws e.g.,*Maneka Gandhi v. Union of India* of the world personal liberty, it covers variety of many more fundamental rights i.e., right to speedy trial , Right to bail, right to against torture, right to live with human dignity.In *Shabanu case* Supreme Court gave new judgments about maintenance to Muslim women, before 1984there were no law about maintenance who are neglected, divorced Muslim women. Judges can give concrete shape and stability to the legal principles by applying the principle of review or revision or overruling.

Role of Practicing Lawyers

Practicing lawyers plays most important role in the legal research work. They are constantly engaged in searching propositions of law in a given situation in order to argue favorably on behalf of their client. Every case for lawyers are challenging for successful in their cases. It is observed that, the legal practitioners also contribute their work in the legal research. Some of eminent lawyers do possess an excellent caliber and equipment for research. When they come across an issue with interpretation of law and they do job creditably and add to the legal knowledge by using their brilliant exposition. Well matched intellectual acumen, policy orientation, social awareness and non- technical attitude on the part of the court and counsel can result and often results in a superb contribution to legal research. It is also observed that most the lawyers by adopted their own innovative theory, ideas and policies before the judges for getting success in their cases, these things are the most useful for the legal research.

Role of Law Commissions

Law Commission has great role in the legal research, because their conclusion and commentary and recommendation may help to legal research. The law commission works in close co-ordination and under the general instruction of Ministry of Law and Justice. It generally acts as the initiation point for law reforming the country, The Commission work upon the assigned agenda and primary come with research based report, often conclusion and commendatory. Members of the Commissions of the generally are responsible for framing the exact topic and reference in work upon and often the services of eminent law expert and jurist who are familiar with the matter under review.

Role of Law Teachers

The law teachers play a significant role in legal research. They conduct research on important legal issues and point out the shortcoming is existing law. They provide solution to drawback of law through their suggestions. Law teachers write books, research papers, Legal articles, Ph.D. thesis etc. written by law teachers. Therefore they are the pillars of the legal research because they guide the law students to conduct meaningful and fruitful research.

Conclusion

The life of the law is justice which can be discovered through reason guided by experience and it is for the judicial mechanisms to breathe life into the law. Legal research is the systematic investigation of problems and of matters concerned with law. Judicial mechanisms play a significant role in legal research. They are primary experts and they belong to the development of the law. Every judgment is a research which consist innovative or new things which is most useful to the society as well as individual so that legal research gives a new way to the society. Therefore, the role of judicial mechanism in the legal field research is immense and remarkable. Judges and legal luminaries obtain their materials from the previous judgments and writings of other legal experts and from statutes and then they formulate an opinion to arrive at conclusion. Through legal research solve many more problems of the society and justice provides to the victim persons. For a quality legal research I suggest that, law researcher should be given proper training in research Methodology. During legal education it is need to develop research attitude within the law student.

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Brain Based Learning-A Revolutionary Concept.

Dr. Sheetal M Shirol
Assistant Professor
Seva Sadan's College of Education
Ulhasnagar-3

Abstract:

This is a conceptual paper presented bearing the topic 'brain based learning'. The paper focuses on the different learning styles of learner, evolution of brain based learning, principles pertaining brain based learning, concluding with some of the innovative suggestions for enhancing the concept.

Introduction

We all are quite aware that the ways in which students learn are different. Learning style refers to an individual's approach to learning based on strength, weaknesses and preference. Literature basically indicates that there is a wide acceptance of the concept of learning styles and there is even a study proving learning styles (Thompson- Schill, Kraemer, Rosenberg, 2009). Technically an individual's learning styles refer to the way in which he/she absorbs processes, comprehend and retains information. With this notion of individualized learning has gained wide spread recognition in education theory and ultimately in classroom management strategy. Individual learning styles depends on cognitive, emotional and environmental factors as well as prior experiences. Neil Flemings's 'VARK' model of students learning refers to four type of learning styles: Visual, Auditory, Reading/writing preference and Kinesthetic. Identifying your students as visual, auditory, reading/writing or kinesthetic learners, and aligning your overall curriculum with these learning styles, will prove to be beneficial for your entire classroom. Allowing students to access information in terms they are comfortable with will increase their academic confidence.

According to Stephen Dowens, "there is no good understanding of learning styles as it stands. But it certainly doesn't follow that we all learn the same way- the senses may work well in concert but some senses work more or less, meaning that each individual may combine the senses differently…" in this regard learning styles are not styles but rather preferences.

Looking forward in learning process – 'brain based learning' has caught educationist attention. Leslie Hart argues that teaching without an awareness of how the brain learns is like designing a glove with no sense of what a hand looks like–its shape, how it moves.Hart pushes this analogy even further in order to drive home his primary point: if classrooms are to be places of learning, then "the organ of learning," the brain, must be understood and accommodate. Definitely brain is more complicate than hand.

Brain based learning is a comprehensive approach to instruction using current research form neuroscience which emphasis on how the brain learns naturally and is based on what we currently know about the actual structure and function of the human brain at varying developmental stages. Using the latest neural research, educational techniques that are brain friendly provide a biologically driven framework for creating effective instruction. This theory also helps in explaining learning behaviors.

Core principles directing brain-based education:

1. **Brain is a parallel processor-**Both hemispheres work together. It can perform several activities at once. Many functions occur simultaneously. Edelman (1994) found when more neurons in the brain were firing at the same time; learning, meaning, and retention were greater for the learner.
2. **Learning engages the entire physiology-** Food, water, and nutrition are critical components of thinking. We are "holistic" learners - the body and mind interact, the peptides in the blood are chains of amino acids that become the primary source of information transfer.
3. **Learning is developmental-**Depending upon the topic some students can think abstractly, while others have a limited background and are still thinking on a concrete level. Building the necessary neural connections by exposure, repetition, and practice is important to the student.
4. **Each brain is unique-**We are products of genetics and experience. The brain works better when facts and skills are embedded in real experiences
5. **Every brain perceives and creates parts and wholes simultaneously-** Some think more easily inductively while others find deductive thinking more comfortable - use both. Telling stories is one of the most influential techniques because you give the information, ground the meaning in structure, provide for emotion, and make the content meaningful. Our brain loves storytelling
6. **Learning always involves conscious and unconscious processes-**The brain and body learn physically, mentally, and affectively. Body language as well as actual language communicates
7. **The search for meaning is innate-** Each person seeks to make sense out of what he/she sees or hears
8. **Emotions are critical to learning-** A common form of communication within our brain is the electrical-chemical-electrical process between neurons. Emotions trigger the chemicals active in the axon-synapse-dendrite reaction. This permits or inhibits communication between the cells. Learning is affected by emotions, in other words emotions drive our attention.
9. **Learning is enhanced by challenge and inhibited by threat-**The brain's priority is always survival - at the expense of higher order thinking. Stress should be kept to a manageable level. Provide opportunities to "grow" and to make changes. Have high, but reasonable expectations
10. **The search for meaning occurs through patterning-**We have two types of memory: spatial and rote. Tie learning to prior knowledge.ie use more and more direct concrete matter. Use Know - Want to know - Learned cycle.
11. **We can organize memory in different ways-**We understand best when facts are embedded in natural spatial memory. Meaning is more important than just information.
12. **The brain is a social brain-**The brain develops better in concert with others. It develops better in concert with other brains

Implications and suggestions for best teaching practices and optimal learning

- **Curriculum and instructional planning: There is a need to critical change in curricular** alignment of concepts and skills according to developmental stages and also brain development.

- **Class room environment:** Rich, stimulating environment using materials and products which enhance the student's active participation. Learning environments are created that immerse students in a learning experience like build rainforest in classroom. Group learning and cooperative working in groups should be stimulated for social skill development.
- **Linking:** Purposeful integration between the indoor and outdoor space should be linked so that the students can move about using their motor cortex for more brain oxygenation.
- **Relaxed alertness:** A humble effort should be made to eliminate fear factor while maintaining challenging learning environment. Appropriate relaxed tone should be maintained accomplishing light music stimulating moods and attention of students. All students are to be accepted with their various learning styles, capabilities or disabilities. A relaxed accepting environment pervades the room; children are stretched to maximize their cognitive potentials in teaching environment that are supportive, comfortable and non-threatening.
- **Active Processing:** The student consolidates and internalizes information by actively processing it. The Information needs to be intentionally connected to prior learning so that there is an active stimulation of brain. This requires time by the students to reflect and present the material in their own senses and understanding. Space should be provided as students need quiet areas for reflection and retreat from others to use intrapersonal intelligences.
- **Enrichment:** The learners' brain can grow new connections at any age. Challenging, complex experiences with appropriate feedback are best. Cognitive skills develop better with music and motor skills.
- **Diverse forms of assessment:** There should be importance given for portfolios for reflective importance and self-assessment. Along with it both verbal and written self-assessments are important parts of proving academic growth, and interdisciplinary and cross-curricular projects provide realistic assessment tools.

Conclusion:

Caine and Caine conclude that "Optimizing the use of the human brain means using the brain's infinite capacity to make connections–and understanding what conditions maximize this process." Over the time old understanding with historic teaching practices and learning needs to change. Brain based learning a new concept should be kept in mind while handling the students of today's generation. This technique will enhance the potential in students and help them for better learning, remember and retain information as well.

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Brain-Based Learning

Dr. B.P. Subhedar
Govt. College of Education (IASE)
Padampura, Rly. Station Rd. Aurangabad.

Abstract:

The paper focuses on the concept of Brain Based Learning, Core principles of brain-based learning, instructional techniques associated with brain-based learning, How Brain-Based Learning Impacts Education, Twelve Principles of Brain / Mind Learning, Brain-Based Teaching Strategies, teacher's Role etc.

Definition:

This learning theory is based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur.

People often say that everyone can learn. Yet the reality is that everyone does learn. Every person is born with a brain that functions as an immensely powerful processor. Traditional schooling, however, often inhibits learning by discouraging, ignoring, or punishing the brain's natural learning processes.

The core principles of brain-based learning state that:

1. The brain is a parallel processor, meaning it can perform several activities at once, like tasting and smelling.
2. Learning engages the whole physiology.
3. The search for meaning is innate.
4. The search for meaning comes through patterning.
5. Emotions are critical to patterning.
6. The brain processes wholes and parts simultaneously.
7. Learning involves both focused attention and peripheral perception.
8. Learning involves both conscious and unconscious processes.
9. We have two types of memory: spatial and rote.
10. We understand best when facts are embedded in natural, spatial memory.
11. Learning is enhanced by challenge and inhibited by threat.
12. Each brain is unique.

The three instructional techniques associated with brain-based learning are:

1. Orchestrated immersion–Creating learning environments that fully immerse students in an educational experience
2. Relaxed alertness–Trying to eliminate fear in learners, while maintaining a highly challenging environment
3. Active processing–Allowing the learner to consolidate and internalize information by actively processing it

How Brain-Based Learning Impacts Education

Curriculum–Teachers must design learning around student interests and make learning contextual. **Instruction**–Educators let students learn in teams and use peripheral learning. Teachers structure learning around real problems, encouraging students to also learn in settings outside the classroom and the school building.

Assessment–Since all students are learning, their assessment should allow them to understand their own learning styles and preferences. This way, students monitor and enhance their own learning process.

What Brain-Based Learning Suggests

How the brain works has a significant impact on what kinds of learning activities are most effective. Educators need to help students have appropriate experiences and capitalize on those experiences. As Renate Caine illustrates on p. 113 of her book *Making Connections*, three interactive elements are essential to this process:

- Teachers must immerse learners in complex, interactive experiences that are both rich and real. One excellent example is immersing students in a foreign culture to teach them a second language. Educators must take advantage of the brain's ability to parallel process.
- Students must have a personally meaningful challenge. Such challenges stimulate a student's mind to the desired state of alertness.
- In order for a student to gain insight about a problem, there must be intensive analysis of the different ways to approach it, and about learning in general. This is what's known as the "active processing of experience."

Twelve Principles of Brain / Mind Learning (Caine Learning Institute, 2005)

1. All learning engages the entire physiology
2. The brain/ mind is social
3. The search for meaning is innate
4. The search for meaning occurs through patterning
5. Emotions are critical to patterning
6. The brain/mind processes parts and wholes simultaneously
7. Learning involves both focused attention and peripheral perception
8. Learning is both conscious and unconscious
9. There are at least two approaches to memory (rote learning system, spatial/contextual/dynamic memory system)
10. Learning is developmental
11. Complex learning is enhanced by challenge and inhibited by threat associated with helplessness and fatigue
12. Each brain is uniquely organized

Top 10 Brain-Based Teaching Strategies

Strategies 10 : What Research Says

- **Physical Movement :**Strengthens learning, Improves memory retrieval, Enhances learners confidence, Movement increases blood flow and oxygenates the brain

Strategies 09 : What Research Says

- Use collaboration
- Brain is inherently social
- Explaining to others makes information the students
- Feel support of peers
- Small group decision making skills
- Promotes social interactions

Strategies 08 : What Research Says

- Stimulating Environment
- Color promotes memory and motivation
- Yellow, light orange, beige - calming
- Colorful Student work around the room promotes student ownership

Strategies 07 : What Research Says

- Use Humor
- Reduces stress
- Boosts immune system
- Enhances alertness and memory

Strategies 06 : What Research Says

Incorporate Music

- Alters brain chemistry
- Energizes
- Calms
- Increase effectiveness for task completion

Strategies 05 : What Research Says

Problem Solving

- The brain grows by trying to solve problems
- Need to find the edge of what students can do
- Real-world problem solving promotes creative and meaningful judgment

Strategies 04 : What Research Says

Link to Previous Knowledge

- Start with what they know and move forward to what they need to know
- Supply background information if necessary
- Motivating to students
- Helps students be more successful

Strategies 03 : What Research Says

- Allow Student Choice
- Lowers stress

- Helps release good brain chemicals
- Give students the choice while adult remains in control

Strategies 02 : What Research Says

Repetition

- Strengthens connections to the brain
- Synapses are not static, adapt to activity

Strategies 01 : What Research Says

- Use of Images
- 80-90% of all information absorbed by brain is visual
- Concrete visual images contrast, movement and color attract attention
-

What Does a Brain-Based Teacher Do?

- A brain compatible teacher teaches with the brain in mind.
- This educator understands the principles and uses strategies in a purposeful way. This path is all about an educator who understands the reasoning behind their teaching. It is also one who stays constantly updated through continuous professional development.

- Examples of Brain-Based Learning Applications
- Evidence suggests that stress is a significant factor in creativity, memory, behaviour and learning. Teachers who purposely manage stress factors (purposefully decrease or increase stress) in class are likely to experience a positive classroom environment. There are many ways to decrease stress in the classroom, such as integrating stretching exercises, incorporating recess, teaching coping skills, and utilizing physical education.
- Evidence suggests that moderate glucose levels enhance learner's memory-making. Since glucose can be enhanced through food, stimulating emotions and physical activity, teachers can manage their instructional strategies so that students can better maintain moderate glucose levels. This strategy can help students form stronger memories.

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Innovations in Stress free Education

Shri. Waghmare Vaibhav Jalindar
Mahatma phule shikshanshastra mahavidyalaya,
Malewadi, Akluj,
Tq: Malshiras,Dist. Solapur,Maharashtra.

Dr.Waghmare Vishnu Babruwan.
Shri Shivaji College,Barshi,
Dist. Solapur, Maharashtra.

Nowadays stress is a common factor for all of us. Everyone wants a stress-free lifestyle. Stress is the major culprit for dozen aches and pains, and we always work towards its elimination. Students also face this problem but they are able to overcome that problem. Stress is a factor, which if managed properly then there is no effect of it on the human mind. Stress reduces the strength of human to do work. Nowadays there are various classes for stress management. But thinkers think that as we include the stress management in the syllabus at secondary stage of education then we can easily manage this issue properly. To overcome all those issues some innovative ideas are needed in education which can as follows,

1. Yoga education
2. SWOT analysis
3. Meditation
4. Multi class theory
5. Programs related to good mental health
6. Programmed learning
7. Duration for qualifying exam
8. Job guarantee
9. Use of animations
10. Duration of periods

Confidence generating programs
Spiritual stories
Adolescence
Learning by doing
Nurture
Multidisciplinary approach
Value education
Informal education
Teaching methods
Simple education
Open book exam
Structure of school
Sports activity
Practices
Guidance and counseling from parents

Yoga education:

Yoga education plays vital role to live stress free life. Yoga is the ancient art of our country. It tells us to how to concentrate on object and how to overcome on different problems. The main slogan of yoga is "Sound mind in a sound body". By the use of yoga we can easily manage the stress. By the yoga education we can also overcome all body problems like various diseases, mental problems like depression and stress etc. For all those issues yoga education is very important to reduce them. By yoga we can provide stress free education to the students.

SWOT analysis:

S=Strength
W=Weakness
O=Options
T=Threats

As we know strengths in ourselves then we think how to use that in our work. It is also very important to know our weaknesses because of that we can't go under depression. As we know the options of jobs, education, business etc. that is also important to live stress free life. We have different threats in life mainly related to education, jobs, family, friends etc. But as we know the reality of all about that then we reduce the stress in life.

Meditation:

Meditation is the process where we forget all those things which give us stress. This is very important to stress free life. When the children's come in school and stand for prayer at that time we use come time for meditation. By the meditation they concentrate on one thing and day by day the power of concentration increases. As the power of concentration increases the stress will reduce time to time. For all that reasons meditation is a better solution on the stress.

Multi class theory:

Multi class theory is a theory wherein students from different standards are made to sit in a single class. Arrangement is made in such a way that on single table, students of different classes sit together with not more than a single student from same standard. In such a case if any student has some query or doubt then it can be resolved by his seniors, if any, from the same table. Only in the case if the doubt is not solved, the students will approach the teacher. This will help those students who hesitate to approach teachers when they are stuck with some problem thereby reducing their stress and increasing there confidence.

Programs related to keep good mental health:

Nowadays to keep good mental health is very important for that we must conduct some lectures from different thinkers, psychologists and successful persons from the society. In this way we are successfully manage the stress free life of students.

Multidisciplinary approach:

Multidisciplinary approach is a kind of methodology wherein students will be given the freedom to choose the subjects of their interest. This will result in the reduction of stress among the students as they will be free from those subjects which they don't find interesting and need not study them for examination purposes only.

Programmed learning:

Programmed learning means students learn by their own speed and they get the confidence about the topic they learn. It plays a vital role to reduce the mental stress of the students.

Use of animations and educational movies:

As the teacher use the animated clips to teach the students various concepts regarding their subject then we can easily reach up to the students mind and educational movies are also helpful for reducing stress. Movies like 3Idiots, 10F, Tare Zamen Par etc. help to reduce the stress among the students.

Open book exam:

Open book exam is a type of exam wherein students are allowed to refer books while solving exam papers. Such kind of exams would reduce the student's tension and efforts of memorizing difficult formulae's. It will also increase the confidence of the students thereby reducing the exam fear.

Many of suicide attempts are during the period exams and results. As we conduct the open book exam the students can overcome the examination stress.

Duration for qualifying exam:

Nowadays there is ATKT at primary and secondary level. But as we apply ATKT for that level then students will not take stress of exam and education.

Duration of periods:

Quality matters a lot then quantity. Little but quality education is far better than improper quantity education. Long and continues lectures are always boring and hence students do not grasp completely and loose interest. Instead short but qualitative lecture which involves complete involvement of the students are far better.

Personality development programs:

Personality development programs help to reduce the stress. By these programs we increase the confidence level of students.

Spiritual stories:

Spiritual stories of different religions are included in the syllabus at different levels. By those stories we provide confidence, truthfulness, humbleness, strength, power etc. By narrating the stories like Ramayan, Mahabharat we can reduce the total stress.

Learning by doing:

As we learn something by doing that part will be set in our mind or that topic will last long in our minds. So as we give experiences to the students then students understand better. This will reduce the stress among the students.

Nurture:

Nurture plays fundamental role in stress management. But this factor totally depends on the parents or guardians of the students.

Value education:

Value education provides the basic values to students. By using those values students low down their stress levels.

Teaching methods:

We should use appropriate method for the content that we teach to the student. By the correct teaching method student understands well and hence we reduce the stress factor among the students.

Guidance and counseling from parents:

Teachers play an important role in any student's life as they impart proper education to the students. But apart from teachers, parents too play an equally important role by imparting proper cultural and moral education to the students. Parents should always keep a watch on their children and guide them regularly on right path.

Finally we can also reduce the stress level among the students by informal education, sports, media etc.

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आशय विश्लेषण - गुणात्मक संशोधनातील विश्लेषण तंत्र

प्रा. मोतीलाल सुकदेव उभाळे
सहाय्यक प्राध्यापक
श्री स्वामी विवेकानंद शिक्षण संस्थेचे
कॉलेज ऑफ एज्युकेशन, उस्मानाबाद

१) आशय विश्लेषण (Content Analysis):-

१.१ प्रास्ताविक :- दैनंदिन जीवनामध्ये वावरत असताना आपण आपल्या सभोवताली घडणाऱ्या घटनांचे निरीक्षण करतो. त्यातील तथ्य शोधतो. एखादी घटना का घडली ? त्या घटनेला कारणीभूत असणारे घटक कोणते ? याचा सहजपणे शोध घेण्याचा प्रयत्न करीत असतो. आणि आपल्या स्वतःचे अनुभव, पूर्वज्ञान, क्षमता, कौशल्ये व अभिवृत्ती याद्वारे त्या घटनेचे विश्लेषण करीत असतो. हे सर्व नकळत घडत असते. आजकाल संप्रेषणासाठी अत्याधुनिक तंत्रांचा समूह संपर्क माध्यमे प्रभावीरित्या वापर करताना आढळून येतात. एखादा कारखानदार आपले उत्पादन खपविण्यासाठी विविध माध्यमांचा वापर करून लोकांपर्यंत परिणामकारकरित्या जात असतो. त्यासाठी तो विविध आधुनिक संपर्काचा वापर करीत असतो. ही घडणारी प्रक्रिया जाणतेपणी होत असते. या मागे आशयविश्लेषण तंत्राचा वापर जाणीवपूर्वक केला जात असतो. 'आशय विश्लेषण म्हणजे कोणत्याही प्रकारच्या संप्रेषणातील पाठ्यांशाचे विश्लेषण करण्याचा प्रयत्न होय.' (Content analysis is an attempt to analyse any communication text.) आशय विश्लेषण हे गुणात्मक संशोधनासाठी वापरल्या जाणाऱ्या अनेक पध्दतीपैकी त्रयस्थांच्या भूमिकेतून केलेल्या निरीक्षणाचा एक पध्दती किंवा तंत्र आहे.

१.२ **आशयविश्लेषणचा आढावा :-** सर्वात अगोदर म्हणजे १९३० साली कोलंबिया विद्यापीठातील हार्नेल हार्ट (Harnel Hart) या जनसंपर्क चा अभ्यास करणाऱ्या एका विद्यार्थ्याने अमेरिकेतील पुस्तकांमधून आणि नियतकालिकामधून विविध विषयांना किती प्रमाणात प्राधान्य देण्यात येते याचे विश्लेषण करण्यासाठी केला. त्यानंतर १९३० मध्ये हेरॉल्ड लॉस्वेल (Helold Lasswell) यांनी मनोविश्लेषणासाठी घेतलेल्या विविध मूलाखतींचा शास्त्रीय वैज्ञानिक पद्धतीने अभ्यास करण्यासाठी या तंत्राचा वापर केला. त्यानंतर हेरॉल्ड लॉस्वेल यांनीच १९३९ मध्ये दुसऱ्या महायुद्धाचे जागतिक अवधान सर्वेक्षणाचा वापर करुन परदेशातील वर्तमानपत्रातील बातम्यांच्या तसेच आशयाच्या आधारे विविध राष्ट्रातील लक्ष कोणकोणत्या घटनांमुळे वेधले गेले. याविषयीचे सर्वेक्षणासाठी आशय विश्लेषण तंत्राचा पुन्हा वापर केला. त्यानंतर १९५२ मध्ये बेरेलसन (B. Berelson) यांनी ही संप्रेषण क्षेत्रातून आलेल्या आशयविश्लेषण या संकल्पनेचा विविध अभ्यासांमध्ये कोणत्या प्रकारे वापर केला यांचे व्यापक सर्वेक्षण केले. त्यावेळी त्यांनी असा विचार मांडला की, 'संप्रेषणातील प्रकट किंवा व्यक्त आशयाच्या वस्तुनिष्ठ, व्यवस्थित व संख्यात्मक वर्णनाचे आशयविश्लेषण हे एक तंत्र आहे' (Content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication). Content Analysis या दोन्ही शब्दांमधून पुढीलप्रमाणे अर्थ लक्षात येतो,

Content- Implies the ideas or meanings presented or to be presented in speech or writing.

Analysis- Implies the process of resolving any problem or situation into component elements.

२) आशय विश्लेषण : संकल्पना :-

२.१ आशय विश्लेषण : व्याख्या : i) Content analysis is the process of summarizing and reporting written data. 'आशय विश्लेषण ही एक लिखित स्वरूपाच्या आधार सामग्रीच्या विश्लेषणाची व सारांशीकरणाची प्रक्रिया आहे.'

ii) Content analysis is a process by which the many words of tests are classified into much fever categories- Weber (१९९०). वेबर यांनी मांडलेल्या व्याख्येनुसार, ''आशय अधिकाअधिक लिखित मजकूराचे कमीत कमी गटात वर्गीकरण करण्याची प्रक्रिया म्हणजे आशयविश्लेषण होय.''

iii) Content analysis is any research technique for making inferences by systematically and objectively identifying specific characteristics- Ogilive.

ऑगिलिव्ह यांच्या मते, ''एखाद्या पाठ्यांशातील विशिष्ट वैशिष्ट्ये वस्तुनिष्ठपणे आणि व्यवस्थितरित्या ओळखून त्यावरून अनुमान काढण्याचे संशोधन तंत्र म्हणजे आशयविश्लेषण होय.''

वरील सर्व व्याख्यांवरून असे लक्षात येते की, संप्रेषणातील उपलब्ध आधार सामुग्रीच्या स्वरूपाऐवजी त्यांच्या विश्लेषणाच्या पध्दतीलाच अधिक महत्त्व देण्यात आले आहे. म्हणजे आशयविश्लेषण ही निष्कर्ष काढण्याची एक पध्दती असून त्यामध्ये वर्गीकरण, विशेष बाबी लक्षात घेणे, संक्षिप्तीकरण करणे व तक्त्यांचे वर्णन करणे या बाबींचा समावेश होतो.

२.२ **आशय विश्लेषणाचा मुख्य हेतू :-** संप्रेषणात ज्या शब्दांचा वापर केला जातो त्या शब्दांना विशिष्ट अर्थ आणि गर्भितार्थ असतो. त्यामुळे त्यांची निवड ही काळजीपूर्वक केलेली असते. दैनंदिन सामाजिक व्यवहारामध्ये ज्या आशयांचा, विषयांचा वापर केला जातो ते आशय तसेच विषय हे लोकांच्या भावनिक अंगाशी निगडीत झालेले असतात. उदा. बिहारी, हरियाणवी, महाराष्ट्रीय, गुजराथी, हिंदू, मुस्लीम इत्यादी शब्दांचा वापर आजकाल मोठ्या प्रमाणात होत असताना दिसतो. यावरून लोकांमधील वेगळेपणाच्या भावनेच्या तीव्रतेचा शोध आशय विश्लेषण या तंत्राद्वारे घेता येतो. लोकांची जी बोलीभाषा असते. त्या भाषेला त्या प्रदेशाचा संदर्भ असतो. त्यामुळे त्यातील शब्द हे अर्थवाहक असतात. भाषिक प्रतिकांमधून विशिष्ट विषय, संकेत व अर्थ सूचित होत असतात. काही शब्द, वाक्यप्रयोग, अव्यये, अवतरणे पाठ्यांशामधून सातत्याने आढळून येतात, या वारंवारितेचे प्रमाण शोधणे व त्यावरून सर्वसामान्य साचा (General Pattern) किंवा गट शोधून ते वर्णनात्मक स्वरूपात मांडणे हा आशयविश्लेषणाचा मुख्य हेतू आहे.

२.३ **आशय विश्लेषणाचा उपयोग :-** दैनंदिन जीवनातील जवळजवळ सर्वच क्षेत्रात आशयविश्लेषणाचा वापर केला जातो. उदा. जाहिराती, आकाशवाणी व दूरदर्शनवरील विविध कार्यक्रम, लेखकांचे किंवा कवींचे विशिष्ट कालखंड अनुसरून विशिष्ट विषयाला अनुसरून केलेले लिखाण, वर्तमानपत्रे, नियतकालिके, पुस्तके, लघुपट, सिनेमा, लोकवाङ्मय, लोकसाहित्य अशा अनेक विषयात तसेच ऐतिहासिक संशोधनात ऐतिहासिक दप्तरांचा अभ्यास किंवा पत्रव्यवहारासाठी आशयविश्लेषण तंत्राचा वापर करता येतो.

शिक्षणक्षेत्रात मात्र विशेषत: पाठ्यपुस्तकाच्या विश्लेषणासाठी केला जातो. उदा. शालेय पाठ्यपुस्तकातून भारतीय स्त्रीची वास्तव प्रतिमा रेखाटली आहे का ? पाठ्यपुस्तकातून विद्यार्थ्यांमध्ये कोणती मूल्ये संक्रमित होतील ? गाभाभूत घटक व मूल्यशिक्षण यांचा समावेश कोणत्या आशयाशी संबंधित आहे? इत्यादी प्रश्नांचा वस्तुनिष्ठ अभ्यास करण्यासाठी आशयविश्लेषण या महत्त्वाच्या साधनांचा वापर करता येतो.

त्याचप्रमाणे एखाद्या लेखकाच्या किंवा कवीच्या समग्र साहित्यातील एखादा समान धागा निवडून त्याचे विश्लेषण शास्त्रीयदृष्ट्या या तंत्रामुळे करता येते.

एखाद्या पाठ्यपुस्तकामधील आशयामुळे विद्यार्थ्यांमध्ये कोणत्या मूल्यांचा विकास होईल यासाठी त्यातील आशयाचा अभ्यास आशय विश्लेषणद्वारे केला जातो.

२.४ **आशय विश्लेषणाचे घटक :-** १९५२ मध्ये बेरेलसन यांनी आशयविश्लेषणाचे पाच घटक मांडले आहेत.

१) शब्दांची एकूण संख्या २) विषय (theme) ३) पात्र (Character) ४) स्थान ५) वेळ यातील पहिला घटक शब्द हा सर्वात लहान व सोपा घटक असून वाचन अध्ययनात महत्त्वाचा असतो. त्यानंतर असलेला विषय हा शब्दाच्या तुलनेने थोडा गुंतागुंतीचा पण आवश्यक घटक असतो. तो साधारणपणे वाक्य किंवा विधानाच्या स्वरूपात असतो. त्यातील मुख्य विषय हा अनेक उपविषयांच्या एकत्रिततेतून तयार होतो. उदा. महाविद्यालयीन युवकांच्या संबंधित पत्रांचा अभ्यास हा मोठा विषय तर त्या पत्राच्या वाक्यात I, me अशाप्रकारचे शब्द हे त्या लेखकासंबंधी असतात.

त्यानंतरचा घटक म्हणजे पात्र होय. कोणत्याही साहित्यातील व्यक्ती म्हणजे पात्र होय. प्रामुख्याने मनोविश्लेषण तज्ज्ञ कथांच्या विश्लेषणासाठी याचा वापर करतात.

त्यानंतरचे स्थळ व काळ हे घटक त्या विषयाचे भौतिक वास्तव निर्देशित करतात. उदा. जागेचा आकार, मुलाखतीसाठी लागलेला वेळ, पृष्ठांची संख्या, परिच्छेद संख्या इत्यादी.

२.५ **आशय विश्लेषणात विचारात घ्यावयाचे मुद्दे :-** इ.स. २००४ मध्ये क्रिप्पेनड्रॉप (Krippendrop) यांनी प्रत्येक आशय विश्लेषणात सहा प्रश्नांची ओळख करून देणे आवश्यक आहे.

१) कोणत्या आधार सामुग्रीचे विश्लेषण करायचे आहे ?
२) त्यांची व्याख्या कशी करणार ?
३) कोणत्या जनसंख्येतून त्यांची निवड केलेली आहे ?
४) ज्या आधार सामुग्रीचे विश्लेषण करावयाचे त्याच्याशी संबंधित तारतम्य भाव कोणता ?
५) आशयविश्लेषणाच्या मर्यादा कोणत्या ?
६) तार्किक लक्षवेध कोणता ?

२.६ आशय विश्लेषणातील मुख्य संकल्पना :- आशयविश्लेषण प्रक्रियेत दोन संकल्पनांचा अधिक काळजीपूर्वक वापर करावा लागतो. त्यातील पहिली संकल्पना म्हणजे Code (संकेत) आणि दुसरी संकल्पना Categories (संवर्ग) होय.

i) Code : A code is a word or abbreviation sufficiently close to that which it is describing for researcher to see at a glance what it means.

ii) Categories : Categories are the main key features of the text, showing links between units of analysis.

३) आशय विश्लेषणाच्या पायऱ्या :- अनेक तज्ज्ञांनी आशयविश्लेषणाच्या विविध पायऱ्या सांगितल्या आहेत. EZZ (२००२) इज यांच्या मतानुसार आशयविश्लेषणाच्या पुढील पायऱ्या आहेत.

१. आशयविश्लेषणातून कोणत्या संशोधन प्रश्नांची उकल करायची ते मांडावीत.
२. ज्या जनसंख्येतून न्यादर्श घ्यावयाचा (व्यक्ती किंवा आशय) त्या जनसंख्येची व्याख्या करावी.
३. निवडलेल्या न्यादर्शाची व्याख्या करावी.
४. दस्तऐवज/मजकूर कोणत्या पिढीशी संबंधित आहे ते मांडावे.
५. विश्लेषण करावयाचे घटक ठरवावेत.
६. विश्लेषणासाठी सांकेतिक शब्द ठरवा.
७. विश्लेषणासाठी कोणत्या निकषानुसार गट/वर्ग करावयाचे त्याची रचना करावी.
८. प्रत्यक्ष आधार सामुग्रीचे सांकेतिकीकरण व वर्गीकरण करावी.
९. प्रत्यक्ष आशयविश्लेषणास सुरुवात करावी. (संख्यात्मक व गुणात्मक पध्दतीने)
१०. विश्लेषणासाठी केलेल्या आशयाचे सारांशीकरण करावे.
११. अन्वयार्थ लिहावेत व सिध्दांत मांडावेत.

४) आशय विश्लेषण तंत्राचे फायदे :-

१. गुणात्मक व संख्यात्मक संशोधनात अतिशय उपयुक्त आहे.
२. शाब्दिक आधारसामग्रीचा अन्वयार्थ लावण्यासाठी महत्त्वाचे आहे.
३. एखाद्या मापिकेची सप्रमाणता तपासण्यासाठी उपयुक्त आहे.
४. सामाजिक आंतरक्रियेद्वारे प्राप्त होणाऱ्या माहितीचे विश्लेषण करण्यासाठी उपयुक्त आहे.

५) **आशय विश्लेषण तंत्राच्या मर्यादा :-** १) वेळखाऊ तंत्र आहे. २) संख्यात्मक बाबीस अधिक महत्त्व दिल्याने गुणात्मक तथ्यांकडे दुर्लक्ष होऊ शकते.

अशाप्रकारे आशयविश्लेषण तंत्राचा तारतम्याने वापर करावा. सर्वच अध्ययन विषयासाठी त्याचा उपयोग करणे अयोग्य ठरण्याची शक्यता आहे.

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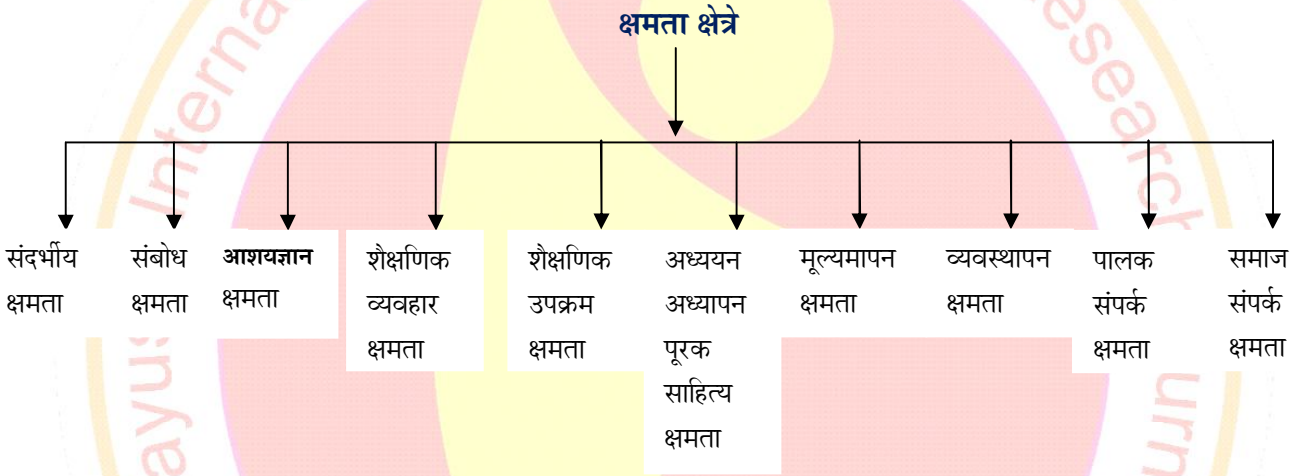
अध्ययन -अध्यापनातील क्षमताधिष्ठित शिक्षण - एक नवोपक्रम

डॉ. शोभा व्ही. काळेबाग
सहाय्यक प्राध्यापक
महावीर महाविद्यालय, कोल्हापूर

श्री. भिमराव रामचंद्र शिंदे
अधिव्याख्याता,
श्री स्वामी विवेकानंद शिक्षण संस्थेचे
अध्यापक विद्यालय, उस्मानाबाद

स्वामी विवेकानंद म्हणतात शिक्षणातून आम्हाला चारित्र्यसंवर्धन विद्यार्थी निर्माण करता आला पाहिजे. आज २१ व्या शतकात आम्हाला सक्षम विद्यार्थी निर्माण करण्यासाठी अध्ययन-अध्यापन प्रक्रिया सक्षम असणे आवश्यक आहे. जर शिक्षक आणि विद्यार्थी सक्षम, क्षमताधिष्ठित असतील तरच गुणवत्तापूर्ण, आनंददायी व मनोरंजन शिक्षण देता येईल व आमचा भारत देश एक बलवान व समृध्द बनेल. त्यासाठी क्षमताधिष्ठित शिक्षण असणे महत्वाचे आहे.



१. संदर्भाय क्षमता :- शिक्षण प्रक्रियामध्ये शिक्षक आणि विद्यार्थी हे दोन्ही घटक अतिशय महत्वाचे असतात. दोन्ही घटक वेगवेगळया भागातून येतात. त्यांच्या सभोवतलचा समाज, परिसर कोणता हे जाणून घेणे महत्वाचे आहे. शिक्षकाने अध्यापन करताना विद्यार्थ्यांची पार्श्वभूमी समाज, परिसर जाणून घेवून अध्यापन करणे महत्वाचे आहे.

२. संबोध क्षमता :- शिक्षकाने अध्यापन करताना विद्यार्थ्यांसमोर शिक्षणाचे एक प्रभावी चित्र उभा केले पाहिजे व अध्यापनात येणारे संबोध संकल्पना स्पष्ट केल्या पाहिजे व विद्यार्थ्यांनांच्या मनात नविन संबोध निर्माण करण्याची क्षमता प्रगल्भ केली पाहिजे त्यासाठी शिक्षकामध्ये संबोध स्पष्टीकरण क्षमता प्रभावी असली पाहिजे.

३. आशयज्ञान क्षमता :- शिक्षक ज्या विषयाचे अध्यापन करणार आहे त्या विषयाच्या आशयाचे शिक्षकाला सखोल ज्ञान असले पाहिजे. जर आशयज्ञान प्रभावी असेल तर अध्यापन परिणामकारक होते. यासाठी आवश्यक क्षमता शिक्षकाने आत्मसात केल्या पाहिजेत.

४. शैक्षणिक व्यवहार क्षमता :- अध्ययन-अध्यापन प्रक्रियेत शिक्षक आणि विद्यार्थी यांच्यातील आंतरक्रिया प्रभावी असल्या पाहिजे त्यामुळे अपेक्षित क्षमता साध्य होवू शकतात. मानसशास्त्र, व्यवस्थापनशास्त्र, सामाजिक आशय यांचे एकत्रिकरण करून शैक्षणिक व्यवहार घडला पाहिजे. उदा - विविध शैक्षणिक कामे, नियोजन करणे परिपाठ यासाठी आवश्यक क्षमता असल्या पाहिजेत.

५. शैक्षणिक उपक्रम क्षमता :- शैक्षणिक उपक्रमातून विद्यार्थ्यांचा ज्ञानात्मक विकास होतो. यासाठी शाळेमध्ये शिक्षकांने विविध उपक्रमांचे आयोजन करून विद्यार्थ्यांच्या क्षमतांना संधी दिली पाहिजे. अशा उपक्रमातून विदयार्थ्यांमध्ये नेतृत्व क्षमता, समायोजन क्षमता, मूल्ये,

संस्कार इत्यादी गोष्टी विकसित होतात. उदा -सकाळची प्रार्थना, स्वातंत्र्यदिन, प्रजासत्ताक दिन, शिक्षक दिन, भूगोल दिन, योगा दिन इत्यादी सामाजिक उपक्रम.

६. **अध्ययन-अध्यापन पूरक साहित्य क्षमता :-** शिक्षकाला आपले अध्यापन प्रभावी करण्यासाठी शैक्षणिक साहित्याचा वापर करावा लागतो. पण हे साहित्य कसे तयार करायचे, योग्य साहित्यांची निवड कशी करावयाची, साहित्य कसे वापरावयाचे याबाबत आवश्यक क्षमता असणे महत्वाचे आहे.

७. मूल्यमापन क्षमता :- शिक्षकाने एखादा घटक शिकविल्या नंतर विद्यार्थ्यांना तो किती समजला आहे हे जाणून घेण्यासाठी मूल्यमापन घ्यावे लागते. त्यासाठी मुल्यमापनाची साधने कोणती, ती कशी तयार करावयाची व वापरावयाची याबाबत आवश्यक क्षमता शिक्षकाजवळ असल्या पाहिजेत.

८. **व्यवस्थापन क्षमता :-** शिक्षकाचे प्रभावी अध्यापन हे वर्ग व्यवस्थापनेवर अवलंबून असते. जर शिक्षकांचे वर्ग व्यवस्थापन उत्कृष्ट असेल तर अध्यापनप्रक्रिया प्रभावी होते. त्यासाठी शिक्षकांने वर्ग, वर्गरचना, सूचना, प्रभावी अध्यापन, यश, यानुसार अध्यापन केल्यास क्षमताधिष्ठित अध्यापन होण्यास मदत होते.

९. पालक संघर्ष क्षमता :- विद्यार्थ्यांच्या विकासामध्ये आई-वडील या पालकांची भूमिका प्रभावी असतेच. शाळेतील विद्यार्थ्यांच्या व्यक्तिमत्व विकासासाठी पालकांना ही शिक्षकांच्या मदतीची आपेक्षा असते. त्यासाठी शिक्षकाने पालकांबरोबर सतत संपर्क ठेवला पाहिजे विद्यार्थीची प्रगती, यश, अडचणी यांची जाणीव शिक्षकांने पालकांना देणे अतिमहत्वाचे आहे. उदा - शिक्षक-पालक सभा

१०. समाज संपर्क क्षमता :- शाळा ही समाजाची प्रतिकृती आहे. समाजाच्या गरज, समस्या, अडचणी, अपेक्षा पूर्ण करण्याचे काम शाळेमधून केले जाते. समाजाचा विकास म्हणजे शाळेचा विकास यानुसार शिक्षकांने समाजसंपर्क क्षमता प्रभावी असणे महत्वाचे आहे. उदा - स्वच्छता क्षमता, अंधश्रध्दा निर्मूलन क्षमता, सामाजिक सुधारण क्षमता इत्यादि.
शिक्षण प्रक्रियेमध्ये जर शिक्षक आणि विद्यार्थी क्षमताधिष्ठित असतील तर अध्ययन-अध्यापन प्रक्रिया अधिक गतिमान आनंददायी होईल.

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सहकार्ययूक्त अध्ययन पध्दतीत शिक्षकाची भूमिका

राहुल देवराव डोंगरदिवे,
पीएच.डी. संशोधक विद्यार्थी,
शिक्षणशास्त्र विभाग,
डॉ.बा.आं.म.विद्यापीठ, औरंगाबाद.

प्रस्तावना :-

शिक्षण ही एक सामाजिक प्रक्रिया आहे. समाज शिक्षणावर प्रभाव घडून आणतो. त्याचप्रमाणे शिक्षण ही समाजाला दिशा देण्याचे कार्य करीत असल्यामुळे शिक्षणाचा समाजावर प्रभाव असतो. व्यक्तिचा विकास हा समूहातच राहून होतो. एका ठिकाणी राहून ते एकमेकांच्या सहकार्याने आपल्या गरजा भागवत असतात. हा त्यांच्यातील बदल आपणास शिक्षणामूळेच बघावयास मिळतो. परंतू या स्पर्धेच्या युगात अतिकामाचा व्याप, पैसा, वेळेची मर्यादा या सर्व गोष्टींचा व्यक्तिच्या जीवनावर परिणाम होतांना दिसतो. त्यामुळे व्यक्ति-व्यक्ति मधील सामाजिक आंतरक्रिया व सहकार्याची भावना ही कमी पडतांना दिसत आहे.

आजचे विद्यार्थी हे उद्याचे भावी नागरिक आहे. त्यांच्यात सहकार्याची भावना वृद्धींगत झाली तरच त्यांचा सामाजिक विकास योग्य पद्धतीने होऊ शकतो. समाजातील शिक्षण उन्नतावस्थेला जाऊन पोहचले तर तो समाज आधुनिक व सुसंस्कृत समाज म्हणून नावारुपाला येतो. चांगल्या शैक्षणिक संस्था म्हणजे समाजाची छोटी प्रतिमाच असते. कारण याच शैक्षणिक संस्थेमधून विद्यार्थी शिकून बाहेर पडतात. त्यांच्यात सामाजिक मूल्यांची रुजवणूक होणे आवश्यक असते. परंतू सामाजिक मूल्यांच्या अभावी विद्यार्थ्यांमध्ये सहकार्याची भावना निर्माण होत नाही. सहकार्ययूक्त भावना निर्माण करण्याचे कार्य फक्त शिक्षणच करु शकते. शिक्षणातून विद्यार्थ्यांमध्ये सामाजिक कौशल्यांचा विकास करणे हे अपेक्षित आहे.

आजच्या या माहिती तंत्रज्ञानाच्या युगात विद्यार्थी विद्यार्थ्यांमधील स्पर्धा व संघर्षाचे प्रमाण वाढत चालले आहे. सहकार्याची वृत्ती नाहिशी होत आहे. कोणी आपल्या पुढे जाईल व माझ्या जागी तो येईल अशी भावना त्यांच्यात निर्माण झाली आहे. स्वार्थीपणा मोठ्या प्रमाणात वाढीस लागला आहे. प्रत्येक विद्यार्थी स्वत:ला दुसऱ्यापेक्षा वरचढ ठरवितांना इतरांचे अस्तित्व पुसून टाकण्याचा प्रयत्न करत आहे. "एकमेंका सहाय्य करु, अवघे धरु सुपंथ" ही भावना समाजात, व्यक्तित कुठेच बघावयास मिळत नाही. आपण एक समाजात राहणारे समाजशील प्राणी आहोत याचे भान त्याला राहिलेले नाही.

अशा परिस्थितीत शिक्षणाच्या साहाय्याने व्यक्तिच्या वर्तनात बदल घडवून आणून समाजामध्येही बदल घडवून आणणे शक्य आहे. यासाठी विद्यार्थी केंद्रित अध्ययन, अध्यापन पद्धतीचा वापर करता येऊ शकतो. त्यासाठी सहकार्ययूक्त अध्ययन पध्दतीत शिक्षकाची भूमिका अत्यंत महत्वाची मानली जात आहे.

सहकार्ययूक्त अध्ययन पध्दती :-

विद्यार्थी केंद्रित अध्ययन-अध्यापन पध्दतीचा उपयोग केला तर विद्यार्थी आपल्या समवयस्का समवेत गटागटात काम करतील, इतरांची मते ऐकून घेतील, एकमेकांबद्दल आदर वाढीस लागेल. सामाजिक कौशल्ये व संप्रेषण कौशल्य विकसित होण्यास मदत होईल. संघर्षाचे प्रमाण कमी होऊन सहकार्य वृत्ती वाढीस लागेल. एकूणच लोकशाही प्रणाली विकसित होण्यास मदत होईल. यासाठी ज्या विद्यार्थी केंद्रित अध्ययन - अध्यापन पद्धती आहेत त्यापैकी एक म्हणजे सहकार्ययूक्त अध्ययन पध्दती होय.

स्लेविन (१९९०) च्या मते, "सहकार्ययूक्त अध्ययन ही एक प्रक्रिया असून यामध्ये विद्यार्थी गटामध्ये एकत्र येऊन शिक्षकाने प्रारंभी सादर केलेल्या साहित्यावर काम करतात."

सहकार्ययूक्त अध्ययन पध्दती ही एक अनुदेशनात्मक पद्धती आणि तंत्र आहे. ज्यामध्ये विद्यार्थी छोट्या गटामध्ये एकत्र येऊन इतरांना शैक्षणिक यश प्राप्तीसाठी मदत करतात आणि स्वत:चे व इतरांचे ज्ञान वाढवितात.

सहकार्ययूक्त अध्ययन पद्धतीत विद्यार्थी अध्ययन कार्या दरम्यान स्वप्रेरणेने इतरांवर अवलंबून असतात. इतरांना उत्तेजन देतात आणि समान ध्येय साध्य करण्यासाठी गटात एकत्रितपणे काम करतात.

सहकार्ययूक्त अध्ययन पद्धतीत शिक्षकाची भूमिका :-

सहकार्ययूक्त अध्ययन पद्धतीचे अनेक प्रकार आहेत. त्यामध्ये एकत्र अध्ययन पद्धती, पद्धत Jigsaw I, Group investigation, Student team learning, Turn to your neighbourhood, Pairs of pair, inside - outside circle या सर्व अध्ययन पध्दतीचा वापर शिक्षकाने अध्यापन कार्य करीत असतांना करायला हवा. विद्यार्थ्यांमध्ये सहकार्याची भावना वाढीसाठी शिक्षकाने प्रत्येक अध्ययन पद्धतीचा वापर विषयाच्या आशयानूसार केला पाहिजे. त्यामुळे त्या पाठातील आशय विद्यार्थ्यांना योग्य पध्दतीने समजू शकेल.

एकत्र अध्ययन पद्धतीच्या आधारे शिक्षकाने आपल्या विषयासंबंधी गटातील सदस्यांमध्ये समोरासमोर आंतरक्रिया घडवून आणावी.

Jigsaw या पद्धतीनूसार सहा-सहा विद्यार्थ्यांचे गट तयार करुन विज्ञान, इतिहास, भूगोल या विषयांवर आधारित प्रकल्प देऊन शिक्षकांनी विद्यार्थ्यांचा वैयक्तिक कृतियूक्त सहभाग आणि गट सहकार्याला उद्युक्त करावे.

Group investigation या पद्धतीद्वारे शिक्षकांनी गटातील प्रत्येक विद्यार्थ्यांना वैयक्तिकरित्या अभ्यासासाठी उपघटक द्यावे व प्रत्येक गटाला आपल्या घटकाचा अहवाल तयार करुन त्याचे निष्कर्ष संपूर्ण वर्गासमोर सादर करण्यास सांगावे. शिक्षकांनी अहवालाच्या गुणवत्तेवरुन त्याचे मूल्यमापन करावे.

विद्यार्थी समूह अध्ययन पध्दतीच्या प्रकारातील Team Games Tournament या पद्धतीद्वारे गुणवत्ताधारक विद्यार्थ्यांचा वेगवेगळा गट तयार करावा. प्रत्येक विद्यार्थी विषयाच्या आशयानूसार प्रभूत्व मिळाविण्यासाठी एकमेकांना मदत करतील असे वातावरण शिक्षकाने निर्माण करावे.

शिक्षकाने विद्यार्थ्यांना अध्ययनासाठी दिलेल्या साहित्यावर चर्चा करतात का? एकमेकांना प्रश्न विचारतात का? हे बघावे. तसेच आठवडी स्पर्धा शिक्षकांनी घ्याव्यात. त्यात समान प्राविण्य असलेल्या विद्यार्थ्यांमध्ये स्पर्धा असल्याने त्यांचे अध्ययन चांगल्या प्रकारे होते. कमी व जास्त गुणवत्ता असलेल्या विद्यार्थ्यांना अध्ययनासाठी समान संधी मिळते.

Think pair & share या पद्धतीद्वारे शिक्षकांनी विद्यार्थ्यांची जोडी तयार करावी. एका विषयाच्या आशयावर विशिष्ट प्रश्नांच्या प्रतिसादाबाबत देवाण-घेवाण करण्यासाठी प्रयत्न करावे. नंतर वर्गातील विद्यार्थ्यांना प्रश्नांचा प्रतिसाद देण्यासाठी आमंत्रित करावे.

Complex Instruction या पद्धतीद्वारे शिक्षकांनी विज्ञान, भूगोल यासारख्या विषया संबंधित कृती कार्ड संच उपलब्ध करुन विद्यार्थ्याला प्रयोग करण्यास द्यावे व विद्यार्थ्यांना त्या प्रयोगाचे मापन करुन समस्या निराकरण करण्यास सांगावे.

Turn to your neighbourhood या पद्धतीद्वारे शिक्षकांनी कल्पना विषयी चर्चा करण्यासाठी विद्यार्थ्यांची जोडी तयार करावी. संपूर्ण वर्गासमवेत आपल्या कामाविषयी चर्चा करण्यास व विचारांची देवाण घेवाण करण्यास शिक्षकांनी सांगावे.

Pairs of pair या पद्धतीद्वारे शिक्षकाला एका प्रश्नासंबंधी अथवा विषयासंबंधी विद्यार्थ्यांना प्रतिसाद यादी तयार करण्यास सांगावी. यात सर्वात प्रथम दोन विद्यार्थ्यांच्या जोडीने प्रश्नांच्या प्रतिसादाविषयी एक यादी द्यावी. नंतर दोन जोड्यांची यादी मिळून एक नवीन यादी तयार करावी. यादीमध्ये कोणती माहिती आहे हे माहित असण्याविषयी गटातील प्रत्येक विद्यार्थी जबाबदार असतो.

Inside-outside circle या पद्धतीद्वारे शिक्षकाने विद्यार्थ्यांना एकच केंद्र बिंदू असलेल्या वर्तुळामध्ये जोडीने उभे करावे. आतील व बाहेरील वर्तुळातील विद्यार्थ्यांचे चेहरे एकमेकांकडे असतात. त्यावेळी शिक्षकाने विचारलेल्या विषयासंबंधित प्रश्नांची उत्तरे विद्यार्थ्याने देणे अपेक्षित असते.

थोडक्यात, विद्यार्थ्याची सहकार्यात्मक भावना वाढीसाठी व सहकार्ययूक्त अध्ययन परिणामकारक घडवून आणण्यासाठी शिक्षकाची भूमिका अत्यंत महत्वाची आहे. विद्यार्थ्यांचे सहकार्ययूक्त अध्ययन-अध्यापन चांगले घडवून आणण्यासाठी शिक्षकांनी वर्गात सहकारी वातावरण निर्माण करावे. शिक्षकांनी अध्यापनाचा आशय अथवा घटक निश्चित करुन प्रभुत्वासाठीचा निकष ठरवावा. सहकार्ययूक्त अध्ययन पद्धतीतील संबंधित घटकासाठी उपयुक्त तंत्र ओळखावे. शिक्षकांनी गट निश्चिती करतांना गटामध्ये कमी जास्त क्षमता असलेले विद्यार्थी वांशिक गट व आर्थिक सामाजिक स्तरावरील विद्यार्थ्यांचा समावेश करण्याचा प्रयत्न शिक्षकाने करावा. आंतरक्रिया होण्यासाठी वर्गाची व्यवस्थित रचना करुन विद्यार्थ्यांच्या गटातील आंतरक्रियाचे निरीक्षण करावे आणि गरज पडेल तेथे स्पष्टीकरण व मदत करावी. शिक्षकांनी गटाच्या यशस्वीतेसाठी बक्षिसांचा उपयोग करावा. तसेच शाब्दीक स्तुती करुन उच्च संपादित गटांची नावे बातमी फलकावर लावावी.

अशा पद्धतीने शिक्षकांनी सहकार्ययूक्त अध्ययन पद्धतीच्या माध्यमातून अध्यापन केल्यास विद्यार्थ्यांचे चांगले अध्ययन घडून येईल. विद्यार्थ्यात इतरांविषयी सहकार्य आणि सहानुभूतीची भावना निर्माण होईल. विद्यार्थ्यांच्या एकमेकांच्या सहकार्याच्या या गुणाद्वारे समाजात इतर व्यक्ति सोबत सामाजिक आंतरक्रिया होत असतांना त्यांच्यात सामाजिक जाणीव निर्माण होऊन सामाजिक विकास व सामाजिकीकरण योग्य पद्धतीने होईल म्हणून सहकार्ययूक्त अध्ययन पद्धतीत शिक्षकाची भूमिका अत्यंत महत्वाची आहे.

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शैक्षणिक संशोधनः काळाची गरज

Author - Ms. Rashmishalaka P. Patole,
Ph.D. (Education) - Research Scholar

Co-author - Mr. Darpanraj N. Deoghare
Head of Dept. - Management Studies,
A.E.V.P.M's Women's College of B.C.A., Aurangabad

शिक्षण क्षेत्रातील सर्वच विद्याशाखांचा विस्तार झपाट्याने होतांना दिसत आहे. संगणक व माहिती तंत्रज्ञानाच्या अचूक उपयोगामुळे शिक्षणाच्या कक्षा सर्वच स्तरावर उंचावल्या आहेत. त्यातूनच शिक्षण क्षेत्राशी निगडीत विविध समस्या समोर येत आहेत. या दृष्टीने या समस्यांचा सांकल्याने विचार करून त्यांचे निराकरण व त्यावर उपाययोजना करणे क्रमप्राप्त झाले असून यातून शिक्षण क्षेत्राशी निगडीत शैक्षणिक संशोधानाच्या प्रक्रियेला गती प्राप्त झाली आहे. शैक्षणिक संशोधानात समस्येच्या कारणांचा आणि त्यांच्या परिणामांचा शोध घेतला जातो. शैक्षणिक संशोधन हे सामाजिक घटनांवर आधारित असते. शिक्षणाचे निकोप तत्वज्ञन मांडण्याचा प्रयत्न आणि संख्यात्मक तथ्यांचे संकलन केल्यामुळे परिणामात्मक संशोधन होते.आज अध्ययन-अध्यापन पध्दती, तंत्रे व मूल्यमापन साधने, शिक्षक व विद्यार्थी संबंध या सर्वच बाबीं संबंधी अमुलाग्र बदल घडत आहे. या दृष्टीने शैक्षणिक संशोधनाची गरज आज वाढु लागली आहे.शिक्षण क्षेत्रातील विविध समस्यांचे वैज्ञानिक पध्दतीने अध्ययन करून त्यांचे निराकरण करण्यासाठी शैक्षणिक संशोधन केले जाते. प्रचलित शिक्षणातील त्रुटी दूर करून विद्यार्थ्यांच्या भावी जीवनासाठी सक्षम बनवणे हे मुख्य कार्य केले जात आहे. शिक्षणासारख्या मुलभूत क्षेत्रामध्ये शैक्षणिक व सामाजिक गरजा समजून शिक्षण क्षेत्रात धोरणात्मक बदल करण्यासाठी शैक्षणिक संशोधन महत्वाचे आहे. याच दृष्टीकोनातून संशोधनाचे विषय निवडल्यास संशोधकाने वस्तुनिष्ठ दृष्टीकोनातून संशोधन केले तर त्याची उपयुक्तता निश्चितच वाढु शकेल.

प्रस्तावना -शिक्षण क्षेत्रातील सर्वच विद्याशाखांचा विस्तार झपाट्याने होतांना दिसत आहे. संगणक व माहिती तंत्रज्ञानाच्या अचूक उपयोगामुळे शिक्षणाच्या कक्षा सर्वच स्तरावर उंचावल्या आहेत. त्यातूनच शिक्षण क्षेत्राशी निगडीत विविध समस्या समोर येत आहेत. या दृष्टीने या समस्यांचा सांकल्याने विचार करून त्यांचे निराकरण व त्यावर उपाययोजना करणे क्रमप्राप्त झाले असून यातून शिक्षण क्षेत्राशी निगडीत शैक्षणिक संशोधानाच्या प्रक्रियेला गती प्राप्त झाली आहे. शैक्षणिक समस्यांचे वस्तुनिष्ठ आकलन व त्यावर योग्य उपाययोजना हेच शैक्षणिक संशोधानाचे मुख्य कार्य होय. अभ्यासक्रम, अध्ययन व अध्यापन पध्दती, विद्यार्थी - शिक्षक सहसंबंध, मूल्यमापनाची साधने, विद्यार्थ्यांच्या सामाजिक व मानसिक गरजा, शैक्षणिक साहित्य व तंत्रांचे उपयोजन, पाठ्यक्रम, पाठ्यपुस्तके, शैक्षणिक वातावरणा इत्यादींबाबत शैक्षणिक संशोधनाची कक्षा विस्तारली आहे.

शैक्षणिक संशोधानाची वैशिष्टे -

१. शिक्षणाचे परिपूर्ण तत्वज्ञन यांची भूमिका मोठी.
२. कल्पकता आणि अंतदृष्टी असते.
३. आंतरशाखीय संशोधन समजले जाते.
४. शिक्षण प्रक्रियेची उपयुक्तता वाढविण्याचे मुख्य ध्येय असते.
५. मानवी वैशिष्टये आणि मानवी वर्तणूक लक्षात घ्यावी लागते.
६. शैक्षणिक संशोधन अतिशय व्यापक आहे.
७. शैक्षणिक संशोधन मितव्ययी असते.
८. शैक्षणिक संशोधानात समस्येच्या कारणांचा आणिा त्यांच्या परिणामांचा शोध घेतला जातो.
९. शैक्षणिक संशोधन हे सामाजिक घटनांवर आधारित असते.

शैक्षणिक संशोधनाचे स्वरूप -

१. अचूक संशोधन होय.
२. उद्देश्यपूर्ण संशोधानावर भरत असतो.
३. गृहितकात्मक संशोधन असते.
४. प्राथमिक स्त्रोतांवर अवलंबून असते.

५. शिक्षणाचे निकोप तत्वज्ञन मांडण्याचा प्रयत्न.
६. संख्यात्मक तथ्यांचे संकलन केल्यामुळे परिणामात्मक संशोधन होते.
७. कमी साधनांची गरज असते.
८. शैक्षणिक संशोधन हे समाजाशी निगडीत असते.

संशोधनाची गरज -शिक्षण घेतांना विद्यार्थ्यांमधील नवनिर्मिती क्षमता कार्यान्वित व्हावी या हेतुने त्यांना प्रभावी अध्यापन कसे करावे या विचारातून शिक्षण क्षेत्रात संशोधनास प्रारंभ झाला. शिक्षणाच्याद्वारे विद्यार्थ्याना जीवन जगण्यासाठी विविध कार्यक्षेत्रात प्रगत होण्याचे प्रशिक्षण कसे दिले जावे, आजच्या विद्यार्थ्यांमधुन उद्याचे देशास पोषक व सक्षम मनुष्यबळ कसे तयार केले जावे या विचारातून शिक्षणात क्रांती घडून आली. आज अध्ययन-अध्यापन पध्दती, तंत्रे व मूल्यमापन साधने, शिक्षक व विद्यार्थी संबंध या सर्वच बाबीं संबंधी अमुलाग्र बदल घडत आहे. या दृष्टीने शैक्षणिक संशोधनाची गरज आज वाढु लागली आहे.

शैक्षणिक संशोधनाची उद्दिष्टे -

१. नवीन संकल्पनांचा व सिध्दांताचा शोध घेणे.
२. जुन्या संकल्पनांचा नवीन अर्थ लावणे.
३. वास्तविकतेचा शोध घेणे.
४. ज्ञानाची वृध्दी करण्याकरिता.
५. जीवन समृध्द करणे.....
६. शैक्षणिक घटकांतील कार्यात्मक संबंधाचा शोध घेणे.
७. शैक्षणिक क्षेत्राबाबत भाविष्यकथन करणे.

शैक्षणिक संशोधनाचे प्रकार

ऐतिहासिक संशोधन | वर्णनात्मक संशोधन | प्रयोगात्मक संशोधन

शैक्षणिक संशोधनाची प्रमुख क्षेत्रे -शैक्षणिक संशोधनाचे क्षेत्र अत्यंत विस्तारीत आहे. त्यामध्ये समाविष्ठ घटक पुढील प्रमाणे सांगता येतील. यांना आपण शैक्षणिक संशोधानाची क्षेत्रे म्हणून ओळखतो.

१. शिक्षणाचा इतिहास आणि तौलनिक अध्ययन.
२. विद्यार्थ्यांची अध्ययन क्षमता.
३. शिक्षण संस्थांचे योगदान.
४. विद्यार्थ्यांचा व्यक्तिमत्व विकास / सर्वांगीणविकास.
५. विकास व संपादन क्षमतेवर प्रभाव पाडणारे घटक.
६. पाठ्य पुस्तके आणि अभ्यासकृम रचना.
७. शैक्षणिक संस्थेची संरचना.
८. अध्यापकांचे प्रशिक्षण व उच्च शिक्षण.
९. सार्वजनिक व खाजगी शिक्षण व्यवस्था.
१०. शिक्षण संस्थांचा सामाजिक जीवनाशी संबंध.
११. शिक्षणाचा समाजावरील प्रभाव.
१२. बाल शिक्षण.
१३. शिक्षणाची रोजगार क्षमता.
१४. अध्ययनाला पोषक घटक आणि त्यांचे मुल्यांकन.
१५. केंद्र सरकार व शैक्षणिक धोरणांचा परिणाम.
१६. शाळा समित्यांची कार्य पध्दती.

१७. मूल्यमापनाची साधने व त्यांचा उपयोग.
१८. शैक्षणिक अनुदानाचा प्रभाव व मूल्यमापन.
१९. शैक्षणिक धोरणांचे मूल्यमापन.
२०. विद्यार्थी व शिक्षकांमधील नातेसंबंध.
२१. अध्ययन - अध्यापनाच्या पध्दती व उपयोग.

भारतामध्ये शैक्षणिक संशोधनाचा विकास -Development of Ed. Research in Education -

इतर प्रगतीशील राष्ट्रांच्या तुलनेने भारतासारख्या विकसनशील देशात शिक्षण हा विषय ब-याच उशीर अभ्यासक्रमात आला. प्रथम कोलकत्ता विद्यापीठ आयोगाने (१९१९) मध्ये शिक्षणविभाग सुरू करण्याची शिफारस केली. १९३६ मध्ये सर्व प्रथम मुंबई विद्यापिठाने एम.एड. हा अभ्यासक्रम सुरू केला व येथुन पुढे शिक्षणशास्त्र हा अभ्यासक्रम देशातील इतर विद्यापिठांमध्ये सुरू केला गेला. तदनंतर १९४३ मध्ये मुंबई विद्यापीठाने पी.एच.डी.चे संशोधनाची सोय सुरू केली.

सद्या स्थितीमध्ये भारतातील सर्वच विद्यापिठात शिक्षणशास्त्र हा विषय शिकविला जातो. इ.स. १९६१ मध्ये शिक्षण क्षेत्रातील वेगवेगळ्या विद्याशाखांत संशोधन प्रशिक्षण आणि साहित्य निर्माण करण्याच्या उद्देशाने NCERT या संस्थेची स्थापना करण्यात आली. National Council of Educational Research and Training ही भारतातील एकमेव संस्था आहे. शिक्षण मंत्रालयाद्वारे संशोधन प्रकल्प सहाय योजना (GARP - Sheme) या संस्थेमार्फत राबविली जाते.

त्यानंतर उच्च दर्जाचे शैक्षणिक कार्य संशोधन आणि त्याकरिता मार्गदर्शन करण्यासाठी (National Institute of Education) राष्ट्रीय शिक्षण संस्थेची स्थापना करण्यात आली. आज शैक्षणिक संशोधनामध्ये खूप प्रगती झाली असून दिवसेंदिवस यामध्ये वाढच होत आहे.

समारोप - शिक्षण क्षेत्रातील विविध समस्यांचे वैज्ञानिक पध्दतीने अध्ययन करून त्यांचे निराकरण करण्यासाठी शैक्षणिक संशोधन केले जाते. शिक्षण क्षेत्रातील समस्यांचे निराकरण तत्परतेने करण्याच्या दृष्टीने शैक्षणिक संशोधनाचे महत्व आहे. शिक्षण प्रक्रिया अधिक प्रभावी करण्याच्या दृष्टीने शैक्षणिक संशोधन हे उपकारक ठरते. शिक्षण प्रक्रियेमध्ये सद्यस्थितीत निरनिराळे प्रयोग केले जात आहते. प्रचलित शिक्षणातील त्रुटी दूर करून विद्यार्थ्यांच्या भावी जीवनासाठी सक्षम बनवणे हे मुख्य कार्य केले जात आहे. शिक्षणाकडून असणा-या अपेक्षांचे स्वरूप बदलत असून सामाजिक विकासा सोबतच शिक्षणक्रम, अभ्यासक्रम, पाठ्यपुस्तकांची रचना, शैक्षणिक साधनांचा आणि तंत्रज्ञानाचा सक्रिय उपयोग यामध्ये प्रगती होत चालली आहे. शिक्षणासारख्या मुलभूत क्षेत्रामध्ये शैक्षणिक व सामाजिक गरजा समजून शिक्षण क्षेत्रात धोरणात्मक बदल करण्यासाठी शैक्षणिक संशोधन महत्वाचे आहे. याच दृष्टीकोनातून संशोधनाचे विषय निवडल्यास संशोधकाने वस्तुनिष्ठ दृष्टीकोनातून संशोधन केले तर त्याची उपयुक्तता निश्चितच वाढु शकेल.

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''शैक्षणिक संशोधनातील विविध संकल्पनांचा अर्थ''

श्री. बडे माधव विनायकराव
संशोधक विद्यार्थी
शिक्षणशास्त्र संकुल,
स्वा.रा.ती.म.वि. नांदेड.

प्रस्तावना :

संशोधनाचे क्षेत्र हे खूप व्यापक स्वरुपाचे आहे. सद्याच्या काळात वेगवेगळ्या क्षेत्रात संशोधनाचे काम अव्याहतपणे चालू असते. उदा. सामाजिक, आर्थिक, राजकीय व शैक्षणिक इत्यादी. प्रस्तुत शोध निबंधाच्या माध्यमातून शिक्षण क्षेत्रातील संशोधनात वापरल्या जाणाऱ्या काही महत्त्वाच्या संकल्पानांचे स्पष्टीकरण करण्याचा प्रयत्न केलेला आहे. यामध्ये पंचेवीस संकल्पनांचा समावेश केलेला आहे. या संज्ञांचा क्रम असा ठेवला आहे की, ज्या क्रमानुसार संशोधकाचा संशोधन प्रक्रियेत या संज्ञांशी सर्वसाधारणपणे, संबंध येत असतो.संज्ञांचा दिलेला अर्थ हा शैक्षणिक संशोधन या विषयापुरताच मर्यादित आहे. संशोधकाला त्या विशिष्ट संज्ञेची संकल्पना व्यवस्थितपणे स्पष्ट व्हावी हा यामागे हेतू आहे.

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वरील संज्ञांचा अर्थ व प्राप्ती :

1) समस्या (Problem) :

शिक्षणक्षेत्राशी संबंधित, एक किंवा अनेक व्यक्तींना भेडसावणारी, प्राप्त मानवी ज्ञानाची निश्चिती, त्यात विस्तार, बदल किंवा नवीन ज्ञान निर्माण करणारी, सैद्धांतिक अथवा प्रात्यक्षिक क्षेत्रातील अडचण किंवा असमाधान म्हणजे समस्या. ही अडचण एखाद्या विशिष्ट विषयापुरती मर्यादित असते. म्हणजेच ती एक अथवा अनेक प्रश्न निर्माण करणारी पण एकसंध असते. या अडचणीचे उत्तर शोधणे म्हणजे शैक्षणिक संशोधन होय.

2) संशोधनाची विषयक्षेत्रे (Fields of Research, Areas of Research) :

शिक्षणशास्त्र या विषयाचे विविध उपविभाग किंवा विविध अंगे म्हणजे संशोधनाची विविध विषयक्षेत्रे. उदा. शैक्षणिक तत्त्वज्ञान, शिक्षक प्रशिक्षण.

3) संबंधित साहित्य व संशोधनाचे परिशीलन (Review of Related Literature and Research) :

संशोधन विषयाच्या संबंधात जे महत्त्वपूर्ण ज्ञान उपलब्ध आहे त्याचा सारांश देणे व त्या विषयात उपलब्ध असलेल्या ज्ञानाचा आधार घेऊन त्यापुढील ज्ञानाचा शोध घेण्यासाठी अथवा उपलब्ध ज्ञानाचा नवीन परीस्थितीमधील बदललेला अर्थ विशद करण्यासाठी, संबंधित संशोधन विषयाचा पाया भक्कम करणे म्हणजे संबंधित साहित्याचे परिशीलन होय. हे महत्त्वपूर्ण ज्ञान संशोधन विषयाच्या विविध ग्रंथामध्ये, लेखात उपलब्ध असते. त्यातील योग्य त्या घटकांचे वाचन, चिंतन, मनन व उपयोजन म्हणजेच संबंधित साहित्याचा आढावा.तसेच संशोधन-विषयाशी संबंधित यापूर्वी कोणते संशोधन झाले आहे, त्यापैकी कोणत्या संशोधनातील कोणते निष्कर्ष प्रस्तुत संशोधनास पूरक आहेत, कोणते वेगळे आहेत, कुठे साम्य आहे, कुठे फरक आहे हे प्रथमत: पाहणे. त्यानंतर याचा योग्य आधार घेऊन त्यापुढील नवीन गोष्टी शोधून काढणे अथवा जुन्या निष्कर्षांना बदलत्या परीस्थितीत नवा अर्थ शोधण्यासाठी आजपर्यंतच्या संबंधित शैक्षणिक संशोधन निष्कर्षांचे वाचन, चिंतन, मनन व उपयोजन करणे म्हणजे संबंधित संशोधनाचे परिशीलन.

4) विषय (Topic) :

संशोधकाला भेडसावणारी शैक्षणिक समस्या स्थूलमानाने त्या निश्चित अशा विषय विभागात येते त्यास विषय म्हणतात. जसे सूक्ष्म अध्यापन, उच्च माध्यमिक विभाग प्रशासन.

5) शीर्षक (Title) 5) :

संशोधन विषयाची स्पष्ट व अर्थपूर्ण मांडणी म्हणजे संशोधनाचे शीर्षक होय. यामध्ये अतिव्यापकता नसावी, संकुचितपणाही नसावा, तर पर्याप्तता असावी. ज्या घटकांना शास्त्रीय पद्धतीने मोजता येईल अशा घटकांचा यात उल्लेख असतो. संशोधकाचा पूर्वगृहविरहित दृष्टिकोण दिसावा व साध्या व सरळ भाषेत याचे लेखन करावे. प्रबंधाच्या मुखपृष्ठावर हेच शीर्षक असते. उदा. 1) महाराष्ट्रातील पुणे महसूल विभागात काम करणाऱ्या प्राथमिक शिक्षिकांच्या सेवास्थिती आणि व्यावसायिक प्रशिक्षणासंबंधी समस्यांचा शोध. 2) महाराष्ट्रातील ज्युनिअर महाविद्यालयातील दुसऱ्या वर्षाच्या स्थितीचा चिकित्सक अभ्यास.

5) अ. समस्याकथन (Statement of the Problem)

शीर्षक व समस्याकथन यात फरक आहे. संशोधनाचा विषय व शीर्षक याची व्याप्ती व मर्यादा निश्चित ठरवून एक किंवा अनेक प्रश्न, एक किंवा अनेक विधाने, प्रश्न व विधान यांचे एकत्रीकरण यापैकी एका पद्धतीत मांडणे म्हणजे समस्याकथन. यामध्ये दोन किंवा अधिक चलांचा एकमेकांशी असलेला संबंध स्पष्टपणे दाखविला जातो. यातील सर्व चलांची कार्यात्मक व्याख्या पुढे द्यावी लागते. समस्याकथनाने विषयाला निश्चित स्वरुप प्राप्त होते. शीर्षकातील प्रश्न, समस्या अधिक सविस्तरपणे येथे लिहावी. विषयाचा विस्तार व स्वरुप, त्याची उद्दिष्टे, गृहीतके, मर्यादा यांचाही उल्लेख यात असावा.

6) क्रायात्मक व्याख्या (Functional Defincation) :

शैक्षणिक संशोधनामध्ये एखाद्या चलाचा, संज्ञेचा सर्वसामान्य अर्थ न घेता, त्या विशिष्ट संशोधनप्रक्रियेत एखादा निश्चित अर्थ घेतला जातो. संशोधकाने प्रास्ताविक प्रकरणात तो निश्चित अर्थ शब्दांकित करावा. या निश्चित केलेल्या अर्थास त्या चलाची त्या संशोधन प्रक्रियेतील क्रियात्मक व्याख्या असे म्हणतात. उदा. माध्यमिक शाळेत शिकणारी मुलेमुली- लक्ष्मी-विष्णू, नरसिंग गिरजी व जाम गिरणी या तीन कापड गिरण्यांमधील कामगारांची 1983/84 यावर्षी इ. 8 वी, 9 वी, 10 वी मध्ये मान्यताप्राप्त मराठी माध्यमाच्या शाळेत शिकणारी मुलेमुली.अशा क्रियात्मक व्याख्या त्या विशिष्ट संशोधनापुरत्याच मर्यादित असतात.

7) उद्दिष्टे (Objectives) :

संशोधन समस्या एक वा अनेक समस्या एकत्रित होऊन बनलेली असते. जी अडचण संशोधकाला वारंवार भेडसावत असते, जी गरज संशोधकाला सतत अनुभवास येत असते अशा प्रमुख समस्येतून पृथक्करणाने एक वा अनेक छोटे प्रश्न निर्माण होतात. या विविध प्रश्नांना विधानात रुपांतरीत केल्याने संबंधित संशोधनाची उद्दिष्टे तयार होतात. याचा आधार घेऊन पुढे परिकल्पना तयार करता येतात.

उदा. To study critically the professional, familiar, social and economical conditions of women teachers working in primary schools of Greater Bombay Municipal Corporation.

8) परिकल्पना-गृहीतकृत्य (Hypothesis) :

सर्वसामान्य अनुभव, निरीक्षण, ज्ञान व तर्काच्या आधरे संशोधन समस्येसंबंधी केलेले व सिद्ध न झालेले विधानात्मक उत्तर म्हणजे परिकल्पना. याची सत्यासत्यता संशोधन-प्रक्रियेनंतर ठरविली जाते. या विधानाने संशोधन प्रक्रियेला एक निश्चित दिशा मिळते. यामध्ये दोन किंवा अधिक चलांचा परस्परांशी असणारा संबंध अनुभव, निरीक्षण, ज्ञान व तर्काच्या आधारे सांगितला जातो.

9) शून्य परिकल्पना (Null Hypothesis) :

शून्य परिकल्पनेत चलांमधील अंतर अजिबात नाही अथवा शून्य आहे असे गृहीत धरले जाते. परिकल्पनेचा हा एक प्रकार असल्याने हेही विधान अनुभव, निरीक्षण, ज्ञान व तर्काच्या आधारे केलेले व सत्यासत्यता पडताळून पाहण्यापूर्वीचे विधान असते. यालाच सांख्यिकी परिकल्पना असेही म्हणतात. प्रायोगिक पद्धतीप्रमाणे वर्णनात्मक संशोधन पद्धतीमध्येही शून्य परिकल्पनेचा उपयोग करतात.

10) गृहीतक (Assumption) :

अनेक संशोधकांनी विविध संशोधनाच्या आधारे काही निष्कर्ष काढले आहेत. ही सत्य विधाने सर्वमान्य असतात. संशोधकाचे संशोधन यापैकी काही निष्कर्षावर आधारलेले असते. संशोधक ही विधाने त्या संशोधनात तपासून पाहण्याची प्रक्रिया करणार नसतो अशा विधानास गृहीतक असे म्हणतात.

11) व्याप्ती (Scope) :

संशोधन कोणत्या भौगोलिक विषयाशी संबंधित आहे, त्यातील कोणत्या लोकांशी संबंधित आहे, त्यांच्या कोणकोणत्या घटकांशी संबंधित आहे, कोणत्या कालखंडाशी संबंधित आहे व या संशोधनाचे निष्कर्ष कुणाला लागू पडतील याची अचूकपणे माहिती देणे म्हणजे संशोधनाची व्याप्ती स्पष्ट करणे होय.

12) मर्यादा (Limitation) :

संशोधनात ज्या घटकांवर संशोधकाचे नियंत्रण नसते व जे घटक संशोधनाच्या निष्कर्षांना मर्यादा घालत असतात त्यांचा उल्लेख करणे म्हणजे संशोधनाच्या मर्यादा सांगणे. उदा. 1) विशिष्ट शाळेमध्ये संशोधकाला प्रायोगिक पद्धतीने संशोधन करण्यासाठी एका इयत्तेच्या चार वर्गांची आवश्यकता असेल व प्रत्यक्षात काही अडचणींमुळे दोनच वर्ग मिळाले तर ही त्या संशोधनाची मर्यादा ठरते.

2) पत्रद्वारे मागविलेल्या प्रश्नावल्या, अतिशय प्रामाणिक प्रयत्न करुनही फक्त 55 टक्केच परत आल्या तर निष्कर्षांवर मर्यादा पडतात. ही त्या संशोधनाची मर्यादा होय.

13) महत्त्व (Significance, Importance) :

संशोधनाची निकड, संशोधनाच्या निष्कर्षामुळे शैक्षणिक सिद्धान्तात पडलेली भर व शिक्षणाच्या एकूण कार्यप्रणालीत पडणारा बदल संशोधनाचे महत्त्व या सदरात मोडतो. पूर्वी याच विषयावर संशोधन झाले असेल तर नवीन परीस्थितीत पुन्हा वाटणारी संशोधनाची निकड स्पष्ट करणे अथवा पूर्वीच्या संशोधनात राहिलेल्या त्रुटी दाखविणे हेही महत्त्व या सदरात येते.

14) पद्धती (Method) :

संबंधित शैक्षणिक संशोधनात भूतकाळातील परीस्थिती जाणून घेण्याचे उद्दिष्ट ठेवले असेल व त्यानुसार नियोजन केले असेल तर ऐतिहासिक संशोधन पद्धती वापरावी लागते. संशोधनात वर्तमानकाळातील परीस्थिती जाणून घ्यायची असेल तर वर्णनात्मक संशोधनाच्या विविध प्रकारांपैकी एक प्रकार वापरावा लागतो. संशोधनात भविष्यकाळातील परीस्थिती जाणून घ्यायची असेल तर प्रायोगिक पद्धतीचा उपयोग करावा लागतो. याच संशोधनाच्या तीन प्रमुख पद्धती म्हणून ओळखल्या जातात.

15) साधने (Tools) :

प्रत्येक संशोधन प्रक्रियेमध्ये पद्धती, उद्दिष्टे व परिकल्पनांच्या अनुसार विविध प्रकारची संख्यात्मक व गुणात्मक माहिती मिळवावी लागते. हीच माहिती संशोधनाचा प्रमुख आधार असते. ही माहिती जमा करण्यासाठी ज्याचा उपयोग केला जातो त्यास संशोधनातील माहिती जमा करण्याचे साधन असे म्हणतात. उदा. प्रश्नावली.

16) कालावधी (Period) :

संशोधन प्रक्रिया सुरु केल्यापासून पूर्ण होण्यापर्यंतच्या वेळास, अवधीस कालावधी असे म्हटले जाते. आराखड्यापासून टंकलेखित अहवाल संबंधित संस्थेला सादर करण्यापर्यंतच्या विविध प्रक्रिया किती अवधीमध्ये, कोणत्या महिन्यात, वर्षात केल्या जातील याचा उल्लेख असतो. कमीत कमी कालावधी किती असतो हे त्या पदवीधर व संस्थेवर अवलंबून असते. उदा. सर्वसाधारण परीस्थितीत पीएच्.डी. साठी कमीत कमी कालावधी दोन वर्षांचा असतो.

17) न्यादर्श, न्यादर्शन (Sample, Sampling) :

संशोधक आपल्या संशोधनामध्ये ज्या जनसंख्येच्या विशिष्ट चलांचा निरीक्षण व पृथक्करणाद्वारे अभ्यास करणार असतो, त्या संस्थेचे छोटे प्रमाण म्हणजे नमुना व त्याची निवड करणे म्हणजे नमुना निवड. उदा. "महाराष्ट्रातील 88-89 या शैक्षणिक वर्षात एस्.एस्.सी. ला शिकत असणाऱ्या विद्यार्थी विद्यार्थींनींना इंग्रजी विषय शिकताना येणाऱ्या अडचणी व त्यावर उपाय शोधणे." या संशोधनामध्ये 7/8 लाख विद्यार्थी विद्यार्थींनींचा अभ्यास करणे व तोही एका वर्षात हे अशक्य नसले तरी एका व्यक्तीला असंभव वाटणारे कार्य आहे. अशा वेळी योग्य पद्धतीने त्यापैकी प्रातिनिधिक ठरणारे फक्त एक हजार विद्यार्थी, विद्यार्थीनी निवडणे व त्यांच्यापुरते संशोधन मर्यादित करणे अशी पद्धत अवलंबिता येते. तेथे सात-आठ लाखांच्याऐवजी एक हजार प्रतिसादक म्हणजे जनसंख्येतून निवडलेला नमुना होय.

18) यादृच्छिक नमुना (Random Sample):

ज्या निवड पद्धतीत जनसंख्येतील प्रत्येक प्रतिसादकाला समप्रमाणात निवडले जाण्याची शक्यता असते त्या नमुना निवड पद्धतीला यादृच्छिक नमुना निवड असे म्हटले जाते.

19) जनसंख्या (Population) :

संशोधकाने नमुना ज्यातून निवडला आहे असा संपूर्ण भाग म्हणजे जनसंख्या. नमुन्याची गुणवैशिष्ट्ये ज्याच्याशी समान आहेत अशा व्यक्ती किंवा वस्तू म्हणजे जनसंख्या. नमुन्यावरुन संशोधनाच्या अखेरीस काढलेले निष्कर्ष समान गुणवैशिष्ट्यांमुळे जनसंख्येलाही लागू पडतात. जनसंख्या निश्चित किंवा अनंत असू शकते. वरील सतराव्या आकड्यामधील उदाहरणातील आठ लाख एस्.एस्.सी. चे विद्यार्थी-विद्यार्थिनी म्हणजे जनसंख्या होय.

20) संकलित माहिती (Data) :

शैक्षणिक संशोधनात निष्कर्ष काढताना ज्यांचा आधार घेतला जातो अशा सर्व नोंदी, गुणवैशिष्ट्ये, घटना, माहिती यांचे एकत्रीकरण म्हणजे संकलित माहिती होय.

21) चल (Variable) :

संख्यात्मक अथवा गुणात्मक मूल्यामध्ये व्यक्त करता येऊ शकणारी कोणतीही संकल्पना याला चल असे म्हणतात.

22) वैज्ञानिक पद्धती (Scientifice Method) :

दृश्य पुराव्यावर विश्वास, संबंधित मान्य संकल्पनांचा उपयोग, तथ्यांच्या फेरतपासणीवरील निष्ठा, नैतिक तटस्थता, सामान्य विधान क्षमता, संभाव्य पायावर आधारित भाकिते, प्रयोगाची पुनरावृत्ती क्षमता व निष्कर्षांची तपासणी सामान्य माणसालाही शक्य, या सात तत्त्वांवर जी पद्धती आधारित असते तिला वैज्ञानिक पद्धती असे म्हणतात.

23) आराखडा (Proposal) :

संशोधक आपले संशोधन कोणत्या पद्धतीने पूर्ण करणार आहे त्याची लिखित स्वरुपातील पूर्वयोजना म्हणजे आराखडा. यामध्ये प्रास्ताविक, संशोधन समस्या, विषय, क्रियात्मक व्याख्या, उद्दिष्टे, परिकल्पना, गृहीतके, व्याप्ती व मर्यादा, महत्त्व, संबंधित साहित्य व संशोधनाचे थोडक्यात परिशीलन, पद्धती, साधने, कालावधी, संख्याशास्त्राचा वापर या सर्व बाबींचा उल्लेख हवा.

24) संदर्भ साहित्य सूची (Bibliography) :

संशोधन विषयाच्या व पद्धतीच्या संदर्भात अदगी सुरुवातीपासून अखेरपर्यंत संशोधकाने जी पुस्तके, नियतकालिके, वृत्तपत्रे, अहवाल, कागदपत्रे असे प्रकाशित साहित्य वाचले असेल व संशोधन प्रक्रियेमध्ये ज्या साहित्याचा प्रत्यक्ष वा अप्रत्यक्ष उपयोग झाला असेल अशा सर्व साहित्याची एका विशिष्ट अशा क्रमाने केलेली यादी म्हणजे संदर्भ साहित्य-सूची होय.

25) प्रबंध (Thesis):

उच्च पदवी मिळण्यासाठी एखाद्या विषयावर स्वतंत्र स्वरुपाचे संशोधन करुन त्याचा जो टंकलिखित, झेरॉक्स, छापील अहवाल विद्यापीठास किंवा एखाद्या मान्यवर संस्थेस सादर केला जातो, त्यास प्रबंध म्हणतात.

नाशिक जिल्हयातील समाजकल्याण विभागाच्या शासकिय वसतीगृहातील समस्याचा अभ्यास

श्रीमती. अनिता राठोड
संशोधक विद्यार्थी
डॉ. बाबासाहेब आंबेडकर विद्यापिठ औरंगाबाद

सारांश :

भारतीय राज्यघटनेच्या कलम ४६ नुसार '' राज्य हे दुर्बल जनवर्ग आणि विशेषत: अनुसुचित जाती जमातींचे विशेष काळजीपूर्वक शैक्षणिक व आर्थिक हितसंवर्धन करील''.

राज्यघटनेच्या या कलाम ४६ ची पुर्तता करण्याचे कार्य सद्यस्थितीत सामाजिक न्या विशेष सहाय्य विभागाद्वारे पार पाडले जात आहे. समाजातील अनु. जाती, जमाती, विमुक्त भटक्या जाती, भटक्या जमाती व विशेष मागास प्रवर्गातील विद्यार्थ्यांना शहरात येवून शिक्षण घेता यावे यासाठी समाजकल्याण विभागामार्फत प्रत्येक जिल्हयात तसेच प्रत्येक तालूक्यामध्ये शासकिय वसतीगृह योजना राबविल्या जाते आहे यामध्ये विशेष करून मागासवर्गीय मुलामुलींसाठी शिक्षणाच्या सर्व सोई सुविधांसह स्वतंत्र मुलींचे व मुलांचे शासकिय वसतीगृह प्रत्येक जिल्हास्तरावर तसेच प्रत्येक तालूका स्तरावर सूरू करण्यात आले जेणेकरून मुलामुलींना शिक्षणाची संधी मिळावी व त्यांचा सर्वांगीण विकास व्हावा.

परंतु सदर वसतीगृहामध्ये अनेकविध समस्या विद्यार्थ्यांना भेडसावतात त्या समस्या जाणून घेवून त्यावर योग्य ते उपाय सुचविणेसाठी संशोधिकेने प्रस्तूत संशोधन हाती घेतले आहे.

प्रस्तावना :

क्रांतीज्योती सावित्रीबाई फूले ज्योतीबा फूले यांनी स्वत: अमाप कष्ट करून महिलांसाठी व मागासवर्गीयांसाठी शिक्षणाची दारे उघडी करून दिली. आज केवळ सावित्रीबाईच्या पुण्याईमुळे व ज्योतीबांच्या अथक प्रयत्नांमुळे मागासवर्गीय मुले मुली शिकत आहे हे जरी सत्य असले तरी आजही समाजातील अनेक मुले उच्च शिक्षणापासून वंचीत राहतात. प्राथमिक शिक्षण पूर्ण झाल्यानंतर आर्थिक परिस्थिती हालाखीची असल्यामुळे तसेच घराबाहेर शिक्षणासाठी पडल्यास आपल्या मुली व मुले सुरक्षित राहतील का? या विवंचनेने बरेच पालक आपल्या मुलींना पुढील उच्च शिक्षणासाठी तालुक्याच्या ठिकाणी व जिल्हयाच्या ठिकाणी पाठवत नहीत परिणामी मागासवर्गीय मुलां मुलींचे उच्च शिक्षणाचे प्रमाण अत्यंत कमी झाले हि अडचण दूर करण्यासाठी समाजकल्याण विभागाने प्रत्येक जिल्हयामध्ये व तालुक्यामध्ये मागासवर्गीय मुलींसाठी स्वतत्र शासकिय वसतीगृह उभारली व या वसतीगृहामध्ये उच्च शिक्षणासाठी राहणाऱ्या विदयार्थ्यांना व विद्यार्थीनींना मोफत राहण्याची व भोजनाची सोय पुरविली सोबतच मुलींच्या संरक्षणाची संपूर्ण जबाबदारी स्विकारली आज इतक्या वर्षापासून सदर वसतीगृहे महाराष्ट्रातील प्रत्येक जिल्हयामध्ये व प्रत्येक जिल्हयातील प्रत्येक तालूक्यामध्ये कार्यान्वीत आहेत. परंतु सदर वसतीगृहामध्ये राहणाऱ्या विद्यार्थ्यांना तसेच सदर वसतीगृहामध्ये काम करणाऱ्या कर्मचाऱ्यांना अनेक समस्यांना सामोरे जावे लागते त्या समस्या कोणत्या? त्या शोधने व त्या समस्या कशा दूर करता येतील यावर योग्य ती उपायोजना सुचविणे यासाठी संशोधीका सदर संशोधन करणार आहे.

संशोधन समस्येची गरज..

आजचे युग हे स्पर्धेचे युग आहे. या स्पर्धेत टिकून राहण्यासाठी पुढे जाण्यासाठी विशेष करून उच्च शिक्षण घेणे अत्यंत गरजेचे झाले आहे. मागासवर्गीय व वंचीत घटकातील मुला मुलींना शासनाने सदर वसतीगृहामार्फत मोफत राहण्याची व जेवणाची सोय करून त्यांच्या शैक्षणिक वाटचालीमधील सर्वात मोठी अडचण दूर केली आहे. मागासवर्गीय घटकातील विद्यार्थ्यांना चांगल्या प्रतीचे शिक्षण घेता यावे स्वत:चे अस्तीत्व सिध्द करून शिक्षणाच्या माध्यमातून उज्वल भवितव्य घडविता यावे यासाठी सदर शासकिय वसतीगृहामध्ये निर्माण होणाऱ्या समस्यांचा अभ्यास करणे अत्यंत गरजेचे आहे. सदर संशोधनामुळे शासनाच्या या महत्वकांक्षी योजनेतील उणिवा दूर करून त्याची अधिक प्रभावीपणे अंमलबजावणी करता येईल.

संशोधन समस्येचे महत्व :

अलीकडच्या काळात बऱ्याच वेळेस वर्तमानपत्रामधून तसेच दूरदर्शन वरून शासकिय वसतीगृहामधील दयनिय अवस्था, शासकिय वसतीगृहात अपुऱ्या सुविधा, वसतीगृहात विद्यार्थ्यांची आत्महत्या यासारख्या अनेक नकारात्मक बातम्या प्रसिध्द केल्या जातात तसेच अनेक वसतीगृहामध्ये पुरेशे कर्मचारी नसतात. एकेक गृहपालाकडे दोन तीन वसतीगृहांचा अतिरिक्त कार्यभार असतो. वसतीगृहामध्ये प्रवेश घेतल्यानंतर विद्यार्थ्यांची गुणवत्ता घसरते पालकांना वसतीगृहाविषयी पुरेशी माहिती नसते यासारख्या अनेकविध संमस्यांचा शोध सदर संशोधनामुळे घेता येईल व विद्यार्थ्यांना खऱ्या अर्थाने ज्ञानार्जन करून स्वत:चे भविष्य घडविण्याची संधी उपलब्ध करून देता येईल.

उद्दिष्ट :

१. शासकिय वसतीगृहातील विद्यार्थीनींना मिळणाऱ्या भौतीक सुविधांचा अभ्यास करणे.
२. वसतीगृहामार्फत दिल्या जाणाऱ्या शैक्षणिक सुवधिांचा अभ्यास करणे.
३. वसतीगृहामार्फत दिल्या जाणाऱ्या आर्थिक सुविधांचा अभ्यास करणे.
४. वसतीगृहामार्फत दिल्या जाणाऱ्या आहाराविषयक समस्यांचा अभ्यास कारणे
५. वसतीगृहातील कर्मचाऱ्यांची सद्यस्थिती अभ्यासणे.
६. वसतीगृहातील विद्यार्थ्यांच्या वर्तनाचा अभ्यास करणे.

गृहितके :

१. शासकिय वसतीगृहामध्ये विविध समस्या आहेत.
२. शासकिय वसतीगृहामध्ये पुरेशे कर्मचारी नाहीत.
३. शासकिय वसतीगृहामध्ये पुरेशा प्रमाणात भौतीक सुविधा नाहीत.
४. शासकिय वसतीगृहामध्ये सर्व जातींना समान आरक्षण नाही.
५. वसतीगृहतील विद्यार्थ्यांचे वर्तन उध्दटपणाचे असून बरेच विद्यार्थी नशा करतात.
६. शैक्षणिक बाबतीत विद्यार्थ्यांची गुणवत्ती घसरलेली आहे.

संशोधन परीकल्पना :

शासकिय वसतीगृहामध्ये शिक्षण घेणाऱ्या विद्याथीनींना अनेक अउचणी असतात तसेच शासन मागासवर्गीय विद्यार्थ्यांच्या शैक्षणिक आर्थिक निवास राहणीमाण व भोजन इ. बाबींवर मोठयाा प्रमाणात खर्च करून सुध्दा विद्यार्थ्यांच्या गुणवत्तेमध्ये विशेष वाढ आढळून येत नाही.

संशोधनाची व्याप्ती :

क्षेत्र व्याप्ती :प्रस्तूत संशोधन हे नाशिक जिल्हयातील शासकिय वसतीगृहामधून शिक्षण घेणाऱ्या विद्यार्थ्यांशी संबंधित आहे.
आशय व्याप्ती :प्रस्तूत संशोधन हे वसतीगृहामध्ये शिकणाऱ्या विद्यार्थ्यांना काय काय समस्या येतात याचेशी संबंधित आहे.
घटक व्याप्ती :प्रस्तूत संशोधनात नाशिक जिल्हयातील सर्व शासकिय वसतीगृहांचा समावेश आहे.

संशोधनाची मर्यादा :

१. **कालमर्यादा :** सदर संशोधनासाठीची कालमर्यादा २०१५ - १६ या वर्षापूरती मर्यादित आहे.
२. **न्यादर्श मर्यादा :** सदर संशोधन हे केवळ नाशिक जिल्हयापूरते मर्यादित आहे.

वसतीगृहातील समस्या व उपाय :-

मागासवर्गीय मुला मुलींना शिक्षण घेता यावे म्हणून शासनाने प्रत्येक जिल्हयाामध्ये मुला मुलींचे स्वतंत्र शासकिय वसतीगृहे सूरू केली सर्व वसतीगृहांसाठी स्वतंत्र इमारत, स्वतंत्र कर्मचारी वर्ग, प्रवेशितांना सर्व प्रकारचे शैक्षणिक साहित्य, गणवेश

साहित्य आहाराविषयी सर्व बाबी पुरविण्यात येतात. वसतीगृहाच्या प्रत्येक बाबींवर शाासन खुप खर्च करीत आहे असे असुनहि पाहिजे त्या प्रमाणात विद्यार्थ्यांच्या शैक्षणिक गृणवत्तेत वाढ दिसून येत नाही. यामागे बऱ्याच बाबी कारणीभुत आहेत आजही वसतीगृहामध्ये अनेक समस्या दिसून येतात त्या पुढीलप्रमाणे –

१. आरोग्यविषयक समस्या :-

वसतीगृहामध्ये जाणवणारी सर्वात महत्वाची समस्या म्हणजे विद्यार्थ्यांच्या आरोग्या विषयक समस्या वसतीगृहामध्ये राहणारे विद्यार्थी आजारी पडल्यास त्यांच्यावर त्वरीत उपचार करण्यासाठी डॉक्टरांची सुविधा नाही अशा वेळेस रात्री अपरात्री तेथील गृहपालांना किंवा इतर कर्मचाऱ्यांना सदर विद्यार्थ्याला शासकिय दवाखान्यात घेवून जावे लागते. अनेकदा जर विद्यार्थी जर गंभीर आजारी असेल किंवा त्याला साप चावणे, विंचू चावणे, विष बाधा झाली असेल तर अशा प्रसंगी सदर विद्यार्थ्याला वेळीच वैद्यकीय सुविधा उपलब्ध न झाल्याने प्राण देखील गमवावे लागते व वर्तमानपत्रांमधून अशा बातम्या प्रसिध्द केल्या जातात व खात्याची नाहाक बदनामी होते व समाजमनाचा शासकिय वसतीगृहाकडे बघण्याचा दृष्टीकोण बदलतो.

उपाय :सदर समस्येवर उपाय म्हणून प्रत्येक शासकिय वसतीगृहात एका निवासी डॉक्टरची नियुक्ती करण्यात यावी जेणेकरून विद्यार्थ्यांना विशेषत: करून विद्यार्थीनींना वेळेवर वैद्यकिय सुविधा उपलब्ध होवू शकतील.

२.समुपदेशन विषयक समस्या :-

शासकिय वसतीगृहामध्ये प्रवेशित विद्यार्थी हा बहुधा ग्रामीण भागामधून शहरामध्ये आलेला असतो. शहरी भागातील वातावरणाची भूरळ त्याला पडते व तो वाईट गोष्टी अंगीकारतो आपण शहरामध्ये कशासाठी आलो हेच तो विसरतो व भरकटत राहतो. कुटुंबापासून दूर असल्याकारणाने त्याला समुपदेशन होत नाही. पालकांची माया मिळत नाही. योग्य सल्ला देणारा व्यक्ती नसल्याने हे तरूण तरूणी भरकटतात व यामधून त्यांना अनेक वाईट सवई लागतात. उदा. दारू, सिगारेट, मुलींना छेडछाड करणे, नापास होणे् इ.

उपाय :-सदर समस्या सोडविण्यासाठी वसतीगृहामध्ये एक समुपदेशक असावा किंवा वसतीगृह प्रमुखाने समुपदेशकाची भुमिक पार पाडून विद्यार्थ्यांना योग्य ते मार्गदर्शन करावे. त्यांना कौटूंबिक प्रेम व जीव्हाळा देवून आपूलकीचे नाते निर्माण करावे.

३. कर्मचारी वर्ग :-

अनेक शासकिय वसतीगृहांमध्ये कर्मचारी वर्ग अतिशय अल्प प्रमाणात असल्याने सर्व दयेय सोय सुविधा व योजना राबविण्यात अनेक अडचणी येतात. विद्यार्थ्यांच्या महाविद्यालयांना भेटी देणे शक्य होत नाही व जे कर्मचारी उपलब्ध आहेत त्यापैकी बहूतेक संगणक निरक्षर आहेत. एकेक गृहपालांकडे दोन दोन वसतीगृहाचा अतिरिक्त कार्यभार आहे या सर्वांचा परिणाम विद्यार्थ्यांना विकासावर होतो

उपाय :- शासन स्तरावर सर्व रिक्त जागा त्वरीत भरण्यात यावे प्रत्येक कर्मचाऱ्यास संगणक ज्ञान अनिवार्य असावे.

४. आहार :-

सद्यस्थितीत शासकिय वसतीगृहामध्ये विद्यार्थ्यांना दिल्या जाणारा आहार हा प्रमाणापेक्षा जास्त असल्याने विद्यार्थी खाऊन सुस्तावतात परिणामी या आहाराने त्यांची ताकत वाढते मात्र बृध्दी नाही.

उपाय :-

१. सद्यस्थितीच्या आहारात बदल केल्यास सदर समस्या सूटू शकते.

२. या सोबतच वसतीगृहामध्ये कौठूबिक वातावरण ठेवावे जेणेकरून मुलांना जीव्हाळा, प्रेम उत्पन्न होईल.

३. विद्यार्थ्यांच्या विविध कलागुणांना वाव देण्यासाठी विविध सांस्कृतीक कार्यक्रमाचे आयोजन करावे.

''शिक्षक प्रशिक्षणातील नवीन उपक्रम एक अभ्यास''

श्री. राठोड दिलीप किशन
संशोधक विद्यार्थी
स्वा.रा.ती.म.वि. नांदेड.

प्रस्तावना :शिक्षण हे समाज परिवर्तनाचे साधन आहे, तर शिक्षक हा शिक्षण प्रक्रियेतील अविभाज्य ध्रुव आहे. शिक्षकाकडून अध्ययन-अध्यापनाची प्रक्रिया सतत होत असते व त्यात काळानुरूप परिवर्तन होत असतात. शिक्षक प्रशिक्षणात विद्यार्थ्यांच्या प्रगतीसाठी नव-नवीन उपक्रम राबविले जातात.

शिक्षकांच्या अध्यापन करण्याचा हेतू विद्यार्थ्यांचा सर्वांगिण विकास करणे हा असतो. तेव्हा शिक्षकांनी अध्ययन-अध्यापनविषयक आवश्यक बाबी जाणून त्यानुसार अध्यापन करणे गरजेचे ठरते. शिक्षणातून विद्यार्थ्यांतील नवनवीन मार्ग पडताळण्याच्या कृतीला प्राधान्य दिले पाहिजे. त्यासाठी विद्यार्थ्यांसमोर विविध समस्या उपस्थित करुन त्या सोडविण्याचे मार्ग विद्यार्थ्यांना शोधावयास प्रोत्साहित केले पाहिजे. अशा बहुविध विचारांमधून नवनिर्मिती होऊन भारत सर्जनशिल राष्ट्र बनण्यास सहाय्य होईल.

1. **सूक्ष्म अध्यापन :-**सूक्ष्म अध्यापन असे तंत्र आहे की, ज्यामध्ये वर्गातील गुंतागुंती कमी करुन, विद्यार्थी संख्या मर्यादित करुन पाठाची लांबी कमी करुन, अध्यापनाच्या एखाद्या कौशल्यावर लक्ष केंद्रीत केले जाते.

अध्यापन कौशल्ये विशिष्ट अनुदेश कृती व पद्धती आहे. अध्यापक याचा उपयोग वर्गात करु शकतो. ही कौशल्ये अध्यापनाच्या विविध पातळ्यांशी किंवा अध्यापकांच्या सातत्याने चालणाऱ्या प्रवाहशील कृतीशी संबंधित असतात.

2. **क्रमन्वित अध्ययन :**क्रमन्वित अध्ययन ही कल्पना पाश्चात्य राष्ट्रांकडून आपल्याकडे आली आहे. क्रमन्वित हा शब्द Programmed या शब्दासाठी तर अध्ययन हा शब्द Learning या शब्दाला प्रतिशब्द म्हणून वापरला आहे.

क्रमन्वित अध्ययनाचे फायदे :

1. स्वत: अध्ययन करण्याची सवय लागते.
2. स्वप्रयत्नांचा आनंद प्रेरणादायी ठरतो.
3. तात्काळ प्रगती कळते.
4. सुसंगत विचार करण्याची सवय लागते.
5. सोयीनुसार अध्ययन करता येते.
6. क्रियाशीलता वाढीस लागते.
7. व्यक्तिगत लक्ष दिले जाते.
8. मूल्यमापन त्वरीत होते.
9. लवचिक पद्धतीमुळे परिणामकारकता वाढते.
10. वंचितांसाठी शिक्षणाची संधी मिळते.
11. विस्तीर्ण ज्ञान प्राप्तीसाठी उपयुक्त तंत्र आहे.
12. मोठ्या लोकसंख्येत गुणात्मक वाढ करता येते.
13. ग्रामीण भागातील लोकांपर्यंत शिक्षण लवकर पोहोचवता येते.
14. वर्गाशिवाय आणि शिक्षकाशिवाय मूल अध्ययन करु शकते.
15. स्वत:च्या गतीने अध्ययन करता येते.

3. **बुद्धिमंथन :**बुद्धिमंथन पद्धतीमध्ये विद्यार्थ्यांसमोर एखादी समस्या मांडून ती सोडविण्यासाठी कोणत्या उपाययोजना करता येतील याची चर्चा केली जाते. या चर्चेतून समस्या सोडविण्याचा नवीन व्यवहार्य मार्ग विद्यार्थ्यांना सापडतो. शिक्षक विद्यार्थ्यांना बुद्धिमंथन पद्धतीत अधिकाधिक स्वातंत्र्य देतात. त्यांना आपले विचार, मते, कल्पना मांडण्याची संधी देतात. कोणत्याही स्वरुपात टीका करणे ते टाळतात.

4. गटचर्चा / सांघिक अध्यापन :

वर्गात एकाच शिक्षकांच्या वर्षभर चालणाऱ्या अध्यापनास विद्यार्थी कंटाळत असतात. विद्यार्थ्यांना अध्यापनात नावीन्यपूर्णता अपेक्षित असते. त्यातूनच अमेरिकेमधील जे.लाईड ट्रंप यांनी अमेरिकेमध्ये 1957 मध्ये सांघिक अध्यापन तंत्राची मांडणी केली. सांघिक अध्यापन म्हणजे ज्यामध्ये दोन किंवा अधिक शिक्षक एकाच वर्गाला नियोजनपूर्वक पाठ्यांशाचे अध्यापन करत असतात.

1) **श्रेणीबद्ध सांघिक अध्यापन** : यामध्ये एक शिक्षक प्रमुख असून त्याने सांगितल्या प्रमाणे इतर शिक्षक कृती करतात. यात यांत्रिकता अधिक आढळते.
2) **समप्रभावी सांघिक अध्यापन** :- यामध्ये प्रत्येक शिक्षक हा सारखाच महत्वाचा असतो. त्यांचे परस्परांमध्ये सहकार्याचे नाते असते. अध्यापनात लोकशाही वातावरण असल्याने ते अधिक परिणामकारक ठरते.

1. **संगणक :-** संगणक हा चिन्हांवर प्रक्रिया करणारी पद्धती किंवा व्यवस्था असून त्यांची रचना व व्यवस्थापन असे असते की, ज्यामुळे माहिती स्वीकारणे, साठवणे, संस्कारित करणे आणि निकाल किंवा उत्तरे तयार करणे या प्रक्रिया आधीच साठवून ठेवलेल्या पायऱ्या-पायऱ्यांनी बनलेल्या सूचनांवर हुकूम आपोआप केल्या जातात.

2. **इंटरनेट :-** इंटरनेट म्हणजे जगभरात पसरलेल्या व एकमेकास जोडलेल्या संगणकाचे जाळे. विविध ठिकाणी असलेल्या संगणकाद्वारे साठवलेल्या कोणत्याही प्रकारच्या माहितीचे वेगाने आदान-प्रदान करण्यासाठी इंटरनेटचा वापर केला जातो.

3. **परिषद तंत्रज्ञान :-**परिषद तंत्रज्ञान आवाज, चित्र, प्रतिमा, दस्तऐवज सामग्री इत्यादी स्वरुपातील माहितीचे आदान-प्रदान कोणत्याही ठिकाणाहून कोणत्याही वेळी व जगभरात कोठेही करण्यासाठी माहिती संप्रेषणातील विविध साधनांचे व माध्यमांचे उपयोजन करतात. परिषदांचे 1) ध्वनी परिषद, 2) चित्रित परिषद, 3) माहिती सामग्री ही परिषद असे प्रकार पडतात.

समारोप :-

सतत बदलत असलेल्या अभ्यासक्रमामुळे विद्यार्थ्यांना निश्चित व कोणत्या पद्धती किती प्रमाणात शिकाव्यात हा नेहमीच समभ्रमांचा विषय ठरला आहे. या समभ्रमाच्या विषयातून मार्ग काढण्यासाठी विद्यार्थ्यांना, अध्यापन करणाऱ्या अध्यापकांना वरिल सर्व विषयांची ओळख होणे. हे अतिशय महत्वाचे आहे. म्हणून शिक्षक-प्रशिक्षणातील नवीन उपक्रम एक अभ्यास या विषयावर सविस्तर लघू संशोधन मांडण्यात आला आहे.

संदर्भ सूची :-

1. सूक्ष्म अध्यापन - डॉ. शैला भगवान सारंग
2. शैक्षणिक मानसशास्त्र - डॉ. उज्वला सदार्वते व डॉ. डी.बी. जोशी
3. शैक्षणिक तंत्रज्ञान - डॉ. सुनिता यादवराव पाटील
4. नवप्रवाह - डॉ. पांडे मिनाक्षी रामचंद्रराव
5. विविध विद्याशास्त्राचे आकलन - डॉ. राठोड डि.के.
6. माहिती संप्रेषण तंत्रज्ञान - डी.टी.एड्. द्वितीय वर्ष, फडके पब्लीकेशन.

अध्ययन व अध्यापनातील नावीन्यता

सोळंकी सुनिल पुंडलिक
(सहशिक्षक)
राष्ट्रमाता इंदिरा गांधीसैनिक शाळा व कनिष्ठ महाविद्यालय, रायपुर,
ता.गंगापुर, जि. औरंगाबाद.

आपल्या सभोतालच्या जगाशी माणसाचे अनेक प्रकारचे नाते असतेते जाणून घेण्याच्या मुलभूत जिज्ञासेतून शोध वृत्तीचा उगम होतो.माणूस विचार करणारा प्राणी आहे.जे आहे त्या पलीकडचे ज्ञात करुन घेण्याची ओढ त्याला असते.माणसाला जीवन जगतांना अनेक अडचणी येतात.त्या सोडविण्याच्या गरजेतून शोध जन्माला येतो.

संशोधन प्रक्रियेमागे सभोवतालचे वास्तव जाणण्याची प्रवृत्ती असते.जिज्ञासा असते, कुतूहल असते.जग आणि जीवन योग्य रितीने बदलण्याची प्रेरणा त्या मागे असते.त्यामुळे अन्न गोळा करणारा माणव नवेनवे शोध लावून प्रगत आणि समृध्द जीवन जगू लागला.संशोधनही मानवी जीवन समृध्द करणारी अभिक्रिया बनली.

संशोधन म्हणजे तथ्यांचा शोध घेणे, एखादी वस्तु निर्माण करणे, नव्याने निर्माण झालेल्या प्रश्नांची सोडवणूक करणे, एखादया सिध्दांताचे समर्थन करणे किंवा खंडण करणे, जुन्या तथ्यांचा, जुन्या तत्वांचा पुर्नशोध घेणे, नवी तत्वे नवी तथ्थे इ. गोष्टीसंशोधन कार्यात येतात.परंतु या सर्व बाबी शास्त्रीय दृष्टीकोणातुनहोणे अत्यंत गरजेचे आहे आणि यातुनच विविध शास्त्रीय पध्दतींचा जन्म झाला.

" प्रश्नांची उकल, तथ्यांचा शोध, नवी तत्वे, नवी तथ्थे, नवीन विचार प्रवाह, विशिष्ट आराखडयाद्वारे मांडणी करणे म्हणजेसंशोधन पध्दतीहोय".

" नव्या परिस्थितीला प्रतिसाद देण्याचे आयोजन व ज्या कृतीमुळे आपण करु शकतोती कृती म्हणजे अध्ययन होय".

अध्ययन व अध्यापन प्रक्रियाही मानवीघटकाशी निगडित असल्याने मानवी वृत्ती, स्वभाव, सवयी, ज्ञान संपादन इ.घटक मानवी वर्तनावर परिणाम करतात.अध्ययन व अध्यापन पध्दतीमधीलतोचतो पणा बऱ्याच वेळेस मानसशास्त्रीय दृष्टया पठारावस्था आणु शकतो.त्याकरीता नवनवीन अध्ययन व अध्यापन पध्दती यावर चर्चा होणे यथायोग्य होईल.

भारतीय शिक्षण पध्दतीत नावारुपास आलेल्या अध्ययन व अध्यापन पध्दतीचे सिंहावलोकन

मनुष्य जन्मापासून मृत्युपर्यंत काहीना काही शिकतच असतो व अध्ययन ही प्रक्रियात्यासाठी नैसर्गिक प्रक्रिया बनलेली आहे. प्राचीन काळापासून चालत आलेलीकथाकथन पध्दती, गोष्ट पध्दती, रुसो व रविंद्रनाथ टागोरांनी सांगितलेली निसर्ग शिक्षण पध्दती, जॉन डयुई यांचे कृतीयुक्त शिक्षण, किल पॅट्रीकचीप्रकल्प पध्दती, महात्मा गांधीच्या विचारातुन आलेली मुलोद्योगी शिक्षण पध्दती, व्याख्यान पध्दती, विज्ञानास उपयुक्त असणारी दिग्दर्शन पध्दती, भाषा विषयातील व्याकरणासाठी उपयुक्त असणारी उद्‌गमन व अवगामी पध्दती, डाल्टनची प्रयोगशाळा पध्दती, मॉरीसनची घटक नियोजन पध्दती, इतिहासासाठी उपयुक्त नाटयीकरण पध्दतीतसेच प्रश्नोत्तर पध्दती, चर्चा पध्दती किंवा मानशास्त्रीय दृष्टीकोनसमोर ठेवून प्रयोगाच्या निरिक्षणातुनतयार झालेल्या थॉर्नडाईकची प्रयत्न प्रमाद पध्दती, रशियन मानसशास्त्रज्ञ पॅव्हलाव्ह यांची अभिजात अभिसंधान पध्दती, त्याच पध्दतीने मर्म जाणून शिकणेही गोष्टसांगणारा कोहलर, तसेचसाधक अभिसंधान पध्दतीसमजूनसांगणारास्किनर या सर्वानीच अध्ययन व अध्यापनासंबंधी काहीतरी नवीन शोधण्याचा प्रयत्न केलेला आहे.यातील काही अध्ययन व अध्यापन पध्दती प्रभावी तर बऱ्याचशा अधिक परिणामकारकठरल्या आहेत.

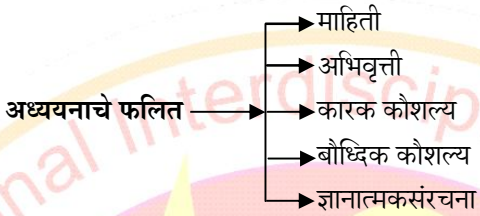
अध्ययन व अध्यापन पध्दतीमधीलनवीन विचार

जागतिकीकरण, आधुनिकीकरण, औद्योगिकरणाच्या युगामध्ये मानवापुढे नवनवीन आव्हाने उभी राहात आहेत. या आव्हानांच्या योग्य समाधानाकरीता सक्षम विद्यार्थी घडणे आवश्यक असते.विद्यार्थ्यांचा सर्वांगीण विकास हा नावीन्यपुर्ण अध्ययन पध्दतीने व शास्त्रीय पध्दतीनेहोणेआवश्यक आहे व अशाच नावीन्यपुर्ण अध्ययन व अध्यापन पध्दती खालील मुद्यांच्या आधारेतयार करता येतील.

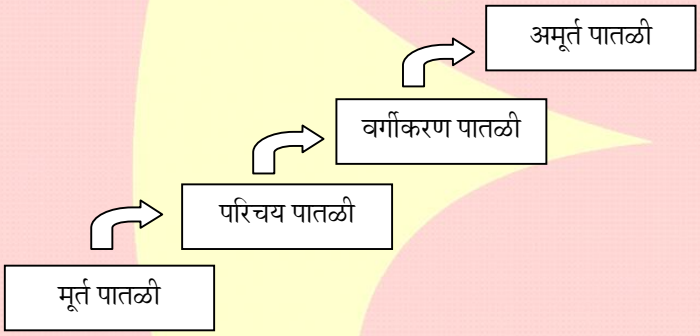
१) स्वयंशोधन पध्दती:-पाश्चात्य शिक्षण पध्दतीमध्ये आर्मस्ट्रॉंग यांनी या पध्दतीचा पुरस्कार केला. हिच पध्दती भारतीय ज्ञान रचनावाद पध्दतीच्या अत्यंत जवळची वाटते. एखादी गोष्ट शोधून काढणे व शिकणे म्हणजेच स्वयंशोधन होय. अनेक शास्त्रज्ञ प्रयोगातून, अनुभवातून

एखादा सिध्दांत मांडतात त्याच प्रमाणे विद्यार्थी याच स्वयंशोधन पध्दतीतूनसंशोधकाच्या भूमिकेत जाऊन शोध लावणे ही अपेक्षा असते. गणित व विज्ञान यासारख्या काठीण्य पातळी अधिक असणाऱ्या विषयांमध्येही पध्दती अत्यंत उपयुक्तठरेल.

२) ज्ञानश्रृंखला पध्दती (साखळी अध्ययन):-या पध्दतीत पुर्वी अध्ययन केलेला चेतक प्रतिसाद संबंधाचा नव्या परिस्थितीशी संबंध जोडणेहोय. अशा विविध साखळयांचा उपयोग विषय अध्ययनामध्ये उपयुक्तठरेल आणि अध्ययनाच्या फलितपुढील प्रमाणे दर्शविता येईल.

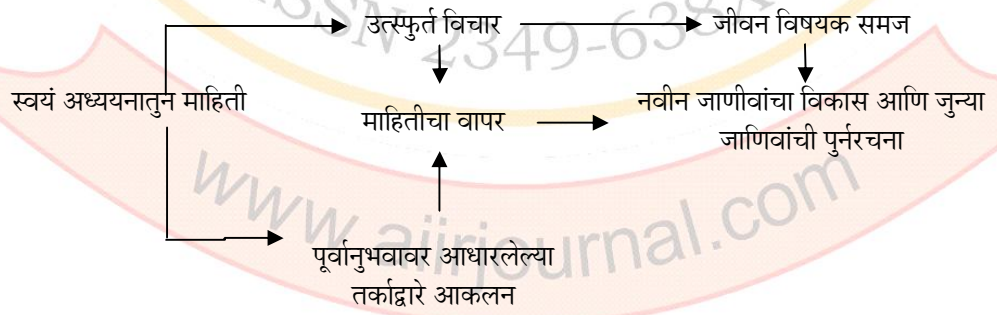


३) संकल्पना निर्मिती अध्ययन पध्दती:-दृढ अध्ययन होण्याकरीता अध्यापनातून अध्ययन कर्त्याच्या मनात प्रतिमा निर्मितीहोणे गरजेचे आहे. म्हणजेचसंकल्पना निर्मिती अध्ययन पध्दतीत चेतकाला अनन्यसाधारण महत्व आहे. चेतकाची निवड, वय, लिंग, वस्तु, घटना, अभिरुची इत्यादिचा विचार करुन करायला हवी.

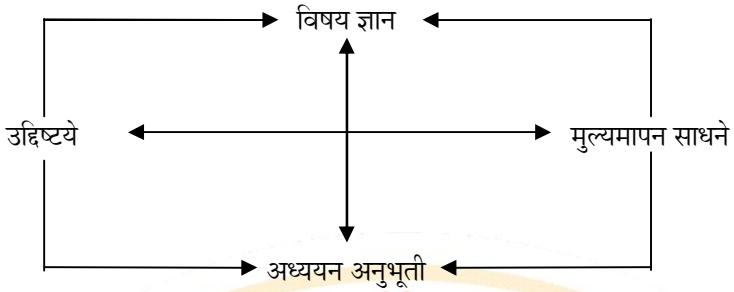


४) प्रशोधन अध्यापन पध्दती:-डॉ. कोरे यांनी आपल्या संबंधी असणाऱ्या समस्या शास्त्रीय पध्दतीने सोडवणाऱ्या पध्दतीला कृतीसंशोधन असे म्हटले आणि या मधुन समस्या सोडवितांना प्रत्येक घटकाचासुक्ष्म अभ्यास होणअपेक्षीत आहे. याच प्रकारे प्रशोधन अध्यापनामध्ये अपेक्षीतसुक्ष्म घटकांचा विचार करुन अध्यापन होणे गरजेचे आहे.

५) मुलभूत ज्ञान रचनावादी पध्दती:-



६) प्रश्न जागृती अध्ययन पध्दती:-जिज्ञासा हे ज्ञानाचे मुळ आहे. जिज्ञासेतूनच प्रश्न आणि प्रश्न समाधानातून माहितीसंकलनही अध्ययनाची उपयुक्त अशी पध्दतीठरते.



७) संबोध व शब्द साहचर्यावर आधारित पध्दती:-अध्ययन म्हणजे संबोध निर्मितीची निरंतर चालणारी प्रक्रियाहोय. उत्तम पध्दतीनेतयार झालेला संबोध हा निरंतर टिकणाराआणि कधीही विस्मरण न होणारा असतो. याकरीता संबोध निर्मितीसाठीसाहचर्याला म्हणजेच "योग्य चेतकाला योग्य प्रतिसाद" हे तत्व लक्षात घेवून अध्ययन व अध्यापन होणे गरजेचे आहे.

८) वर्ग समूहअध्ययन पध्दती:-समूहातसतत आंतरक्रिया घडत असतात. या आंतरक्रियांमुळेसमूह जीवन गतिमान बनते.वर्ग समूहात अध्ययनार्थ्यावर जाणीवपूर्वक संस्कार केले जातात.यातूनच वर्गसमूहातुन मिळणाऱ्या सर्व सकारात्मक उर्जेचा अध्ययन व अध्यापनामध्ये विचार व्हायला हवा.

९) उद्‌गमन विचार प्रक्रिया अध्ययन पध्दती:-कुठलीही भाषा शास्त्रशुध्द पध्दतीने शिकण्यासाठी त्या भाषेचे व्याकरण अभ्यासणे गरजेचे असते. उदाहरणाकडून नियमाकडे अशा उद्‌गमन विचार प्रक्रियेतुन अध्ययन कर्ता भाषेचे व्याकरण उत्तमरित्या आत्मसात करु शकतो.

१०) व्यक्तीकेंद्रित अनुदेशन पध्दती:-वद्यार्थी हा शिक्षण प्रक्रियेमधील केंद्र बिंदू मानला जातो. व्यक्ती केंद्रीत अनुदेशन पध्दतीत प्रत्येक अध्ययन कर्त्याची बुध्दीमत्ता, अभिरुची, ज्ञानग्रहन करण्याची क्षमता, व्यक्त होण्याची गती, कौशल्याचे उपयोजन इ.चा विचार करुन अनुदेशन घडवून आणण्यात येते.

११) तर्कहासंशोधकाचा महत्वाचा गुण असतो. त्यामुळे चांगला संशोधकतयार करण्यासाठी त्यात तार्कीक क्षमतांचा विकास होण्यासाठी 'तर्कसंगत अध्यापन पध्दती' चा वापर करणे आवश्यक आहे.

१२) प्रेरक अध्ययन व अध्यापन पध्दतीत दृकसाधने, श्राव्य साधने, दृकश्राव्य साधने, क्षेत्रभेट, सहल, परिसर अभ्यास इ.प्रेरक बाबीतुन अध्ययन व अध्यापन प्रभावीपणे घडून येईल.

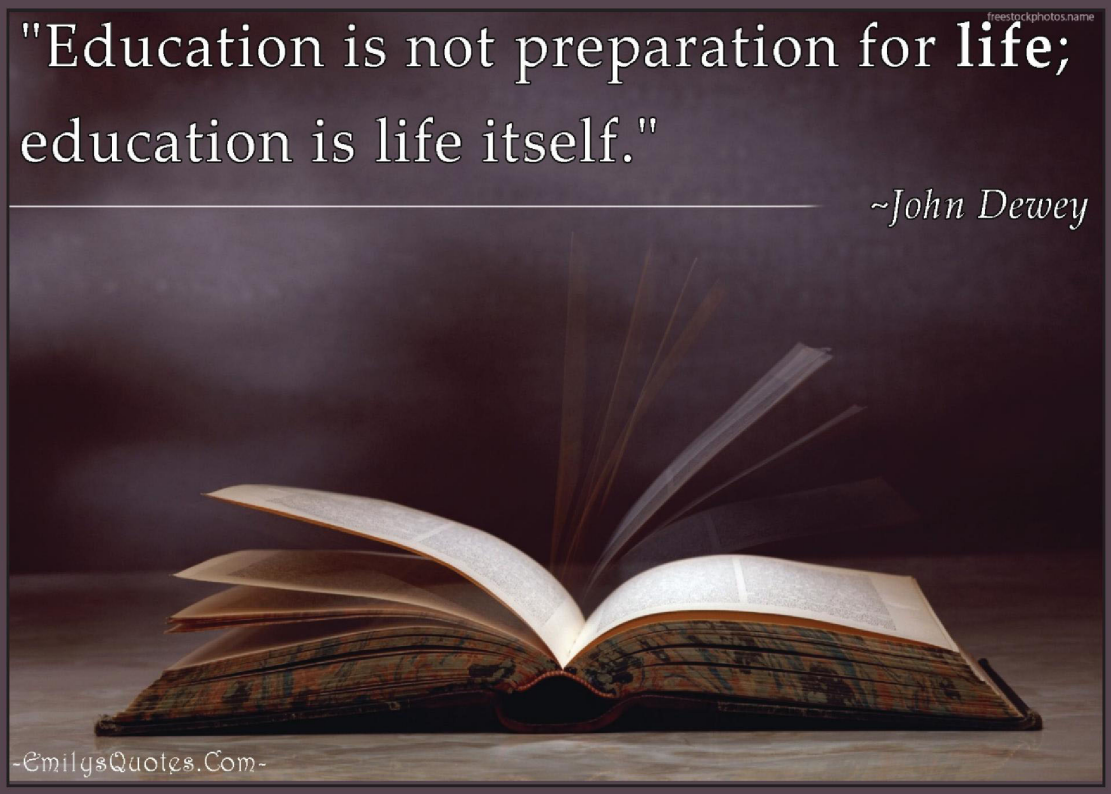
१३) कुठलीही अध्ययन व अध्यापन पध्दतीही मापनक्षम अभिरुचीशी निगडीत, तणाव विरहित त्याच पध्दतीने अनुभव जन्य ज्ञानावर आधारीत असणारी असावी.

१४)बालकांच्या सर्वांगीण विकासात त्यांचा बौध्दीक, शारिरीक, मानसिकतसेच भावनिक विश्वाचा विकास होणे आवश्यक असते.म्हणून या सर्व बाबींचा अध्ययन व अध्यापन पध्दतीत विचार झाल्यास अध्ययन कर्त्यामध्ये कृतिशिलता व नेतृत्व गुण उदयास येण्यास मदतहोईल.

अशा प्रकारे काळ जसजसा पुढे जात आहे, तसतशी अध्यापन पध्दती, तंत्रे बदलण्याची गरज भासते.त्यावरील नवनवीन अध्ययन व अध्यापन तंत्रे यावर आपण चर्चा करुन व लक्ष केंद्रीत करुन सुधारणा घडवून आणण्यासाठीसंशोधनाच्या माध्यमातुन अधिकाधिक प्रयत्न होणे आवश्यक आहे असे वाटते.

संदर्भ सूची:-

१) करंदीकरसुरेश (२००५), शैक्षणिक मानसशास्त्र, कोल्हापुर: फडके प्रकाशन.
२) भिंताडे वि. रा. (१९९४), शैक्षणिकसंशोधन पध्दती, पणे: नुतन प्रकाशन.
३) मुळे रा. शि. आणि उमाटे वि.तु. (१९८७), शैक्षणिकसंशोधनाची मुलतत्वे, नागपूर : महाराष्ट्र



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