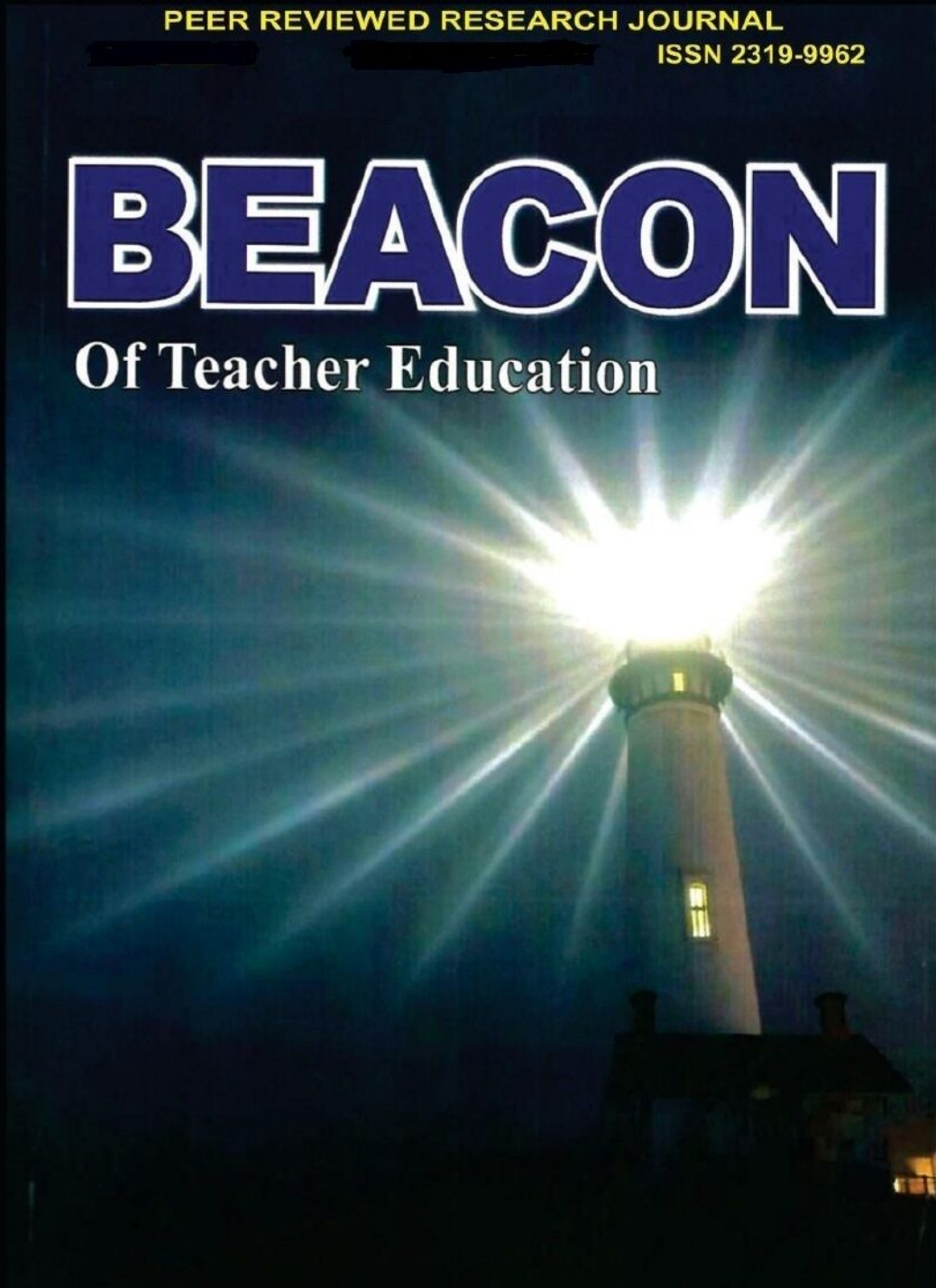


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Of Teacher Education



**Government College of Education (CTE) Panvel,
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Of TEACHER EDUCATION

Dr. Suvidyaa Mahesh Sarvankar

Chief Editor

I/C Principal

Government College of Education, Panvel

Dr Nilima Arvind More

Assistant Editor

Assistant Professor

Mrs Bhawana Pathak

Assistant Editor

Govt. College of Education (CTE) Panvel.

Dist. Raigad (Maharashtra) Pin 410206

BEACON

Of Teacher Education December 2020

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Chief Editor & I/C Principal

Dr. Nilima A More

Assistant Editor & Assistant
Professor

Mrs. Bhawana Pathak
Assistant Editor

Contact –022--27453000

govt_bedcollege@rediffmail.com

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Chief Editor Dr. Suvidyaa Mahesh. Sarvankar, I/C Principal, Government College of Education, Panvel has printed this annual at Bhandup Offset and designer and published by Shivani Publications Mumbai.

Editorial

The COVID-19 pandemic has resulted in schools and colleges shut all across the world. As a result, education has changed dramatically, major change being forceful transition of classroom teaching to online teaching. The teaching fraternity is now adept with different online platforms and using innovative methods for teaching and learning. Internet and computer literacy has become an integral component of higher education. Courses are conducted online, examinations are conducted online, and assignments are submitted online. Some research even suggests that online learning has been shown to increase retention of information in less time, meaning the changes effected by the coronavirus might be here to stay. Even before the pandemic, there was increasing interest in the high growth and adoption of education technology, with global Ed-Tech investments reaching record levels. Hence, it is of immense importance to study the role of technology in education. In this context, it gives us immense pleasure to publish our college's annual research journal, 'BEACON' of teacher education. I am extremely thankful to all members of the Peer Review Committee, and all the stakeholders who have made this journal possible. I would also like to give my special thanks to all the known and unknown hands responsible for the compiling and editing of this research journal.

Dr Suvidyaa Mahesh Sarvankar

I/C Principal & Chief Editor

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1. A study of the Awareness among the B.Ed. students about COVID 19

Dr. Rukmini, Jamdar

Assistant Professor

Seva Sadan's College of Education
Ulhasnagar.

Abstract

Coronavirus disease (**COVID-19**) is an infectious disease caused by a newly discovered coronavirus. Most people who fall sick with COVID-19 will experience mild to moderate symptoms and recover without special treatment.

How It Spreads

The virus that causes COVID-19 is mainly transmitted through droplets generated when an infected person coughs, sneezes, or exhales. These droplets are too heavy to hang in the air, and quickly fall on floors or surfaces. One can be infected by breathing in the virus if you are within close proximity of someone who has COVID-19, or by touching a contaminated surface and then your eyes, nose or mouth. Protect yourself and others around you by knowing the facts and taking appropriate precautions. Follow advice provided by your local public health agency.

- Follow the directions of your local health authority.
- Avoiding unneeded visits to medical facilities allows healthcare systems to operate more effectively, therefore protecting you and others.

With the outspread of **COVID-19** the Researcher felt that there is a need to create awareness among the students about the practices to be followed in routine life to prevent spread of the disease. Moreover whether student community are aware about the different effect of this disease was also one of the objective of this study. The topic of my Research study is to study the awareness among the B.Ed students about COVID-19. The size of the sample for the research were 166 students from First year and second year of the Academic Year (2019-20). The findings revealed that the students are very much aware of the disease as well as about the preventive measures to be taken which would reduce the spread of the disease.

To prevent the spread of COVID-19:

- Clean your hands often.
- Use soap and water, or an alcohol-based hand rub.
- Maintain a safe distance from anyone who is coughing or sneezing.
- Don't touch your eyes, nose or mouth.
- Cover your nose and mouth with your bent elbow or a tissue when you cough or sneeze.
- Stay home if you feel unwell.
- If you have a fever, a cough, and difficulty breathing, seek medical attention. Call in advance.

Statement of the Problem: A study of the awareness among the B.Ed students about COVID-19.

Objectives of the study

- 1) To create the awareness about COVID-19 among B.Ed students.
- 2). To analyse the awareness about COVID-19 among the B.Ed. students.

Method of Research: Descriptive survey method was adopted to collect information on the awareness from the B.Ed. students.

Tool used for the research:

Questionnaire was prepared by the

researcher which contained 21 questions having 20 closed ended questions and 1 open ended question.

Sample: Size of the sample for this research was **166 B.Ed. students**. There were **87 F.Y.B.ED** students and **79 S.Y.B Ed students**. (2019-20).

Sampling: The Researcher collected data from all the students of both F.Y.B.Ed and S.Y.B.Ed students. (2019-20)
 Percentage analysis was use

Analysis of data

1) Composition of data based on certain personal factors.

Areas	Components	Numbers	N (total no. of students)
Sex	Male	8	166
	Female	158	
Marital status	Married	42	166
	Unmarried	124	
Nature of family	Nuclear family	117	166
	Joint family	49	
Class	F.Y.B.Ed	87	166
	S.Y.B.Ed	79	
Educational Qualifications	Graduate	91	166
	Post Graduate	75	

Table no.1: Showing the responses of the students question wise:

Qn. No	Description	Responses	Percentage
1	Name the current viral disease	COVID-19	100%
2	How does it spread	Through infection	100%
3	What should a person showing symptoms of the disease do?	Self-quarantine	96%
4	Home quarantine helps in reducing the spread of disease	Yes	81%
5	We have to wear masks to protect against the disease	Yes	100%

6	Name the country of origin of this disease	China	98%
7	Which age groups are most vulnerable to this disease	Above 60 years	93%

8	People with diabetes, hypertension are more vulnerable to this disease.	Yes	81.2%
9	Lock down has helped me to gain knowledge through online teaching	Yes	95.1%
10	Identify the symptoms of the disease	Breathlessness	98.8%
11	We should create awareness about the disease to all	Yes	100%
12	Practicing yoga reduces the impact of the disease	Yes	90.9%
13	We should consult the doctors immediately, if we show the symptoms of the disease	Yes	100%
14	A self-quarantined person's clothes, food bowl, utensils used should be kept separately in their room	Yes	97%
15	We should wash our hands whenever we come from outside with soap or sanitizers	Yes	100%
16	We should not touch our face before washing our hands	Yes	99.4%
17	How should we greet one another during the outbreak of this disease	Doing Namaste	97.6%
18	The spread of this disease is termed as	Pandemic	82.3%
19	Aarogya Sethu App provides information about the disease	Yes	99.4%
20	Aaogya Sethu App also gives alertness about the infected persons surrounding us	Yes	95.1%
21	We should create awareness about the impact of the disease through different mediums (online teaching, webinars, mass media etc.)	Yes	100%

Q .22 How has this lock down affected you? Write one or two lines in points. (Some of the positive and negative responses)

- This lockdown protect me and my family from spread of coronavirus.
- Spending quality time with family at home before lockdown we don't get much time.
- It has given 'me' time. It made me realise happiness is found within and not outside

- Stuck at home can disturbed our mind we cannot able to go out and meet our family friends and even person who is not well.
- It has disrupted the normal routine.
- People are unable to do their day to day job. Studies has also suffered of many student
- Due to this disease people are suffering a lot mentally and financially as well

From the above Table No.1 it is clear that all the students were aware about the name of the disease and how it spreads. All the students agreed that awareness needs to be created amongst all. 99% students were aware about the Arogya Sethu app. The importance of wearing masks, using sanitizers and washing hands after coming from outside was also agreed by more than

95% students.98.8% identified the major symptom of COVID-19. The precautions to be taken was also supported more than 95% students.

Conclusion: CORONA-19 disease has taken the lives of lakhs of people all over the world. So it is best to take the necessary precaution to reduce the spread of the disease and also follow the safety norms of

- Social Distancing
- Regular hand wash
- Wearing Masks

If we all follow these norm we can save our lives as well as of our near and dear ones.

STAY HOME STAY SAFE.

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**Mail id:rukminijamdar@yahoo.com
Mob- 9869695697**

2 An Evaluative Study of Online Teaching---Perspective of Teachers

Dr. Rajkumari. Punjabi
Assistant. Professor
Seva Sadan's College of Education
Ulhasnagar

Abstract

Considering the sudden shift to online teaching due to COVID-19 pandemic, a quantitative survey was conducted on 51 primary teachers of Z.P schools of Asangaon and Shahapur to reveal their perspectives on online teaching. The data, collected by questionnaire, was analysed, using percentage, frequency and 't' test. Results indicated that teachers find online teaching useful and were enjoying it. The teachers were of the opinion that Online Teaching focuses on individualized learning and has increased the efficiency of teachers. Poor network and connectivity were the most disliked elements of online teaching. Adding to it, lack of interaction, distractions and one-sided learning along with lack of motivation are its disadvantages. It was also felt that performance of students was better in face-to-face instruction than online learning. The results also revealed that teachers felt that traditional Offline teaching learning and e-learning can go hand in hand in the form of blended teaching learning but online teaching can never replace a teacher.

Keywords: Online teaching-learning; COVID-19 pandemic, perspective

Introduction

A big worry amidst COVID-19 pandemic and the resulting lockdown has affected teaching learning of students worldwide. Due to inadequate vaccine, social distancing looked as an effective way to prevent spread of COVID. The public places in all the countries have been closed to avoid the spread of this deadly disease. Education in institutions proved very dangerous and hence schools and institutions across the world have been closed, having an impact on the learning of students

Education plays important role in the all-around development of students and learning of learners must be taken care of. This stimulated the use of online resources to support students' learning. Education through online teaching becomes a new

normal for India though it is a very new concept for majority of students and teachers. Availability of computers and internet facility was very low in India and, a huge divide exist between rural and urban population in terms of owning computer and accessing the internet. Weak internet connectivity and lack of wider reach makes learning through online teaching inaccessible, unproductive and unworthy to many Indian students. This infrastructural inaccessibility leads to ineffective and unequal distribution of learning that creates obstacle in providing quality learning for all. The teachers became more resilient to online learning after that disastrous event. Technology proved a boon to overcome the barriers in those tough times. But they suggest that robust

infrastructure is a prerequisite for online learning. Infrastructure needs to be so strong that it can provide unrestricted services during and after the crisis. The Covid-19 pandemic also has altered the way how teachers receive and impart education. Major reforms and innovations are needed to find new solutions for our problems, Teachers have become habitual to old methods of teaching in the form of face-to-face lectures, and therefore, they hesitate in accepting any change. But amidst this crisis, we have no other alternative left other than adapting to the dynamic situation and accepting the change. It will be useful for the education sector and could bring a lot of astounding innovations. We cannot overlook and forget the students who do not have access to online technology.

Need of the Study

Teachers play very crucial role in teaching learning process. When it comes to online teaching learning their responsibility has increased many folds. Online teaching learning though has multifarious advantages it also creates hindrances in the process. Some of the problems faced are like increased screen time, distraction, internet issues and lack of face-to-face interaction. More over many of the teachers are not so techno savvy and experience fear of handling technology. They still are not so comfortable with different gadgets and different apps and applications. This study is an evaluative study of online

teaching and finding the perspectives of teachers towards online teaching.

Objectives of the Study

- 1) To study the perspective of teachers towards online teaching.
- 2) To compare the perspective of teachers towards online teaching with respect to demographic variables.
 - a. Gender
 - b. Age (Less than 40 and more than 40),
 - c. Stream,
 - d. Medium of instruction

Hypothesis

There is no significant difference in perspective of teachers towards online teaching with respect to demographic variables.

Scope of the Study

The study is limited to Z.P primary school teachers of Asangaon and Shahapur area. The total sample is 51 teachers.

Methodology

Survey method was used to conduct the study. Questionnaire (Google Form) was prepared and used to collect the data. The google form was send to the teachers and the data was collected. Data was then tabulated and analysed with required statistical tools. A three-point scale Agree, Disagree and Undecided was used.

Statistical Techniques

To fulfil the objectives of the study, Statistical Techniques: Percentage,

Mean, standard deviation and 't' were used.

Analysis and interpretation of data

Table No 1 showing Mean, S.D and ‘t’ value of the perspective of teachers towards online teaching with respect to demographic variables.

Variable	Category	N	Mean	S.D	‘t’	Level of Significance 0.05 level
Gender	Male	30	20.33	1.58	1.63	No Significant difference
	Female	21	19.52	1.97		
Age	Below 40	22	20.64	1.29	2.32	Significant difference
	Above 40	29	19.52	1.96		
Stream	Arts	39	20.03	1.90	0.18	No Significant difference
	Science	12	19.92	1.38		
Medium of Instruction	English	6	20.50	0.55	0.73	No Significant difference
	Marathi	45	19.93	1.88		

Major findings of the study

- There is no significant difference in perspective of male and female teachers towards online teaching.
- There is significant difference in perspective of teachers less than 40 years of age and more than 40 years of age towards online teaching.
- There is no significant difference in perspective of teachers of Arts and Science stream towards online teaching.
- There is no significant difference in perspective of teachers teaching in English and Marathi medium towards online teaching.

Discussions

Mode of teaching used before Lockdown was Face to Face but teachers prefer to adopt online teaching in the next semester. Teachers used online teaching for Completion of Syllabus, Self-development and due eagerness to use new technology. They were aware of technology apps and tools for online teaching like Zoom, Google Classroom, Google meet and Kahoot.

Results indicated that teachers find online teaching useful and were enjoying it. The teachers were of the opinion that Online Teaching focuses on individualized learning and has increased the efficiency of teachers.

Poor network and connectivity were the most disliked elements of online learning. Adding to it, lack of interaction,

distractions and one-sided learning along with lack of motivation are its disadvantages. It was also felt that performance of students was better in face-to-face instruction than online teaching. The results also revealed that teachers felt that traditional Offline learning and e-learning can go hand in hand but online teaching can never replace a teacher.

Conclusions and Suggestions

Everything in this period is unpredictable and we need to be ready to face challenges. COVID 19 did not give us time to plan and taught a lesson that “**Plan or Perish**” is the mantra of modern times. It also taught that students must possess skills of problem-solving and adaptability to survive the crisis. The crucial lesson also is to embrace e-learning technology before disaster strikes. Today, we are forced to practice online teaching learning but things would have been changed if we have already mastered it. This virus surely has accelerated the process of online learning as most of the schools, colleges, universities, are closed due to lockdowns. Disasters will continue to occur and technologies will likely help us cope with them and collaborate and cooperate across

institutions and across time and spatial boundaries.

We need a high level of readiness so that we can quickly adapt to the changes in the environment and can adjust ourselves to different delivery modes. Some teaching strategies (discussions, lectures, debates, case-study, experiential, learning, brainstorming sessions, games, etc.) can be used online to facilitate effective and efficient teaching and learning practices.

Such situations stimulate our motivation to adopt highly revolutionary communication technology and e-learning tools more efficiently with minimum procurement and maintenance costs. Institutions should carry research about the right technology for different educational purposes making sure that no student is getting left out of education due to their location, social class, background. Online methods of teaching support and facilitate learning-teaching activities, but the pros and cons of technology needs to be carefully looked at and harness its potentials. We need to study the technology deeply and balance the worries and pressures amid such crisis Covid-19. Offline learning and e-learning can go hand in hand in the form of Blended learning.

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Email.id:rajkumaripunjabi@yahoo.in
Mobile: 8454945838

3 Perceptions of the Pre-service teachers from colleges in Mumbai suburbs regarding the course being conducted Online during the covid-19 Pandemic- A Study

Dr. Sunayana J. Kadle
Associate Professor,
Gandhi Shikshan Bhavan's
Smt. Surajba College of Education
Mumbai.

Abstract

The Covid-19 pandemic has forced teacher education institutions to suddenly shifted to online mode to complete the course with a number of challenges from the teacher's side as well as the student's side. A study was conducted for identifying the perceptions of the pre-service teachers from colleges in Mumbai suburbs, regarding the course being conducted online during the Covid-19 pandemic. A tool was developed and administered on the student-teachers studying in the academic year 2019-2020 from 2 B.Ed. colleges. The data collected was analysed The results showed that there are mixed responses regarding the opinion of students related to e- learning during the pandemic.

Keywords: online learning, pandemic, pre-service teachers, perspective,

Introduction

The sudden outbreak Covid-19 caused by a Corona Virus (SARS-CoV-2) trembled the whole world. The World Health Organization declared it as a pandemic. This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. And thus, it paved the way towards web-based learning or e-learning or online learning. In today's scenario learning has stepped into the digital world. In which teaching professionals and students are virtually connected. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching-learning.

Need for the study

The COVID-19 pandemic has affected education, and teacher education in particular, in various ways. As a result of the closure of universities and schools, teachers and students had to rapidly adjust to remote teaching. Teacher education is no exception. The need to create learning environments for student teachers doing their teacher education preparation implied decisions, choices and adaptations in order to meet not only the expectations of students but also the requirements of teacher education as well as the conditions in which both universities and schools had to operate. The rapid, unexpected and 'forced' transition from face-to-face to remote teaching has entailed a number of

challenges and constraints but also opportunities that need to be examined. Since the researcher is an associate professor in a teacher education college in Mumbai, the following research questions 1. came to the researcher's mind.

- 2.
- **What is the perception of the B.Ed. students about the course being conducted online during the Covid-19 pandemic?**
- **Do they find the online classes challenging?**
- **What are the challenges faced by them?**

Learners are very important and direct stakeholders of any educational institution. The level of their satisfaction for the programme can be a very good measuring criterion to evaluate it. Keeping in line with belief, the researcher intended to find out their perception about the B.Ed. programme on the online teaching which was a sudden change brought in the lives of the student teachers

A research study was carried out titled 'Perceptions of the pre-service teachers from colleges in Mumbai suburbs' regarding the course being conducted online during the Covid-19 pandemic

Objectives:

To find the perception of the B.Ed. students about the course being conducted online during the Covid-19 pandemic

To identify the challenges faced by student teachers during the online learning of the B.Ed. Course

To identify the advantages of the online learning as perceived by the student teachers of the B.Ed. Course.

Methodology:

The descriptive Survey method was used. An opinionnaire was developed for this purpose with the focus of finding out their opinion on the overall B.Ed. programme in the online mode. The questionnaire comprised of 13 close ended questions and 4 open-ended questions and data were collected from pre-service teachers with the help of google forms. The tool was given to the experts for the content validity and as per their suggestions, was further modified. The developed tool was administered online through Google Forms on the student-teachers (sample size being 78) studying in the academic year 2019-2020 from 2 B.Ed. colleges. The data collected was analysed by calculating the percentage responses of students on each item for the close ended questions and the responses on the open-ended questions were studied and inferred.

Their remarks too were analysed to study the pattern of their perception that may be surfacing. The findings are as follow:

1. How do you feel overall about online learning?

Poor	Below average	Average	Good	Excellent
-----	7.7%	28.2%	51.3%	12.8%

Findings: It can be observed that only 51 percent of the student teachers feel good about the online education.

Interpretation: Face to face education is preferred by the student teachers.

2. Do you have access to a device of your own for learning online?

Yes	Yes, but it doesn't work well	No, I share with others
69.2%	24.4%	6.4%

Findings: 69 % student teachers have a device of their own.

Interpretation: still all students don't have proper devices in spite of Mumbai being in a Urban developed district of Maharashtra.

3. What device do you use for online learning?

Laptop	Desktop	Tablet	Smartphone
26.9%	1.3%	-----	71.8%

Findings: 72% students use smartphones while only 27 % students have a laptop .

Interpretation: Smartphone is used for online learning by the student teachers.

4. Has E learning increased your screen time?

Yes	No	Maybe
85.9%	3.8%	10.3%

Findings: 86% students felt that the screen time has increased.

Interpretation: The students are hooked to the smartphones since the pandemic

5. How much time do you spend each day on an average for Learning?

7 -12 hours	3-6 hours	0 -3 hours
46.2%	39.7%	14.1%

Findings: 86% students spend a minimum of 6 hours to a maximum of 12 hours per day.

Interpretation: The students are spending a lot of time on the screen for learning purpose.

6. How Effective has online learning been to you?

Not at all effective	Slightly effective	Moderately Effective	Very Effective	Extremely Effective
2.55%	17.9%	52.6%	24.4%	2.55%

Findings: 25% of the students find the remote learning very effective 53 % students find online learning moderately effective. 18% find it slightly effective.

Interpretation: almost 75% of the students find that remote learning other than very effective.

7. Do you enjoy learning remotely?

Yes absolutely	Yes, but I would like to change a few things	No, There are quite a few challenges	No, Not at all
20.5%	37.2%	37.2%	5.1%

Findings: 37 % of the students enjoy remote learning but find that there are challenges in learning remotely , 37 % students do not enjoy learning remotely but would like to change few things in the process 20% enjoy find it enjoyable .

Interpretation: Almost 70% enjoy learning remotely.

8. How eager are you to participate in online classes?

Yes Absolutely	No there are quite a few challenges	No Not at all
67.9%	30.8%	1.3%

Findings: 68% students are eager to participate in online classes 31% find the participation challenging

Interpretation: Participation in online classes is challenging to students

9. Are you comfortable with the use of online tools?

Yes	No	Maybe
65.4%	10.3%	24.4%

Findings: 65% of the students are comfortable in using online tools whereas the other 35% are unsure of using the tools.

Interpretation: The students require proper training in the use of the online tools.

10. Are you able to concentrate on the lectures going on in the online setup?

Yes	No	Maybe
61.5%	11.5%	26.9 %

Findings: 62% students are able to concentrate with the lectures going on in the online setup where as 38% are not able to concentrate.

Interpretation: Concentration during online classes is challenging to students

11. Would you like online learning to continue always in educational Institutions?

Yes	No	Maybe
30.8%	46.2%	23.1%

Findings: 31 % students would like online learning to continue.

Interpretation: Though the students are trying their best to learn online 70% are either unsure or would not like online learning to continue in educational institutions

12. Do you feel you have grown in ICT skills due to online learning?

Yes	No	Maybe
89.7 %	-----	10.3 %

Findings: 89.7% students feel that they have grown in ICT skills.

Interpretation: Students have learnt ICT skills well as there was no alternative and have put in efforts to learn the skills

13. Have you been able to pursue other courses available on E learning platforms due to online learning during pandemic?

Yes	No
88.5%	11.5%

Findings: 88.5% students have pursued the courses on e learning platforms.

Interpretation: The students have gained interest in learning from e learning platforms may be due to exposure and time.

Analysis of the Open-Ended Questions

1. What is challenging with your education in online learning.

Findings: Each of the responses were analysed and the following challenges are being faced by the student teachers

- Facing Network issues was one of the most prominent response by the student teachers in spite of almost all having a smart phone, as the student teachers are from the Mumbai Metro city.
- Limited data as 1.5 GB was not sufficient for the daily online lectures
- Many responded that increase in the screen time was giving rise to eye strain and posture issues
- Full concentration to lectures was getting difficult due to distraction of attention from family members

2. What are the advantages of e learning for you?

Findings: Each of the responses were analysed and the following advantages were reported by the student teachers

- Saving on travelling time: In the Mumbai city travelling or commuting to work is a real challenge so most of the student teachers reported the fact that they were saving minimum 3 hours of travel time
- Saving on travelling expenses
- Learnt new ICT skills
- Became Techno savvy
- Learning more about other learning resources and even how to use them
- Assignments were submitted as soft copy so saving on paper and cost of taking printouts etc.
- Can I access in anywhere and at any time so they did not miss the lessons in spite of going to the native places

3. What has been the hardest part about completing your college work?

Findings: Each of the responses were analysed and the following advantages were reported by the student teachers

- Assignments
- Gathering information and research
- Shortage Learning materials as well as peer discussion.
- Giving exams.
- Typing the assignment over the phone
- Not always have Clear idea of things.
- Managing both house hold work and college work
- Hand written work and scanning and uploading
- Exploring new technologies
- Lack of communication with peers

.4. How much time do you spend each day on an average on the screen for socializing and pass time? (In hours apart from studies)

Findings: It was found that most of the student teachers said that they spend 30 minutes to 3 hours on an average socializing and passing their time on screen.

If we compare with the question on how much time the students use for online learning , most of the students spend from 6 to 12 hours, from which it can concluded that the students have been spending more time in learning and are making use of the devices like smartphones and computers for learning

5. Mention some courses or activities and skills you learnt in pandemic times due to online setup.

Findings: The students have learnt the following

- Painting
- attended many webinars
- Singing course
- learnt how to edit ppts and videos

- Using the apps and software's: Operating zoom, classroom, g-meet, etc., making apps for studies, using other different apps for concepts, etc. Learnt Padlet, Jam board, google form etc.
- Animation course.
- basic computer skills
- Online materials surfing. Finding ways to be more creative in online things by downloading apps etc. Searching for more extra information for online exams.
- Creating apps in the classroom
- Creating apps
- MOOC courses
- Yoga class
- Faculty development training program, entrepreneur skills development,
- Diksha
- Excel
- Coding
- Learnt a language online- French
- Personality development course
- Cooking, stitching.
- Learn about entrepreneurship, presentation skill via mass media is developed, participated in various virtual celebrations.
- Vocal training, DIY activities,
- Various workshops on YouTube like yoga session, Action research etc.
- Presenting Virtual cultural programme,

Recommendations:

In consequence of the results obtained in the study, recommendations can be made as follows:

- The fact that some students may not have Internet access in their residential areas should not be ignored, and the necessary steps should be taken to resolve this problem.

- Opinions on the disadvantages of online learning should be taken into account, and high efficiency should be achieved by eliminating the shortages.

- Teachers should use different methods to make lessons efficient in online learning.

Conclusion:

According to pre-service teachers, online learning is affordable because it is independent of time and space, and eliminates additional expenditures for accommodation and transportation. The students have developed ICT skills and also developed by learning various skills which has developed their personality. Students have completed courses on platforms like MOOC, which has developed in them self-learning skills.

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According to pre-service teachers, deprivation of classroom seriousness, and lowering student's interest and motivation are its affective disadvantages. Student teachers have also facing strain in the eyes due to continuous lessons online.

If there would be no technology, online learning would have not been possible and student teachers would not be able to complete the course. The online learning is the new normal. With The mode of education shifted online, and, in the process, educational institutions navigated the challenges and discovered the opportunities that opened up, for the present and the future.

Email:sunayanakadle@yahoo.co.in
Mob: 9820863062

4 The development of the learning package for teaching of Marathi Folk Literature at higher secondary level – A Study

Dr. Suvidhya Mahesh Sarvankar
Associate Professor
Govt.College of Education, Panvel

Mrs Sakshi Suresh Gole
Research Scholar
Govt College of Education Panvel

Abstract

Folk literature is an important aspect of folk culture. It is said that folk literature is a manifestation of folk culture. Folk literature is an important tool to study the history of human life. Through a systematic study of folk literature one can understand the lifestyle of society through folk tales. Through the study of folk literature, high school students can be given an explanation of how one can study the continuity in culture due to the distinctness of folk tales, the expression of human joys and sorrows, or how folk literature educates the illiterate. Folk literature includes experiences which are inherited through tradition. This experience and knowledge is obtained without any form of educational medium. This knowledge is transferred between generations through tradition. Thus folk literature is a medium of informal education. Although various scholars have suggested alternatives like folk tales, folk knowledge and written folk works for folk literature, the word folk literature itself became prevalent in general. The word ‘folk’ has been used in folk literature to indicate society, particularly a specific society. The word ‘folk’ is seen derived in the Sanskrit grammar text Siddhant Kaumudi from the Sanskrit stem word ‘lok darshan’. The meaning of this stem is to look. Thus the word ‘lok’ means a group of people which sees ahead or makes an attempt to see ahead. Since ancient times, the word ‘lok’ is being used to mean common people. The term ‘folk’ has been used in Ashoka’s stone inscription in a broad sense. He has perceived its meaning as citizens. In the following period and even today, this term is used in words like democracy to represent all citizens or common people.

Keywords Marathi folk literature, Learning package, higher secondary student

Introduction

The oral traditions prevalent among the people make the folk literature. Folk conventions, traditions ceremonies, practices-beliefs, artistry etc. are transferred to the next generation through proverbs and couplets. This traditional oral literature is known as folk literature, as defined by Dr. Prof. Prabhakar Mande. Through folk literature common people experience happiness and sorrow. Spontaneity, freedom and simplicity are

its characteristics. Folk literature is an experimental approach. Therefore the spoken words, ceremonies, instruments, dance, music, pronunciation, gestures used to present this literature are all included here.

Folk literature is not created with a specific purpose in view. In spite of this it has a special importance in the society. American sociologists have tried to find out the form of folk literature in society. They have discussed the function of folk

literature for providing stability to organisations in the society. This led to the operational method of studying folk literature. Some sociologists have concluded that the tales from Puranas are operational stories. In their opinion, the devotional centres of ancient humans are seen through these operational stories. These operational stories also increase faith, establish and protect ethical values. Folk literature is an important part of folk culture. However, its form is composite and complicated. Folk literature is created by the people and for the people. The term folk literature is used for the English word 'folklore'. The term folk literature started being used in Maharashtra since 1995. Datta Vaman Potdar suggested using the term folk knowledge in place of folk literature. Some scholars even suggested using the term 'written folk works' in place of folk literature or folk knowledge. The scope of the term 'folk literature' is extensive. Durga Bhagwat, in her book *Loksahityachi Ruprekha (Profile of Folk Literature)* has used the term folk literature in a technical context. In the term folk literatures are included the contemporary conventions, ceremonies, traditions, and culture in addition to the 'written folk works'. The term folk literature is a compound of the word 'folk' and 'literature'. Folk literature is in the form of oral literature. In the absence of reading and writing, there existed linguistic experiments like recitation, singing, and narration. By using the oral strength of language this literature passed on from generation to generation. This continued to be expressed in the form of folk songs and folk tales. The use of linguistic strengths like rhythm, beat, accent, rhyme, alliteration was preferred in folk literature.

The way linguistic peculiarities are visible in poems, they are also visible in the prose from folk literature. Compositions, metre and linguistic strengths are introduced due to folk literature. The impact of folk literature is visible right from ancient literature to the 21st century literature.

Definitions of folk literature

1. It is said that "the oral traditions in vogue among people are known as folk literature". However this definition seems to be incomplete. When literature was not being included in books due to the absence of the art of printing, all that existed was in oral form and folk dance, sculptures, ceremonies, vows, tales cannot be included in it. Folk literature is considered to be the manifestation of people's psyche.
2. In the definition "the poetry and prose literature created for and by women, men and children is included in folk literature", it is unclear whether the literature is written or oral. Also, nothing specific is being achieved by categorising the masses. Also the term 'poetry and prose literature' has been used sculptures, paintings, ceremonies, vows, the tradition of *gondhal* (an educative and entertaining tradition) and drama from folk literature cannot be included in it.
3. The oral manifestations which are devoid of individual peculiarities and equally represent the society's psyche are known as folk literature. Although this indicates the social feature of the literature, the various types of folk literature, their flexible and popular forms cannot be perceived.
4. As mentioned by Dr. Suniti Kumar Chatterji, "The social practices-beliefs, faith and literature which express the way of life of ancestral traditions is known as folk literature." Apart from traditional and

social aspects this definition does not indicate the form of entertainment, social ownership, and position.

5. As per the opinion of R. R. Marett, “Folklore may be said to include the culture of the people which has not been worked into the official religion and history, but which is and has always been of self-growth.” However, the literal qualities of folk literature and primary motive of entertainment are not included in it.

Need for research

1. To obtain knowledge about the nation’s ancient culture, practices and beliefs, and customs through folk literature
2. To facilitate better study for high school students
3. To create a liking for folk literature among high school students
4. To inform the students about our conventions, traditions, customs, and our culture.
5. To generate an interest in folk literature
6. To create respect for folk literature
7. To educate the people through folk literature
8. To know about the various forms of folk literature through folk literature
9. To preserve our culture
10. To make students aware about folk culture and folk literature

Importance of research

To convince about the importance of folk literature, in the method of teaching Marathi, the importance of folk literature study sets is exceptional. In teaching folk literature through study sets, students can gain correct knowledge about difference concepts in folk literature.

1. Knowledge about customs and traditions can be obtained through folk literature.

2. *Tamasha, Lavani, Kirtan*, folk tales, folk songs, *Gondhal, Bharud* are studied in great depth in folk literature.
3. Thinking about the present situation, students do not have sufficient knowledge about folk culture and some varieties of folk literature. To understand all of this and give fundamental knowledge about folk literature to students, the importance of folk literature Marathi study sets is exceptional.
4. Students can quickly understand the true form of folk literature through study sets.
5. We can gain knowledge about the ancient culture of the nation, practices and beliefs, customs and traditions through folk literature.
6. The study of folk literature is extremely beneficial to study the various branches of knowledge.

Operational definition of terms

Higher secondary level: The first two levels (10 + 2) from the three-level pattern (10 + 2 + 3) created by the Education Commission

Student: One who seeks knowledge

Folk literature: The tradition which is transferred from one generation to the other is known as folk literature. This folk literature being in the oral form, its creator is unknown and anonymous.

Study set: The study material used for teaching Marathi folk literature.

Research objectives

- To survey the folk literature in the study of Marathi at higher secondary level
- To develop study sets for teaching folk literature in the study of Marathi at higher secondary level

- To study the effectiveness of study sets for teaching folk literature in the study of Marathi at higher secondary level.

Research methodology

- To conduct a pre-test for information conceptualization or to understand students' present state pertaining to a factor/constituent
- Develop study sets for teaching folk literature by implementing the methodology through the use of study sets
- Conduct a post-test
- To study the effectiveness of study sets
The pre-test and post-test will be designed under the guidance of an expert guide. After obtaining signs of difference in the average of both the tests, it will be verified using the t-test.

Conclusion

The study of folk literature, high school students can be given an explanation of how one can study the continuity in culture due to the distinctness of folk tales, the expression of human joys and sorrows, or how folk literature educates the illiterate. Folk literature includes experiences which are inherited through tradition. Study sets are useful for teaching folk literature while teaching Marathi Interest about folk literature will develop among higher secondary students Students of class 11 and 12 (higher secondary level) will find the folk literature activities helpful happening in the junior college helpful to familiarize themselves with Marathi folk literature. The effectiveness of activities for study of folk literature among students is high. The activities (study sets) for teaching Marathi folk literature will help build a consensus among students

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Email:sakshigole27@gmail.com
Contact No: 8779603175

5 A view towards Autism and its awareness

Dr.Jayprabha Asore

Assist. Professor and Director B T F Divyang Centre

Abstract:

Autism spectrum disorder impacts the nervous system and affects the overall cognitive, emotional, social and physical health of the affected individual. The range and severity of symptoms can vary widely. Common symptoms include difficulty with communication, difficulty with social interactions, obsessive interests and repetitive behaviours. Early recognition, as well as behavioural, educational and family therapies may reduce symptoms and support development and learning. ASD is an umbrella term that includes a range of neurodevelopment features. Autism is not a disease, but it can have a significant impact on a person's life. Its effects can vary widely. Some people will need lifelong support, while others can live and work independently. In some cases, the features of the condition may be present from infancy. In others, the signs may become more obvious as the individual becomes older.

Behavioural management therapy, Cognitive behaviour therapy, early intervention, Educational and school-based therapies, Joint attention therapy, Medication treatment. Nutritional therapy Occupational therapy, music therapy these are the treatments for autism

According to the research on Autism, nearly one in five children with autism are on a special diet. There is no specific ASD diet, but removing certain proteins may relieve symptoms. The gluten-free, casein-free (GFCF) diet has the most research and is one of the most common dietary interventions.

Keywords: Autism, types and traits, causes, and early intervention

What is Autism?

Autism is a devastating neurological and biological disorder that typically presents in children between the ages in 18 months to five years of age. **Autism currently affects 1 in every 68 children today. It is estimated there are over 3 million people in the United States alone with autism.** Autism affects each individual differently and at different levels of severity. Some people with autism are severely affected, cannot speak, require constant one-on-one care, and are never able to live independently.

While others who have less severe symptoms, can communicate, and eventually acquire the necessary skills to live on their own.

Typically, autism affects individuals in five key areas:

- 1.Communication (verbal and non-verbal)
- 2.Social skills
- 3.Behaviors
- 4.Learning
- 5.Medical issues

Common Autistic Traits:

People diagnosed with autism process, respond, and interact with information in different ways. In some cases, individuals with autism may not be able to speak, may have self-Stimulatory behaviors (such as hand flapping, vocal utterances, repetitive behaviors), may be aggressive or be self-injurious. Each individual with autism is affected differently. But like with all people - not all individuals with autism are alike. In fact, very few people with autism have the exact same issues. Very few individuals with autism are affected with all the issues specified above.

Some autistic traits could include:

- Scatter/splinter skills of abilities –
- Such as poor gross motor or fine motor skills and the ability to read at a very young age, Lack of imaginative play or imitation.
- Oversensitive or under sensitive to pain
- Desire for the same daily schedule, toys, type of clothes or an insistent on “sameness”
- Repeating words, phrases in place of typical language or conversation (This is known as echolalia)
- Much difficulty expressing needs – they may use pointing, gestures versus words, or tantrums
- Finding situations funny or laughing at times when it is inappropriate (*i.e.*, laughing at a baby crying.)
- Activity is noticeably under active or over active
- Excessive or frequent tantrums
- Can be aggressive or self-injurious
- Prefers to be alone – may have social skills deficits
- People with autism can act deaf or be non-responsive to verbal cues
- Odd play such as; spinning objects, or using toys for something besides their intended purpose or using an odd attraction to an item that is inappropriate for age
- Non-existent or poor eye contact
- Non responsive to typical teaching methods
- May respond negatively to crowds or not able to mix well with others
- Difficulty with holding a conversation
- May not like hugs, or to be cuddled.
- Sensitivity to loud noises, tags in clothes, coarse clothing, lights, and smells.
- Frequently uses peripheral vision to track items (*e.g.*, rolling car along countertop at eye-level)
- Highly self-limited diet (narrow down foods they’ll eat to a very limited few items when previously a broader range was accepted (*e.g.*, bread, chicken nuggets, cheese, milk, and crackers – period.)
- A high amount of severe food allergies
- History of chronic ear infections as an infant
- Severe gastro-intestinal issues; chronic loose and/or foul-smelling stools.

Causes of Autism:-

Experts are still uncertain about all the causes of autism. In all likelihood, there are multiple causes – rather than just one. It appears to be that a number of different circumstances including environmental, biologic, and genetic factors – set the stage for autism and make a child more likely to have the disorder.

There is reason to believe that genes play a major role in the development of autism. It has been found that identical twins are more likely to both be affected than twins who are fraternal (not genetically identical). In a family with one autistic

child, the chance of having another child with autism is about 5 percent – or one in 20 – much higher than in the normal population.

Sometimes, parents or other relatives of an autistic child have mild social impairments (such as repetitive behaviors and social or communication problems) that look very much like autism. Research also has found that some emotional disorders (such as manic depression) occur more often in families of a child with autism.

At least one group of researchers has found a link between an abnormal gene and autism. The gene may be just one of three to five or more genes that interact in some way to cause the condition. Scientists suspect that a faulty gene or genes might make a person more likely to

develop autism when there are also other factors present, such as a chemical

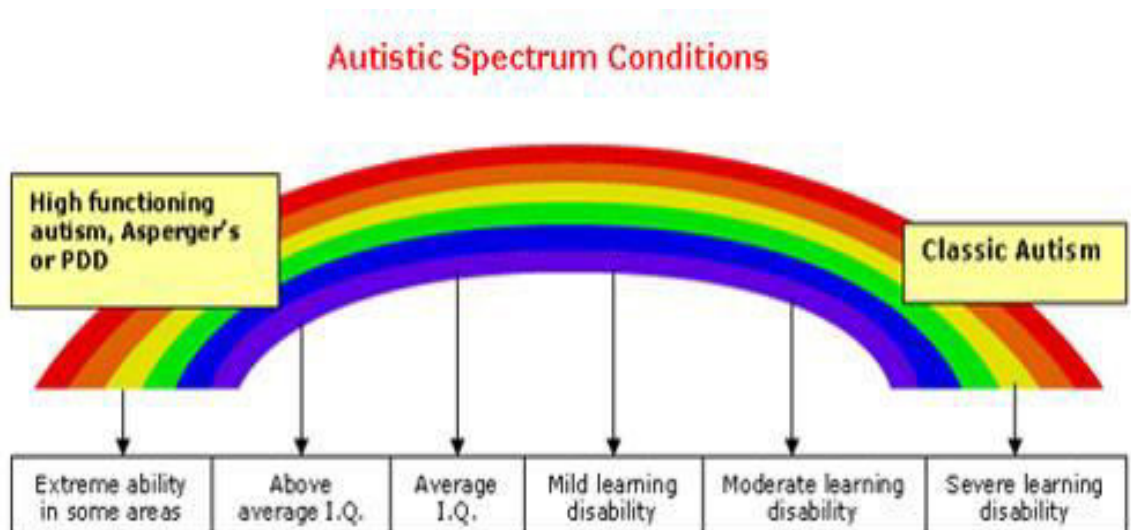
Imbalance, viruses or chemicals, or a lack of oxygen at birth.

In a few cases, autistic behavior is caused by:

Rubella (German measles) in the pregnant mother
Tuberous sclerosis (a rare genetic disorder that causes benign tumors to grow in the brain as well as in other vital organs)
Fragile X syndrome (the most common inherited form of intellectual disability),
Encephalitis (brain inflammation)

Untreated phenylketonuria (PKU) – when the body lacks an enzyme needed for normal metabolism.

Types of Autism:





Sensory issues related to Autism

Children with Autism Spectrum Disorders such as autism or Asperger's syndrome see their world in a very different way. The filtering mechanism in their brains often works in a different way in assimilating the senses such as touch, smell, hearing, taste and sight. They may be extremely sensitive to some senses and find seemingly routine events fascinating the patterns of light on a wall, or the rustling leaves in the wind. The autistic

child may also be unresponsive to sensations that their parents find unpleasant, such as extreme heat, cold or pain.

Sensory experiences that parents don't even notice may be extremely frightening or unpleasant for a child - the feel of a certain fabric, sounds of certain frequency, particular colours or seemingly bland foods. The child's reactions can easily be interpreted as wilful misbehaviour. Along with this

will frequently be difficulties in movement, coordination and sensing where one's body is in a given space, leading to clumsiness and difficulty with tasks such as dressing.

These are problems with sensory integration, as the nervous system has difficulty receiving, filtering, organizing and making use of sensory information, commonly known as Sensory Integration Dysfunction.

Sensory Integration involves various systems in our bodies:

- The vestibular system responds to movement and gravity
- The proprioceptive system receives feedback from joints and muscles and joints
- Our five senses - sight, hearing, touch, eyesight and smell.



Diet For ASD:

This is a dietary intervention to lessen the digestive, bowel, and behavioural issues sometimes found in children with autism spectrum disorders (ASD). Recent research indicates a link between autism and gastrointestinal issues, which can include difficulties digesting gluten, casein, and soy proteins. Eliminating gluten (wheat), casein (milk and milk products), and soy often alleviates gastrointestinal problems, although additional factors often must be addressed as well (intestinal yeast overgrowth, for example). The GFCFSF diet may be

considered an “alternative” therapy and viewed with scepticism by some school administrators, medical personnel, and others. But for some children, eliminating gluten and casein helps lessen self-stimulating behaviors, increases focus, and resolves gastrointestinal distress. That’s why many parents swear by it. The diet is not a cure for autism nor is it a substitute for educational or behavioural interventions. Rather, by making the child more comfortable, the GFCFSF diet helps the child become more receptive to learning and makes a positive impact on

the child's overall health, demeanour, and behaviour.

GLUTEN FREE FOOD LIST			
Produce	Meat ORGANIC/ HORMONE FREE	Dairy/ Replacements	Herbs/Spices
<ul style="list-style-type: none"> •Apples •Avocado •Baby tomatoes •Bananas •Bell Peppers •Blueberries •Broccoli •Brussel Sprouts •Beets •Carrots •Cauliflower •Celery •Cucumber •Ginger Root •Green onion •Kale •Lemon •Mushrooms •Pomegranate •Plantains •Red and yellow Onion •Turmeric Root •Small Sweet peppers •Spinach •Strawberries •Sweet potato 	<ul style="list-style-type: none"> •Eggs •Chicken breast •Ground turkey meat •Shell Fish •Fish- Flounder, salmon, mahi-mahi, etc.. •Bacon- 150mg sodium •Grass Fed Beef/Bison 	<ul style="list-style-type: none"> •Almond Milk •Well sourced Dairy products: Must be organic and hormone free. •Coconut milk- canned •Plain coconut yogurt 	<ul style="list-style-type: none"> •Basil •Cayenne pepper •Cilantro •Cinnamon •Dill •Garlic •Himalayan salt •Mint •Oregano •Pepper •Paprika •Parsley •Rosemary •Thyme •Turmeric
	Oils	Baking	
	<ul style="list-style-type: none"> •Extra virgin olive oil •Coconut oil •Palm Oil •Avocado Oil 	<ul style="list-style-type: none"> •Coconut flour •Arrow Root flour •Brown Rice flour •Potato or tapioca starch •Almond flour •Stevia •Corn starch •Xanthan Gum •Baking soda •Baking powder •cream of tartar 	
	Nuts & Seeds		Pantry
	<ul style="list-style-type: none"> •Almonds •Cashews •Walnuts •Chai Seeds •Sunflower Seeds 		<ul style="list-style-type: none"> •Liquid Aminos •Dates •Nut Butters •Apple Cidar Vinegar •Black beans •Lentils •Tea- Chai, Fennel, Ginger, Camomile, Spearmint/peppermint

Types of treatment of autism

1. Practice Yoga

Yoga has the potential to significantly improve symptoms of ASD. One yoga program designed for ASD incorporated warm-up (e.g., jogging), loosening (e.g., waist back bending), strengthening (e.g. triangular pose, where you stand with your feet apart and your arms raised to the shoulder level and then bend your arms one after the other towards your feet), and calming (e.g., corpse pose, where you lie on your back, your arms relaxed by your sides and your eyes closed) exercises, as well as breathing practices and chanting. Children who participated showed better eye to eye contact, body posture, and

sitting tolerance. They were also more receptive to verbal commands. Teachers noted that they were more alert after the sessions. They seemed to enjoy chanting and it improved their ability to imitate oral-facial movement and brought them closer to the therapist.

2. Try Homeopathic Remedies

Homeopathy has various remedies that can be effective in dealing with the symptoms of autism. For instance, **Ignatia** (from the St. Ignatius bean) can be used to treat impatience and intolerance of noise; **Causticum** (a blend of slaked lime and sulphate of potash) can treat someone who is

restless, finds it difficult to concentrate, and repeats a question first before answering; and **Kali Carb** (Potassium Carbonate) can help someone who is anxious about any change in routine.

Research has shown that homeopathic treatments can result in better social interaction, reduction in anxiety, better eye contact with strangers, an improvement in motor skills, and better communication skills. However, it is important to remember that these treatments are extremely patient-specific and a qualified homeopathic doctor needs to look at the patient to determine what will work for them.

3. Turn To Ayurveda

Ayurveda considers autism to be a condition with its roots in a genetic flaw (bija dosha) which can be activated by elements in the environment. Various treatments used in ayurveda try to mitigate the effects of elements that trigger autism. Since, according to ayurveda, a toxin known as ama produced due to impaired digestion can reach the brain and cause damage there, this might include medicines that improve the digestive function.

Medicinal preparations with psychotropic effects may also be used. One three-month ayurvedic treatment program carried out in India for managing autism in children (between the ages of three and sixteen) showed promise. The treatment included taking a medicated ghee (known as Chetasa ghrita which has psychotropic effects) internally; the application of a medicinal paste of an oil known as Vatasani Taila and a powder known as Pancha gandha Choorna (both of which contain several herbs) on the head; and the nasal instillation of a medicated oil known

as Ksheera Bala Taila which has country mallow as the main ingredient. Those who underwent the treatment showed improvements in socialization and physical, behavioural, and cognitive problems. Their parents and special educators also mentioned that they appeared to show decreased hyperactivity and less effort seemed to be required to train them in other therapies.

4. Go for Music Therapy

Music therapists harness the power of music in a therapeutic relationship to improve the health and well-being of their patients. This therapy may be particularly useful for children with autism. A study that compared improvisational music therapy to toy play sessions found that music therapy was more effective at helping autistic children initiate behaviors that indicated that they were engaged. They also seemed to find the music therapy sessions more joyful and were more responsive to the therapist during these sessions. Another study among autistic children between the ages of 6 and 9 who had improvisational music therapy for 10 weeks found that it could help them communicate better.

Why Early intervention is important in Autism

Early social/ emotional development and physical health provide the foundation upon which cognitive and language skills develop. High quality early intervention services can change a child's developmental trajectory and improve outcomes for children, families, and communities. According to research, learning and development are at their highest rate in the preschool years. Some children, due to conditions noticed at

birth, special needs, or developmental delays which occur in the early years, risk missing some of the most important learning and developmental milestones. Early intervention helps keep these children on a path to making the most of abilities and skills developed during the early years.

Early intervention refers to doing things as early as possible to work on your child's autism spectrum disorder (ASD) characteristics. Early intervention for children with ASD is made up of therapies or interventions and service

Early Intervention (EI) services can help you and your family:

- Learn the best ways to care for your child,
- Support and promote your child's development,
- Include your child in family and community activities.

At the last for the autism ... **“The most interesting people you’ll find are ones that don’t fit into your average cardboard box. They’ll make what they need, they’ll make their own boxes.” –**

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6 Influence of Demonstration Method vs. Traditional Method for the Achievement in General Science Teaching of class 7th standard students

Dr. Nilima Arvind More,
Assistant Professor,
Government College of Education,
Panvel, Dist.:- Raigad 410 206

Abstract:-

Learning of general science is not to know the nature but also to use for the welfare of society. It plays different role in different sectors for the development of country. Not even in a single day we miss phenomenon related to general science. Every phenomenon which everyone sees and rarely thinks about in which there is much general science. There are many methods used for teaching general science, but in most schools, teachers use traditional method. Even though in renowned schools, General science taught by traditional method only. So this paper deals with the comparison of the demonstration method and traditional method.

Keywords:- Achievement, Demonstration Method, Traditional Method

Introduction:-

“If Science is poorly taught and badly learnt, it is little more than burdening the mind with dead information, and it could degenerate even into a new superstition.”- Kothari Commission Report. There are many methods used for teaching science. Some are very old traditional others are the outcome of our knowledge of psychology of children. Students are not able to understand because of lack of proper use of the methods on the part of the teacher or understanding of its use on the part of the students.

We generally observe that a particular subject is taught by only one method. Like “General Science” subject is also learned by chalk and blackboard system. Even though in renowned schools the subject is taught by traditional method. No other method is adopted for teaching a particular subject.

So, in order to make children/students learn effectively, the teacher has to adopt the right method of teaching.

So the researcher has taken General Science subject of 7th class to teach the students by traditional method and demonstration method.

Objectives of the study:-

The objectives of the study are;

- 1) To find out the effect of traditional method & demonstration method on the achievement of pupils studying in standard 7th in General science.
- 2) To find out the effect of two methods on the achievement of pupils studying in standard 7th boys, girls & achievement of students of different schools.

- 3) To compare the effect of traditional method and demonstration method on achievement of boys & girls studying in standard 7th in general science.

Hypothesis:-

- 1) There is no significant difference between the mean achievements in general science of the standard 7th taught by traditional method and demonstration method.
- 2) There is no significant difference between the mean achievement of boys, girls in general science taught by demonstration method and traditional method.
- 3) There is no significant different difference between the mean achievements in general science taught by traditional method and demonstration method.

Scope and Limitations of the study:-

The following are the limitations of the study.

- 1) The research is limited for 7th class of Akola city only.
- 2) This research is limited for 7th class of general science subject only.
- 3) This research is limited for 7th class of only three units.
 - i) The properties of magnetic field,
 - ii) Sound : Creation of sound,
 - iii) The reflection of light.

Design of the study:-

Method:- The study is based on an experiment which involved the application of the teaching methods namely: i) Traditional method ii)

Demonstration method.

Sample: - The experiment was conducted on total 200 students. 25-25 students divided into each group. In each group, there were 13 boys and 12 girls. Therefore, there were 104 boys and 96 girls.

Tools:- This study is based on use of three tools. One was to prepare lessons as traditional method and demonstration method in general science. The second tool was achievement test in general science. The third tool was Raven's Progressive Matrices Test.

Procedure: - The experiment, in which study was continued for 24 days to complete 3 units. The total 48 periods were required to complete the study. The students were given Raven's progressive Matrices Test. The researcher had given the grades. Grade of the students was determined on the basis of the percentile norms given in the manual of the stated above test. Then the researcher made two groups of students as both the groups were similar with respect to the intelligence, the experiment was adjusted in the school time table and natural settings.

After teaching three units i. e. i) The Properties of Magnetic Field ii) Sound: Creation of sound iii) The reflection of Light, 25 marks achievement test was administered after two days at the same time to both the groups in four schools at Akola.

Later on, achievement have been collected. Marks obtained by the students in the said test, researches had calculated mean, standard deviation,

analysis of variance as well as t- value and decided rank of two method

Result and Discussion:-

Table 1

t-Test of achievement of Demonstration Method (D.M.) and Traditional Method (T.M.)

M	N	Mean	S.D.	S.E.	M.D.	O.T.V.	L.o.S.	d.f.	T
T.M.	100	18.76	3.43223	.58191	1.59	2.7323	.05		1.979
D.M	100	17.17	4.69914	17		74	.01	198	3.090
.									

It is evident that t-value is 2.732374 which is significant at .05 level but insignificant at .01 level with d.f. =198. It indicates that mean scores of achievement of students taught through demonstration method differ significantly from traditional method. Further, mean score of achievement of demonstration method is 18.76 which is significantly higher than traditional method whose mean score of achievement is 17.17. Thus, D.M. was found to be significantly superior to .05 level of significance.

Table 2

t-test of achievement of Demonstration Method (D.M.) for boys and Traditional Method (T.M.) for boys:

M	N	Mean	S. D.	S. E.	M.D.	O.T.V.	L.o.S.	d.f.	T
T.M.	52	18.807	3.3492	.74974	1.5192	2.02631	.05	102	1.986
D.M.	52	17.288	4.2441				.01		237

It is evident that t-value is 2.0263 which is significant at .05 but insignificant at .01 level with d.f.=102. It indicates that mean scores of achievement of students taught through D.M.(boys) differ significantly from T.M.(boys) whose mean score of achievement is 17.288. Thus, D.M.(boys) was found to be significantly superior to T.M.(boys) at .05 level of significance.

Table 3

t-test of achievement of Demonstration Method (D.M.) for girls and Traditional Method (T.M.) for girls

N	Mean	S. D.	S. E.	M.D.	O.T.V.	L.o.S.	d.f.	t
48	18.7083	3.5578	.9079616	1.6666	1.83561	.05	94	1.988
48	17.0416	5.1898				.01		2.37

It is evident that t-value is 1.83561 which is insignificant at .05 level 01 levels with d.f.=94. It means there is no significant difference between mean scores of D.M.(girls) and T.M.(girls) at .05 and .01 levels of significance and whatever difference has come, it is by chance. Thus, D.M.(girls) and T.M.(girls) do not affect on the achievement in general science. That means D.M.(girls) and T.M.(girls) were same to teach general science.

Table 4

t-test of achievement of Demonstration Method (D.M.) for boys and Demonstration Method (D.M.) for girls

N	Mean	S. D.	S. E.	M.D.	O.T.V.	L.o.S.	d.f.	t
52	18.807	3.3412	.69208	.09935	.143563	.05	98	1.987
48	18.708	3.5547				.01		2.37

It is evident that t-value is 1.4356 which is insignificant at .05 level 01 levels with d.f.=98. It means there is no significant difference between mean scores of D.M.(boys) and D. M.(girls) at .05 and .01 levels of significance and whatever difference has come, it is by chance. Thus, D.M.(boys) and D.M.(girls) do not affect on the achievement in general science. That means D.M.(boys) and D.M.(girls) were same to teach general science.

Table 5

t-test of achievement of Traditional Method (T.M.) for boys and Traditional Method (T.M.) for girls

N	Mean	S. D.	S. E.	M.D.	O.T.V.	L.o.S.	d.f.	t
52	17.28846	4.2449	.95264	.246795	.259062	.05	98	1.987
48	17.04167	5.1898				.01		2.37

It is evident that t-value is .259062 which is insignificant at .05 level 01 levels with d.f.=98. It means there is no significant difference between mean scores of D.M.(boys) and D. M.(girls) at .05 and .01 levels of significance and whatever difference has come, it is by chance. Thus, T.M.(boys) and T.M.(girls) do not affect on the achievement in general science. That means T.M.(boys) and T.M.(girls) were same to teach general science.

Table 6

t-test of achievement of Traditional Method (T.M.) for boys and Demonstration Method (D.M.) for girls

N	Mean	S. D.	S. E.	M.D.	O.T.V.	L.o.S.	d.f.	T
52	17.2884	4.244196	.78081	1.4198	1.81845	.05	98	1.987
48	18.7083	3.554789				.01		2.37

It is evident that t-value is 1.818454 which is insignificant at .05 level 01 levels with d.f.=98. It means there is no significant difference between mean scores of T.M.(boys) and D. M.(girls) at .05 and .01 levels of significance and whatever difference has come, it is by chance. Thus, T.M.(boys) and D.M.(girls) do not affect on the achievement in general science. That means T.M.(boys) and D.M.(girls) were same to teach general science.

Table 7

t-test of achievement of Demonstration Method (D.M.) for boys and Traditional Method (T.M.) for girls

N	Mean	S. D.	S. E.	M.D.	O.T.V.	L.o.S.	d.f.	t
52	18.8076	3.349208	.881390	1.766026	2.003682	.05	98	1.987
48	17.0416	5.189836				.01		2.37

It is evident that t-value is 2.003682 which is insignificant at .05 level but insignificant at . 01 levels with d.f.=98. It indicates that mean scores of achievement of students taught through D.M. for boys differ significantly from T.M. for girls. Further, mean score of achievement of D.M. for boys is 18.8076 which is significantly higher than T.M. for girls whose mean score of achievements s 17.0416. Thus, D.M. for boys was found to be significantly superior to T.M. for girls at 05 level of significance.

Findings:-

1) There is a significant difference between the mean achievement in general science of students 7th taught by demonstration method and traditional method at 5% level of significance but not at 1% level of significance.

2) There is no significant difference between boys and girls for demonstration method at both levels of significance. Whereas demonstration method for boys is superior to traditional method at 5% level of significance but there is no significant difference between demonstration method for boys and traditional method for girls at 1% level of significance. There is no significant difference between demonstration method for girls and traditional method for boys at both levels of significance.

3) For boys, demonstration method is superior to traditional method at 5% level of significance, but there is no significant difference between demonstration method and traditional method at 1% level of significance.

4) For girls, there is no significant difference demonstration method and traditional method at both the levels.

Conclusion:- As a subject general science is not at all difficult if the concepts of the subject are clear, otherwise general science tend to be difficult for the students. The researcher has used three units to be taught in two different methods. Only the intelligent students learnt easily by demonstration method but the other students were unable to learn the topics. If teacher demonstrate the experiment according to the unit, students will learn more effectively.

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Email : nilimaamore68@gmail.com
Mobile ; 9869410268

7 A Study of programs designed to prevent effect of excess use of mobile phones on students of Higher Secondary School of Roha Tehsil.

Ms. Neha Narendra Soshte.

Introduction :

Technology has played an important role in the development of human beings. Technology has helped us to improve our lifestyle, e.g. Mobile, one of the important medium of communication. In this era of Information Technology, we are using many mediums of communication; 'mobile phone' is one of them. Today everyone needs this medium of communication. Invention of mobile device has brought the world closer. Also in historical period people have used different media for communication from time to time. Human culture exists since 50,000 years. Initially people used various sounds for communication. By the time language came into existence and it was used for communication. Animals, birds, messengers etc. were used to carry messages. In modern time, post and telegraph etc. are used as mediums of communication. During the 1st world war, telegram was used for communication. During the Second World War, telephone came in existence. In 1940s phone facility was available in vehicles as well. A lot of research was done on it; over the next three decades. On 3rd April 1973; Martin Cooper used mobile phone to call at 'Graphics Out' from 'Graphics Inn' for the 1st time. It was a proto-type mobile phone. 40 years have passed since that event. Initially mobile phone was used only for communication but now-a-days it

has become a smart phone. Internet, photos, video calls, entertainment etc. everything is available in a single mobile device. In India there are 80 million mobile subscribers. Due to this revolution it is possible for everyone to have the whole world in a pocket. With the help of latest mediums of communication the information about all the affairs worldwide is available for us within few seconds. We are able to communicate worldwide by using mobile.

Due to excess-use; technology used in mobile phones has become harmful instead of being useful but still parents do not refrain their kids from using mobile phones. This technology is more harmful to kids than adults. The range of mobile phone causes adverse effects on a kid's brain. Parents fail to recognize when a phone i.e. a medium of communication made available to children; gets converted into a smart phone with various apps and games. Everyone struggles to increase their importance in society by downloading new apps in mobile phones, informing friends about it. Most commonly, students use mobile phones for playing online games, reaching upper level, downloading latest songs, changing mobile status, updating new plans for calling, and for many other reasons.

Not all students use mobile phones only for entertainment. Some of them use Internet facility in the mobile to collect information, to find diagrams for project,

to increase the vocabulary, to refer to bibliographies etc. On a very large scale various applications are available on internet for educational guidance. Many applications like 3D Indiana, Delta Drawing, Edu mark, Fun School, Byju's, Kids Spelling Learning, Edu Safar, My Edu, E- Pathshala, Topper etc. are available on Internet. These computerized applications help students and parents to add more information to their knowledge. Due to audio-visual lessons students will be able to understand educational terms / syllabus quickly. But we cannot assure; that all students would use a computer system in such a useful way.

On one hand, we are trying to speed-up our life using technology and on the other hand; considering the increased usage of mobile phones among the students, 'No Gadget Day' is celebrated in schools. Excess use of mobile device results in chemical reversal in brain due to which children usually do not experience natural joy. The enthusiasm and happiness due to presence of dopamine becomes a vicious circle for children. Though mobile is a good medium of communication; its adverse effects are seen in the society. Future generation in this era is spending more time on mobile device which impacts their physical, psychological, and educational lives visibly. The excess use of the mobile device creates irritability, loneliness among the students.

Objectives of Research:-

1. To study tendency of students of higher secondary school while using mobile.
2. To study reasons for which Students of higher secondary school in Roha Taluka use mobile phones.

3. To review time spent by higher secondary school students on mobile phone.
4. To study good and adverse effects of mobile phones on daily routine of students in higher secondary school.
5. To study impact of mobile phones on studies of higher secondary school students.
6. To develop a program to prevent students in higher secondary school from excess use of mobile phones.
7. To study effectiveness of a program designed for preventing students in higher secondary school from excess use of mobile phones.
8. To suggest various ways to higher secondary school students that how to use mobile in positive way.

Methodology of Research:-

1) Survey Method:-

Survey research is a quantitative method to collect information from a pool of respondents by asking multiple survey questions. A survey can be used to investigate the characteristics, behaviours or opinions of a group of student. Surveys are most appropriate method of research when researcher want to understand a large population of student at once.

2) Experimental Method:-

Experimental research is research conducted with a scientific approach using two sets of variables. The first set acts as a constant, which you use to measure the difference of the second set. Experimental research allows you to test your idea in a controlled environment before taking it to market.

3) Multiple Methods. :-

Multimethodology or multimethod research include the use of more than one method of data collection or research in a research study or set of related studies. Mixed methods research is more specific in that it includes the mixing of qualitative and quantitative data, methods, methodologies, and / or paradigms in a research study or set of related studies.

Initially the researcher will do a survey among students in higher secondary school to study current stage of mobile usage. As this research would guide us in future, researcher will follow experimental method in future.

Survey Method + Experimental Method = Multiple Methods.

Sample:-

In research terms a sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalise the finding from the research sample to the population as a whole.

In Roha Taluka, there are 14 higher secondary schools in total, 6 of which are granted by govt., 7 of them do not have govt. grant and 1 of them is Govt. Higher Secondary School. 15% of the schools will be selected for collecting sample. Sample would be collected by using Smooth Random Method among various probability sample selection methods. Two of the higher secondary schools having govt. grant would be selected by using lottery method.

In schools selected by applying smooth random sample selection method; 40 students from Arts, Commerce and Science streams from both 11th & 12th

standard will be selected as a sample by relevant introspection in improbable ways. 480 students will be selected in total.

Data Collection:-

The data collection is the process of gathering and measuring information on targeted variables in an established system, which then enables one to answer relevant questions and evaluate outcomes. Data collection is a research component in all study fields.

1. Questionnaire:- Researcher is going to prepare Questionnaire according to objectives, scope and limitations of research. Increasing use of mobile phones among students, its misuse and its effects on academic syllabus will be considered while preparing Questionnaire. To avoid mistakes questionnaire will be cross checked by 5 subject-experts. Questionnaire will be prepared according to suggestions and guidance of subject-experts by arranging close ended questions in perfect order.

Close Ended Questionnaire:-

Usually these are yes or no type questions in which appropriate option should be selected. Information received with the help of close ended questions is definite and satisfactory. In this time saving method, it is very easy to fill up the information, responding person can compile information comfortably and possibility of getting wrong interpretation is very low.

2. Interview:-

Interview is a useful and effective tool of collecting information from responding person. Interview means Face-to-face

conversation to get valid and reliable information provided for the questions based on pre-planned points of discussion.

3. Pre-Testing:-

Pre-testing is organized to know subject-wise progress or deterioration of students according to portion understood by them. Researcher is going to conduct pre-testing by presenting a questionnaire about usage of mobile phones to students.

4. Post-Testing:-

Post-test is organized to see, to what extent deficiencies of students in pre-testing are fulfilled. In this research the researcher is going to arrange program of guidance and counselling by subject-experts about using mobile phone, for students and then she will conduct post-testing to examine changes in students related to usage of mobile phone.

Findings:-

In modern world, many things are invented with the help of progressive technology. These inventions have simplified and speeded up our life. Today no one can live without mobile phone. Today students use gadgets like computer, tablet, mobile phone comfortably. Children in the latest generation are more interested in mobile technology rather than playing on ground.

Most of the times students use mobile phone not only for entertainment but also for many other purposes, they get addicted to it and they lose their focus on education. This has a bad impact on their educational development and

achievement. Students will be able to develop their skills by using different type's educational software. Learning process will be easy if various mobile applications are used. If students use mobile technology, they will be more expressive and learning process would become pleasant for them.

Conclusion:-

1. Use of mobile phone has helped students to improve effectiveness of learning.
2. Mobile phone technology helps us in getting access to any place at any moment.
3. E-Learning with mobile technology helps to improve interaction and enriches experience of distance learning among students.
4. Accurate use of 3G technology for interaction: While introducing 3G Technology for accurate interaction in all educational fields, specifically in the field of Teachers Training; its results in nearby future should be taken into account. Truly, changes for better future might be established after a long period of time but there is no harm to imagine changes in Teachers' Training Field and progress in nearby future.
5. By the time we have to remember that now-a-days on many occasions mobile applications improve and simplify our lifestyle. Time is changing and technology not only satisfies human needs but also is useful on many occasions. It is important for teachers to get acquainted with the latest technology and to guide their students in time.

Mail id:nehakarde11@gmail.com

Mob : 8983757368

8 Effectiveness of Computer Assisted Instruction (CAI) for Teaching Chemistry to Junior College Students

Dr.Suvidyaa Mahesh Sarvankar

Associate Professor

Govt College of Education (CTE), Panvel.

Amol Rajaram Kamble

Research Scholar

Govt College of Education (CTE),Panvel

Abstract

The study is focused to find out the effectiveness of Computer Assisted Instruction (CAI) a advanced technique for enhancing achievement in chemistry to junior college students. The researcher used Simple random sampling and selects junior colleges. The main findings of the study are; there is significant difference in the post test scores of control and experimental group. The achievement scores of the samples in the experimental group are better than the control group and it proved that Computer Assisted Instruction is an effective teaching strategy than the chalk and talk method for the achievement in Chemistry.

Keywords: Computer Assisted Instruction, Achievement in Chemistry.

INTRODUCTION

Science is the pursuit and application of knowledge and understanding of the natural and social world following a systematic methodology based on evidence. Science refers to a system of acquiring knowledge through observation and experimentation to describe and explain natural phenomena. Chemistry in one of the core subjects of science and it has the composition, structure, properties, and reactions of matter, especially of atomic and molecular systems. The main aim of the science education is to make a meaningful understanding of Science theories, concepts, equations, laws, principles etc. Teaching Science focuses on providing students with opportunities to get an experience and to develop their cognition. Learning is the product of self-organization and reorganization of existing ideas. This learning is possible through different approach, strategies and methods. Education is a powerful tool for social

change, social mobility. It is a continuous process which transfers the morals, values; of our culture to the next generation. It enables to develop, and build up the new generation of our nation. In this, context schools play an important role. No doubt, Computers have contributed significantly in advancement of each and every sector of human life even though; education sector is not excluded from it. So computer is the most advanced, and an endowed tool for education field. It plays vital role during the course of education. It enhances not only retention, learning rate, cognition, perception of the students; but also improve teaching rate of teachers. Computer Assisted Instruction provides learning experiences effectively and efficient in nature, which leads to increase the perception level, and achievement level of the students gradually. Thus, the computer is the super machine; it brings teaching learning process in more realistic way.

NEED AND SIGNIFICANCE OF THE STUDY

Computer Assisted Instruction (CAI) is one of the most advanced tools in the hands of teachers through which retention, cognition, perception of the students can be improved, and quality of education can be maintained. The CAI provides the teacher some chance to use new tool. The efficiency of the teacher will also improve with such kind of tool. In Junior Colleges, students tackle many problems during the teaching - learning process of Chemistry subject. In this CAI, can play a major role of the tutor to solve the students' problem. Thus, the CAI enhances not only students' intellectuality, learning rate, retention power, attitude but also the efficiency of teachers. It also leads to the development of mental ability, curiosity, and self-esteem of the learners.

Objectives of Research

- 1) To find out the level of achievement in Junior College students in Chemistry between control group and experimental group in the pre-test.
- 2) To analyse chemistry textbook for selection of suitable chapters.

- 3) To implement CAI technique for the selected chapters of chemistry.
- 4) To find out the level of achievement in Chemistry between control group and experimental group in the post test.
- 5) To find the significant difference in the mean scores of achievement between control group and experimental group in the post test.
- 6) To compare the Achievement of students with Control group and Experimental group.

Hypothesis of the Research

The Computer Assisted Instruction (CAI) when used as a method of instruction will be more effective than the traditional methods of teaching chemistry.

Steps Involved in Research

- 1) To Conduct Pre-Test.
- 2) Selection of a topic based on Questionnaire.
- 3) Lesson plan preparation based on CAI.
- 4) To conduct Post-Test.
- 5) To compare results of Pre- test and Post -test.

Design of research: Pre-test & Post-test Design

Group	Pre-test	Independent variable	Post- test
Experimental group	T1	CAI	T2
Control group	T1	Chalk and Talk Method	T2

Statistical Techniques used: Mean, SD, and Paired sample t test are used.

SUMMARY

1. There is no significant difference in the mean scores of achievement in Chemistry

between control and experimental group in the pre- test.

2. There is significant difference in the mean scores of achievement in chemistry between

pre -test and post scores of the samples in the control group

3. There is significant difference in the mean scores of achievement in chemistry between pre -test and post of the samples in the experimental group.

4. There is significant difference in the mean scores of achievement in Chemistry between control and experimental group in the post test.

Educational Implication of the study

The study helps the teachers to understand and implement the Computer Assisted Instruction (CAI) in teaching chemistry and to help the students to have mastery level of learning.

Teachers may get awareness of using the different methods, approaches, strategies, technology tools to teach chemistry subject in an interesting manner.

The teachers will realize the chalk and talk method will not bring the expected or fruitful result in the achievement of chemistry.

Conclusion

The study proved that the influences Computer Assisted Instruction (CAI) in the learning and achievement of chemistry among the Junior College Science students. When the students wanted to have a mastery level of learning, the chalk and talk method alone will not be useful. There are other approaches, strategies to be adopted by the teacher to enhance the learning and attainment especially in Chemistry. This can be done through Computer Assisted Instruction (CAI) of teaching. Hence, the study suggests the science teachers to adopt and implement such advanced technique in teaching Chemistry.

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9 A Study of Internship Programme in revised B.Ed. Curriculum

Dr Sunita Atmaram Londhe
Associate Professor
Govt. College of Education, Panvel

Mrs Ruta Rohan Raul
Research Scholar
Govt College of Education, Panvel

Abstract :

Almost for 50 years (1906-56), the term teacher training was prevalent. During those times, the primary focus was on developing the teaching skill. As educational philosophy and psychology evolved, the concept of teacher training developed as well. Thus the degree, B.T. (Bachelor of Training) changed into to B.Ed (Bachelor of Education) from 1956. In the recent years all over India there has been a drastic change in B.Ed. course. As a part of this, the secondary education training degree, B.Ed, has become a two-year course from 2015 and the internship programme has been increased to six months from the previous fifteen-day programme. Secondary teachers are usually trained in colleges affiliated to the university. The work complementing this is done at the government educational and professional guidance centres in Mumbai. The aim of internship program is to incorporate teaching skills among the student teachers. Internship program is an effective way to give training to the student-teachers about real world of work. An effective and improved internship program is required in developing student-teachers personalities as true professionals in field of education.

Keywords : B.Ed. curriculum , B.Ed. Internship , Student – teachers.

Introduction :

The impact of teachers on individual lives is unforgettable. Students always remember teachers based on their distinct style of teaching, powerful oratory skills, spotless character, and the close bond which they establish with them. All around us, we can see an environment of instability and chaos. The society is ridden with evils like corruption, black marketing, ignorance, superstition, communalism, and regionalism. In such a situation, there is only ray of hope, i.e., a teacher! A teacher is capable of transforming the society and building a desirable next generation. According to (Aher Hira, 2005), one who is transforming the society must have professional aptitude, creativity, professional skills and fondness

for teaching. This requires scientific teachers training. With the exception of India, in many other countries, teacher training is usually conducted for more than two years, i.e. from three to five years. (Aher Hira, 1995). Internship means the experience gained by interns (pre-service teachers) before entering the profession. Although this seems like giving a temporary job to a university or college student, while they are still studying, there is no intention to give a job but the actual work experience and practice. The experience gained will help the teachers entering service in their day to day work.

Various terms are used for this activity such as internship, pre-service candidature period, and pre-service teaching period.

This helps to clarify the concept well. This internship (school work experience) is a system which helps the interns who will later step into the role of teachers to gain a firsthand experience of all the work he will be expected to perform.

Need for the research :

The period of internship has been designed to address the big gap between the theoretical and practical aspects in the field of teacher training. As teacher training is a professional education, to impart it and also to create competent teachers, the programme—an elixir for the teaching profession—which is offered in colleges of education is known as internship.

Earlier, the B.Ed curriculum was of one year duration, with an internship period of one week. However, NCTE has revised the program to CBCS B.Ed having duration of two years. The B.Ed program implemented from June 2017 at University of Mumbai has the highest credit for internship. In the revised program, internship has been given almost a period of eighteen weeks, twenty seven credits, and four hundred and fifty marks.

The revised B.Ed curriculum has been divided into four semesters. Each semester includes a different practical work. This includes practices chapters as per the intern's subject, observation of the school teachers' chapters, observing the exercise chapters of fellow students, post-study programmes, daily reports, school records, office records, new methods of evaluation, lesson along with the school teachers, organization of various competitions, cultural programmes and new programmes, individual attention to students, organizing various physical sport competitions, awareness about the school's problems and

parents-teachers association, and study of the school environment.

During the internship, the interns have to work with the teachers in the school. They also have to individually participate in the various programs of the school. It is important to cultivate teaching skill among teachers along with the practice of teaching. Does the skill of teaching truly germinate in all the interns? The present research is required to test and understand this.

This research is important to understand the level of development of skills such as teaching skills, public speaking skill, research attitude, creating literature, planning and organization, conversation skill, discussion skill, clarification skill, creativity, the skill to develop cordial relations with human elements, patience, emotional adaptation, knowledge of administrative rules, knowledge of co-curricular activities, and knowledge to implement new evaluation techniques among interns due to the internship conducted in the second, third and fourth semesters of the revised two-year B.Ed program.

Importance of the Study:

The duration of the revised B.Ed. curriculum is two years. In this program, the duration allocated to internship is about eighteen weeks. This indicates that the importance to internship is exceptional. It is important to establish coordination between students, parents, society, and teachers in the process of education. Is this experience made available to the interns in the present internship programme? This research is important as it tries to find the answer to the same. The conclusion of this research will be useful for future teachers to understand the challenges in teaching profession. Hence, this research can be useful. The

internship programme, which is a part of the B. Ed curriculum, and its related practical works are sufficient to develop several skills in the teaching profession. From this point of view, it is important to test their effectiveness.

We find many researches carried out on the one-year B.Ed curriculum and practical works, before 2015, in different universities. Thus considering the revised two-year B.Ed curriculum and the increased internship period (eighteen weeks) along with its increased credit weightage, this research seems extremely important.

Operational Definition of terms:-

B.Ed Curriculum – The syllabus implemented by University of Mumbai in the year 2017 for the two-year revised B.Ed (CBCS) course. The curriculum and experience which prepares one for the teaching profession and work is known as the B.Ed curriculum.

Internship period –The revised B.Ed curriculum is of two years and is divided

into four semesters. In the second, third and fourth semester, the internship period helps interns to experience an environment related to the actual school environment and conducive to enter the teaching profession.

B.Ed Student - teachers –

The student who enrolls for a degree in pedagogy after completing his degree education (graduation) and before joining a secondary school as a teacher.

Objectives:

1. To conduct a survey of the various activities undertaken during the internship period.
2. To test the opinions of student - teachers about the internship programme.
3. To study the impact of various practical works, conducted during the internship period, on the student – teachers.
4. To study the professional skill development among student - teachers due to the various practical works conducted during the internship period.

Twenty Weeks For Internship (18+Including 2 week community work):-

Semester	Credit	Marks	Week
2 nd	6	100	3
3 rd	12	200	11
4 th	9	150	4 + 1 (Including community work & Action research)
Total	27	450	18

Conclusion:

Organizing internship for extended period is a challenging task where college personnel and prospective teachers are bound to come across some problems if they are not envisaged in advance and necessary preparation or arrangements are not being made. No programme or scheme can be successfully implemented, unless all the stakeholders at the very outset are perfectly clear about the objectives i.e. to prepare an “effective” teacher. Though, internship is challenging but perhaps

most relished experience by prospective teachers as prolonged internship enriched them as a human being. Besides being a teacher of subject matter, they learned to be more patient, to admit mistakes more easily and above all, they find a “Teacher” in themselves who is always ready to learn and helping others to learn.

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**E-mail Id – darshanasudrik7@gmail.com
Contact No - 9405927049**

10 A study of development of life skill Enhancement Program and its effectiveness for secondary students at Tala, Tehsil

Dr. Raamaa Bhosalay
Principal
Govt. College of Education, Panvel.

Miss. Shilpa Rameshwarappa Gulve
Research Scholar
Govt College of Education, Panvel

Abstract:

The proposal of life skill enhancement program of secondary students. Life skills are very important for secondary students. The study of textbooks alone was not sufficient for life skill development, hence the researchers have decided to create life skill development program and to find out, how to develop life skills through activities other than teaching.

Keywords:

Secondary level, Life skill Enhancement program.

Introduction :

Secondary education is an important milestone for a student. The Educated and skill full person are more able to fulfill the aspirations of the development of the society. Knowing the extraordinary power of Education and life skills, every one try to fetch the knowledge about it. According to our President, “Dr. A. P. J. Abdul Kalam” The person who has the skill to live the life will survive and do progress. And that’s why the student personality completes when we think about life skills at the secondary level. Overall development of student is the main objective of education. Various types of intellectual activities are implemented to develop the latent qualities of the students. Instead of emphasizing the knowledge of books, Physical, Mental and Emotional development of student is also done by performing various activities. Similarly, in order to face the problems in community it is more important to enhance life skills into the minds of secondary students.

National Education commission 1964, Kothari Commission stated that, “Tomorrows India is developing in

classrooms”. What Students should learn? How to teach? Similarly how to evaluate the teacher? About these all topics, some guidelines have been defined in the ‘National curriculum framework’. The Life skills are mentioned in the law of National Curriculum Plan 2005 and the Right to Education Act 2005. Living a life of satisfaction should create a sense of gratitude that is more valuable than any other worldly income. The exact answer lies in how a person lives. The one who has discovered the secret of what to live for, finds the way to live. Life skills are reflected in the Marathi textbook of std. VIII. The World Health organization guides through ten basic skills for what life skills should be embraced for personal and social development. **“Acquiring the skill to live life successfully will be a life skill.”**

Life skills are the ability of a person to make positive changes in one’s behavior to effectively deal with the various problems and needs that arise in daily life.

World Health Organization (1993)

Self-Awareness, Empathy, Critical thinking, Creative thinking, Decision-making,

Problem-Solving, Effective communication, Inter personal relationship, coping with stress, coping with emotions

In 1997, the World Health Organization determined these ten life skills. Life skills are ten skills by which a person uses his powers and abilities to solve everyday problems and effectively meets the daily needs in positive manner. In order to develop these skills through co-curricular activities, the textbook board has been designing textbooks since 2006 based on these ten life skills. The syllabus of is based on basic skills. But in reality, the teachers in classrooms do not seem to combine the subject and the life skills. Therefore despite of teaching the textbook based on skill based curriculum for the last ten years, the life skill do not appear to be fully developed in children. Therefore, the researchers have selected the presented research topic.

Need for the research :

21st century is an Information Technology. The society expects a large contribution from education for the storage and spreading of information. Currently there is a difference between life and education. Many years of schooling is not sufficient for making children independent. For this, the development of life skill should be emphasized. Everyone in the community, from different levels of society, need to face the struggles and stresses. Changing social values, split family practice, one or two children and burden of growing expectations of parents, the lack of knowledge among the parents about the mentality of children tends to create fear among students. That's why many students appear to commit suicide. Likewise the increasing addiction in students, negative thoughts, lack of confidence, is the reasons

to worry. Because of this it is necessary to introduce life skills to the students at the school level.

Many researches on life skills have been done before. But the "Life skill Enhancement Program" is not implemented any were. The Life skill Enhancement Program is not based on textbook. The teachers of secondary level are teaching the syllabus from textbooks. But instead of that, by performing various activities it is more important for students to get self-aware, to be able to solve everyday problems, to cope with stress and increase the ability of decision making, to tend students for critical thinking and effective communication, hence the life skill enhancement program is essential from these all point of view. Many researches on life skills have been done, But no one have created Life Skill Enhancement Program. And the experience on the program on which the researcher wants to do is that, the syllabus is attached to the development of life skill in secondary level student, but actually it is not observed among them. Hence instead of depending on syllabus, student needs to give more efforts. Therefore this program needs to be developed. This program is like extra-curricular activity. This program creates awareness among students about themselves. Syllabus is insufficient to do these all things among students. The time available is also insufficient. Students consider life skills as just like questionnaires, or teachers are preparing them in the same way.

For the development of life skills, schools are not taking any efforts. While the researcher it working as a teacher in secondary school, she have experienced the lack of life skills. And hence she has chosen this subject. And for this, by developing and implementing the Life Skill Enhancement

program, the researcher has undertaken the presented research.

Importance of Research:

In order to change society, it is necessary to develop life skills among the students. Accepting the values of society as per the expectation of the society is called Socialization. According to the changing social system, the norms and values of society are also changing. The family system is also changing. This entire changing environment requires knowledge of coordination. And this knowledge is gained through life skills. Today's student is an ideal citizen of tomorrow. It is essential for an ideal citizen to have sensitivity, respect, interdependencies, coping the emotions, effective communication, etc. towards others. Students do not get these skills in the curriculum, or they do not seem to have these qualities rooted in their curriculum. Hence we need to implement life skill enhancement programs. These programs help to create an ideal citizen. It is important to develop the feeling of equality, justice, brotherhood, empathy, ability to maintain good relationship, need of self-awareness among students. It is seen that the students are reading life skills in their curriculum, only to write answers in their exam. The actual implementation of life skills is not seen among the students. And those skills will be developed through the life skill enhancement program in the students. Life skills are not just understood by only reading in curriculum, but how to implement in our day to day life? Is Important to understand by students. Today's generation is losing the energy, and the feeling is nullifying. Students are becoming stressed and problematic. As student progress in one direction, they don't know how to deal with various problems in

community. The students are getting arrogant and the education system is blamed for this. And so incorporating these life skills not only provides education, but it is more important to build these life skills in your day to day life.

The World Health Organization has mentioned ten different Life skills:

1. Self-Awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem Solving
7. Effective communication
8. Inter personal relationship
9. Coping with stress
10. Coping with emotions

With the help of these ten Life skills and by implementations life skill enhancement program, the student will not consider life skill only as a curriculum work but they will develop these life skills in them and student will develop the life skills in secondary level. Instead of giving importance to memorizing the students will naturally acquire the skills. This program gives the students the holistic development path. And it is important to know the hidden qualities of the students.

Objectives:

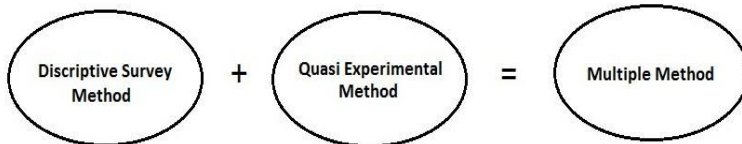
1. To study the current situation and the status of life skills among secondary level students.
2. To make students understand the importance of life skill development.
3. To find out the reason behind non-development of the life skills among the students.
4. To create and conduct the programs based on the following life skills:
Self awareness, Empathy, Critical thinking, Creative thinking, Decision

making, Problem Solving, Effective communication, Inter personal relationship, Coping with stress, Coping with emotions.

5. Examine the effectiveness by implementing programs based on life skills.

Research procedure:

Based on the form of research, the following three procedures can be used:



The research presented will initially use the survey method to study the knowledge about the life skills of secondary level students and the behavior of daily life. Similarly the researcher will use Quasi experimental method to study the effectiveness of implementing the life skill enhancement program.

Tools:

The following tools will be used for the proposed research.

1. Questionnaires
2. Opinionariey
3. Tests

Techniques:

Mean , Percentile , Slandered Deviation , T- Examination.

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E-mail id – shilpagulve11@gmail.com
Contact No - 8446679425

11 Academic Achievement of 8th standard students- A Study

Dr. Priyanka Prafulla Subhedar
Associate Professor
Secondary Training College , Mumbai.

Abstract:-

This study aimed to study Academic achievement of 8th standard students with respect to gender and urban rural area. The data was collected from 1016 student of 8th standard (544Girls&472Boys). Researcher selected 11 Marathi medium schools from New Mumbai area. For measurement of Academic Achievement, researcher collected term -end examination marks from 11 schools. The mean, standard deviation and t test was used to collect data. The researchers found that there was significant difference between Academic Achievement of girls and boys of 8th standard .Academic achievement of girls is more than boys. The result further indicated that there was no significant difference in Academic Achievement of 8th standard urban and rural students.

Key Words:- Academic Achievement, Gender, Urban rural area

Introduction: - According to researcher the current age is age of competition. Academic Achievement is the important factor to get success in life. Parents want their child to get more Academic achievement. This put pressure on students, teachers and school. Students learning outcomes are measured by academic achievement. An important component of current education process is Academic Achievement. Class VIII is an important class connecting primary and secondary education. Academic achievement is the extent to which student, teacher or institution has attended their short or long-term educational goals. So, researcher decided to study Academic Achievement of 8th standard students.

Need of study:-Education is the process of all round development students. In all round development physical, emotional, intellectual, social development is expected. But in present education system more attention is paid to intellectual development.

In 21st century there are great changes in education process. Currently student success and failures are measured in Academic Achievement. Academic Achievement is the marks obtained in school and college. Academic achievement is a routine task in the learning process. Objectives in the cognitive domain seems to be considered when measuring Academic Achievement. Examination or Continuous Assessment are used two major Academic Achievement. Age, gender, culture, environment, intelligence ,linguistic ability are all factors that affects Academic Achievement .Academic achievement is measured by marks or grades.

Researcher decided to study Academic Achievement of 8th standard students. This is the age group that goes from childhood to adolescence. Besides this researcher decided to study comparison of Academic Achievement among girls and boys of 8th standard. Researcher also

studied comparison of Academic Achievement of 8th standard students among urban and rural area.

Objectives:-

1. To study Academic Achievement of 8th standard students.
2. To compare Academic Achievement of 8th standard students on the basis of gender.
3. To compare Academic Achievement of 8th standard student on the basis of urban and rural area

Hypothesis

1. There is no significant difference between Academic Achievement of girls and boys of 8th standard
2. There is no significant difference between Academic Achievement of 8th standard students in urban and rural area

Scope and limitations of the research:-

1. The present study is limited to 8th standard students.
2. In the present study only 1016 students from New Mumbai area are considered.
3. In the present study eight standard students are from Panvel ,Urban and Thane talukas
4. In the present study schools are selected which are having S.S.C Board curriculum.
5. In the present study only one variable Academic Achievement is considered.

Methodology of the study:-

Objective 1:- To study Academic Achievement of 8th standard students.

Table 1 : Table showing Academic Achievement of 8th standard students.

The study was designed compare of Academic Achievement of 8th standard students on the basis of gender. It was also designed to compare Academic Achievement of 8th standard students on the basis of urban and rural area. So descriptive type of research was used .Under descriptive research survey method was used.

Sample of the study:- The sample consists of 1016 8th standard students from the Marathi medium schools belonging to S.S.C .Board .The schools where from New Mumbai area. Sample consists of 544 girls and 472 boys. 836 students were from urban area and 180 students were from rural area. Researcher selected 11 schools by probability sampling .In that Lottery Method was used. For selection of boys and girls, urban and rural areas stratified random sampling technique was used.

Tools for the present study:-

For measurement of Academic Achievement, researcher collected term-end examination marks from 11 schools.

Statistical Analysis :- The data was collected subject to statistical analysis namely mean and t-test.

Results and discussion:- After analysing the data following results were observed from the study.

E.I	Limits	Frequency	Percentage
Very high Academic Achievement	81-100	264	26%
High Academic Achievement	61-80	618	61%
Average Academic Achievement	41-60	134	13%
	Total	1016	100%

Result: - The number of students having very high Academic Achievement is found 26%. Number of student having high Academic Achievement is 61 and average Academic Achievement is 13%.

Objective 2:- To compare Academic Achievement of 8th standard students on the basis of gender.

Table 2: Mean and t value of Academic Achievement of a standard girls and boys

Group	Mean	No.of students	Degrees of freedom	Calculated t value	Table t	Level	Significance
Girls	52	544	1014	4.83	1.6	0.05	Significant
Boys	49	472			2.326	0.01	Significant

From table 2, it is observed that table t value at 0.01 and .05 level less than is calculated t value. So Null hypothesis is rejected .So there is significant difference among girls and boys with reference to Academic Achievement. Mean of girls is more than boys. So Academic achievement of girls is more than boys.

Objective 3: -Compare Academic Achievement on the basis of urban and rural area.

Table 3: Mean and t value of Academic Achievement of 8th standard students from urban and rural area.

Group	Mean	No.of students	Degrees of freedom	Calculated t value	Table t	Level	Significance
Urban	50	836	1014	.78	1.645	0.05	Not Significant
rural	52	180			2.326	0.01	Not Significant

From table 3, it was observed that calculated t value is not greater than table t value at 0.05 and 0.01 level. So null hypothesis is accepted .So there was no significant difference in Academic Achievement of 8th standard urban and rural students.

Conclusions :

1. Calculated t was significant, so there was significant difference between Academic Achievement of girls and boys. Mean of girls is more than boys. So Academic Achievement of girls is more than boys.
2. Calculated t not was significant. so, there was no significant difference in Academic Achievement of 8th standard urban and rural areas students

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12. Professional Relationship Adjustment of secondary School Teachers

Dr Suvidyaa Mahesh Sarvankar
Associate Professor
Government college of Education Panvel

Abstract

Today's teacher need to maintain profession relation for professional development and need do various social activities. Teachers are working hard for development of self and also of students. The present study is conducted on randomly selected 50 male and 50 female secondary school teachers in Raigad district. Survey method is used along with the Mangal Teacher Adjustment Inventory tool. It is found that female teachers are doing more Professional Relationship Adjustment compared to their male counterparts.

KEY WORDS: - Professional Relationship, Adjustment, secondary School Teachers.

Introduction

Today's teacher need to maintain profession relation for professional development and need do various social activities. Teachers are working hard for development of self and also of students.

Need and Significance of the Study

The researcher being Teacher-Educator going to a different school for lesson observation found that every secondary school teacher has to do Professional Relationship Adjustment. What type of Professional Relationship Adjustment does a teacher need to do? Keeping these questions in mind, this research is an attempt to systematically find out the Professional Relationship Adjustment of secondary school teachers in Raigad district.

Statement of the Problem

The problem for research is therefore stated as follows: -

Professional Relationship Adjustment of secondary School Teachers

Definition of the Terms in the Statement of the Problem

In the statement of the problem, there are terms, which are taken for the sake of clarity and also for limiting the scope of research. Operational definitions of terms are as follows:-

Professional Relationship Professional relationships can describe the relationships you create between yourself as a teacher and your colleagues, students, student's caregivers/parents and the wider community

Adjustment

The act or process of adjusting

Secondary Schools Teachers

A person who teaches to the students of Secondary sections. (1st to 8th STD)

Aim of Research

Aim of research is to find the **Professional Relationship Adjustment of secondary School Teachers** in Raigad district.

Objectives

To study **Professional Relationship Adjustment** among male secondary school teachers in Raigad district.

To study **Professional Relationship Adjustment** among female secondary school teachers in Raigad district

To compare **Professional Relationship Adjustment** among male and female secondary school teachers in Raigad district.

Hypothesis

The research hypothesis is a prediction or hypnotized relationship to be tested by scientific methods.

H0: There is no significant difference between means of **Professional Relationship Adjustment** of male and female secondary teachers in Raigad District.

Limitations of the Study

Study limited to **Professional Relationship Adjustment** of Secondary School Teachers in Raigad District. The study was limited to 100 secondary school teachers in Raigad District.

Selection of Research Method

Researchers selected a descriptive research method to study **Professional Relationship Adjustment** of Secondary School Teachers.

Research Design

Secondary teachers in Raigad district are selected for the study and the descriptive survey method is used. **Professional Relationship Adjustment** is calculated.

Population

Here, all secondary school teachers in Raigad district are population.

Sample of Study

The present study is conducted in Raigad district. 100 secondary school teachers are selected using simple random sampling out of which 50 are male and 50 are female.

Tool Used In the Present Research

To conduct any type of research it is very essential for the researcher to employ the appropriate tool for the purpose of data collection.

Professional Relationship Adjustment a standardized inventory

The data of the research is collected with the help of an inventory. To study the **Professional Relationship Adjustment** a standardized inventory developed by Dr S.K.Mangal was used.

Scoring procedure

The Mangal Teacher Adjustment Inventory has 49 items, each to be rated on the three-point scale. The items are related to **Professional Relationship Adjustment**.

The mode of response to each of the items of the inventory is in the form of 'YES', 'No' or '?' indicating complete agreement, disagreement or neither agreement nor disagreement with the proposed statement respectively. In this inventory, 12 items are such where the response 'yes' shows adjustment. For the remaining 37 items the response 'no; shows adjustment. In the scoring scheme, it has been planned to assign score 2 for the response indicating adjustment, score 1 for the undecided (?) response and zero for the response indicating lack of adjustment or maladjustment. The maximum score that a

respondent could obtain is 98 and the minimum obtainable score was 0.

Procedure of Data Collection

In this study, for the data collection the schools were approached personally to get in this study, for the data collection,

secondary school teachers in Raigad district of Maharashtra were selected. The schools were selected by simple random sampling and approached personally to get permission for research. The teachers were approached after a short introduction.

ANALYSIS AND INTERPRETATION OF DATA

Objective No 1:-To study Professional Relationship Adjustment among male Secondary School Teachers.

Professional Relationship Adjustment of Male Secondary School Teachers

Table No 1

**Table showing Professional Relationship Adjustment of
Male secondary school teachers**

Category	Score Range	Response	Percentage
Very Good	102 and above	0	0%
Good	84-101	11	22%
Average	64-83	20	40%
Poor	47-63	12	24%
Very Poor	46 and below	7	14%
Total		50	

Observation

1. 0 male teachers scored 102 and above.
2. 11 male teachers scored between 84 and 101.
3. 20 male teachers scored between 64 and 83.
4. 12 male teachers scored between 47 and 63.
5. 7 male teachers scored between 46 and below.

Findings

1. 0 male teachers scored 102 and above indicate that 0% of male teachers have very good Professional Relationship Adjustment.
2. 11 male teachers scored between 84 and 101 indicate that 22% of male teachers have good Professional Relationship Adjustment.
3. 20 male teachers scored between 64 and 83 indicate that 40% of male teachers has average Professional Relationship Adjustment.
4. 12 male teachers scored between 47 and 63 indicate that 24% of male teachers have poor Professional Relationship Adjustment.
5. 07 male teachers scored between 46 and below indicate that 17% male teacher has very poor Professional Relationship Adjustment.

Objective No 2:-To study financial adjustment and job satisfaction among female Secondary School Teachers.

B. Professional Relationship Adjustment of Female Secondary School Teachers

Table no 2

Table showing Professional Relationship Adjustment of Female Secondary School Teachers

Category	Score Range	Response	Percentage
Very Good	102 and above	0	0%
Good	87-101	21	42%
Average	72-86	22	44%
Poor	57-71	4	8%
Very Poor	56 and below	3	6%
Total		50	

Observation

- 0 female teachers scored 102 and above.
- 21 female teachers scored between 87 and 101.
- 22 female teacher scored between 72 and 86.
- 04 female teachers scored between 57 and 71
- 03 female teachers scored 56 and below.

2)21 female teachers scored between 87 and 101 indicate that 42% of female teachers have good Professional Relationship Adjustment.

3)22 female teachers scored between 72 and 86 indicate that 44% of female teachers have good Professional Relationship Adjustment.

4)04 female teachers scored between 57 and 71 indicate that 08% of female teachers have poor Professional Relationship Adjustment.

5)03 female teachers scored between 56 and below indicate that 06% of female teachers have very poor Professional Relationship Adjustment.

Findings

1)0 female teachers scored 102 and above indicate that 0% of female teachers have very good Professional Relationship Adjustment.

H0: There is no significant difference between means of Professional Relationship Adjustment of male and female teachers in Raigad District.

Objective No 3:-To compare Professional Relationship Adjustment among male and female secondary school teachers in Raigad District.

Table no 3

Table showing comparison of Professional Relationship Adjustment of Male and Female Secondary School Teachers

Measure	Male	Female	Significance
N	50	50	t=1.96 at 0.05
M	30.7	66.5	
σ	0.59	0.45	
D Means	0.14		t=2.58 at 0.01
t	2.65		
df	98		

Observation:-

The table value of 't' for 98 degrees of freedom at 0.05 and at 0.01 level of significance is 1.96 and 2.58 respectively. The calculated value of 't' is 2.65, which is greater than 1.96 and 2.58 at 0.05 and at 0.01 level of significance.

Findings

We reject the null hypothesis. There is no significant difference between the means of Professional Relationship Adjustment of male and female teachers in Raigad District. We accept H1. There is a significant difference between the means of

Professional Relationship Adjustment of male and female teachers in Raigad District.

CONCLUSION:

There is a significant difference between the means of Professional Relationship Adjustment of male and female teachers in Raigad District. Female teachers are showing more Professional Relationship Adjustment compared to male teachers.

Few teachers have very poor Professional Relationship Adjustment. Not a single male and female teacher has very good Professional Relationship Adjustment.

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**Email:-suvidya.sarvankar@gmail.com
Mob:-9969106724**