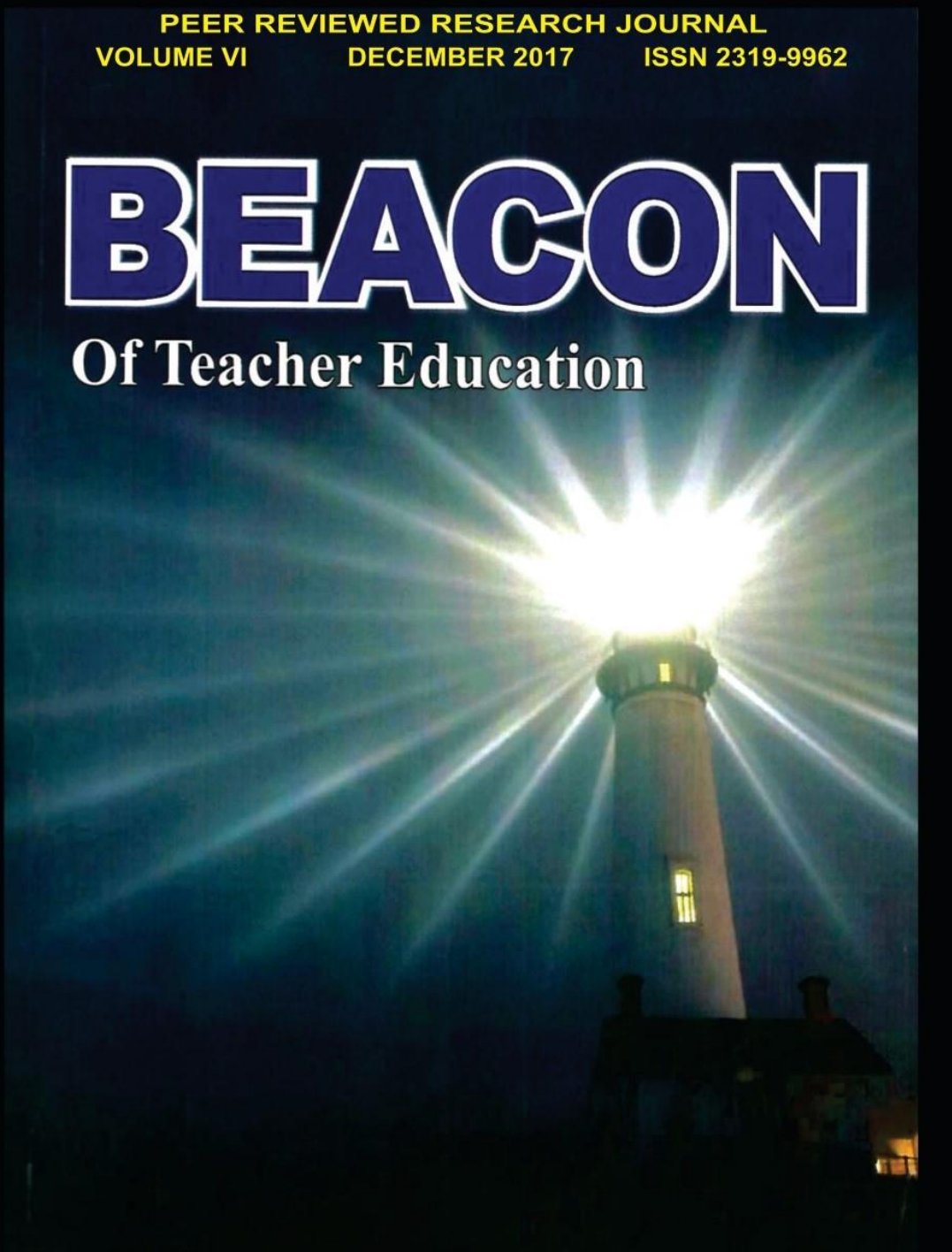


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# **BEACON**

**Of Teacher Education**



**Government College of Education (CTE) Panvel,  
Dist. Raigad (Maharashtra), Pin 410 206.**

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**December 2017**

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# BEACON

Of Teacher Education  
December 2017

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## Editorial

*“Quality is never an accident; it is always the result of intelligent effort.”- Nelson Mandela. A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. New generation gives more weightage for the quality hence for quality education. For providing quality education many changes are there in education system such as B. Ed course changed from one year course to two year course, one week internship to six month internship and so on. Student teacher should use many new methods such as dramatization, discussion, narration, project method, practical method, microteaching and many techniques such as experimental learning, co-curricular activities, social service and so on. Hope this change in the syllabus leads to quality education and preparation of student to new world*

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# 1. Role of parents in selecting Semi-English Medium on Primary and Higher Primary Level -A Study.

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DIST. KOLHAPUR.

## Abstract –

This is an abstract of a research paper which is an outcome of the study conducted in Panhala, dist. Kolhapur, Maharashtra. The study deals with the present situation of selection of medium and parents' role in it on primary and higher primary level.

This study reveals parents' role in selecting specially Semi-English Medium. Sample of 60 parents of the learners in Vth to VIIth standard in Panhala Vidya Mandir, Panhala, dist. Kolhapur, are selected randomly. A descriptive Survey Method is followed. A questionnaire is used for collection of qualitative data which is analyzed afterwards. With the help of findings, conclusions are reached.

## 1. Introduction.

“Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits.”

Education- Wikipedia

This learning or acquisition of knowledge and other things is generally done through a language which works as medium here.

Generally learning through mother tongue is normal routine process. But at present, being global, learning process is also expanded. Learning many subjects, various cultures, and different dimensions has become very common. For this learning language has also been changing. In such circumstances, learning through mother tongue is replaced by English or Semi-English medium.

## 2. What is Semi-English medium?

When we call a language ‘medium’ in education, it is prominently, medium of instruction.

“A medium of instruction is a language used in

teaching. It may or may not be the official language of the country or territory. If the first language of students is different from the official language, it may be used as the medium of instruction for part or all of schooling. Bilingual or multilingual education may involve the use of more than one language of instruction.”

-Medium of Instruction, Wikipedia.

When mother tongue is replaced by English language it is called English medium. Sometimes it might be difficult for the learner to learn all subjects through English, but still he needs Science and Mathematics to be learnt through English as it is considered helpful in higher studies. Here, Semi-English medium is used. Means, only Science and Mathematics are learnt through English and all other subjects in mother tongue. Many learners in India, particularly, in Maharashtra go for this Semi-English Medium.

## 3. Need and significance of the study -

UNESCO considers that providing education in a child's mother tongue is indeed a critical issue. Providing every bit of knowledge in child's mother tongue might be a problem, sometimes; and on the other part learning through mother tongue is easier for the child himself. Not only learners but many parents are in a confused state of mind because of this controversy. They think they must be ready to cope up with changing times but at the same time need mother tongue as easier medium of instruction. Thus, Semi-English medium is becoming popular day by day. Yet, the problem of concept clearing seems to be the same. Working as a head master, the researcher has many such comments and complaints from parents and learners that they still feel difficult to understand.

**4. Statement of the study**

Role of parents in selecting Semi-English Medium on Primary and Higher Primary Level - A Study.

**5. Functional definitions –**

- 1. Role of Parents –  
Parents’ thinking, attitude
- 2. Semi –English Medium-

Learning Science and Mathematics through English and other subjects in mother tong as used in Maharashtra Marathi Medium High schools.

**3. Primary Level –**

Std Vth from (Std.1 to 5) according to the present education pattern in Maharashtra.

**4. Higher Primary Level –**

Std. VIth to VIIth (Std. 6 to 8) according to the present education pattern in Maharashtra.

**5. Objectives –**

- 1. To know the parents’ awareness about the changes in selecting medium.
- 2. To know what the parents know about the Semi-English Medium.
- 3. To know their thinking process behind selecting Semi-English Medium.
- 6. Assumptions –
  - 1. The parents are conscious about their child’s education.
  - 2. They are careful about his career.
  - 3. They think that they can select ‘the best’ for their children.

**7. Scope and Delimitations**

**Scope -**

- 1. The study is related selection of medium.
- 2. It is related to primary and higher primary education
- 3. The study is related to school education in Maharashtra.

**Delimitations –**

- 1. It is restricted to selection of Semi- English Medium, only.
- 2. The study is restricted to the parents of the learners in Std. V, VI and VII only.

3. It is restricted to Panhala Vidya Mandir Panhala, district Kolhapur, only.

4. This study includes only 60 parents of the learners in std. Vth to VIIth.

5. The Findings of the present study are related only to this study sample or the same like that.

**8. Research Methodology –**

Various methods of research are used as per the requirement and nature of the research problem. This research relates to the use and importance of the activities in teaching of English on secondary level that relates to the learning of a teacher. It does make one to think and rethink on the applications of teaching-learning process. Being a qualitative research it needs special qualitative interpretation.

**A] Research Method –**

A Descriptive Survey Method is followed here according to the need of the research.

**B] Sampling Design and Sample –**

60 parents of the learners in Std. Vth to VIIth were selected randomly.

**C] Tools Used-**

To get the parents’ attitude, thinking properly, the researcher found a questionnaire most apt as a tool. Therefore, a questionnaire was developed.

**D] Data Collection –**

The questionnaire was got filled by the selected 60 parents.

**9. Analysis of the Data.**

The data collected through the questionnaire, and then was analyzed to get the findings.

**Q. 1 Do you know that there are different mediums in your child’s school?**

- a) Yes
- b) No.
- c) No Reply

	A	b	c	Total
Response	55	-	5	60
Percentage	91.66	-	8.33	100

**Q. 2. Do you know that your child can select the medium on his own?**

- a) Yes                                      b) No.                                      c) No Reply

	A	b	c	Total
Response	51	-	9	60
Percentage	85	-	15	100

**Q. 3 How will you help your child to select medium?**

- a) rely on guidance from others. b) consider child's opinion c) you select on your own.

	A	b	c	Total
Response	21	7	32	60
Percentage	35	11.66	53.33	100

**Q. 4 which medium do you think more useful for your child?**

- a) Mother tongue b) That my child thinks useful c) Semi- English

	A	b	c	Total
Response	11	9	40	60
Percentage	18.33	15	66.66	100

**Q. 5 Semi –English Medium means.....**

- a) using half English, half Mother tongue while learning b) half subjects in English, half in mother tongue. c) Science, Mathematics in English, other subjects in mother tongue

	A	b	c	Total
Response	-	3	57	60
Percentage		5	95	100

**Q.6 Can you provide your child English language atmosphere out of school to help him/her in learning in Semi-English Medium?**

- a) on a large extent b) up to some extent only c) very little

	A	b	c	Total
Response	4	12	44	60
Percentage	6.66	20	73.33	100

**ReQ. 7 Why do you think Semi-English Medium is useful for your child? (you may give reasons more than one.)**

1. People say it is useful in higher studies.

Response	percentage
56	63.33

2. It is easier than English medium.

Response	percentage
38	63.33

3. My child's friends are in that medium.

Response	percentage
51	85

4. His English will be improved.\

Response	percentage
14	23.33

5. My child should continue the same Semi-English Medium in which he has been previous year.

Response	percentage
36	60

6. my child got his previous English Medium difficult; so should shift to Semi-English Medium.

Response	percentage
2	3.33

**10. Findings –**

According to the objectives-

Objective no. 1. 1. To know the parents' awareness



about the changes in selecting medium.

1. 91.66% means most of the parents know that there are different mediums but 8.33% parents gave no reply. (Q. 1)

2. 85% parents know that their child can select any medium on his own but 15% parents gave no reply. (Q.2)

Discussion –

Most of the parents are aware of availability of mediums and also know that it can be selected as per learners' convenience. At the same time, 15% parents gave no reply means either they don't know, not sure or something else.

Objective no. 2. To know what the parents know about the Semi-English Medium.

1. 66.66% parents think that Semi-English Medium is useful for their child, 18.33% think it to be mother tongue and only 15% parents think it to be that, that their child thinks useful. (Q.4)

2. 95% parents know what Semi-English Medium means. (Q.5)

Discussion –

More parents think Semi-English Medium to be useful for their children, but very few think what their child wants. Most of them know what Semi-English Medium means.

Objective no. 3. To know their thinking process behind selecting Semi-English Medium.

1. 53.33% parents select the medium on their own, 35% rely on guidance from others and only 11.66% consider their child's opinion. (Q.3)

2. 73.33% parents think they can provide their child very little English language atmosphere out school to help him in learning in Semi-English Medium. (Q.6)

3. 93.33% means highest percentage of parents think Semi-English Medium useful in higher studies, 85% parents think that child's friends are in that medium, 63.33% parents think it to be easier than English Medium, 60% of them think that their child should continue the same Semi-English Medium in which he has been previous year, 23.33% think their child's English will get improved by this medium, and 3.33% parents

think that the child got his previous English Medium difficult and so should shift to Semi-English Medium.

Discussion –

Most of the parents can provide very little language atmosphere out of school. Still, they select medium on their own or others' advice, and very few consider their child's – the learner's opinion. Parents have different reasons for why Semi-English Medium is useful for their children

## **11. Conclusions**

1. Parents are keenly aware about the changes in medium.

2. They know what Semi-English Medium is and think it useful.

3. Very few of them can provide English Language atmosphere. While selecting medium, they rely more on guidance from others or select it on their own; very few of them consider their child's opinion. Most of them know Semi-English Medium to be useful in higher studies. Many select it because of child's friends or thinking it to be easier than English medium or just to continue the previous one.

## **12. Recommendations –**

1. Parents should try to know details, pros and cons of Semi-English Medium

2. Teachers, Educational institutes should guide them properly.

3. Parents should consider their child's capability, liking, opinion, etc.

4. Parents should consider common exposure for English, use of technology and prominently the changing nature of textbooks in relation to providing English Language atmosphere.

## **13. Suggestion for Further Study-**

1. How Semi-English Medium is useful in higher studies? Up to what extent?

2. Can an English Language teacher help a Semi-English Medium learner? How?

#### **14. Summing Up –**

Role of parents is most important in every aspect of life of a child, no doubt, but when it is studious, positive, it helps him definitely. Being a 'Globizen' one must be selective about the medium of instruction and at the same time pedagogy in learning must not be forgot.

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## 2. A study of job stress and job satisfaction of the secondary school teachers.

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### Abstract

In teaching profession, distress has been linked to dissatisfaction with job and to negative affective and professional consequences. In the present study, the attempt was made to identify the level of job stress and job satisfaction among secondary school teachers. Study comprised of randomly selected school teachers from Ratnagiri District, Maharashtra. Data of the subjects were collected by questionnaires. Data from acceptable returned questionnaires were analyzed. It can be concluded from the analysis that, the school teachers were satisfied and experiencing moderate stress from their job overall. These can be the resultant of unfavorable job condition and job types for the school teachers.

**Key Words : School Teacher, Job Stress, Job Satisfaction**

### Introduction

Job life is one of the important parts of our daily lives which cause a great deal of stress. Due to the competitive nature of the job environment most of the people in the world are spending their time for job related work purposes resulting ignore the stressor those are influencing their work and life. Usually people are more worry about their outcome of their work that can even affect the way they treat other people and how they communicate with their peers and customers. For example, people with a higher percentage of occupational stress may not be satisfied with their job and therefore they will not feel happy working in the organization. They may feel frustrated or “burned out” when they are having

problems with peers or customers. This may leave a negative impact to the organization itself.

Therefore, it is very important for employer and employees to realize the stress and the stressor that cause all the negative effects. The number of schools in Maharashtra has increase tremendously for the past few years. Due to the increasing number of schools in Maharashtra, school teachers may face more problems in their job as the managements are facing competitive pressure from other schools. Almost high schools are now setting new goal to compete with other schools as well as the teaching staff are involving with the ultimate goal. This may causes the high school teaching staffs to face plenty of stress and therefore affect their satisfaction and even their physical or mental health. Therefore, in the present study, the attempt was made to identify the level of job stress and job satisfaction among secondary school teachers.

### Statement of the Problem

**“ A study of job stress and job satisfaction of the secondary school teachers “**

### Objectives of the study

The present study is designed to realize the following objectives:

- 1) To find out the job Stress and job satisfaction of secondary school teachers in Ratnagiri district.
- 2) To compare the job Stress and job satisfaction of aided and non-aided secondary school teachers in Ratnagiri district.

### **Hypotheses of the study**

In order to achieve objectives of the study following hypotheses were formulated and tested.

Ho1 Aided and non- aided secondary school teachers in Ratnagiri district do not differ significantly on their level of job stress and job satisfaction

### **Scope and Limitations of Problems:-**

#### **Scope -**

#### **Scope of research is as follows –**

1. All Marathi medium secondary school teachers of Ratnagiri district's are included in this research.

2. Abilities, Aptitude, Attitude, Stress, satisfaction, Adjustment style, family environment, emotional intelligence, health etc. are the factors included which are related to the teachers personality

3. Teachers teaching to Secondary level's Std.9th and 10th has been included in this research.

4. Present research includes secondary school teachers of urban as well as rural areas.

#### **Limitations-**

#### **Limitations of research are as under:-**

1. The present study is limited only up to Marathi medium secondary school teachers. English/Urdu medium secondary school teachers are not included in it.

2. This study will delimited for two aspects of personality only. Such as job stress and job satisfaction.

3. The present study will delimited to schools comes under Ratnagiri district only.

### **Significance of the Problem**

Job stress, job involvement and job satisfaction play a vital role in adjustment of teachers in schools. Stress in job or confrontation with reality which is totally different from one's expectations and dreams, gives a teacher the strength for transforming her or himself into a powerful person. The present study is related to study of Job stress, and job satisfaction

of secondary school teachers. Now-a-days, there is a general feeling that the teachers do not have satisfaction in their job. Another problem is job satisfaction. There is a growing discontentment on the part of the teachers towards their job as a result of which standard and quality of education is falling. It is emphasized by different committees and commissions that high quality personnel, who have the necessary aptitude for teaching and favourable aptitude towards teaching and for proper favourable aptitude of teachers' job satisfaction and job involvement, are necessary with less job stress. Therefore, to identify the level of job stress and satisfaction among school teachers is the need of hour. The need for the study of adjustment of teacher is not universally emphasized and is the formidable problem which teachers and educationists face in our country. Hence, the investigator attempts to study the Secondary School Teachers of Ratnagiri district in relation to job Stress and Job Satisfaction.

### **Research Methodology**

In order to accomplish the objectives of the present study, the descriptive survey method was considered appropriate for gathering data related to the job stress and job satisfaction among Marathi medium secondary school teachers in Ratnagiri district.

### **Sample of the study**

In present study total 476 (272 Men + 204 Women) Marathi medium secondary school teachers in Ratnagiri district were selected randomly in all, formed the sample of the study.

### **Tools to be used**

1. To get the meaningful results from the study, the investigator used Occupational Stress Index (OSI) Hindi/English standardized by A.K. Srivastava and A.P. Singh to assess the Job stress

2. Job Satisfaction Scale for Primary and Secondary Teachers (JSS) Hindi /English standardized by Meera Dixit to assess the Job satisfaction

Statistical techniques to be used

Analysis and interpretation of the data has been done in the form of tabulation, percentage and also used 't' test to analyse the data of the present study.

**Analysis and Interpretation of Data**

**Table no.1**

Mean of secondary school teachers on Job Satisfaction and Job Stress

Group	Numbers	Means	Level
Job Satisfaction	476	23.52	Very good
Job Stress	476	123.29	Moderate stress

**Analysis –**

**The table no.1 shows that,**

1. The mean of Job Satisfaction of Marathi medium Secondary school teachers in Ratnagiri district is  $M = 23.52$

2. The mean of Job Stress of Marathi medium Secondary school teachers in Ratnagiri district is  $M = 123.29$

**Interpretation –**

1. The mean of Job Satisfaction of Marathi medium Secondary school teachers in Ratnagiri district is  $M = 23.52$ . It means that the level of Job Satisfaction is very good.

2. The mean of Job Stress of Marathi medium Secondary school teachers in Ratnagiri district is  $M = 123.29$ . It means that the level of Job Stress is Moderate

**Table no.2**

Mean & SD Scores of Aided and Non-aided Secondary school teachers on Job Satisfaction

Group	Numbers	Means	S. D	't' -Value	Level of significance
Aided	300	25.03	4.64	9.73	0.01
Non-aided	176	20.94	4.02		

• **Significant at 0.01 level.**

It is evident from the table no.2 that the aided secondary school teachers have scored higher mean value than their non- aided counterpart. It shows that the stress lays more effect on non- aided secondary school teachers Further, the table shows that both the groups of secondary school teachers differ significantly (  $t = - 9.73$ , Significant).

**Table no 3**

Mean & SD Scores of Aided and non- aided secondary school teachers on Job Stress

Group	Numbers	Means	S. D	't' -Value	Level of significance
Aided	300	121.02	16.38	4.02	0.01
Non-aided	176	127.15	15.49		

• **Significant at 0.01 level.**

It is evident from the above table no. 3 that the non - aided secondary school teachers have scored higher mean value than the aided secondary school teachers. It shows that the non – aided, secondary school teachers have significantly higher job stress than aided teachers. Further, the table shows that both the groups of secondary school teachers differ

significantly (  $t = - 4.02$ , Significant)

### **Findings of the study**

After careful analysis of the obtained data and interpretation of the results with regard to the objectives and hypotheses of the study, the following findings were emerged:

1. The Satisfaction of Marathi medium Secondary school teachers in Ratnagiri district are at very good level.
2. The stress of Marathi medium Secondary school teachers in Ratnagiri district are at Moderate level.
3. Non - aided Secondary school teachers were found to possess significantly higher job stress than aided teachers.
4. Aided secondary school teachers were found to possess significantly higher job satisfaction than

non- aided teachers.

### **Conclusion**

The present study was conducted to know the job stress and job satisfaction among the Marathi medium secondary school teachers in Ratnagiri District. On the basis of analysis and interpretation of data, the following conclusions can be drawn.

1. Job Stress was found more in non - aided Marathi medium secondary school teachers in comparison to aided teachers.
2. The job satisfaction was found more in aided Marathi medium secondary school teachers in comparison to non - aided teachers.
3. The present status of Job Satisfaction and Job Stress of of Marathi medium Secondary school teachers in Ratnagiri district are Very good and Moderate respectively.

### 3. Problems Faced By student Teachers in BED Internship Programme

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#### **Abstract**

Internship program for pre service teacher education system is one of the lively practical approaches to develop required skills and competencies to become an efficient teacher. Each teacher education institute organizes internship and practice teaching sessions in schools. Sometimes during the internship programme student teacher faces several problems related to social, psychological, pedagogical and other miscellaneous dimensions which can obstruct to achieve goal and objectives of teacher education program.

#### **Key word:- Internship , internship activities**

#### **Introduction**

NCTE suggested drastic change in B.Ed. course. As a part of this B Ed course is of two year course. The switch over to one year course to two years B.Ed. course is quite interesting and challenging task. Any teacher education course seeks to prepare teacher having requisite teaching skills. Practicum approach adopted in the modern teacher education course is to place a student teacher in a classroom situation under the supervision of a qualified teacher. The concept of Internship introduced in the two years B.Ed. course is quite challenging one for all the teacher education institutions. 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. It give them an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers teaching styles and improve them in the light of feedback given by supervisors. Through this program they understand the role and responsibili-

ties of professional teachers. Internship program also give them opportunity to understand different aspects of school program and improve their skills and abilities in teaching profession. An effective and improved internship program is required in developing student-teachers personalities as true professionals in field of education.

#### **Concept of internship -**

The position of a student or trainee who works in an organization, with or without pay, in order to gain work experience or to satisfy requirements for a qualification.

According to the University of Wisconsin-Madison, an internship is a Work Based Learning experience that involves on-the-job training to prepare for a future career in a given field, with the emphasis being placed on the development of skills and knowledge pertaining to that particular field of work. A student-teacher intern is expected to gain experience and knowledge and develop vital teaching skills.

The internship is an educational experience combining daily experiences in the classroom setting, time allocated to work on assignments and exam preparation and time spent coaching extracurricular activities. Student-teacher interns follow the calendar of a school and work in partnership with members of the teaching staff. A carefully planned internship program should fulfil the following aspects.

1. Development of professional skills and attitudes.
2. Offers fruitful exposure on the job.
3. Understanding the nature of working climate and status.

4. Securing purposeful relationships with the existing human resources.

**Need of study**

From Academic year 2015-17 B Ed course is two years with lots of changes in internship pattern, so there is need to know about structure of this revised internship program for year 2015-17 and 2016-18. Which activities need to conduct in this internship? what are the problems faced by students teacher in this internship program. Hence researcher undertaken this research.

**Objectives of the Study**

1. To know about structure of B Ed internship for 2015-17 and 2016-18
2. To Know about difficulties faced by student teacher in internship
3. To suggest remedies to overcome difficulties.

**Scope and Limitation of Study**

- This study includes views of student teacher about internship activities in B Ed syllabus of University of Mumbai.

- This study is restricted to B.Ed. colleges affiliated to University of Mumbai

**Sample**

- 100 Student teachers from the B Ed Collegesaffiliated to University of Mumbai are randomly selected for the study.

**Methodology**

- Researcher thoroughly studied internship activities in BEd 2015-17 course and 2016-18 course of University of Mumbai.

- Researcher used survey method to collect data.

- Researcher collected information about internship activities and difficulties in it through questionnaire and interview.

**Structure of B Ed internship**

From 2015 B.Ed.is two year course with so many changes in internship activities.Semester wise internship structure and activities planned in this internship are as follows:-

**Semester wise B.Ed.course Internship structure.**

Semester	B.Ed. 2015-2017 year (WEEKS)	B.Ed. 2016-2018 year (WEEKS)
Semester II	04 WEEKS	03 WEEKS
Semester III	10 WEEKS	11 WEEKS
Semester IV	06 WEEKS	05 WEEKS



Internship activities for B.Ed. 2015-2017 and 2016-2018 course

<b>B. Ed 2015-2017 course</b>	<b>B. Ed 2016-2018 course</b>
<p style="text-align: center;"><b>Activities for Semester 2</b></p> <ul style="list-style-type: none"> <li>• Critical analysis of lesson observations</li> <li>• Shadowing of subject teacher in the School Subject opted for (minimum 10 lessons) to be observed and recorded in the opted pedagogy 1</li> <li>• Observation of lessons of peers (Minimum 10) lessons to be observed and recorded in any pedagogy.</li> <li>• Observing the school activities over a period of one week.</li> </ul>	<p style="text-align: center;"><b>Activities for Semester 2</b></p> <ul style="list-style-type: none"> <li>• Observation of school activities (Any three)</li> <li>• Observation of lessons given by peers (5 lessons)</li> <li>• Shadowing of School Teacher (One Week) - 5 lessons to be observed and recorded in Pedagogy of school subject I</li> <li>• Teaching lessons in Pedagogy of school subject I (5 Lessons)</li> </ul>
<p style="text-align: center;"><b>Activities for Semester 3</b></p> <ul style="list-style-type: none"> <li>• During Internship teaching not less than 26 lessons in the opted subject pedagogy distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College. In addition the candidate will have to carry out</li> <li>• 2 theme based lessons in the above school/ college.</li> <li>• 4 co-teaching lessons with school teachers.</li> <li>• Maintain Reflective Journal with reference to internship program.</li> <li>• Report on Records maintained in the school.</li> <li>• Prepare a Blue print and administrate a test in the school pedagogy opted for.</li> </ul>	<p style="text-align: center;"><b>Activities for Semester 3</b></p> <ul style="list-style-type: none"> <li>• During Internship teaching not less than 10 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College</li> <li>• 2 theme based lessons in the above school/college.</li> <li>• 3 co-teaching lessons with school teachers</li> <li>• Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted) Maintain Reflective Journal with reference to internship program.</li> </ul>
<p style="text-align: center;"><b>Activities for semester 4</b></p> <ul style="list-style-type: none"> <li>• During Internship, 8 Co-teaching lessons with peers.</li> <li>• Maintain Reflective journal</li> <li>• Develop learning resources for the school</li> <li>• Prepare an Anecdotal Record of a school student. –</li> <li>• Organization of Co- curricular activities in school (cultural events, sports, educational game, cultural competitions, etc)</li> </ul>	<p style="text-align: center;"><b>Activities for semester 4</b></p> <ul style="list-style-type: none"> <li>• Development of learning resources</li> <li>• Conduct Action Research</li> <li>• During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College. For those students who have opted Peace Education or Education for Rural Development they have to take 5 lessons from Pedagogy of school subject I.</li> <li>• 5 Co-teaching lessons with peers</li> <li>• Maintain Reflective journal with reference to internship program.</li> <li>• Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)</li> </ul>

**In this two years BEd course, four semesters are there.**

For 2015-17, internship of 20 weeks was there and for 2016-18, also internship of 20 week was there. Researchers gave questionnaire to student teachers and teacher educator and found following problems in internship.

**Problems of Student Teachers during Internship Programme are as follows-**

1. Lack of cooperation from school:- Internship is of almost 20 weeks. Activities in internship cannot be complete without support of school authority, teachers and supervisors. But because of so long internship period for shadowing and co lesson with school teacher, both school teacher and student teacher need to cooperate each other. Which sometimes difficult because of unavailability of lesson in classes at the same time. Sometimes school teachers are not ready for co teaching lesson because of other curricular work in their hand.

2. Lesson Plan Preparation:- So many activities are there in internship. Students need to give justice to each activity, result of this students get less time for Lesson Plan Preparation

3. Teaching aids: - There are different types of teaching aids. But Selection and Use of proper Teaching aids at proper time needs skill.

4. Activities in lesson: - Students have to do different activities for effective lesson. But sometimes students Enable in designing different Activities in lesson in given time

5. Nervousness:- In internship students are doing activities one after other so they may feel nervousness while doing preparation

6. Language problem:- In city like Mumbai and Panvel multilingual students are there. Instructional medium of school is different from their own language

creates barrier in understanding.

7. Management of Students and time:- In classes number of students are above 60 . It creates problem in Class control as number of students are more in class, also sometimes it creates Disciplinary problem. students are not able to do Time management for activities in given lesson.

8. Lack of command over micro skill:- student teacher need command over micro skills such as Introduction of lesson, Explanation , Questioning. But many times there is Confusion on How to Introduce the lesson?, Proper Explanation of content and lack of Knowledge about How to ask and when to ask Questions. Effective Black board work for display of main teaching point

9. Communication with students:- Teacher must be good communicator. He or she has to keep rapport with students. As first and second year B ED activities going at same time, make unavailability of teacher educator for internship

10. Personal and miscellaneous problems such as health, food and conflict.

**Suggestions to Solve Problems of Student Teachers during Internship Programme-**

1. Provide relevant orientation regarding internship programme and activities need to conduct in internship to school authorities and school teachers.

2. Before going to internship arrange workshop for lesson plan preparation and learning resource development and need to train student teacher in preparation and use of teaching aid

3. Arrange workshop to aware student about different activities in lesson.

4. Adequate planning and strategies to design successful internship programme by teacher education institution for eliminating obstacles and also nervous-

- ness.
5. Motivate students to use local language for communication purpose
  6. Make aware student teachers about class control techniques and time management.
  7. Organise workshop to get command over micro skills such as introduction, Explanation, questioning and black board writing. Provide simulated teaching before internship to make student teachers confident.
  8. Proper communication and interaction of faculty members with student teachers to understand obstacles faced by them during internship programme
  9. Proper guidance and counselling by counselor, teacher educators and administrator for solving the problems related to internship.
  10. Give remedial instruction to student teachers facing problems during internship related to their personal problem such as health, food and conflict.
  11. Cooperation and sensitivity of teacher educators and practising schools for removing problems during internship programme.
  12. Collecting feedbacks and conducting action researches to make internship programme successful.

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## 4. The Role of Yoga in Education

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### 1. History of Yoga

000 year-old Indian Philosophy Combines Exercise, breathing diet, relaxation & mediation. Yoga is combination of physical & mental disciplines which make the body stronger & healthier & the mind calmer the body stronger, helping towards self-realization.

In today's scientific era man has achieved success in many field internet has brought the world together within hours we can travel across the world. Man has already stepped on the moon & even wishes to land on other planets as well. Though man has been able to design & develop time & labour saving machines that provide physical comfort, But yet he is not happy.

### The Yoga education is based on four aspects

- 1) Bhavas or attitudes.
- 2) Dharm (duties & discipline)
- 3) Knowledges.
- 4) Discipline

### 2. INTRODUCTION :

We looked at the role of Yoga in education from various angles, including the type of education that was being provided to children through out the world as well as the different levels of stress that children face in the classroom environment. The difficulties problems conflicts dissipation of their energies

were also considered. We started using certain principles & practices of Yoga, firstly as an experiment in increase the children learning ability & secondly to inspire teachers to teach their subject in slightly different way.

We are educating our children without considering or caring for the growth of their entire personality. We are cramming their brains & minds with information without.

Creating any support group outside the classroom environments where they can continue to imbibe education.

We have to look at what science says about the growth of child what Psycho analysis says about the child. Psychology & how the hormones & glands alter & influence the rationally emotional structure & creative out put of the child.

### 3. OBJECTIVE :

- 1) Understand the importance of Yoga in Education
- 2) Organise the Yoga awareness Programme
- 3) To study the Role of Yoga in ability development.

### 4. IMPORTANCE :

- 1) It is kind of technique to control the mind as well as body.
- 2) Importance of Yoga in education can be noticed to increase in rationally emotional structure & creative output within the children.
- 3) The role of Yoga in-education as per the spiritual aspects helps the student to perform their daily duties in the day to day lives.
- 4) Yoga helps in establishing a positive impacts on children during the education.
- 5) It enhances the self-realization of self awareness within the childrens.
- 6) Yoga promotes uniqueness as well as will power within the child.
- 7) Is promotes the perseverance as well as will-power within the child.
- 8) Yoga provides ease to respiratory system neuro-endocrine systems.
- 9) Regular practice of yoga helps the child in managing the stress disorders.

## RELATION BETWEEN YOGA & EDUCATION:

Yoga is practical aid, not a religion. Yoga is harmonizing system of development of body, mind & spirit. The continued practice of yoga will lead you to sense of peace & well being & also a feeling at their environment. It is universal attribute of the mind.

**“Health is Wealth – Peace of mind, is happiness- Yoga shows the way”.**

**Swamy Vishnudevanand**

### 5. NEED:

It needs very safe & regular practice to get benefited all the asans of Yoga. Yoga is practiced to bring spiritual progress in the body & mind for self development by controlling inner energy. The inhaling & exhaling of the oxygen during yoga in daily life regularly prevents from various diseases as well as cures fatal disease including cancer, diabetes, high or low blood pressure, heart ailments, kidney disorders, liver disorders gynecological problems & variety of mental problems.

Now-a-days, it is very necessary to practice yoga again to make lives people better. It act as alternative system of medicine if practiced continuously. It also reduces the side effects of many heavy medicines taken on daily basis.

### 6. YOGA AND TEACHER :

Teaching is the most rewarding vacation however the nature of the teaching environment is often characterized by periods of extreme stress. In addition to normal administrative & teaching duties, difficulties with disruptive pupils & possibly disruptive parents can sometimes tip the balance to a point where the level of stress becomes determined to health.

If not adequately addressed, period of short-term stress exposure can built into a chronic stress response. This may manifest as anxiety, tiredness, depression, digestive disorder, mood swing.... Ultimately this can affect confidence, teaching skill & long term health.

Teachers can receive from the Yoga for themselves e.g. improvement in strength, flexibility, balance equanimity, calmness & relaxation ..... The active practice of releasing tension & stress in Yoga gives teacher relaxfully.

### 7. BENEFIT OF YOGA :

- Reduced digestive problems
- Improve heart health
- Weight loss
- Increase self awareness
- Promotes self healing
- Reduce stress & tension
- Improve concentration
- Builds strength, flexibility & confidence
- Reduces anxiety
- Boots your immune system
- Soother your skin
- Boosts brain power to breath better
- Improve your balance (in body & mind)

### 8. YOGA AWARENESS:

Be established through awareness of Yoga. Yoga attends all aspects of our being –

(1) Living with awareness yoga for Life with greater joy & productivity.

#### (2) Take charges of your mind with awareness

But why is awareness important ? When you act without awareness. You are like a sleep walker, who doesn't know where is walking. You just act on the strongest impulse. Your mind controls you. However, when you act on strongest impulse- Your mind control you.

#### (3) Be established in awareness through Yoga.

Yoga attend to all aspects of our being body, mind, breath emotions & the inner self. Awareness of breath establishes you in the present moment.

#### 4) Yoga maintain & energies the body.

The secret of awareness is to just watch everything that is going on in the body & mind as a witness.

#### 5) Yoga refines the mind & creates awareness.

The mind swings back & forth the past to the future, drawing you in a whirlpool of thoughts, worries, fears.....

#### 6) Yoga cultures the speech & kindness dynamic action.

#### 7) Yoga leads you to self-awareness.

Mediation is an essential limb of yoga. In mediation

you get a glimpse of your self the inner core of your being that is calm settled & serene.

**Watch your thought : They becomes ward**  
**Watch your words : They becomes action**  
**Watch your actions : They becomes habits**  
**Watch your habits : They becomes character**  
**Watch your Character : It became destiny**

“Awareness is empowering”

*Rita Wilson*

“Awareness is an inner quality of consciousness; it has nothing to do with closed or open eyes”.

*Osho*

“Awareness without action is worthless.”

*Phil McGraw*

“Be the witness of your thought”.

*Buddho*

“I think self awareness is probably most important thing towards being a champion.”

*Billse Jean King*

“Let’s not look back in anger or forward in fear but around in awareness.”

*James Thurber*

## 9. IMPORTANCE OF YOGA FOR STUDENTS

:From first to colleges seniors students may have youth on their side but that doesn’t mean their liver are pressure free. Hour a day sitting at desk or

computer monitors & more hour doings home work causes a young body to tense up. Social & family pressure & unfortunately, anxiety, abuse & bullying also take their toll. It all adds up to the same high stress levels that have caused the grown up world flock to Yoga classes to find zen.

## 10. OVERALL ACADEMIC IMPROVEMENT

:Stress is a major obstacle to academic achievements & Yoga’s stress relief power. Yoga has been shown to improves memory in both adult & child, a benefit that would seem certain to improve academic performance.

Controlling attention is challenge for children partly because the brain’s frontal lobes, which control the power

of attention, mature later than some other functions. Yoga requires attention, which can be a challenge for younger Yogies, but it has also been found to enhance the ability to control attention, even in hyperactive children. In fact studies of Yoga as a palliative for ADHD have shown promise across the board.

## 11. YOGA POSES FOR OVARIAN CYSTS :

In its modern incarnation Yoga is prized for its therapeutic qualities. Although the health benefits of yoga are still being measured by scientists. The teachers & students of the crafts who its curative & comforting significance. Yoga poses for ovarian cysts are gentle & restorative.

## 12. CONSIDERATIONS :

Approach all yoga poses with respect for their power. Never push yourself to go further than you are able at your present level of fitness & health. Yoga

poses for ovarian cysts not a cure but a balm. If you experience any discomfort seek medical advice.

## 13. POSITIVE THINKING :

Going to yoga may actually help you feel better. Who attended yoga versus the 20 min in the control who didn’t reported less pain & discomfort at the time of their menstrual period.

## 14. CONCLUSION :

- 1) The purpose of yoga is to create harmony in the physical, mental, psychological & spiritual aspects of the human being.
- 2) Yoga is a subject which can be looked at intellectually & some useful & beneficial ideas imbibed.
- 3) Yoga is noted for increasing flexibility.
- 4) Yoga also improves circulation & structural alignment.
- 5) Yoga also known for improving memory & intelligence.
- 6) Yogahas its origins in Indian culture & its original form consisted of a complex system of spiritual, mortal & physical practices aimed & attaining “Self awareness”.

## 5. Sustainable Development through Environmental Education Awareness' program for second year B, Ed student teachers.

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### **Introduction:**

Today's one of the important issues which needs immediate attention is 'Environment'. What is it important? Is it related to day to day life? What is its provision of constitution? India is one of the few countries of the world that have made a specific reference in the constitution to satisfy the need of environmental protection and improvement. The provision of environmental protection in Indian constitutions Article 32, 48a, 51a, 226, and 253. So we think this questions and giving answers by implementation of Education. What is sustainable development goals 2030? Importance of Environmental Education in school curriculum and Teacher Education? What is Environmental Education? Why its need? How to implementation in Education.?

Environmental awareness and skill development is a part of Life skills Education. It including in self awareness one of the Life skills. Environmental Education. as a process to promote to awareness and understanding of the environment, its relationships with man and his activities. It is also aimed at developing responsible actions necessary for preservation, conservation and improvement of the environment and its components Awareness of Environment Education is the Education that connected with the Environment it also demonstrates what we can do. It is the education not merely through book and lectures but education through direct exposure to the environment,

learning by doing, exploring and problem solving

Environmental Skills are social skills and they are directed towards personal actions or actions towards others. Its empowering individual to interact with the self as well as others and develop healthy lifestyle and responsive and responsible behavior.

Teachers need to Development of self Environmental Awareness' and express effectively information or thought using to their students written verbal or visual medium in teaching learning process. It is also to develop capacity of understanding current environmental problems and prevention effectively. So it's essential to a special training for student teacher. So researcher prepare a "Development of Environmental Education Awareness program' for B, Ed student teachers."

### **Objectives of the study**

1. To develop a 'Environmental Education Awareness' program for second year B. Ed student teachers.

2. To study the effectiveness of the Environmental Education Awareness' Program.

Operational definitions of the terms

1. B,Ed Student teachers.: All the students enrolled for B. Ed. course. Present study 40 students enrolled to second year B. Ed. Course 2016-17 of S.N.D.T. college of Education for women Pune.

## 2. Environmental Education Awareness:

Environmental Education Awareness means to develop capacity of understanding current environmental problems and prevention. To express effectively information or thought using written verbal or visual medium. It will be measured in terms of qualitative analysis on test of Environmental Education Awareness to developed by the researcher Acquisitions of Environmental skills measured in terms of aggregate score obtained by.

## 3. Environmental Education Awareness' program

A Special program developed by the researcher to impart Environmental Education amongst the B,Ed student teachers. Total duration of the program of 10 clock hours in which 5 hours will be Theoretical orientation of given through worksheets and printed self learning material. 7 hours assigned to practical work.

## 4. Effectiveness:-

The positive difference in the qualitative analysis of B,Ed student teachers .on pretest and post test about Environmental Education Awareness' developed by the researcher.

## Research Hypotheses:

There will be positive and significant difference in pre-test and post-test mean scores of B,Ed student teachers after implementation 'Environmental Education Awareness Program.

## 1. Null Hypotheses:

There would be no positive and significant difference in pre-test and post-test mean scores of B.Ed student teachers after implementation of 'Environmental Education Awareness Program.

## Significance of the present study:

A special program of 10 clock hour was developed by the researcher to impart amongst them.

Theoretical orientation of Environmental Education Awareness Was given 3hours through printed self learning material and the practical's provided practice for B,Ed student teachers applying skills during teaching and interactions with students in school environments in simulated condition. Hence the study will be useful for teacher, prospective researcher and other professionals.

## Scope and limitations of the study

1) Present study included training program including for second year B,Ed student teachers

2) Duration of the Environmental Education Awareness' program was 10 clock hours in which 5 hours were assigned to practical work. Theoretical orientation of Environmental Education Awareness Program was given through worksheets and printed self learning material.

3) The Sample was included sample including only female students.

4) Data collection tools were not standardized but were prepared by researcher.

There will be limitations to broader generalizations of the conclusions due to incidental sample including only female students and non-standardized tools prepared by researcher.

Method of Research: The experimental method was used suitable to objectives of the study.

Experimental Design: Single group pretest post design was used.

## Sample:-

Incidental sampling was used. All the 78 students enrolled for B. Ed. course in S.N.D.T. College of Education Pune, were included.

Tools used for data collection:

Environmental Education Awareness test Measurement tool was developed by the researcher.

A feedback questioner

## Tools used data for analysis:

1. Qualitative analysis: open responses on



training program, Environmental Education Awareness test and feedback questioner were analyzed qualitatively.

### **Development and implementation of the Environmental Education Awareness program:**

Environmental Education Awareness program was prepared by the researcher based on. Environmental Education Awareness program was of 10 hours, which included various activities related to the role of teacher in educational transaction. Along with this some conceptual and application activities and learning experiences were also organized.

### **Experiment and Implementation:**

The study was conducted on the student teachers from S. N. D.T. College of Education, Pune.

### **Analysis and Interpretation of data**

#### **Presentation of data:**

##### **1. Interpretation of Data:**

From the observation of Environmental Education Awareness test Measurement in Post test are higher than that of pre-test scores. Score is increased.

All students' scores on Environmental Education Awareness test measurement tests were increasing of the Environmental Education Awareness education program developed by the researcher.

### **Testing of Hypothesis:**

#### **1. Research hypotheses:**

There will be positive and significant difference in Environmental Education Awareness test Measurement pre-test and post-test scores of B,Ed student teachers implementation of 'Environmental Education Awareness program.

This positive research hypothesis was converted into Null hypotheses for testing.

### **2. Null Hypothesis:**

There would be no positive and significant difference in Environmental Education Awareness test Measurement pre-test and post-test of B,Ed student teachers after implementation of Hence Null hypothesis is rejected and research hypothesis is accepted. The score on Environmental Education Awareness Measurement post-test is higher than pre-test of the B,Ed student teachers.

Hence, the program was developed by researcher was significantly increased of B,Ed student teachers.

### **3. Qualitative analysis:**

Qualitative analysis on the basis of open responses of the question in Environmental Education Awareness test, selected activities of self learning material in teaching program and open responses of feedback questionnaire.

Responses of the training program feedback questionnaire of the B,Ed student teachers on the various activities included in the training program were analyzed qualitatively.

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## 6. Enhancing Learning through Smart Phone Apps Skills among B. Ed. Students for Quality Improvement in Teacher Education

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### **Abstract**

Newer technologies and apps are emerging so fast, it is practically impossible to keep abreast of the latest technologies, but access to these technologies is going to be empowering process for teachers. Keeping this in mind University of Mumbai has been added ICT subject as a practical subject in B.Ed syllabus. We see that teachers don't use smart phones in their teaching learning process may be because they are either reluctant to various apps of smart phones, or they don't know the exact use of it in their field. The intentions of the present study were to enhance learning through Smart Phone Apps Skills among B. Ed. Students. The participants were 50 students of B. Ed College. The study implies that the intervention program can be very useful if administered initially to the identified needy B.Ed students.

**Key words: ICT, m-learning, Smart phone skills**

### **Introduction**

“Quality must be built into each design and each process. It cannot be created through inspection. However, it should be a onetime activity and is also to be continuously modified.” (J.C. Aggarwal, 2006) So far teacher education is concerned; National council for Teacher Education (NCTE) has come out with a changed structure of various teacher education programmes with several new and innovative components.

NCTE modified the one-year B.Ed and M.Ed. Teacher Education programmes into two-year from 2015 onwards throughout the country. The course structure of the two years B.Ed programme offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. It has four semesters. University of Mumbai has included Core Courses, Interdisciplinary Course, Ability Courses and Project Based Courses in each semester. To develop an understanding of Information Communication Technology (ICT) they have added ICT as an Ability Course in B.Ed semester one. Till 2015 ICT was just a theoretical subject. But after 2015 ICT has been added as a practical subject. Students started learning more computer skills and also started using these skills in their lessons. But computer is not the aid which can be carrying by the students any time anywhere in their lessons.

### **Need of the Study**

Teachers know various uses of smart phone, but they have not yet followed into the teaching learning process because they don't know the exact use of smart phone in their field. No doubt all teachers are well aware of the explosion of iPads and tablets in the classroom, but many of them are still reluctant to various apps of smart phone.

Newer technologies and apps are emerging so

fast (and many of them never existed before), it is practically impossible to keep abreast of the latest technologies, but access to these technologies is going to be empowering process for teacher. Whatsapp is good platform to share their thoughts, messages. One can share content related material, photographs of field trips videos or projects also. But very few teachers are using it for educational purposes.

Hence the researcher conducted a study for enhancing learning through smart phone apps skills among B. Ed. Students for quality improvement in teacher education.

### **Statement of the Problem**

“Enhancing learning through smart phone apps skills among B. Ed. Students for quality improvement in teacher education.”

### **Operational Definition**

Smart Phone- a mobile phone that performs many functions of a computer, who has a touch screen interface, Internet access, and an operating system capable of running downloaded applications.

### **Objectives**

- 1 To develop need based hands-on intervention programs in smart phone apps skills.
2. To study the effectiveness of the developed program.

### **Sample**

All B.Ed students were selected by using purposive sampling technique.

### **Delimitation**

The study was delimited to only 50 students of Pal Rajendra B.Ed. College of batch 2017-18.

The study is delimited to only seven skills of the smart phone apps.

### **Methodology**

The study was conducted in two steps:

- a) Development of the Need Based Hands-on intervention program
  - b) Testing the effectiveness of the developed program
- a) Development of the Need Based Hands-on intervention program

As per the individual need, preparing the B.Ed students to use the smart phones efficiently and at the same time enhancing their skills to use it in education system effectively, the Intervention program constituted eight parts as well as training for performing certain tasks, which were as the following:

1. Basic smart phone Operation – Switching the smart phone on and off plus creating, opening folders.
2. Using smart phone as a dictionary – downloading dictionary and find meaning of words in dictionary.
3. Using stop watches, alarm on smart phones – set calendar, timings and alarm and stop watch.
4. Email - Create an e-mail account, interpret features of an inbox - owner, date, subject, size, forward and reply to an e-mail, send an attachment with an email, and sort messages by name or date.
5. Blog – Create and Open a blog. Communicate through blogs.
6. Download any smart phone application- Use Store
7. Take pictures and video- crop picture; change the colour, resolution of picture.

### **Methodology used in the research**

The Single Group Pre-test Post-test experimental design was used in this research.

### **Data Collection Tools**

Check-list: The researcher developed a check-list with two options of Yes and No. The number of statements in each section was decided according to the basic skills identified in each one. Total

Numbers of questions were thirty.

**Descriptive analysis of the statements on use of smart phone apps is presented below:**

**Table 1**  
**Descriptive analysis of the statements on use of smart phone apps**

Sr. No	Statements	No. of Statements
1	Basic smart phone Operation	3
2	Using smart phone as a dictionary	3
3	Using stop watches, alarm on smart phones	5
4	Email	5
5	Blog	4
6	Download smart phone application	2
7	Edit pictures and video	4
	Total	30

**7. Data Collection**

A need analysis was carried out by administering the check list to all the 50 students. The researcher analyzed the responses and made groups of students as per their needs.

The researcher then designed the instructional program as per the needs identified. She implemented the program group-wise starting with basic needs and gradually including other groups according to their needs. It was implemented after the regular college hours one hours daily totaling 20 working days.

**Data Analysis**

The check list filled by students before and after the intervention programme was analyzed by the researcher using tabulation technique and percentages were calculated. Since the sample size was 50 the actual number pertains to percentage.

The analysis of pre-test and post-test scores is presented below:

**Table 2**  
**The analysis of pre-test and post-test scores**

Sr. No	No. of State-ments	Proficient knowl- edge		Workable knowl- edge		Very Little knowl- edge		No knowl- edge	
		Pre-Test	Pre-Test	Pre-Test	Pre-Test	Pre-Test	Pre-Test	Pre-Test	Pre-Test
		%	%	%	%	%	%	%	%
1	Basic smart phone Operation	60	100	16	0	16	0	8	0
2	Using smart phone as a dictionary	60	100	16	0	16	0	8	0
3	Using stop watches, alarm on smart phones	44	100	10	0	16	0	16	0
4	Email	54	100	10	0	6	0	30	0
5	Blog	0	100	6	0	22	0	72	0
6	Download smart phone application	20	80	60	20	0	0	20	0
7	Edit Picture and video	00	100	10	0	10	0	80	0

**Observations and findings**

Initially 8% of the students were not knowing even how to switch on and off the smart phone and opening any folder. These students were given hands-on experience in these activities. In the post test these students reported that they all know these skills well which was also supported by the researcher’s observation. 16% students knew some skills of smart phone operation. Due to training of using smart phone operation, 100% students reported in the post test, that they know these skills well which was also supported by the researcher’s observation.

8% of the students were not knowing how to use dictionary in smart phone. 16% students were not knowing how to download the app and search the meaning of the words. 60% students knew the use of dictionary. In the post test these students reported that they know these skills well which was also supported by the researcher’s observation.

16% of the students were not able to use stop watch, alarm and calendar. 16% students were able to set alarm but didn’t know to operate stop watch but 10% students were not able to use stop watch. In the

post test 100% students reported that they know these skills well which was also supported by the researcher's observation.

30 % of the students were not able to create email account, and use various functions of e-mail. These students were given hands-on experience in these activities. Among 54% who know the other skills of email, 10% students were not able to sort messages by name or date. 6% of the students were having little knowledge of email. In the post test these students reported that they all know these skills well which was also supported by the researcher's observation.

72 % of the students were not even creating their own blogs. They did practice on Google apps. 22 % of the students were not able to communicate through blog. They did practice on various blogs, understood its characteristics and 80 % students reported in the post test, that they know these skills well which was also supported by the researcher's observation.

20 % of the students were not able to download applications on smart phone. They did practice and understood its characteristics but 100% students reported in the post test, that they know these skills well which was also supported by the researcher's observation.

80 % of the students were not able to take proper pictures, crop and adjust brightness etc. These students were given hands-on experience in these activities. Among 10% who know the other skills of video and photographs, 10% students were not able to understand the cropping and changing colours. Not a single students were able to take proper pictures, crop and adjust brightness make GIF and edit video properly. In the post test these students reported that they all know these skills well which was also supported by the researcher's observation.

### **Observations**

The researcher observed that all student teachers of Pal Rajendra B.Ed College were

excited to learn the new skills of smart phone. They showed full interest and tried to develop the proficiency.

### **Conclusion**

The intervention program added groups of students as per their needs. The students showing need to learn also came to the level of students already knowing and developing further. The study reveals that majority of the students were not having basic skills of using smart phone apps in the beginning but after the intervention program, all of them learned the selected basic skills.

The researcher observed during and after the intervention programme that, the students showed interest in learning the skills of smart phone operation, they were eager and excited to learn higher skills. They were motivated to attend and participate in the intervention programme since they found it useful. After completion of the intervention programme students showed the confidence in their ability to use the smart in various teaching-learning activities. They reported that their understanding of the Ability Course -ICT was enhanced because of the intervention program. Some students started using internet further to understand their ICT subject better which they have in their regular B. Ed. course.

The students communicated the researcher through blogs and other online devices. They also edited their small videos on the theme Save Food. They have documented their B. Ed. Activities. The study implies that the intervention program can be very useful if administered initially to the identified needy students.

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## 7. Transforming Assessment and feedback with technology

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### ABSTRACT

Assessment is central to the learning experience, summative judgement makes an impact on students future performance. Assessment has become increasingly complicated with projects, dissertations, seminars and performances. Feedback and feed forward play an important role in teacher education institutes. Feedback provides information to learners about where they are in relation to their learning goals. Benefits of technology in giving feedback is, it provides students with personalized schedule and improved clarity. A key goal of formative assessment and feedback is to help students develop as independent learners.

### Importance of quality assurance and standards in teacher education institutions

Assessment is not only central to the learning experience - it results in a summative judgement that impacts a student's future life chances. For this reason assessment practices in colleges and universities are subject to rigorous quality assurance mechanisms.

It's extremely challenging to measure something as complex as a learning experience and compare them across different institutions. The issues are complicated and beyond the scope of this the teachers however our is to support transformational assessment practice, based on sound educational principles, to enhance students' prospects.

The approach to assessment suggested in this article, and many of the examples of good practice, are a far cry from the traditional approaches supported by the many existing regulations, standards and marking schemes."All of this has given rise to a dramatic

increase in the diversity of assessment practices, beyond the traditional examinations at the end of a year, or years, of study, and is designed to capture a wider range of student achievement in greater depth. Assessment is increasingly complicated with much more use of continuous assessment and assessment of achievements and progress where the criteria and the mark distributions are both very different from conventional examinations (such as projects, dissertations, shows and performance).

### COMMON PROBLEMS FOUND IN TEACHER EDUCATION COLLEGES

They are complex. Assessing learning is inevitably difficult and becomes more so when teachers try to innovate against frameworks and structures that may be no longer fit for purpose grades

The persistence of a single summative judgement drives both students and staff towards a fixation with the final grade and tactical behaviours to the detriment of broader and deeper learning. The emphasis on marking and grading suggests a view of assessment as an instrument of measurement rather than a means of supporting learning.

Assessment design suggests ways of better supporting assessment for learning. The section on feedback and feed forward further develops those ideas.

The process of making academic judgement requires a certain amount of knowledge. In the sections on feedback and feed forward and on peer review we look at creating the conditions for dialogue that enables

students for to better understanding the process of making academic judgements.

### **IMPORTANCE OF FEEDBACK AND FEED FORWARD IN TEACHER EDUCATION INSTITUTES**

“Conventionally, feedback is conceptualised as an issue of ‘correction of errors’ or ‘knowledge of results’. Much more important is how the provision of feedback affects student learning behaviour - how feedback results in students taking action that involves, or does not involve, further learning.”

Transforming the Experience of Students through Assessment (TESTA)

Feedback provides information to learners about where they are in relation to their learning goals so that they can evaluate their progress, identify gaps or misconceptions in their understanding and take remedial action. Generated by tutors, peers, mentors, supervisors, a computer, or as a result of self-assessment, feedback is a vital component of effective learning.

Feedback should be constructive, specific, honest and supportive.

While feedback focuses on a student’s current performance, and may simply justify the grade awarded, feed forward looks ahead to subsequent assignments and offers constructive guidance on how to do better. A combination of both feedback and feed forward helps ensure that assessment has a developmental impact on learning.

### **WHAT ARE THE COMMON PROBLEMS?**

#### **Timeliness**

Feed forward can only be effective if it’s timely ie, received at a point when meaningful action can be taken. High-stakes assessments are often set towards the end of a module, term or semester, reducing opportunities for students to apply any feedback they receive.

#### **Regularity**

Feedback needs to be quite regular and hence on

relatively small chunks of course content to be useful. One piece of detailed feedback on an extended essay or design task after ten weeks of study is unlikely to support learning across a whole course very well.

### **Approaches to feedback**

Academic staff can often ignore the need to discuss feedback approaches. The feedback given can then be inconsistent or weak in other ways ie, skewed towards a particular type of observation (such as praise) or short term and too focused on the assignment in hand rather than truly developmental.

### **Missed opportunities**

Students often don’t collect or read feedback. This is sometimes because it arrives too late to be useful. In some cases the problem is as simple as the students not realising the feedback is available.

Alternatively students can focus on the overall mark and not understand the benefits of making use of the feedback.

### **Passive learners**

Students can often be passive recipients of feedback, viewing it as the tutor’s role to deliver feedback to them, rather than understanding the need for them to engage in meaningful dialogue around the feedback to aid their development.

### **Understanding feedback**

Feedback that appears self-evident to tutors may be difficult for students to understand. There could be difficulties with the format eg, indecipherable hand writing or with how the feedback is expressed and contextualised.

### **BENEFITS OF TECHNOLOGY**

#### **Technology can :**

Improve clarity about marking and feedback deadlines and provide students with a Personalised Schedule Help students store and access feedback easily if it’s provided in a digital format



Support individual learners or subjects where certain digital formats are more suitable eg, audio feed-back for language courses. Help teachers make efficiency gains by using a feedback format that best suits them eg, a slow typist may provide better quality feedback by making an audio recording.

### **How does feedback and feed forward relate to the lifecycle?**

This process runs right through the lifecycle:

At the specifying stage think about your approach to feedback

During the setting stage ensure that the overall submission and marking schedules allow for timely feedback that can inform the next assignment. Inform students on how to make use of feedback and also provide formative opportunities. At the marking and production stage generate feedback for students. When returning marks and feedback adopt an approach that is most likely engage students

At the reflecting stage engage in dialogue with students about their feedback and reflect on the feedback you have given, how useful it's been and any changes you should make in the future.

### **IMPORTANCE OF STUDENT SELF REFLECTION**

A key goal of formative assessment and feedback is to help students develop as independent learners capable of monitoring and regulating their own learning. Simply providing feedback does not achieve this. It's only when learners actively engage with the assessment criteria and process of evaluating performance against those criteria that they are able to use feedback in a way that leads to improvement.

### **WHAT ARE THE COMMON PROBLEMS?**

Students' ability to self-assess and regulate their learning is often undermined by a transmission model that treats students as passive recipients of feedback delivered by tutors. This creates a mindset that assessment is the tutor's responsibility.

### **Responding to feedback**

The means of capturing self-assessment and reflection also needs to facilitate dialogue around that reflection. For example an assignment cover sheet can be a useful reflective tool but simply giving students a form to fill in doesn't necessarily challenge a teacher-centric approach.

### **Integrating self-assessment and reflection**

The tools used to support self-assessment and reflection need to be easy to integrate into every day learning and working practices. For example there would be a much greater emphasis on self and peer processes and putting learners in control as contributors to the curriculum.

### **IMPORTANCE OF TECHNOLOGY**

It can play a significant part in enabling the development of self-monitoring and self-evaluative skills. Examples include: Online quizzes with automated, interactive feedback - they offer self-assessment opportunities before attempting an assignment. Screen capture software can demonstrate how to use assessment criteria, clarify goals and standards in an accessible way. Online dialogue through blogging, fora, email, internet messaging and wikis can provide opportunities to test and correct understanding, enabling the incremental development of self-monitoring and self-evaluative skills

**E-portfolios facilitate peer-to-peer, peer-to-tutor dialogue, private reflection and, in some cases,** assignment submission and receipt. Audio and video feedback offer richer, more personalised feedback. Audio recorded podcasts also provide an efficient approach to giving feed forward to large groups. Web PA, a tool for peer moderation of group assignments, can assess achievement outcome processes. However, the focus need not be on individual technologies. Increasingly, curriculum designers draw on combinations of technologies to provide a

learning environment that continuously promotes self-monitoring, self-evaluation and reflection on progress.

### **CONCLUSION**

Technology helps in giving feedback in time. It helps to give feedback on regular basis. Technology improves clarity about marking and feedback deadlines and provides students to store and assess feedback easily. It plays a significant part in enabling the development of self monitoring and self evaluative skills. However the focus need not be on individual technologies, curriculum designers draw on combinations of

technologies to provide a learning environment that continuously promotes self monitoring, self evaluation and reflection in progress.

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## 8. Quality Improvement in teacher Education

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### **Abstract :-**

This article focused on the overviews of some innovative practices to enhance the quality and services of the library. Library of teacher Education institution are undergoing change with ICT. Today the library is the “Learning Resources Center” Library Automation means application of technology to monitor and control the library process and delivery of services. Library Automation helps in Acquisition system, Cataloging system and circulation system with serial control.

The library today is not a silence zone any more, it can rather be called a social interaction hub.

### **Keywords:- ICT, Automation , Blog, OPAC**

A library is a collection of different sources of information, made easily accessible to its users for reference or borrowing. Libraries had been knowledge providers since the they were established.

Library of Teacher Education Institute has the wide campus of vision to make the future teacher capable of using knowledge resources for their study, recreation, reference and teaching purpose. Besides making the students and teachers aware of facilities and function of the library, inculcating reading habit among all the teacher education students is one of the prime vision of teacher education libraries. Users first need to be aware of value of information sources and reading material. This task has become more complicated with the introduction of digital sources in the education process which is gift of ICT.

### **Library Services using ICT**

The information and communication technology has a wide range impact on library and information services. ICT has improved and innovated all the

conventional library services.

### **Library Automation**

The word automation has been derived from Greek word ‘automose’ means something which has power of spontaneous motion or self-movement. The Term automation was first coined by D. S. Harder in 1936, who was then with General Motor Company in U.S. He used the term automation to mean automatic handling of parts between production processes. Computers were engaged in library service in USA in 1950s in a very modest way. Dr. H P Luhn had organised computerized indexes in 1950s. However, their use and application was very limited and restricted due to the high cost of hardware and non-availability of application software packages.

Library automation can be defined simply as the use of computer and networking technologies in the library. In other words for library automation, automation means application of technology to monitor and control the library process and delivery of services. Library work can be automated using Integrated Library and Information Management Software. There are different library software packages available for the library automation and every software has its own advantages, function ability and limitations. The types of library management software packages can be categorize a as follows:

- a **Completely Commercial**
- a **In-house Developed;**
- a **Freeware**
- a **Open Source Software**

### **Common areas of Library Automation and its scope:**

Dr. S.R. Ranganathan's five laws of the library science stipulate that the documents of the library should have maximum number of users. With the application of information technology in the areas of library and information centers there has been a tremendous improvement in the library services offered by the library to the users.

**Library automation usually covers all library housekeeping functions such as acquisition, cataloguing, circulation and serial control.**

**Acquisition System:** Acquisition is an essential library operation, which is critical to the achievement of library's mission. It involves a great deal of detail and exacting paper work, material handling in large quantity, reconciliation of orders, invoices and materials received, fiscal control and so on.

**Cataloguing System:** Cataloguing system includes creation, storage, retrieval and management of bibliographic records and indexes.

**Circulation System:** Circulation is a central and highly visible function of a typical library. Automation of circulation system improves library's ability to rapidly and accurately record the loan transaction, includes circulation activities such as lending, return, renewal and reservation facility.

**Serials Control System and Management :** Serials management is an integral part of library operations which support the procurement and management of serials collections in a library. Serials control system includes subscription maintenance, schedule maintenance, record of receive publications and accounting and statistical information.

### **OPAC System**

#### **(Online Public Access Catalogue):**

OPAC system provides access to the library's holding through various catalogues and indexes such as the author catalogue, the title catalogue, the subject catalogue etc. User can search a library catalog to locate books and other materials available in the library.

### **Other Services Using ICT**

#### **2 Reprography and document scanning service:**

The new information technology is transforming the use of library materials. Today, reprography and scanning service plays a very important role in the transmission of knowledge within library resources and services. Reprography is a term used to refer to photocopying as well as duplication documents where by one or more copies of the same size or in reduced or enlarged form are produced. The Reprography Service helps to preserve rare and special material and collections from being stolen or mishandled. Photocopying service can provided to users on payment basis for reference materials like periodicals, reference books, and bound volumes etc. which are available for reference purpose only.

#### **Database of Old Question Papers & Support Material :**

Library is an important part of the any educational institute. Its main purpose is to support the college curriculum and to support the research study of the students and faculty. As a part of reference service, library has to archive old question papers and exam related material for the student's reference which is in highly demand and being used by n number of students. These materials are kind of reference sources and cannot take out of the library. Thus, library can be Scanned this material and make it available on the library blog or website. Students can access the same through their laptop, computer or smart phone at any time.

#### **• Blog or Website-**

In today's scenario, most of the students are using electronic devices such as laptop, smart phone for their information search. It is easy to time saving too, and library can share the coherent source links available for students for student's reference on the library blog or website. There are dozens of things that library can do for their users. Library can promote library events and programme using blog or website to attract students

towards the library. Library can update new arrivals in library or any required, useful information on the blog and send notification of the same through direct mail to students. Using blog and website we can encourage students to use digital material for reading.

- **Web OPAC System** : system provides an advanced GUI (Graphical User Interface) to enable searching of the library databases through web browsers such as Internet Explorer etc.

- **A/V Room** – Now days every school library have some content in electronic format. It may be in CD-ROMs the accompany with a book of magazine, support material in digital format, sample question papers available on internet or scanned documents etc are increasing rapidly. So library can provide a computers for the teachers and students to use these kind of sources in the library.

- **Library Networking-** Library networking is a group of the libraries of common interest like all college libraries in particular geographical area. Library Networking is very essential and useful for information sharing and communication. i.e. What's up group, link, Ilosc etc.

#### **Advantages of Innovative Practices in the library:**

Today's information age, libraries are going towards paperless functioning . The tremendous growth in the different fields of knowledge has created a great difficulty to have access to the desired literature with manually operated devices. The traditional concept of librarianship has changed due to the changing needs of the modern society and constant development in the field of science and technology. Some common advantages of innovative practices are:

- **Improvement in the quality and effectiveness of services,**

- Efficiency in speed and operation.
- Ease and accuracy in data handling.
- Avoiding duplication of work.
- Time saving.
- Labour saving.
- Cost effective.
- Great speed and promptness in operation.
- Updating computer records is much easier than updating manual records.
- Easy to generate report such as list of borrowers having overdue books, list of books by subject, circulation transaction record etc.
- To ensure speedy retrieval of information. A computer system can search through thousands of records in seconds and usually with instantaneous results.
- Automation of the library allows for an improvement in the variety, amount and quality of materials that are available in the library's collection.

#### **Conclusion:-**

It can be concluded That ICT is essential for the Innovative practices to enhance the quality and services of Teacher Education college liberates because in the 21st century. The library can be started from paperless mode and go towards the paperless functioning in future. The advantages automation of library are at allows for an improvement in the variety amount and quality of materials that are available in the library collection.

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## 9. Innovative Practices for quality enhancement in Teacher Education Institute

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### **Abstract**

Stress is one of the most insidious phenomena of our time and it affects people in all walks of life. Stress acquires importance because of its consequences. It is an established fact that the performance of a B. Ed. teacher trainees mainly depends upon their psychological state of mind. As occupational stress affects the physical and psychological well being of the teacher trainees; it definitely influences their efficiency and performance. In order to be a good teacher, the B. Ed. teacher trainees must possess sound mental health, enthusiasm and satisfaction in their studies. In the present study an attempt has been made to find out the causes of stress among B.Ed. teacher trainees and to suggest measures to improve their mental status which ultimately will improve their overall efficiency.

**Keywords: Stress, B.Ed. teacher trainees, Psychological state of mind.**

### **Introduction**

At the college level students are expected to do work at their own and also they have to face cut throat competition in the field. It increases the stress on them. "Stress up to the moderate level is inevitable and leads to motivation but prolonged occupational stress in teaching has been found to result in both physiological and psychological ailments, which ultimately have deleterious effects on teachers" professional efficiency (Kyriacou and Pratt, 1989). It is an established fact that the performance of a B. Ed. teacher trainees mainly

Stress is one of the most insidious phenomena of our time and it affects people in all walks of life. Stress implies pressure and causes tension of worry resulting in problems, some amount of stress is necessary and is

always with us. It varies in its intensity. Stress acquires importance because of its consequences. Though stress causes both positive and negative effects, excessive stress produce not only psychological disturbances but also several harmful effects on the bio system. Stress is an unpleasant emotional state (Kyriacou, 1981). It is a feeling of tension, which is both physical and emotional and is caused by physiological, psychological and environmental demands. Thus stress can be defined as the harmful physical and emotional responses that occur when the requirements do not match with the capabilities, resources or needs of the workers. Stress can leads to poor health and even injury.

### **Statement of the Problem**

**“ A Study on Stress among B.Ed. Teacher Trainees “**

### **Objectives of the study**

The present study is designed to realize the following objectives:

- 1) To compare the level of stress among male and female B.Ed. teacher trainees.
- 2) To compare the level of stress among arts and science background B.Ed. teacher trainees.

### **Hypotheses of the study**

In order to achieve objectives of the study following hypotheses were formulated and tested.

Ho1 Male and female B.Ed. teacher trainees do not differ significantly on their level of stress.

Ho2 Arts and science B.Ed. teacher trainees do not differ significantly on their level of stress.

### **Delimitations of the study**

The present study was confined only to the B.Ed.

Teacher Trainees of Govt. College of Education, Panvel.

**Research Methodology**

In order to accomplish the objectives of the present study, the descriptive survey method was considered appropriate for gathering data related to the stress among B.Ed. teacher trainees.

**Sample of the study**

In present study total 20 (09 Male + 11 Female) B.Ed. teacher trainees were selected purposively in all, formed the sample of the study.

**Tools to be used**

To get the meaningful results from the study, the researcher has used the “Stress Inventory”, constructed and standardized by Chandran

**Statistical techniques to be used**

Analysis and interpretation of the data has been done in the form of tabulation, percentage and also used ‘t’ test to analyse the data of the present study.

**Analysis and Interpretation of Data**

**Table no.1**

**Mean & SD Scores of Male and Female B.Ed. Teacher Trainees on Stress Inventory**

Group	Numbers	Means	S.D	‘t’ - Value	Level of significance
Male	09	72.23	11.97	0.43	0.01
Female	11	175.09	15.70		

**Not Significant at 0.01 level.**

It is evident from the table no.1 that the female B.Ed. teacher trainees have scored higher mean value than their male counterpart. It shows that the stress lays more effect on female B.Ed. teacher trainees. Further, the table shows that both the groups of teacher trainees do not differ significantly (t =0.43, ns).

Table no 2

**Mean & SD scores of Arts and Science B.Ed. teacher trainees on stress inventory**

Stream	Numbers	Means	S.D	‘t’ - Value	Level of significance
Arts	10	180.2	16.28	2.14	0.05
Science	10	167.4	7.55		

**Significant at 0.05 level.**

It is evident from the above table 2 that the Arts B.Ed. teacher trainees have scored higher mean value than the Science B.Ed. teacher trainees. It shows that the stress lays more effect on Arts teacher trainees. Further, the table shows that both the groups of teacher trainees differ significantly (t=2.14, Significant)

**Findings of the study**

After careful analysis of the obtained data and interpretation of the results with regard to the objectives and hypotheses of the study, the following findings were emerged:

1. Male and female B.Ed. teacher trainees do not differ significantly on their level of stress is concerned.
2. Arts and science B.Ed. teacher trainees differ significantly on their level of stress.

**Recommendations On the basis of above findings**

**It is recommended that:**

- The students view should be taken into account, to make them feel free in academic matters.
- The proper counseling and guidance should be made available to the students from the teachers and other experts in the field to create self interest and motivation to fight against stress.
- Students should be encouraged to seek the help and advice on stress full situation from elders.
- Teachers should motivate the students to share the feelings with others without any hesitation.

**CONCLUSION**

The present study was conducted to know the stress

among the B.Ed. teacher trainees. Stress was found more in females in comparison to male teachers, whereas the teacher trainees of Arts group having more stress. As we know that the teacher trainees who join this course come from various fields as they have never gone through various subjects which are being taught in teacher training programme. Therefore, it is the need of the hour that they must be treated as youngster in the field of teacher training and they should be given a congenial environment so that they may be made stress free.

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# 10. Spiritual Intelligence : An Emerging Concept and Its Importance in Today's Context

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Education Panvel.*

## **Abstract :**

Spiritual Intelligence is an emerging concept. To be quite honest and fair, the field of spiritual intelligence with respect to Indian philosophers too much vast and it is not easy to achieve a well-balanced perspective of what is really happening and what is lacking in our research work. It is hoped that it will contribute significantly to the development of valid and reliable spiritual intelligence themes beyond the social and cultural boundaries. It is one of the main components that addresses and solves many life problems. Conceptual input of spiritual intelligence has great relevance to the present-day inside schools, colleges, and universities or outside and it can bring about a dynamic change in the educational system not only of the country, but also the world.

**KEYWORDS:** Spiritual Intelligence – an emerging concept; Importance in today's context.

## **INTRODUCTION:**

Spiritual Intelligence (SQ/Spiritual Quotient) is an inherently difficult term to define. Some people may think they know its meaning, but they may be confusing SQ with Spirituality. Spiritual intelligence is described as 'our ultimate intelligence' in that it has transformative power. We use the intelligence; when we wrestle with issues of good and evil and use our creativity to imagine different ways of living and being. Spiritual intelligence gives people a general insight on life and all of its experiences and events and enables

them to configure and re-describe their experiences and deepen their recognition.

It gives us our moral sense, our ability to temper rigid rules with understanding and compassion and an equal ability to see when compassion and understanding have their limits.

## **Meaning and Concept of Spiritual Intelligence:**

- Danah Zohar and Ian Marshall (2000): "Intelligence in which we can place our actions and our lives in a wider, richer meaning-giving context. It is the intelligence with which we can assess that one course of action or one life-path is more meaningful than another".

"Spiritual Intelligence is our access to and use of meaning, vision and value in

the way that we think and the decision that we make."(Pg. 46)

Zohar and Marshall (2000), drawing on evidence from psychology, neurology and

religious tradition, argue that spiritual intelligence is an integrating intelligence because of its role within individuals. They propose that we have three intelligences, which include rational intelligence (as captured by IQ), emotional intelligence (EQ) and spiritual intelligence (which they term SQ). Spiritual intelligence, they assert, may be seen as an integrating intelligence because it helps individuals make sense of their world that is experienced through rational intelligence and emotional intelligence.

Zohar and Marshall (2000) state that indicators of

**high SQ include:**

- o the capacity to be flexible;
- o a high degree of self-awareness;
- o a capacity to face and use suffering;
- o a capacity to face and transcend pain;
- o the quality of being inspired by vision and values;
- o a reluctance to cause unnecessary harm;
- o a tendency to see the connections between diverse things;
- o a marked tendency to ask ‘Why?’ or ‘What if?’ questions and to seek ‘Fundamental’ answers;
- o being...‘field-independent’ – [that is] possessing a facility for working against Convention. (pg.15)

• Robert Emmons(2000): defined spiritual intelligence as “The adaptive use of spiritual information to facilitate everyday problem solving and goal attainment” (Pg.176) He theorised five characteristics of spiritual intelligence:

1. The capacity to transcend the physical and material;
2. The ability to experience heightened states of consciousness;
3. The ability to sanctify everyday experiences;
4. The ability to utilize spiritual resources to solve problems; and,
5. The capacity to be virtuous. (pg.164)

• Frances Vaughan (2002) : “Spiritual Intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world.” (Pg.19) Spiritual intelligence is more than individual mental ability. It appears to connect the personal to the transpersonal and the self to spirit. Spiritual intelligence goes beyond conventional psychological development. In addition to self-awareness, it implies awareness of our relationship to the transcendent, to each other, to the earth and all beings.

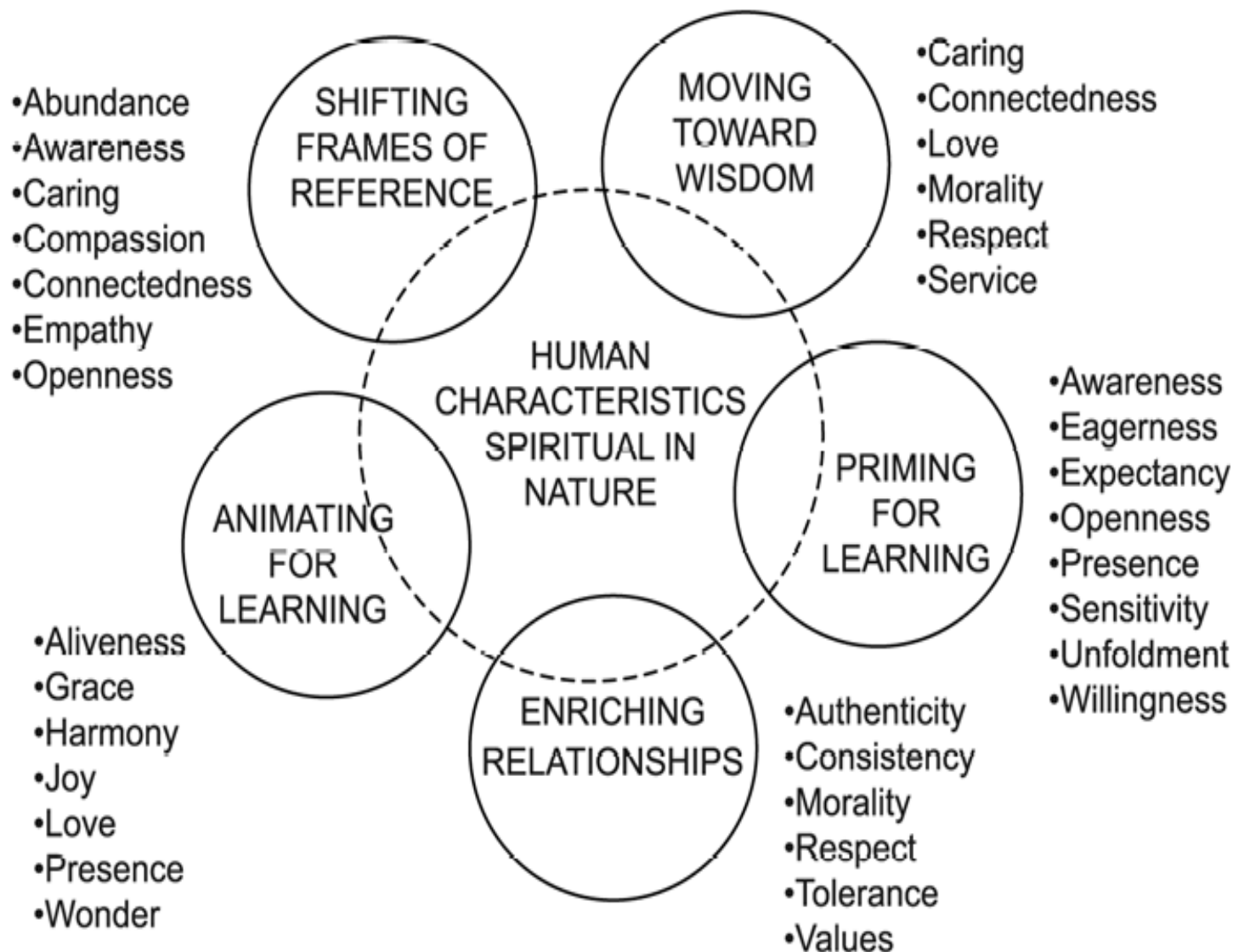
Stephen Covey (2004) : “Spiritual Intelligence is the central and most fundamental of all the intelligences, because it becomes the source of guidance for the

other(s) “  
(Pg.53)

• Cindy Wigglesworth (2006): “The ability to act with wisdom and compassion, while maintaining inner and outer peace, regardless of the circumstances.” Each of these theories argues that spirituality operates as an integrative intelligence with spirituality viewed as connectedness to others, to nature, and to the wider cosmos as well as connectedness within the individual, integrating mind, heart, body and soul. The cognitive element that we would require of any intelligence has also been delineated in the literature. As noted, elsewhere the physicist Zohar and psychologist Marshall (2000) have provided us with a new way to think about this topic through the concept of Spiritual Intelligence. They challenge and support us to think differently about the nature of intelligence, tracing its beginnings in concepts of IQ and ways of measuring it, then on to emotional intelligence, which is based on notions of self-awareness, self-management, self-motivation, recognising emotions in others, empathy and social skills, followed by spiritual intelligence. With reference to all these definitions, researchers feel- If Cognitive Intelligence is about Thinking, and Emotional Intelligence is about Feeling, then Spiritual Intelligence is about Being.

In a holistic view, we are people with a body, mind & spirit all interrelated and arranged in a pattern that means that the whole is greater than the sum of the parts – as teachers we must be particularly aware of this when working with students who are too easily labelled as “intelligent” or “slow-learners” without considering the whole person which is mostly based on the model of cognitive intelligence and teaching to exams. We can teach children all about the sun & the moon and the planetary system but still miss the radiance of sunset. In our society, we have developed the intellect while neglecting our emotions and our spiritual life. If our education were more holistic as students, we would learn to balance our intellect with our emotional and spiritual growth. In addition, as educators, we would

take responsibility for our personal as well as professional growth.



How spiritual intelligence can be used to shift individuals and our cultures from a state of acting from lower motivations (fear, greed, anger, and self-assertion, stress) to higher motivation like compassion, self-esteem, helping nature, loving, caring and empathetic. In this model of Spiritual intelligence has the capacity to integrate all the intelligences. Unless this stress is overcome by infusing the spiritual quotient with intelligent quotient in education, there is no hope of enlivening the human nature.

This is what has been emphasized in the UNESCO international commission on education for the 21st century named as 'Learning: the treasure within' which declares that, education throughout life is based on four pillars. These four pillars are -

1) Learning to Know. 2) Learning to Do. 3) Learning to Live Together. 4) Learning to Be. It is interesting to note that while the two pillars are associated with I.Q. and comes under cognitive & psychomotor domains respectively; third one is concerned with E.Q and comes under affective domain. And the last one denotes

Spiritual realm. It is about all goodness and virtues in human being.

Learning to be (Atmashakshatkar) i.e. self-realization involves S.Q, which means, for human beings their inner freedom is as important as their external freedom. Purpose of life has to go beyond playing the role of a wage earner & a family provider. Each one of us has to have some personal mission in life to fulfil beyond achieving happiness through material gains. If we know the learning to be, the chances are that we might be able to organize ourselves from dehumanized or being exploited as human slaves and may also have the conviction to stand up against ideologies of individuals or groups which are destructive to mankind.

Only steadfast resolve to realize our wonderful spiritual self or the soul, by rejecting our habitual egocentric consciousness and adopting the soul-centric awareness, can free us from our own dehumanizing mind. Only such self-awareness can bring out the S.Q or the ability to come upon bliss and move beyond it, not to mention the E.Q or the capacity to enjoy life and the I.Q or the knowledge-based analytical ability in us. Developing such a three dimensional personality should be the objective of education. Kothari Education Commission (1966) also recommended 'Developing Social, Moral and Spiritual Values' as educational objectives.

### **Conclusion :**

The spiritual intelligence provides a general basis for the individual to be able to consider his seeking for goals and meaning in life, and to move in the direction of the aims which are personally meaningful. It aids the individual in directing his/her concerns to the wider image and in focusing, consciously, his/her activities in a context that is wider.

Here, the impact of modifying patterns of the Indian educational system in the light of their Philosophies in the terms of 'Spiritual Intelligence' has been analysed in depth. In fact the inclusion of

components of Spiritual intelligence in education programs can be useful not only in the field of Education, but in all the fields starting from the rural , agriculture to the urban, industrial, government concerns throughout the nation, and Global.

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## 11. Use of Pranayama in stress management

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**Panvel**

### **Abstract**

Today workload of teachers has increased. Besides teaching, teachers also need to arrange many curricular and co-curricular activities and maintain the records of these activities. This adds to the stress level of teachers.

Pranayama and meditation exercises are some techniques of relaxation. For this study 100 student teachers are randomly selected. Questionnaire is given to know about their stress. Then some sessions of pranayama and meditation are conducted and studied the effect of Pranayama on stress.

**Key Words:- Stress, Stress Management, Pranayama**

### **Introduction**

Today student teachers and teacher educators are going through the phase of stress. Meditation exercises such as breathing help to connect body and mind. Although meditation can be practiced alone, it is frequently used with relaxation exercises like Pranayama. Meditation is a very effective method of relaxation. Person can get the added benefit of a mind-body approach that can help one to relax and energize. One can do meditation at home as well as at work place.

### **Stress**

According to Wikipedia -Stress is your body's way of responding to any kind of demand or threat. When you sense danger-whether it's real or imagined-the body's defences kick into high gear in a rapid, automatic process known as the "fight-or-flight" reaction or the "stress response."

In psychology, stress is a feeling of strain and pressure. Stress is a type of psychological pain.

The stress response is the body's way of protecting

us. When working properly, it helps us to stay focused, energetic and alert. In emergency situations, stress can save our life by giving us extra strength to defend ourselves, such as spurring us to slam on the brakes to avoid an accident.

Stress can also help us to meet challenges. It's what keeps us on toes during a presentation at work and sharpens our concentration when we are attempting the game-winning free throw, or drives us to study for an exam when we would rather be watching TV. But beyond a certain point, stress stops being helpful and starts causing major damage to our health, mood, productivity, relationships and quality of life.

### **Impact of stress**

- Anxiety
- Irritability
- Insomnia
- High Blood Pressure
- Elevated Heart Rate
- Increased Intestinal Motility Surface.
- Biochemical Imbalance
- Increased Breathing
- Muscle Tension

### **Stress Management**

According to Wikipedia Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of improving everyday functioning.

There are various techniques for stress management some of them are Pranayama, Yoga and Meditation

### **Pranayama**

- According to Wikipedia Prāṇāyāma (Sanskrit:

Prāṇāyāma) is a Sanskrit word alternatively translated as “extension of the prāṇa (breath or life force)” or “breath control.” The word is composed from two Sanskrit words: Prana meaning life force (noted particularly as the breath), and either ayama (to restrain or control the prana, implying a set of breathing techniques where the breath is intentionally altered in order to produce specific results) or the negative form ayāma, meaning to extend or draw out (as in extension of the life force). It is a yogic discipline with origins in ancient India.

• According to Hata Yoga “Pranayama is control of Breath”. “Prana” is Breath or vital energy in the body. On subtle levels Prana represents the Pranic energy responsible for life or life force and “ayama” means control. So Pranayama is “Control of Breath”.

• One can control the rhythms of Pranic energy with Pranayama and achieve healthy body and mind.

### Need of study

Today every person is suffering from stress. As researcher is working with teacher training institute aware about stress faced by student teacher. Pranayama is a technique for stress management. So researcher wants to study whether Pranayama is useful for stress management of student teacher.

### Objectives of the Study

- To know about stress students harbour.
- To know about the usefulness of Pranayama for stress management.

### Scope and Limitation of Study

- This study includes views of student teacher on use of Pranayama for stress Management.
- This study is restricted to student teacher in B.Ed. colleges affiliated to University of Mumbai.

### Methodology

- Researcher used survey method to collect data.
- Researcher prepared questionnaire to know about stress harboured in student teacher.
- Researcher validated this tool from 5 education expert.
- Researcher collected information about stress of student teacher before Pranayama sessions using

questionnaire.

- Researcher conducted Pranayama sessions.
- Researcher collected information about stress of student teacher after Pranayama sessions using questionnaire.
- Researcher analysed the collected data and drew results subsequently.

### Sample

- Two B.Ed. colleges one from Mumbai and one from Panvel region are selected for study.
- 50 Student teachers are randomly selected from each B Ed college.
- Total 100 students are randomly selected for study.

### Tool

- A standardized scale developed by Dr. A K. Srivastava and Dr. A.P. Singh was used for stress among student teachers.
- Pranayama Techniques:-Different types of Pranayama techniques are there. Out of that Natural Breathing, Deep breathing, Anulom -Vilom, Cooling Breathing (Sheetali and sitkari), Ujjayi and Bhramari are selected. These sessions conducted for half hour per day for a month.

### Statistical techniques

Analysis and interpretation of the data has been done in the form of tabulation and percentage.

### Analysis

1. 95 % students had high occupational stress.
2. 90% students said that they feel stress while preparing and giving lesson.
3. 80% students said that they feel stress in class control.
4. 99% students said that they feel stress in conducting various activities in internship.
5. 70% students said that they feel stress in completing practical works.
6. 89% students said that pranayama is useful for peace of mind.
7. 90% students said that Pranayama is useful for managing stress at personal level.
8. 80% students said that Pranayama increases energy

required for listening of lectures.

9. 90% students said that Pranayama is useful for self-discipline and self-control.

10. 80% students said that Pranayama is excellent training for Student teachers, both in a form of physical exercise and breathing

11. 80% students said that Pranayama promote relaxation, reduce stress and improve overall mental health and few medical conditions like premenstrual syndrome.

### Findings

1. All the student teachers had high occupational stress.

2. Student teachers have stress as they are in the role of teacher in practice teaching school. They are preparing lesson plan and giving lesson in school as a part of internship.

3. All student teachers are facing class control problem.

4. Student teacher has stress as they need to prepare for their examination and at the same time they need to conduct various activities in teacher training institute.

5. Students are having stress while completing various practical works.

6. Most of the student teachers feel that Pranayama is useful for peace of mind.

7. Most of the student teachers feel that Pranayama is useful for managing stress at personal level.

8. Most of the student teachers feel that Pranayama is increased their energy of listening to lectures.

9. Most of the student teachers feel that Pranayama is useful for self-discipline and self-control.

10. Most of the student teachers feel that Pranayama is excellent training for Student teachers, both in a form of physical exercise and breathing

11. Most of the student teachers feel that Pranayama promote relaxation, reduce stress and improve overall mental health and few medical conditions like premenstrual syndrome.

### Conclusions

1. Pranayama are useful to maintain peace of mind for Student teachers.

2. Pranayama helps to reduce stress in practice teaching, as Pranayama techniques are useful for self-control.

3. Regular practice of Pranayama helps student teacher to concentrate in their daily work and control their mind.

4. Reduction in stress increases sleep which in turn helps the sound mind and soul for Student teachers.

5. Pranayama increases energy which can help during long lectures.

6. Pranayama reduces blood pressure which is important for mental health.

7. Pranayama can be an excellent training for Student teachers, both in a form of physical exercise and breathing.

8. Pranayama is useful for focus, mindfulness and stress relief.

9. Teacher training institutes have to incorporate yoga into their Physical Education programs.

10. Pranayama helps to improve the self-discipline, self-control, leading to immense amount of awareness, concentration and higher level of consciousness.

11. Pranayama has been studied and may be recommended to promote relaxation, reduce stress and improve overall mental health and few medical conditions like premenstrual syndrome. It is particularly promoted as a physical therapy routine and as a regimen to strengthen and balance all parts of the body.

12. Pranayama is considered to be a low-impact activity designed exercise program, increasing general health and stamina, reducing stress and improving those conditions brought about by sedentary lifestyles. There are no real downsides to practising Pranayama.

13. Despite everything there is a growth in number of people practising Pranayama on a regular basis and the demand for Pranayama classes with instructors.

14. Because of Pranayama Student teachers learned to believe in their self.

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## 12. A study of effectiveness of ICT in Raigad zilha prishad primary school Amtem , pen, Raigad.

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### **Abstract:-**

ICT has been the most talked of the game changer in education in recent ERA. The most ambitious project by the Maharashtra government digital school and E-learning in Maharashtra primary schools for that government provide digital equipment s,oft wear hardwear for some schools.so many schools dId this with CSR founds and loksahbhag means with help of community support and help or contribution . Here in these digital schools teachers use laptop, projector, smart TV, mobile, internet, YouTube ,mobile apps, tab and other digital tools and E-content for primary educations In schools specially in zilha parishd schools. The present study is an attempt to understanding effectiveness of ICT .in teaching learning process as well as quality education of Raigad zilha prishad primary school Ametm .

### **Important of this study .**

Today's era is era of IT, BT, NT, so in this era we have to use ICT in our classrooms for quality education because these ICT tools help teachers and students to deal nicely while teaching learning processes its helps teacher to explain dedicated text content and concepts of subject and its provide help to the students for practice and drill.

### **Objectives; -**

To provide ICT tools in classroom for primary education

Improve teaching learning process with help of ICT

To give quality education

### **Variable;-**

ICT tools and student study group.

Research Method/methodology

Experimental method is used in this research

Hypotheses

ICT helps for quality education in primary schools.

Scope and delimitations of study.

This study is limited for Raigad zilha prishad primary school Amtem. Students from first to seventh std student for educational year 2017 and 2018.

### **DEFINATIONS;-**

School School it is primary school run by Raigad zilha prishad in Amtem village at pen block Raigad district

ICT .information and technology tools which base on computer and other digital tools and technic

### **Introduction and importance:-**

Today's era is era of science and technology era in this era everyone use technology in day to day life, because it helps us to save time and money .use of technology in education help us to improve our teaching learning process and quality education if we use ICT in classroom it helps for developing LSRW skills because it provide audio visual experience this audio video experience impact on learning process. ICT helps for conceptual understanding. Its helps teachers to help and guide each and every student. Its provide students guidance and help in their own learning speed and path. it helps larger class and time even ICT provide help students for self-evaluation's . ICT provide more and more opportunity for drill and practice .we can



save responses of the students help them and to give proper answers and understand the content easily .for example we teach word duck while teaching, we write it on black board pronounce it show them picture of duck, live video of duck its sound quack .movement surrounding of duck . its help to understanding the concept.it create healthy and child centered atmosphere in classroom .while dealing with primary class students basically constructivism is used ICT also help for this process to learn by fun.

In multi graded classrooms teacher try to pay attention to every child but every time it's not possible. ICT help those teachers and students also to learn with their learning and grasping speed .audio video, animations ,moving objects ,use of sound, music colorful appearance attract students and create interest and concentration in that content or text . while doing evaluation CCE (continues comprehensive evaluation) is use ICT also help teacher and student in that process .while using ICT teacher can record students oral , practical, written response of evolution .students can also check their self-progress and correct their mistakes with practice if the student record is maintain by using ICT . some ICT software give them motivation prays them for good work .bye giving them stars claps Ext ICT tools create engaging enjoyment and give students opportunity to revise, recall and practice on one click .if teachers use ICT tools in their classrooms its help in teaching learning process .and get better result it provide help for quality education .

While teaching reading skill ICT helps how to pronounce the word .its intonation pattern and all .it's also very use full while working with child with special need .(CWSN)students. There are so many application, software ,open source free offline educational study material on internet now it's easily available on our mobile phones also. Mission digital school create great impact on primary schools in Maharashtra, laptops, projectors, tabs, LCD led TV .android TV help .teachers and students for ELearning.

There are so many free offline apps are available on play store for educational use like Alphabets, grammar, maps, formulas, animal anatomy, science, geography

apps mathematics which is usefull to all buddies. Even there are so many soft wears are available which include text content and more advance reference content for study and competitive exams .we can get better result in academic and all over students development with the help of ICT tools in classroom. ICT tools help teacher's in maintain their daily classroom routine work like school records and official works. It is more helpful in maintain summative records of every students and formative evaluation. These are all positive things of ICT. But it's very important each and every time we need to keep proper balance of using ICT in classrooms ,for that we need to keep on asking question ourselves why, when where, for whom and how much use of ICT tools in classroom. It gives better result than traditional method .while using ICT positive attitude is must and focus must be on objectives of curriculum.

#### **Review of research work**

While doing this research experimental method is use .in our whole school we took pretest of language and mathematics of all students as well as did formative evaluation and keep its record after that we use ICT tools like interactive projectors ,LED, LCD TV ,laptop, computers ,tabs and mobiles, educational software, open source educational materials mobile applications ,YouTube videos and internet resources . we use MITRA and DIKSHA apps which launch by Maharashtra government and Indian government. Using combination of traditional methods and regular use of ICT tools and E-Learning practice and feedback it helps us lot and. we observe lot of improvement in students achievement of language and mathematics skills and allover progress. Most important thing is time management. Concentration span of children is 7 to 10 minutes so use these ICT tools in proper way .it can be consume in many ways like use of ICT before teaching after teaching, remedial teaching while teaching in between for partice and evaluation its depend upon teachers creativity and students age group.

Findings, Outcomes and some observations of this

research

Students enjoy learning with ICT tools.

They took active part in activities and quick response

time bond must be needed

Teacher used these tools with creatively for better result for example

For motivation singing dancing dramatization for conversation presentation of practical and project work. Story telling.

Digital technology is important but active participant and presentation of teacher is very important it's not substitution of living teacher it is a supplementary tool.

Practical and live teaching experience is most important thing while daily teaching there is no option to these experiences

Teacher must be update and take active participation in searching new tools and technology and awareness of its uses.

Each and every time it's not need to use readymade educational materials teacher should prepare E Content

as per student's requirement and locality for that teacher must attend CPD workshops and ICT workshops government and school authorities must provide them these opportunity and platform for teachers and give them motivation for progress.

In short we can say digital technology is very essential in education but while using this technology and ICT parents and community support play very important role it is a pathway of progress and quality education with proper awareness. Its empowering parents teachers to empower their students.

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## 13. Enhancing Engagement in Mathematics Learning of Vth grade Students through Multiple Intelligence Strategies.

**Dr. Amol Parab (Research Scholar,**  
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### **Abstract:**

The aim of the study was to develop a modular program to use students' multiple intelligence strengths to attain initial conceptual understanding and to enhance their engagement in Mathematics. Gardner's Multiple Intelligence (MI) theory can be adapted to any other mathematical concept or skill. The main objective of the research was to study use of MI in Mathematics class to enhance student engagement in Mathematics learning. The study was conducted on grade V students in private schools. A pre-test – post-test non-equivalent group design was used. Data was collected through standardized tests on Student Engagement, behavioural observations and observer's perceptions. The main findings of the study are as follows :(i.) Achievement in Mathematics improved significantly for students exposed to MI strategy. (ii.) The exposure of MI strategies has a positive impact on the student's engagement and achievement in their learning of Mathematics. (iii.) The level of engagement increase students in terms of active responses was higher for experiment group as compare to control group.

**Keywords: Students' Engagement, Mathematics Learning, Multiple Intelligence**

### **Introduction:**

"Mathematics is the key to opportunity..... For students, it opens doors to careers. For citizens, it enables informed decisions. For nations, it provides knowledge to compete in a technological economy."  
—National Research Council (1989)

The current times point strongly to the need

to investigate alternative methods to traditional methods of learning Mathematics. In the present times, where students have several self learning opportunities, there is a need to design programs where the intellectual strength and personal interest of students will be addressed. Also there is a need to examine what and how Math is taught in classrooms.

Mathematics ideas are learnt via constructive or building processes (Von Glasserfield, 1991). So the way of teaching and opportunity to construct the Mathematical ideas in the classroom influence and determine student interest.

Gardner provides a framework to address the diverse ways that students learn and their learning styles. Howard Gardner's Eight intelligences is a potential model to apply to Mathematics Learning and catering to individual differences with uniqueness. Gardner's theory of multiple intelligences encourages us to scan our attitudes toward Mathematical learning so that each student can learn in a more unstressed environment.

The focus of this study was to explore the use of MI in Mathematics learning. The main purpose of the study is to enhance students' engagement in Mathematics learning through multiple intelligence strategies.

### **Aim of the study:**

To develop a modular program to use students' multiple intelligence strengths to attain initial conceptual understanding and to enhance their engagement with Mathematics.

**Objectives of the study:**

1. To develop a modular programme to teach Mathematics to use children's multiple intelligence.
2. To implement a modular programme to teach Mathematics to use children's different intelligence.
3. To compare the pre-test achievements scores and post-test achievement scores of the control group and the experimental group.
4. To compare the pre-test achievement scores of control group and the experimental group before implementing modules of multiple intelligence strategies.
5. To compare the post-test achievement scores of control group and the experimental group after implementing modules of multiple intelligence strategies

**Limitations of the Study:**

Limitations are the conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. A limiting factor could be the varying motivation levels of students participating in the research due to various constraints in the School and the continuous activities like tests, examinations, etc. Another limitation in this study could be the paper pencil tests since such they do not take into account factors like fatigue and mood of the students. Although the tools prepared by the researcher have been subjected to content validity by various subject and research experts, to reliability, item analysis and such rigors, there still could be items that could be unspecific/ irrelevant/ not understood for the particular sample used in this experiment. The Inventory used in the study involves qualitative interpretations, have multiple responses and hence are subjective. The behaviour of the students are self-reported and not verified through gathering evidence of actions carried out by them. The medium of instruction of the entire program was English and the tests have been

prepared in English and although translations were provided orally to students who asked for it, it is assumed that all students have a reasonable level of understanding and ability to respond and express in English

**Methodology:**

The present study is aimed at to develop a modular program to use children's different intelligence strengths to attain initial conceptual understanding of some concepts mathematical; therefore the method adopted here was Experimental Method. Comparisons were made between the groups and effect was be estimated.

In the present investigation, the researcher used the non-equivalent control group design of quasi-experimental typed.

The pre-test – post-test Non-equivalent group design, which is described symbolically as follows:

O1X O2

O3 C O4

Where,

O1 and O3 - Pre-test scores

O2 and O4 - Post-test scores

And,

X: Experimental group

C: Control group

The difference of the means of O1 and O3 scores and the difference between the mean of O2 and O4 scores are tested for statistical significance.

**Sample of the study:**

For the purpose of experimentation the study included students studying in Vth standard in English medium school from Mumbai region. The schools were selected randomly using Lottery Method in which one was assigned as experimental group and other as control group.

Thus the sample was selected by using three stages simple random sampling method processes. At first stage two schools were selected using simple

random sampling technique (lottery method). At the second stage two schools will be assigned as experimental and control groups. At the third stage students were selected using incidental sampling technique as intact classes of two different schools. The sample size to be included in present study was more than 35 in each group.

**Nature and composition of the Total sample of students**

Group	No of boys	No of girls	Total
Experimental Thakur Vidyamandir High School	33	20	53
Control Thakur Shayam Narayan School	31	20	51
Total	64	40	104

**Tools used of the study:**

1. Multiple Intelligence Test by Laura Candler (2014)
2. Students’ Engagement Inventory by Tracy Thomas Brown(2009)

In addition, researcher made the following tool Achievement Test in Mathematics: Researcher prepared an achievement test in mathematics for students of 40 marks with question of different question of Knowledge, Understanding, Application and Skill level. The pre pilot study was done in order to carry out an item analysis and establish the validity of the achievement test. The reliability of achievement test was done by spilt half method and reliability was found to be 0.89 which was calculated by Pearson’s ‘r’. Test Retest method showed the value of 0.88

Researcher also used the observation technique with the help of rubric to study student’s behavior

**Intervention program:**

Instruction Modules to teach Mathematics through Multiple Intelligence Strategies was developed to serve as intervention. The modular program for Mathematics to teach the students was developed by the researcher as a part of the research program. The objectives of the program were to teach the content of Mathematics through Multiple intelligence and develop the strategy to engage students.

The content of the programme included knowledge about various concepts in Mathematics like operations, fractions, measurement etc. in std Vth .

Most of the sessions of Modular program had planned lessons, clips, structured discussion activities, critical analyses, group tasks, work-sheets and small group activities of making learning tools to make the student active participants in the program. All the sessions were delivered face-to-face by the researcher.

**Hypothesis of the study:**

- i. There is no significant difference in the pre-test achievement scores and post-test achievement scores of the experimental group.
- ii. There is no significant difference in the pre-test achievement scores of the control and the experimental group before implementing modules of multiple intelligence strategies.
- iii. There is no significant difference in the post-test achievement scores of the control and the experimental group after implementing modules of multiple intelligence strategies.

**Main findings of the study :**

1. There is a significant difference between the mean scores in the Pre-test and Post-test of experimental group and that the achievement in Mathematics in the Post-test is significantly higher than the Pre-test of the experimental group

**Table 1.1**

Difference in the Mean Scores of the Achievement in Mathematics in the Pre-test and Post-tests of the **Experimental Group**

Group	Test	N	Mean	SD	't'-ratio	Level of significance
Experimental	Pre	53	6.17	2.14	8.90	Significant at 0.01 level
	Post	53	39.21	6.39		
For df 102 't' = 1.97 at level 0.05 and 't' = 2.59 at						

2. There is no significant difference between the mean scores in the Pre-test of control and experimental group.

**Table 1.2**

**Difference in the Mean Scores of the Achievement in Mathematics in the in the Pre-tests of the Control and Experimental Group**

Group	N	Mean	SD	't'-ratio	Level of significance
Control	51	27.75	8.09	0.35	Significant at 0.01 level
Experimental	53	28.25	6.17		

4. There is a significant difference between the mean scores in the Post-test of control and experimental group. And that the achievement

in Mathematics of the Post-test for experimental group is significantly higher than the control group

**Table 1.3**

**Difference in the Mean Scores of the Achievement in Mathematics in the in the Post-tests of the Control and Experimental Group**

Group	N	Mean	SD	't'-ratio	Level of significance
Control	51	35.51	6.05	3.03	Significant at 0.01 level
Experimental	53	39.21	6.39		

The exposure of MI strategies has a positive impact on the student's engagement and achievement in their learning of Mathematics

**Other Findings:**

The qualitative analysis on the basis of observations helped to conclude the following:

1. Achievement in Mathematics for operations, fractions, factors, measurements improved significantly for students exposed to MI strategy.

2. The level of engagement in terms of active responses was higher for experimental group as compared to control group. The students show attentive behaviour and expending mental effort in the leaning tasks given. Also they are making active responses to the learning Mathematics tasks presented like factor machine

3. The probable factor for performing well by students exposed with MI was due to increase in interest in learning by new and innovative

method like creating a models with paper and also drawing their thoughts related to some topics like multiplications, symmetry etc.

**Conclusion:**

The research was very productive and fruitful however All topics could not be easily adapted to MI strategies. The process to teach through MI is quite intense and laborious. More research into simplifying its application for teachers is required. Also adaptation of these lessons with use of technology will make it far more effective for training as well as students learning of Mathematics.

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## 14. Issue and Concerns of Quality improvement by QCI

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### **ABSTRACT:**

Quality is not an absolute concept but a multidimensional and dynamic word. Quality assessment of an institute is judged in terms of "Fitness for the purpose" It is the process of analyzing input, process and output of the institution in terms of vision, mission and goals of the institution. Quality assessment is a standard practice in developed & many developing countries. In 1994 the government of India (MHRD) and University Grants Commission (UGC) established NAAC to assess quality of higher education institutions in India. NAAC is an autonomous organization which created quality culture and quality sustenance movement in HEI in the country. Along with higher learning colleges teacher education colleges were also assessed and accredited by NAAC. Recently NCTE took decision to discontinue the mandate with NAAC and instead work with Quality Council of India (QCI), an autonomous agency under the department of industrial policy and promotion. NCTE justified that NAAC was supposed to assess 17000 to 18000 TEI during 2002 to 2017 but it could assess only 1522 TEI during the period of 15 years.

**Keywords:** Liberalization, Privatization, Globalization, Quality enhancement, Quality sustenance, Assessment & Accreditation- monitoring, Affidavit, Teacher, Educational enterprise,

### **INTRODUCTION:**

NCTE withdrawn mandate with NAAC & joined hands with QCI to design and operationalise a new accreditation and ranking framework for all TEI in the country. QCI started working on the basis of data

supplied by the TEIs through Affidavit, E-monitoring & Self Assessment report. QCI is targeted to assess all TEI who submitted Affidavit and answers to show cause notice by NCTE. AS per NCTE appeal 11474 TEI filled Affidavit to NCTE whereon QCI started working. QCI is supposed to assess all TEI up to April 2018 and rank top 100 TEI in the country. QCI is an autonomous organization set up in 1996 by the Government of India, Indian Industry Association, Associated chambers of commerce and industry of India (ASSOCHAM). QCI is governed by 38 members including chairperson and secretary general. The chairperson is nominated by the prime minister of India. Currently the chairperson is Mr. Adil Zainulbhai an alumni of Harvard Business school. QCI members are selected from the Government, industry and various stakeholders. The mission statement of QCI is to lead quality movement in the country by involving all stakeholders. The emphasis of QCI is on adherence to quality standards in all aspects of institutional functioning. The activities include promoting and protecting interests of nation and its citizens. The main objective of QCI is to lead national Quality Campaign aimed at creating awareness amongst Indian citizens to demand quality of products in all spheres. QCI operates national assessment & accreditation programmes for various service sectors such as education, healthcare, environmental protection, governance, social sector, infrastructure sector, vocational training etc. Major feature of QCI is development and application of third party assessment model for government regulators organization and society. QCI promotes competitiveness in Indian enterprise through quality management standards. Main objective of the Paper is



to discuss the issues & concerns related to Pillars of Assessment by Quality council of India (QCI)

**Methodology of QCI**

The assessment process will undergo the data collected by NCTE through the following:

- (1) Mandatory Affidavits
- (2) Replies by TEI to the show cause notice who did not submit the Affidavit
- (3) GIS data submitted by TEI
- (4) E- monitoring of TEI websites
- (5) Data submitted by TEI at the time of recognition

**Assessment Steps**

Step One: Registration on TeacheR

Step Two: Successful completion of Self evaluation form

Step Three: Four staged Assessment Process

(a) Online Registration by paying 174000 & filling of Self evaluation Form

(b) (DA) Desktop assessment (15 days will be given to TEI to fulfill the non compliance (c) Field visit for verification & validation of data.(AV recording & testing )

(d) Ranking & accreditation (A, B, C, D) Status ‘A’ for Five years, Status ‘B’ for three years, Status ‘C’ call to assessment for each year, Status ‘D’ for Fail ( Closing down the TEI)

**Pillars of QCI Assessment**

Pillar	Weight age
Physical Assets	10%
Academic Assets	20%
Teaching- Learning Quality	30%
Learning Outcomes	40%
Total	100%

**Major focus of Assessment ( 70%)**

PILLAR: 3 TEACHING & LEARNING QUALITY (30%)				
Key	Area	Quality aspects	subcomponents	Indicator
A	<b>Teaching &amp; learning Quality</b>	Teaching & learning Quality	Audio_ Video recording of Classroom lessons	Teacher Educa-tors Lesson

<b>PILLAR: 3 TEACHING &amp; LEARNING QUALITY (30%)</b>				
Key	Area	Quality aspects	subcomponents	Indicator
A	Learning Outcomes	Attitude, Skills & Knowledge( ASK)	Proctored test	Scores in Proctored test & Internal Examination
		<b>Student teacher ability</b>	Practice teaching	Video recording of practice teaching ( 10 Min. Lesson )
		Examination scores	Performance in Exam	percentage of marks in internal Exam & External Exam
		Programme Impact	Performance in Teacher Eligibility Test	TET/ S- TET/ JRF/ SRF. Evidence showing names of students appeared& Cleared the test
			Higher Studies	Names of college, University/ Course of previous batch students

**Challenges**

- Challenges to designate quality of teaching & learning
- Challenges of learning outcome management
- Issues of developing Attitude, Skills and Knowledge of trainee teachers
- Concerns related to Practice teaching & Internship
- Problems pertaining to Video recording of l Practice lessons
- How to manage gap between Internal & External assessment of student teachers
- Issues related to imbibe gap between theory and practice
- Alignment of Examination scores and Performance
- Performance in Teacher Eligibility Test (TET)
- Programme Impact Management
- Problem of Management of Post TEI record of Students
- Problems in Financial Management
- Challenges related to Infrastructural Compliance

- Issues related to Human resource Management
  - Concerns related to learning resource Management
  - Problems of human performance management
- According to NAACs methodology quality assurance primarily intends to achieve vision mission, goals and objectives of the institution which has not been taken into consideration in new assessment & accreditation process through QCI by NCTE.
- Quality enhancement is self oriented, self evaluative and basically driven by internal environment rather than external environment. The subsequent stages of assessment by QCI are more technical & external which created confusion and unrest among the teacher education institutions across the country.
  - NCTE needs to review the existing scenario of teacher education programmes in the country and develop comprehensive guidelines regarding mandatory compliance incorporated with Physical assets, Academic assets, Teaching & Learning quality and learning outcomes. TEI as a system there is proper linking between input--- process and output of the system. At present input of TEIs is in problem mode, how can the process standardized? How could the quality of product be testified?
  - The mission statement of QCI is to lead quality movement in interest of citizens of nation. Previous experience of recognizing TEI by NCTE is not good. How the overall assessment process could be made more consistent to support greater transparency & made reliable to the citizens of India?
  - Rational of NCTE: NCTE advocated that ranking & accreditation framework will unlock the potential of teacher education in the country. The emphasis of the framework is more on Learning outcomes and teaching-learning quality. NCTE stated that quality of TE is an important determinant of change to achieve learning outcome in schools. Further it prevail that previous regulatory framework does not promote excellence. NCTE ensured that proper implementation of this theory of change is distinctive in manner; it rebalances the emphasis between inputs such as land, building, teachers and outputs such as learning outcomes. It also recognizes the need to have a variety of teaching methods and therefore uses both quantitative & qualitative tools, while taking long term view to sustaining excellence through regular assessment and

ranking. Finally NCTE strictly warned that well intentioned TEI will have the right intensive to continuously strive to improve and those engaged in malpractices will be forced to exit the sector. According to NCFTE 2014, TEI are proposed to appoint teaching faculty for foundation course, pedagogy course, Physical Education, Drama art & Craft etc. what about the existing staff? Some colleges have already appointed foundation based faculty whereas some have appointed method based faculties. There is no similarity even in the same university system. State Govt. is not in position to implement the new guidelines incorporation with old pattern. NCTE should set up a separate Teacher Education Assessment and Accreditation Centre (NEAAC) in close coordination with state Government, UGC and State universities instead of QCI'

Past Experience of NCTE: Past experience of quality scaling & quality mapping in TE is found defective & problematic. It is uncertain that private players may or may not adhere the framework. There is significant variance between expected and actual quality. Unless the teacher education norms are observed strictly by both 'a' and 'b' type of institutions quality in teacher education programme will be a utopia.

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