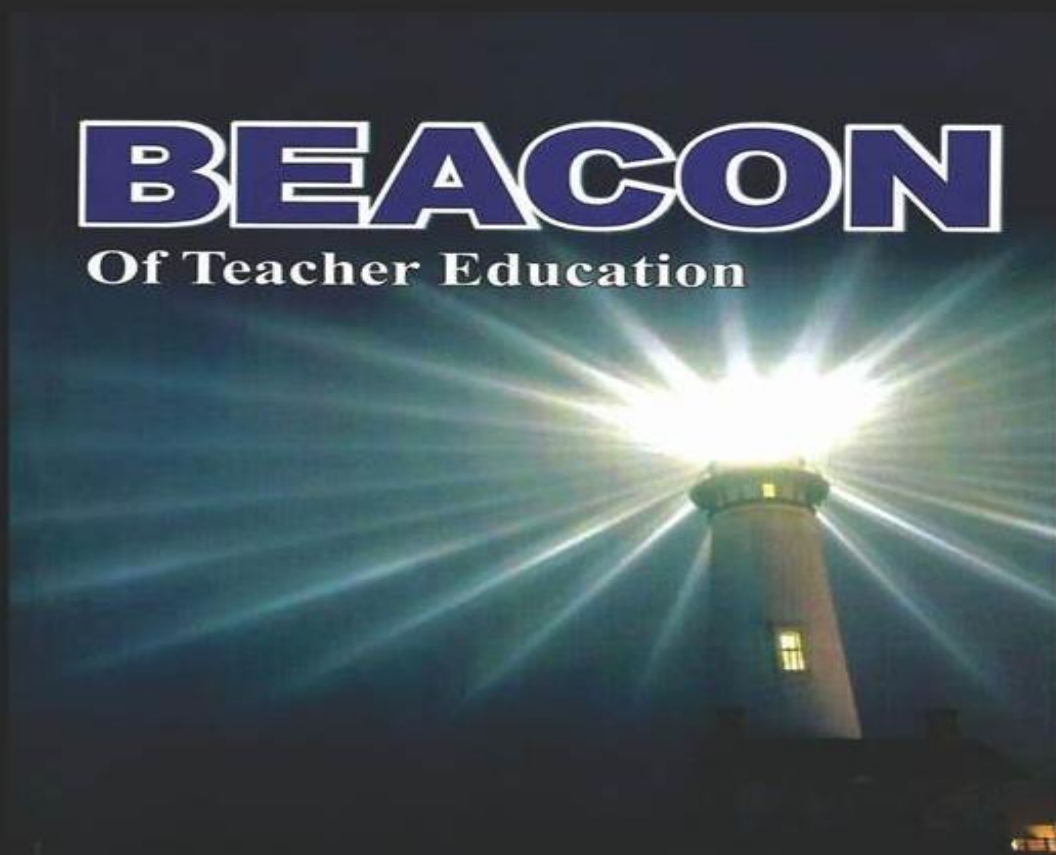


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# BEACON

Of Teacher Education



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



# **BEACON**

## **Of Teacher Education**

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

### **Editorial**

In the realm of education, teachers are the guiding 'Beacons' that shape the minds and futures of countless individuals. As the demand for quality education continues to grow, the importance of teacher education cannot be overstated. It is through innovative, effective teacher training and ongoing professional development that educators gain the necessary tools to nurture the talents and potential of their students.

Teacher education is not a static process. It is an on-going journey of learning, growth, and adaptation. In an ever-evolving educational landscape, educators must be equipped with the latest research, methodologies and best practices to foster optimal learning experiences. The 'Beacon of Teacher Education' has been steadfast in its commitment to providing a platform for the exchange of innovative ideas, research findings, and practical strategies that empower teachers to enhance their skills and effectiveness.

'The Beacon of Teacher Education' serves as a lighthouse, guiding educators towards evidence-based practices.

In this context, it gives us immense pleasure to publish our college's annual research journal, 'BEACON of Teacher Education'. I am extremely thankful to all members of the Peer Review Committee and all the stakeholders who have made this journal possible. I would also like to give my special thanks to all known and unknown hands responsible for the compiling and editing of this research journal.

**Dr Suvidyaa Mahesh Sarvankar**  
**I/C Principal & Chief Editor**

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**1. A STUDY OF THE EFFECTIVENESS OF DRAMATIZATION  
METHOD TO TEACH ABSTRACT HISTORICAL CONCEPT FOR  
STUDENTS OF STANDARD VI.**

*Dr. Jayprabha Asore  
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Govt College of Education  
Panvel*

**ABSTRACT**

A systematic, written account of events particularly of those affecting a nation, institution, science, or art, and usually connected with a philosophical explanation of their causes; a true story, which relate simply the facts and events of each year, in strict chronological order; from biography, which is the record of an individual's life; and from memoir, which is history composed from personal experience, observation, and memory subject and creates curiosity to learn more.

**INTRODUCTION**

It is the branch of knowledge dealing with past events continuous, systematic narrative of past events relating to a particular race, country, period, person, etc., usually written as a chronological account it may also be referred to as the aggregate of past events. It is the record of past events and times, especially in connection with the human race.

**NEED OF STUDY**

The need for this study was felt because the student's interest in learning more about the history and culture of Ancient India was noticed to be declining. Therefore, in order to make the learning more interesting and meaningful the Role Play was designed, conducted and interpreted by the students themselves.

**SELECTION OF PROBLEM**

There are many students who lack motivation. Many students are low performing who are not engaged in active learning and do not seem interested in History. Pupil enjoy doing and learning about History. Hence dramatization or Role Play helps pupil to focus on the ore.

**STATEMENT OF PROBLEM**

A study of the effectiveness of Dramatization method to teach abstract historical concept for students of standard VI.

**OBJECTIVES**

1. To identify the problem faced by student while learning through traditional method.
2. Use Dramatization method for students while learning.
3. To compare the effectiveness of the treatment.

**HYPOTHESIS**

Null hypothesis: There is no significant difference in pre-test and post-test of achievement.

**ASSUMPTION**

- a. Students should have knowledge about different kingdoms of the past.
- b. Students should be aware about the basic chronology in studying history.
- c. Students should be able to understand the stories related to kings and rulers.

- d. Students should at least know that history is a subject that tells us about the causes and consequences of events.

### **SCOPE**

The students of standard VI of Peoples Education Society High School & Junior College in CBD Belapur, Navi Mumbai are included in the research.

### **LIMITATIONS**

1. The research is limited only for students of standard VI-A Peoples Education Society High School & Junior College in CBD Belapur, Navi Mumbai.
2. The research is limited to effectiveness of Dramatization as a teaching methodology.

### **SAMPLE**

The researcher has selected only 30 students of standard VI-A from Peoples Education Society High School & Junior College in CBD Belapur

### **TOOLS OF DATA COLLECTION**

There are various tools and techniques available for data collection in research. They are classified as:

1. Inquiry term.
2. Observation
3. Achievement test

An Achievement Test is a test of developed skill or knowledge. The most common type of achievement test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction. Achievement Tests are often contrasted with tests that measure aptitude, a more general stable cognitive trait.

Achievement Test scores are often used in an educational system to determine what level of instruction for which a student is prepared. High

achievement score usually indicates a mastery of great level material and the readiness for advanced instruction. Low Achievement scores can indicate the need for remediation or repetition of a country grade.

### **TEACHING MATERIAL USED.**

While using traditional method for an effective lesson, the researcher makes proper use of certain teaching materials like a White board and a Text Book, for ensuring whether the lecture was effective and the students had understood the lesson.

### **REASON OF SELECTING THE TOPIC**

Students know and are keen to learn History. So, in History they must know that it is a collection of events and happenings of the past rulers and kings. Their basic knowledge of History is there. Researcher has selected this topic for making the base clear of the rise and fall of the Mauryan Kingdom for the students.

### **LESSON PLAN ACTIVITY.**

According to the Herbartian Approach, there are five pointers for writing a lesson plan.

They are as follows: -

#### **1. PREPARATION**

Here the learners are prepared for receiving new knowledge, once they are mentally prepared, then they are able to receive the subject matter easily. In this step, nothing new is learned, the relevant old knowledge is marshalled, and the pupil is made ready to receive the new.

#### **2. PRESENTATION**

At this step the teacher presents the learning material before the students. Sometimes he uses narration, question-answer method, exposition, and explanation, verbal illustrations, maps,

pictures, drawing board etc. so that the learners are able to grasp it.

### **3. COMPARISON AND ASSOCIATION**

The teacher here tries to compare the newly learnt matter with the already learnt. This step is related with the task of strengthening the acquisition of newly learnt subject matter. It is based on the assumption that the child's knowledge grows through comparison and association.

### **4. GENERALIZATION**

It means to arrive at some formula, principles or laws. As far as possible, the teacher should teach in such a way, that the students are themselves able to draw out conclusions. The conclusions made by students may also be wrong or incomplete.

The teacher should help them correct and incomplete them. This step involves reflective thinking because the knowledge acquired in presentation is systematized and that leads to generalization.

### **5. APPLICATION**

The Knowledge acquired is applied to different situations and thus more knowledge is provided to the learners. If knowledge is not applied in the discovery of further facts, it might lose half of its value. The more the application of subject matter, the greater is the learning. Thus, we can say that practice, recapitulation, previous knowledge testing and home assignments are all ways of application. These steps test the validity of the generalization arrived at by the pupils.

### **CLASS ACTIVITY**

In the present research, the investigator started presentation with the help of a set induction. After the topic was introduced, the presentation began, with the help of various pictures and the previous

knowledge as well as the class environment was also explored.

At the end, a time limit was given for student to prepare a Role play/Skit on any one major incident that was significant in The Mauryan Kingdom. The class was divided into two groups and each group got a chance to choose an incident, write dialogues, choose characters and then enact the scene.

Finally, an assignment sheet was given to the pupils, in which students had to fill in by ticking the correct choice and thereby defining the importance and Effectiveness of Role play in teaching History.

### **ACTUAL IMPLICATION AND REMEDIES**

For actual implications and remedies, the research takes experimental method and the researcher has the single-group method:

Xi-----O-----Xii

Where, Xi denotes the pre-test.

Where O denotes the treatment.

Where Xii denotes the post-test

The total action research conducted in the school can be roughly divided into 3 stages. The first begin pre-test phase, followed by the treatment given accordingly and finally the post-test phase. Now let us discuss each of these phases, briefly.

### **PRE-TEST**

The research begins with a pre-test, conducted by the researcher on the selected topic; in this case, it was the Effectiveness of Role play as a teaching strategy for History was tested. Certain questions, which involved, the topic's definition and some exercises were incorporated in the questionnaire, wherein the sample students could solve the given questions. The students were not informed about the test or the topic before-hand. On the spot, they had to write the test, within a given period of time. Questionnaires



were distributed and the students began to solve and after the time was over the solved questionnaire was collected back.

was given to the students which were completed at home.

**ACTUAL TREATMENT**

After the students have submitted their questionnaires, the researcher come out of the class and corrects them, to find out the result of the pre-test. While correcting, the researcher observes that the students were confused between the two-concept indicating that none of these concepts were actually known by them. So, the researcher accordingly plans a treatment for the sample, so that their concept is made clear regarding the selected unit.

**POST TEST**

After the researcher feels convinced about the students’ perception on the topic, she makes the same sample face the post-test, having the same sample which was used for the pre-test. Time limit, questionnaire, place and sample all remained unchanged. It is found that students complete their papers sooner than what time they took in the pre-test.

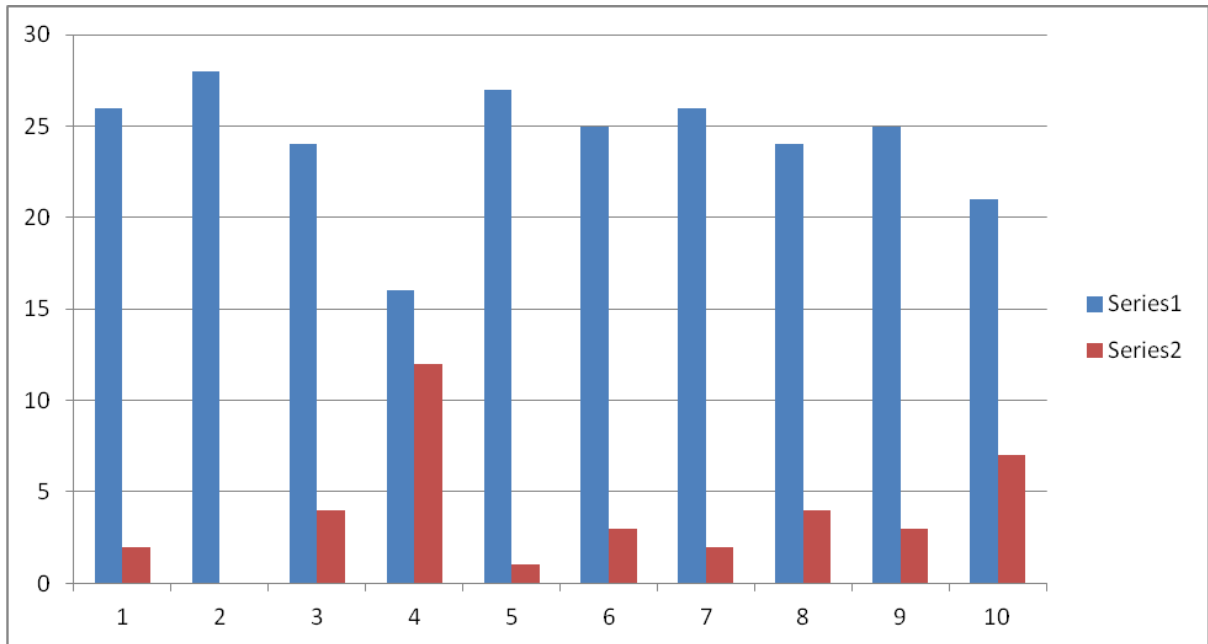
The researcher prepares a chart which clearly indicates the meaning of concepts. During the class, the students were also shown some chart in which sentences were written to shown the difference in the sentence. The researcher uses a flash card, to make the students come an solve some exercises related to the demonstrated topic. Finally, assignment

**STATISTICAL ANALYSIS OF DATA COLLECTION.**

Methods which are employed to analyse and to interpret what has been observed are called statistical analysis. The categories of data collection are not mutually exclusive but analytical statistical methods are based on and make use of descriptive methods analysing and interpreting the problem under study. The graphical interpretation of the pre- test, post- test and a combination of both are given as under

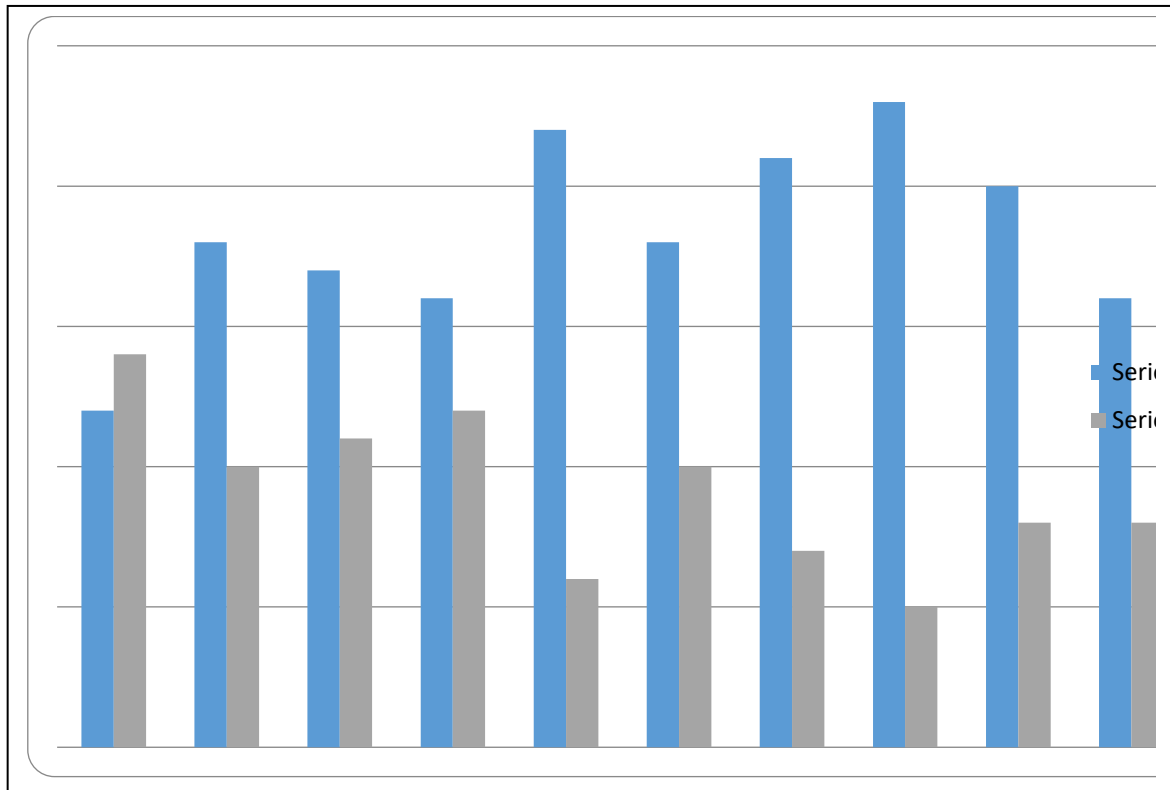
**Effectiveness of Dramatization Method in Teaching History  
PRETEST RESULT**

<b>SR.NO.</b>	<b>YES</b>	<b>PERCENTAGE</b>	<b>NO</b>	<b>PERCENTAGE</b>
1	26	93	2	7
2	28	100	0	0
3	24	86	4	14
4	16	57	12	43
5	27	96	1	4
6	25	89	3	11
7	26	93	2	7
8	24	86	4	14
9	25	89	3	11
10	21	75	7	25

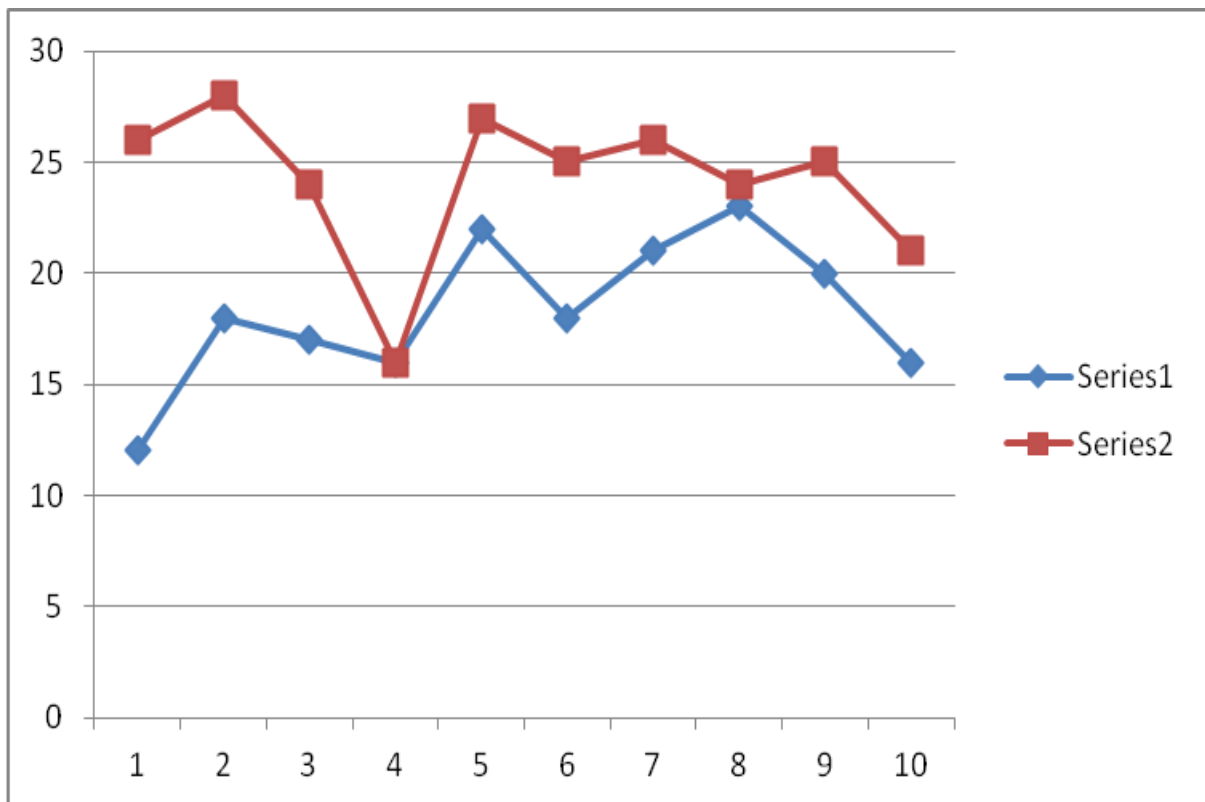


**Effectiveness of Dramatization Method in Teaching History-  
 POST TEST RESULT**

SR.NO.	YES	PERCENTAGE	NO	PERCENTAGE
1	12	43	14	50
2	18	64	10	36
3	17	61	11	39
4	16	57	12	43
5	22	79	6	21
6	18	64	10	36
7	21	75	7	25
8	23	82	5	18
9	20	71	8	29
10	16	57	8	29



Comparison Graph of Pre-Test and Post Test



### **SUMMARY**

The above graph displays that the difference between Pre test and Post test for the first quarter was a lot , however then it dipped and towards the later quarter of the questionnaire it was again showing a discrepancy. Thus proving that the Effectiveness of the teaching method such as the Dramatization method was achieved.

### **MAJOR FINDINGS**

Researcher deals with the interpretations of the analysis regarding the pre-test and post-test. On calculating the average of the tests; it was found that the hypothesis was rejected, as the sample had displayed a marked improvement in their post-test. So, now the significance of such a situation will be sought.

Besides that, it will also be seen how the research is useful to the various factors of education within the school. Some suggestions or recommendations have also been provided for better utilization of the research by the school, management, principal, teacher and the students as well.

So, we see that the data was collected and after analysing and interpreting, the major findings are given as under.

### **FINDINGS**

- They were not able to understand the abstract historical concept
- Students are totally confused about various types and sub-types of abstract historical concept
- Students were understanding the various concepts of history due to drama method
- The content knowledge is increased due to actual participated in drama
- There was difference seen between the marks of Pre-test and Post-test.

### **RECOMMENDATIONS:**

Certain recommendations can be made on line with this topic to the school, principal, teachers and students and to the management as well.

Let us briefly see what the recommendations can be:

1. For school: The school can try to make incorporation of new projected training aids, which will allow the students to arouse their audio-sensory organs.
2. For Principal: -The teachers should be given enough scope by principal, to experiment with new modes of teaching and make a break-through from the traditional methods.
3. For Teachers: The teachers should always be aware of the area of difficulty in understanding among the students regarding the topic.
4. For students: Even as it may sometime seem to the students that a particular topic is known, they should not take the present lecture for granted. They have to participate both physically and psychologically in attending the lecture.
5. For management: It should allow and encourage the teaching staff, led by the principal to bring in innovations in the method of teaching.

After the action research is conducted, it can be very well be summarized that, despite students reach higher class after clearing various lower promotion tests, they still remain ill equipped in some of the basic or fundamental lessons.

Once the teacher understands correctly, what the students know correctly and wrongly, his task will become easier. But if the teacher has no idea about the students' background about

the concerned topic, his effort will be nothing more than aiming in the dark. This will be an utterly useless demonstration. It may thus be concluded

that, an effective lesson may occur with significance and energy only if the teacher is well aware of his students' prevailing situation and background.

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## 2. ROLE AND CHALLENGES OF SCHOOL INTERNSHIP IN B.ED. PROGRAM

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### ABSTRACT

In this paper, there is a detailed discussion on the school-based training program in B.Ed colleges. The syllabus, which was formerly a year, has been bi-annually since 2015. According to the National Council for Teacher Education (Regulations, Standards and Procedures) Regulations 2014 passed by the National Council for Teacher Education, B.Ed. The school-based program has been made a mandatory part of the curriculum. The school-based training program is scheduled for 20 weeks. The school-based training program is divided into two parts. B.Ed. School-based training has been prescribed for 4 weeks in the first year and 16 weeks in the second year. Its main objective is to create an effective teacher by keeping students engaged in school activities. School based training provides students with the opportunity to fulfil the responsibilities of a full-time teacher in the school. In this paper, the current B.Ed. Objectives of school-based training programs in colleges, school allocation, the role of the college, state government, and Affiliation University and the problems faced by the students are discussed in detail.

**KEYWORDS:** B.Ed. Curriculum, B.Ed. Internship, Student – Teachers.

### INTRODUCTION

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

usually conducted for more than two years, i.e. from three to five years. (Aher Hira, 1995). Internship means the experience gained by interns (pre-service teachers) before entering the profession. Although this seems like giving a temporary job to a university or college student, while they are still studying, there is no intention to give a job but the actual work experience and practice. The experience gained will help the teachers entering service in their day to day work. Various terms are used for this activity such as internship, pre-service candidature period, and pre-service teaching period. This helps to clarify the concept well. This internship (school work experience) is a system which helps the interns who will later step into the role of teachers to gain a first-hand experience of all the work he will be expected to perform.

### **OBJECTIVES OF SCHOOL INTERNSHIP**

- To provide an opportunity of evaluating the student's potentials as a teacher and suitability for the teaching profession.
- To provide the future teachers with experience in school to overcome the problem of discipline and enable him/her develop method of control.
- To provide an opportunity to put theories into practice and develop deeper understanding of educational principles and their implication of learning.
- To enable the student teachers effectively plan and prepare lessons.
- To develop skills in the use of fundamental procedures, techniques and method of teaching.
- To enable students acquire desirable characteristics/traits of a teacher and display appropriate behaviour.
- To develop desirable professional; interest, attitudes and ideas relative to teaching profession.
- To provide student-teacher with opportunity to have teaching evaluation and to gain from constructive criticism.
- To provide an opportunity for self-evaluation and to discover one's strength and weakness.10. To develop skill in future teachers related to teaching like fluent speaking, meaningful reading, using the board and other teaching materials.

### **SCHOOL ALLOCATION PROCESS TO STUDENTS**

For successful and planned implementation of the school-based training program, the school is allotted to

the students in coordination with the State Government and the University of Affiliation in compliance with the National Council for Teacher Education (Regulation Criteria and Procedure) Regulations 2014. Presently, the internship program of 4 weeks in the first year and 16 weeks in the second year for the students studying in the state and private teacher training institutes of Rajasthan state has been decided to be done in the government schools. B.Ed. For the allocation of school to the students, the District Education Officer of the concerned district is appointed as the nodal officer for the primary education by the state government. B.Ed. by the state government an online portal has been prepared for school allocation to students. Under which first B.Ed. Colleges take options from students studying for internship to select schools. Students' home district is preferred while taking the option. After that, the colleges fill the options on the online portal. After that the school is allotted from the options given by the students by the state government. After school allotment, students are required to join the concerned school within 10 days

### **COLLEGE ROLE**

The B.Ed. in school-based training program. The college plays an important role. According to the guideline released by the National Council for Teacher Education, B.Ed. The college serves as a bridge. Reports are prepared by the students at the end of the internship program. Whose B.Ed. Assessment is done by college teachers? ROLE OF AFFILIATION UNIVERSITY The B.Ed. by the Affiliation University for Evaluation of the school-based training program. A proper examination plan is prepared in the syllabus. Marks / grades are arranged for internship assessment.

## DIFFICULTIES FACED BY STUDENTS IN INTERNSHIP

### 1. Development of professional skills

In the field of teacher education, the school internship program has an important place for the development of professional skills related to teaching work in a prospective teacher. This provides a good opportunity for a trainee to get acquainted with the realities of the teaching area during teacher training.

### 2. Lack of seriousness of teachers related to teacher education and school education

The main objective of incorporating the School Internship Program of the National Council for Teacher Education (NCTE), the apex organization that controls the teacher education program, which aims to make a prospective teacher aware of the actual classroom teaching conditions of the school during training. We had to complete 100% of this opportunity somewhere with efficiency. They seem to be failing to take advantage. The main reason for this is the lack of seriousness of teachers related to teacher education and school education, as well as the half-finished preparation of education department of the state government can be understood in its perspective. As far as administrative coordination is concerned, the lack of coordination between training institutions, education department and schools can be clearly seen. Unclear and half-hearted rules and regulations related to school internships have worked in the

leprosy. When the trainee is to be sent for internship in the first or second school of his choice, then it is not in any way appropriate to get the ten-to-fifteen choice schools filled and allocated, it is unnecessary to mobilize dissent in the district education offices it is just to increase. The actual situation in schools is even more reversed. Somewhere the trainees have become a mere mob in the schools and elsewhere the bonded laborers whom the department has sent only to provide extra time and facilities to the school teachers. The daily lesson plan format, teaching methods and techniques taught during the training period have become a joke.

### 3. Due to faulty and impractical procedure

The flawed and impractical process of continuous evaluation of the practical work of the trainee during the school internship program has given rise to a gap of protest and mistrust between the staff and the trainees in the educational institutions. Another trainee is providing the school head in the impractical and unfair 100% score assessment form which is very wrong because those who have been given this responsibility do not have knowledge of the practical work of teacher education itself, nor are they knowledgeable According to the provisions of the Teacher Education Council, this work is qualified. One problem that is seen from the school internship program is the lack of sufficient time for classroom teaching activities and when the training period is based on semester system instead of yearly, then what to say?



It is to be understood that the work which was started with great emphasis on the idealistic and utilitarian objectives, has become a bundle of problems at some time.

#### **4. Absence of students**

The main purpose of school internship is to make students aware of the school environment and to build such teachers who can be partners in the development of society and the country. But in the current internship students are facing many difficulties. Students are required to join the respective school after school allocation. In most of the state schools, students are being taught only in empty time. The objectives of the internship are being disregarded. In the absence of correct information to the headmaster and teachers of the state school, the students are not getting the prescribed tasks done. Apart from this, students of colleges affiliated to many universities in the same school do internship work. But in the syllabus of each affiliation university, different marks / grades are prescribed for evaluation of internship. Due to which students receive internship end and evaluation form separately. In most state schools regular work is not done by the students. Students are absent from schools during inspection. There is a lack of supervision for internship in state schools. In the same school, B.Ed. First year and second year students do internship work but at the end of internship students are issued different attendance certificates in different ways. B.Ed. There is a provision for internship of 4 weeks in the first year and 16 weeks in the second year. But internship

workdays are calculated differently. Due to which students have to face many problems.

#### **5. Ignorance of knowledge**

Students' internships are also evaluated by different rules. Ignorance of knowledge of and rules, the institution head is evaluated in many ways. There is lac of uniformity of rules in the absence of its information, different certificates are issued to the students. Which is the real form of internet. He is being completely disregarded.

#### **Summary**

According to the National Council for Teacher Education (Regulation Criteria and Procedures) Regulations 2014 passed by the National Council for Teacher Education, B.Ed. The school-oriented program was mandated in the curriculum with the main objective of creating an effective teacher in a school environment. Stay and work like a regular teacher. But the internship currently being done by the students is just a food supply. The original objectives of the internship have been forgotten. The biggest reason for this is that the internship being conducted by the students is not being supervised properly. The duration of the internship has been fixed. He got B.Ed. Have to complete during the course. Which keeps the student busy throughout the year. Students get B.Ed. There is no time to complete the course. B.Ed. in Internship Program The teachers of the colleges have no role. Apart from this, due to the different assessment method in the universities, students have to face many problems during internsin state schools. School allocation is made to the students by the state government in which the students have to face many problems. Most of the time students are allotted school away from home. Due to which, especially girls have to face a lot of difficulties.

**REMEDIES**

1. The internship program was awarded by B.Ed. should be done at the end of the course.
2. The university must be actively involved in acquiring the organizations where they form the organizations. Can enrol for their internship.
3. The duration of internship should be extended.
4. The calculation of working days in internship should be same in the entire state / country.
5. Trusted organizations should be approached by the university to offer places for internships

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### 3. A STUDY OF TEACHER ADJUSTMENT OF PRIMARY SCHOOL TEACHERS IN RAIGAD DISTRICTS

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#### **ABSTRACT**

Today's teacher is a smart teacher. As a part of duty today's teacher is facing many challenges. the teacher is conducting many activities. The present study is conducted on randomly selected 50 male and 50 female primary teachers in Raigad district. Survey method is used along with the Mangal Teacher Adjustment Inventory tool. It was found that female teachers are doing more Adjustment compared to their male colleagues.

**KEY WORDS:** Adjustment Primary Schools Teachers.

#### **INTRODUCTION**

In this world, students are more advanced and hence require advanced teachers. For this teacher needs to learn various skills and adjust to the school environment. An individual needs to change or modify himself in some way or the other to fit into or accommodate himself with his environment. The teacher adjustment plays a great role in the development of the teacher. The teacher can do all such duties in the teaching profession and do proper management with a strong mind if he or she has great adjustable features. A well-adjusted teacher is one "who is happy, free of all complexes and worries and efficient in his surroundings".

#### **NEED AND SIGNIFICANCE OF THE STUDY**

The researcher being a Teacher-Educator going to different schools for lesson observation and school internship purposes found that every school teacher has to do the adjustment at a different level. What type of adjustment does the teacher need to do? Keeping these questions in mind this research is an attempt to systematically find out about teacher adjustment.

#### **STATEMENT OF THE PROBLEM**

The problem for research is therefore stated as follows: -

**A study of teacher Adjustment of Primary School teachers in Raigad Districts**

#### **DEFINITION OF THE TERMS IN THE STATEMENT OF THE PROBLEM**

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

##### **Adjustment**

Adjustment refers to the behavioural process of balancing conflicting needs or needs challenged by obstacles in the environment.

##### **Primary Schools Teachers**

A person who teaches to the students of Primary sections (1<sup>st</sup> to 8<sup>th</sup> std).

##### **Raigad District**

Raigad is a District in Maharashtra.

### **AIM OF RESEARCH**

Aim of research is to find teacher **Adjustment of Primary School teachers in Raigad Districts**

### **OBJECTIVES**

1. To study Teacher Adjustment among male Primary School Teachers in Raigad District
2. To study Teacher Adjustment among female Primary School Teachers in Raigad District
3. To Study Teacher Adjustment among Male and Female Primary School teachers in Raigad District.

### **HYPOTHESIS**

There is no significant difference between Teacher Adjustment among Male and Female Primary School Teachers in Raigad District.

### **LIMITATIONS OF THE STUDY**

Study limited to Adjustment of primary school teachers in Raigad district. The study was limited to 100 primary school teachers in Raigad District.

### **SELECTION OF RESEARCH METHOD**

Researchers selected a descriptive research method to study teacher Adjustment of primary school teachers in Raigad district.

### **RESEARCH DESIGN**

Primary teachers in Raigad district are selected for the study and the descriptive survey method is used. Adjustment factors of primary school teachers in Raigad district are calculated.

### **POPULATION**

According to John Best, 'A population is any group of individuals that have one or more characteristics in common, here all primary school Teachers in Raigad district are population.

### **SAMPLE OF STUDY**

The present study is conducted in Raigad district. 100 primary school teachers are selected using simple random sampling

50 male primary teachers and 50 female primary teachers are selected using simple random sampling

### **TOOL USED IN THE PRESENT RESEARCH**

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

### **MANGAL TEACHER ADJUSTMENT INVENTORY**

The data of the research is collected with the help of the **Mangal Teacher Adjustment Inventory**. This instrument is used for the study of teacher adjustment of primary and secondary schools teachers in the Raigad district.

The scale has 5 Adjustment categories such as

1. Adjustment with Academic and General Environment of the Institution
2. Socio-Psycho-Physical Adjustment
3. Professional Relationship Adjustment
4. Personal life Adjustment
5. Finance Adjustment and Job Satisfaction
6. Total Adjustment.

This scale has 253 items each to be rated on the three-point scale. Out of 253 items, 41 items where 'yes' shows Adjustment and for balance 212 'No' shows Adjustment. The items are related to almost all relevant components of the teacher Adjustment.

**SCORING KEY**

Inventory has 253 questions. The scoring key for this is as follows.

Each question has three options: score 1. For Yes, score 2. For No, score 3. For Undecided. Respondent has to select any one of them.

For 41 items where ‘yes’ shows Adjustment: - Score 2 for response ‘Yes’, score 0 for response ‘No’ and score 1 for response Undecided.

For balance 212 items where ‘No’ shows Adjustment: - Score 2 for response ‘No’, score 0 for response ‘Yes’ and score 1 for response Undecided.

**PROCEDURE OF DATA COLLECTION**

Data was collected with the help of inventory in this study. The present study is conducted in the Raigad district of Maharashtra. The Primary School teachers are considered for the study. For the data collection, after random selection, the schools were approached to get permission. The teachers were approached after a short introduction.

**ANALYSIS AND INTERPRETATION OF DATA**

**Objective No 1:-To study teacher Adjustment of Male Primary school teachers in Raigad district.**

**Table No 1**  
**Table showing Adjustment of Male primary school teachers**

Category	Score Range	Response	Percentage
<b>Very Good</b>	555 and above	6	12%
<b>Good</b>	463-554	15	30%
<b>Average</b>	369-462	26	52%
<b>Poor</b>	277-368	2	4%
<b>Very Poor</b>	276 and below	1	1%
<b>Total</b>		50	

**OBSERVATION**

1. 06 male primary teachers scored 555 and above.
1. 15 male primary teachers scored between 463 and 554.
2. 26 male primary teachers scored between 369 and 462.
3. 02 male primary teachers scored between 277 and 368.
4. 01 male primary teachers scored between 276 and below.

2. 15 male primary teachers scored between 463 and 554 indicate that 30% of male primary teachers have very good Adjustment.
3. 26 male primary teachers scored between 369 and 462 indicate that 52% of male teachers have average Adjustment.
4. 02 male primary teachers scored between 277 and 368 indicate that 4% of male teachers have poor Adjustment.
5. 01 male primary teachers scored 276 and below indicate that 2% of male teachers have very poor Adjustment.

**FINDINGS**

1. 06 male primary teachers scored 555 and above indicate that 12% of male primary teachers have very good Adjustment.



Table no 8

Table showing score of Teacher Adjustment among Male and Female  
 Primary School Teachers in Raigad District

	Male	Female	Level of significance
Mean	421.48	453.4	t=1.98 at 0.05 t=2.62 at 0.01
SD	85.60	74.10	
N	50	50	
df	98		
T value	2.68		

**OBSERVATION**

1. Calculated value of 't' is 2.68
2. The table value of 't' for 98 degrees of freedom at 0.05 and at 0.01 level of significance is 1.98 and 2.62 respectively.

**CONCLUSION**

Calculated value of 't' is less than the 't' table value at 5% and 1% level of significance. So, we reject the null hypothesis. There is no significant difference between Teacher Adjustment among male and female primary school teachers in Raigad District. Female primary school teachers are more adjustable compared to male primary school teachers in Raigad District.

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#### 4. THE STUDY OF OCCUPATIONAL STRESS AMONG PRIMARY TEACHERS OF RATNAGIRI NAGAR PARISHAD SCHOOLS DUE TO NON – ACADEMIC WORK

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##### **ABSTRACT**

Any type of stress leads the employee to desperation. It also decreases the quantity and quality of the work. It creates many health issues with the employees and also hampers their professional development. The employees are not able to concentrate on their work due to excessive occupational stress. If the employee is provided with stress free environment, his quality of work improves. Usually, an employee likes to do the work for which he is appointed. If he is given unrelated work and asked to complete it, he under goes massive stress. This stress affects different aspects of his job life including his personal life too.

As far as the teacher's job is concerned, his working place, the type of facilities he is provided, his salary and the type of his work determines whether he is working under stress or not. The teachers in Ratnagiri Nagar Parishad Schools have been facing occupational stress because of the non - academic work imposed on them by either higher authority or government. The major area of their work is no doubt teaching and organizing different learning activities during school hours. However, the changing approach of government as well as higher authority compel them to accomplish non- academic duties. This puts high occupational stress on the teachers. They cannot do their regular academic activities for which they are bound. They are not able to justify their academic work appropriately.

##### **KEY WORDS:**

Occupational Stress, Primary Teachers, Ratnagiri Nagar Parishad, Non – Academic Work

##### **INTRODUCTION**

The teachers in Ratnagiri Nagar Parishad schools have been facing the occupational stress created due to non - academic work. They cannot spend adequate amount of time on academic activities due to the non - academic activities imposed on them by an administrative wing. They have to do blended type of work which brings about tremendous physical and mental stress on them. They are more concerned about their occupation. This affects different aspects of their life. The issue of non - academic work imposed on the primary teachers in Ratnagiri Nagar Parishad schools is becoming serious. Therefore, it needs to be addressed and discussed in depth. There is inter correlation between the nature of employee's job and the stress. If the employees are given

unrelated work or a huge amount of work they are likely to undergo stress. The non - academic work which is imposed on the teachers in Ratnagiri Nagar Parishad schools gathers great pressure on them. The higher authority or the government orders them to do these non - academic jobs within a short period of time. which is quite impossible considering the completion of syllabus and academic activities simultaneously. But the teachers have to do these both types of works.

The non - academic activities given to the teachers in Ratnagiri Nagar Parishad schools are as follows: -

1. To carry out different types of survey.



2. To upload different types of data including Aadhar registration of the students on school portal
3. To prepare the reports of numbers of programs to be observed in the schools including birth anniversary, death anniversary, specific day observation and uploading them on government websites.
4. Preparing daily report of consumption of rice and other ingredients under Mid-Day Meal scheme and uploading it on the website.
5. To prepare audit related reports.
6. To prepare reports of different campaigns launched by government and to be executed in schools
7. Working as BLO (block level officer) to update voter lists.

The teachers have to do many of the above works during their school hours. When the teachers do this work in their classes, they face the problems of students' indiscipline and noise. They face several health issues like high blood pressure, restlessness, diabetes, lack of concentration, forgetfulness and so on. They cannot enjoy the real work of teaching. There is no non - teaching staff in Ratnagiri Nagar Parishad schools to assist them in this non - academic work. The parents misunderstand the teachers that teachers are not teaching in their classes but do their own work sitting in the classes. This also mounts occupational pressure on the teachers.

### **NEED AND SIGNIFICANCE OF THE STUDY**

Since there is a direct relation between the occupational stress and the health of the teachers, also the quality of teaching we need to find out the level of occupational stress of the primary teachers in Ratnagiri Nagar Parishad

schools. Several studies conducted on the occupational stress reveal that the stress causes poor performance in the work. In order to reduce the amount of occupational stress of the teachers and let them work in hygienic and free environment, the research in this area is necessary. This study tried to improve the teaching quality of primary teachers in Ratnagiri Nagar Parishad schools by giving them suitable solutions to their occupational stress problem.

### **IMPORTANCE OF THE STUDY**

The following points illustrate the importance of this study.

1. This study helps to know about the occupational stress among the primary teachers in Ratnagiri Nagar Parishad schools due to non -academic work.
2. It analyses the types of non - academic works imposed on primary teachers.
3. It reveals how teachers are deprived of their preliminary job.
4. It gives an account of poor performance in teaching area.

### **STATEMENT OF THE PROBLEM**

The Study of the Occupational Stress among the Teachers in Ratnagiri Nagar Parishad schools due to non-Academic work.

### **OPERATIONAL DEFINITION OF THE KEY TERMS IN THE STATEMENT OF THE PROBLEM**

The researcher has given four operational definitions of the key terms in order to clarify the intended meaning of them.

#### **Occupational stress**

Occupational stress refers to creating high pressure and haunting anxiety to accomplish allotted work in specific occupation.

### **Primary School teachers**

Here it means the teachers teaching for primary classes i.e. class 1<sup>st</sup> to class 8<sup>th</sup>

### **Non - academic work**

The type of work that does not cover the academic area. For example - working as BLO during school hours.

### **Ratnagiri Nagar Parishad**

The local administrative body of Ratnagiri city.

### **OBJECTIVE OF THE RESEARCH**

1. To study the occupational stress of the primary teachers in Ratnagiri Nagar Parishad schools due to non - academic work.
2. To find out possible solutions to the occupational stress.

### **HYPOTHESIS OF THE RESEARCH**

Hypothesis of the research is predicted answer to the statement of problem which is to be tested during research procedure. It gives proper direction to the researcher in his research work. It facilitates the researcher in many ways. Following is the research hypothesis of the study.

- 1) Ho - There is no significant relationship between the occupational stress of the teachers and non - academic work imposed on them.

### **SCOPE OF THE STUDY**

1. The researcher has selected teachers from Ratnagiri Nagar Parishad School for this study.
2. The researcher has studied occupational stress and its effects on teacher's personal and occupational life.

### **LIMITATIONS OF THE STUDY: -**

1. The findings of this research are confined to the teachers, working in Ratnagiri Nagar Parishad schools.

2. The researcher has excluded the study of the stress created due to domestic disturbance or ailments.

### **RESEARCH METHOD -**

The researcher has used descriptive survey method to collect the data. Occupational stress level is calculated using Occupational Stress Index. The ninety teachers working in Ratnagiri Nagar Parishad schools is the population of this study.

### **SAMPLE OF THE STUDY -**

For the present study, the researcher has used Simple Random Sampling Method to select the teachers. The researcher selected sixty teachers for this study.

### **TOOLS OF THE STUDY -**

An instrument that helps in collection of data for the measurement of individual difference is called a research tool. Here the researcher has used Occupational Stress Index and interview.

The data of the research is collected with the help of the Occupational Stress Index, a standardised scale developed by Dr. A. K. Srivastava and Dr. A.P. Singh. This scale has 46 items each to be rated on the five points scale. The items are related to almost all relevant components of the job life.

### **STATISTICAL ANALYSIS AND INTERPRETATION –**

The data analysis was done in the following way.

**Descriptive analysis:** The description analysis of data ascertains normality of the distribution. The descriptive analysis includes the measure of central tendency, computed mean and correlation coefficient 'r'.

### DATA ANALYSIS AND INTERPRETATION OF DATA

In this research, sixty teachers from Ratnagiri Nagar Parishad schools had been selected. Marks were collected for calculating mean correlation coefficient 'r' and percentage.

#### INTERPRETATION OF DATA -

Objective No. 1 To study the occupational stress among the primary teachers in Ratnagiri Nagar Parishad schools due to non - academic work. Researcher used the Occupational Stress Index (OSI) test to collect the information related with teachers' occupational stress. It has shown in the following table

Table No. 4.1

Sr. No.	Level of Occupational Stress.	Response.	Percentage
1	Low Occupational Stress	00	0%
2	High occupational stress	100	100%
Total		100	

#### INTERPRETATION

- From table number 4.1. we have seen that almost 100% teachers undergo high level occupational stress due to extra non – academic works.
- Teachers are not happy in their profession as they are compelled to do non - academic work.
- The non - academic work allotted to teachers hampers the academic progress of the students.
- The non – academic works decreases the teaching quality of teachers.
- It curtails the time assigned to academic activities.
- The higher authority and government should not give non - academic work to the teachers as it diverse the teachers their academy activities.

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#### MAJOR FINDINGS

Almost all teachers in Ratnagiri Nagar Parishad schools face the occupational stress due to non - academic work.

#### CONCLUSIONS

1. The non - academic work keeps the teachers away from their original duties.
2. The parents misunderstand teachers when they do non - academic work given by higher authority during school hours.
3. The teachers don't like to do non - academic works.
4. non - academic work given to the teachers disturbs class discipline.
5. Non - academic work given to teachers causes occupational stress resulting in health-related issues of the teachers.

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## 5. WOMEN, WORK AND WELLBEING - PERSPECTIVE OF TEACHERS

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### ABSTRACT

A Woman has always been the central force of the society in all ages. In the times of yore her role was less emphasised because of the dominance of male community. But gradually with the emerging changes in thought process of the society, the role and importance of woman has been recognized and appreciated by one and all. The modern woman has been unstoppable from the movement she has stepped out of the home. She has excelled in all spheres of work. Today's woman has to be career oriented and also cater towards needs of her home. Hence the researcher is curious to know the attitude of teachers towards woman, work and her wellbeing.

The researcher used Survey method in order to study the attitude of teachers towards Women, Work and Wellbeing. The data was collected from 40 School and College teachers teaching in English medium schools of Thane city. It was found in the study that Well balanced Home and Work life and Women Wellbeing leads to Women Empowerment.

**KEY WORDS: Women, Work, Wellbeing, Perspective of Teachers**

### INTRODUCTION

A working woman gives her heart out to the job she does and equally to her home and her family. She has been trying to do justice to both i.e. her work and her home. Today's woman has to be career oriented and also cater towards needs of her home. Towards this end there have been problems and struggle. It is here that the wellbeing of woman has taken a setback. In all that she does, her own wellbeing has been compromised to a large extent. All the classes of society have their own perspective towards the dual role of woman. This paper aims to find out the perspective of teachers towards today's woman, her work and her wellbeing.

### NEED AND SIGNIFICANCE OF THE STUDY

The role played by a woman in fulfilling the needs of work and home is not an easy one. It comes with challenges and also many a times she has to compromise with her own wellbeing. Teachers play an important role in

transforming the behaviour of students towards a society which is largely gender biased towards man. Hence the researcher is curious to know the attitude of teachers towards woman, work and her wellbeing.

### STATEMENT OF THE PROBLEM

The statement of the problem is;  
**Women, Work and Wellbeing - Perspective of Teachers**

### OBJECTIVE OF THE STUDY

1. To examine the attitude of teachers towards Women, Work and Wellbeing.
2. To study the impact of Women and Work on Wellbeing from the perspective of Teachers.
3. To compare the attitude of School and College Teachers towards Women, Work and Wellbeing.

### HYPOTHESIS OF THE STUDY

There is no significant difference in the attitude of School and College Teachers towards Women, Work and Wellbeing.

### **DELIMITATIONS OF THE STUDY**

Present study examines the attitude of teachers towards women, work and wellbeing. The study is based on attitude of teachers teaching in English medium schools and colleges of Thane region.

### **RESEARCH DESIGN**

- **Method used for the study**  
The researcher used Survey method in order to study the attitude of teachers towards Women, Work and Wellbeing.
- **Population**  
The population of the present study was comprised of teachers teaching in English medium schools of Thane.
- **Sample of the study**  
Random sampling method was used by the investigator to seek response regarding attitude of teachers towards Women, Work and Wellbeing.
- **Sample Size**  
The sample for the present study was comprised of 40 School and College teachers teaching in English medium schools of Thane city.

- **Tool used for the study**  
Questionnaire with 20 statements based on three factors i.e., Women, Work and Wellbeing was prepared by the researcher as a tool for the present study. The teachers had to select appropriate option according to their perspective for each statement having three options viz. Agree, Disagree and Can't say. The score given for Positive Statements was Agree-2, Can't Say-1, and Disagree-0 and it was in reverse order for Negative Statements - Agree-0, Can't Say-1, and Disagree-2.

### **PROCEDURE OF DATA COLLECTION**

Google form was prepared and the link of Google form was shared in WhatsApp groups of teachers to collect relevant data for the present study.

### **STATISTICAL TECHNIQUES USED**

The researcher used Frequency Percentage and t test for statistical analysis of the study.

### **ANALYSIS OF THE DATA**

The collected data was tabulated, analysed and presented in the following way;

Objective 1. To examine the attitude of teachers towards Women, Work and Wellbeing

Table No. 1 showing the attitude of teachers towards Women  
 N= 40

Sr.No.	Statement	Response		
		Agree	Can't Say	Disagree
1	Equal educational opportunities are being provided to women.	32 (80%)	4 (10%)	4 (10%)
2	There is gender discrimination at homes even today.	20 (50%)	9 (22.5%)	11 (27.5%)
3	Society at large still maintains stereotype attitude towards women.	25 (62.5%)	9 (22.5%)	6 (15%)
4	Women's participation is less in all spheres due to lack of support from Family and society.	20 (50%)	15 (37.5%)	5 (12.5%)
5	Genuine progress has been done by women by breaking the gender barriers.	33 (82.5%)	6 (15%)	1 (2.5%)
6	The role of women is appreciated by society.	19 (47.5%)	9 (22.5%)	12 (30%)
7	Today's woman feels pride for her role as a woman.	32 (80%)	6 (15%)	2 (5%)

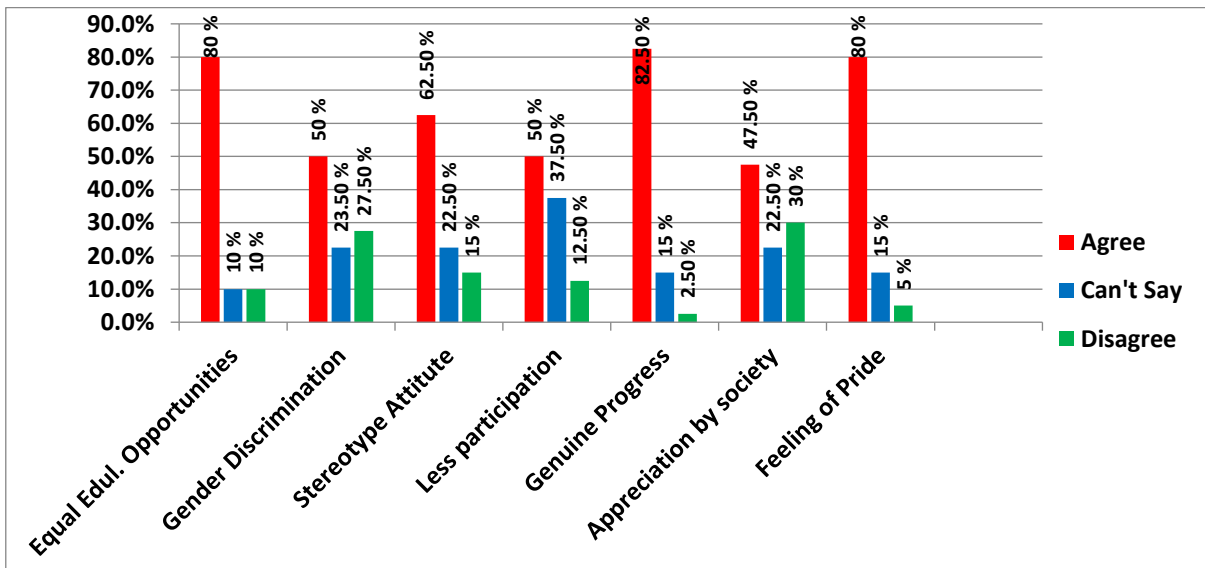
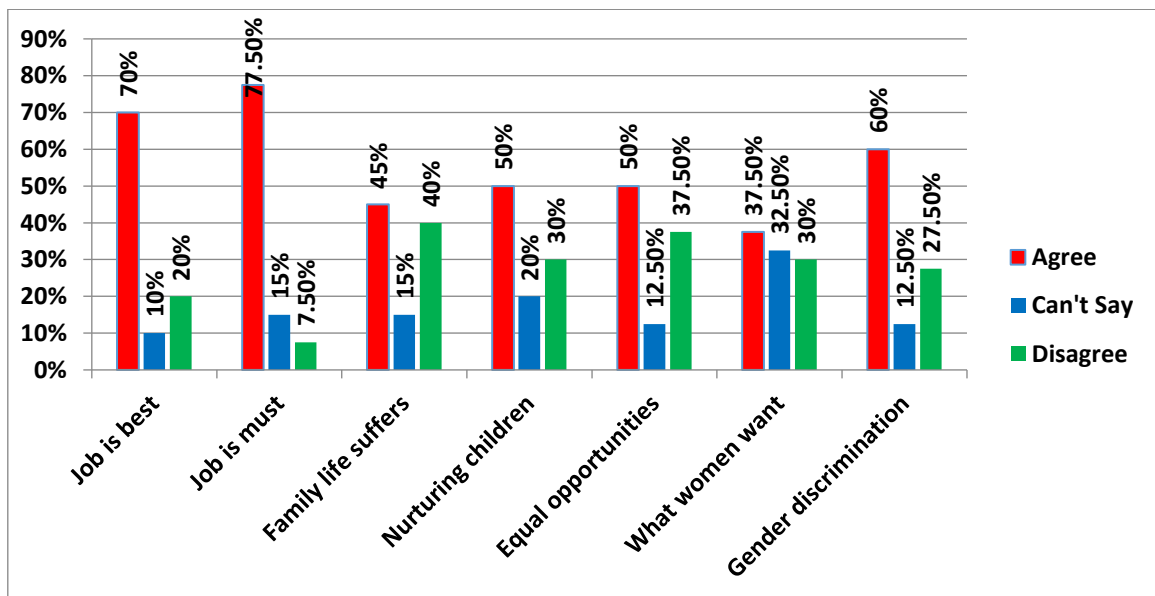


Figure No. 1 showing the attitude of teachers towards Women

**Table No. 2 showing the attitude of teachers towards Work**

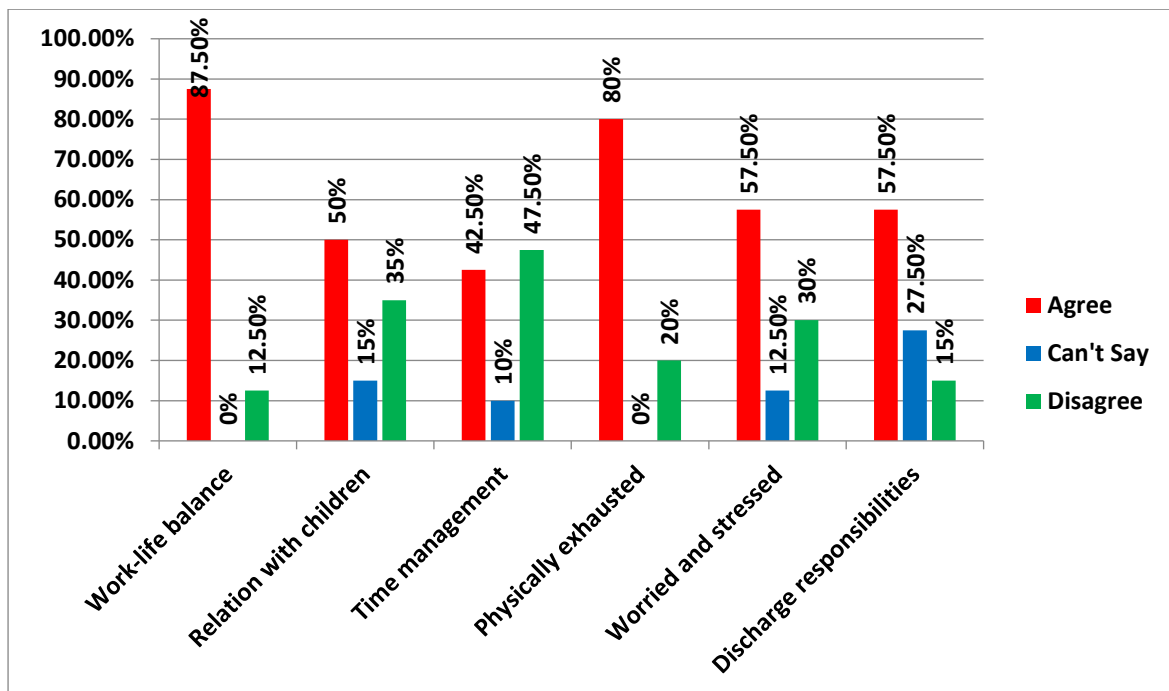
Sr.No.	Statement	Response		
		Agree	Can't Say	Disagree
1	A job is the best way for a woman to be independent.	28 (70%)	4 (10%)	8 (20%)
2	A job is a must for today's woman to feel secure.	31 (77.5%)	6 (15%)	3 (7.5%)
3	Family life suffers if the woman works full-time.	18 (45%)	6 (15%)	16 (40%)
4	Nurturing children is difficult for working women.	20 (50%)	8 (20%)	12 (30%)
5	Women are not provided equal opportunities at workplace inspite of being capable.	20 (50%)	5 (12.5%)	15 (37.5%)
6	A job is alright, but what most women really want is a home and children.	15 (37.5%)	13 (32.5%)	12 (30%)
7	Gender discrimination is witnessed at workplace.	24 (60%)	5 (12.5%)	11 (27.5%)



**Figure No. 2 showing the attitude of teachers towards Work**

**Table No. 3 showing the attitude of teachers towards Wellbeing**

Sr.No.	Statement	Response		
		Agree	Can't Say	Disagree
1	Work – life balance is a challenge for working women.	35 (87.5%)	0 (0%)	5 (12.5%)
2	Working women can establish good relationship with children.	20 (50%)	6 (15%)	14 (35%)
3	Time management is difficult for today's working women.	17 (42.5%)	4 (10%)	19 (47.5%)
4	Doing job and house work makes woman more physically exhausted.	32 (80%)	0 (0%)	8 (20%)
5	Working women are more worried and stressed.	23 (57.5%)	5 (12.5%)	12 (30%)
6	Working women are able to discharge their responsibilities effectively.	23 (57.5%)	11 (27.5%)	6 (15%)



**Figure No. 3 showing the attitude of teachers towards Wellbeing**



**INTERPRETATION AND FINDINGS:**

Findings based on Table No. 1, 2 and 3 indicate that;

**Majority of the teachers agreed:**

- Genuine progress has been done by women by breaking the gender barriers.
- Work – life balance is a challenge for working women.

**Almost All teachers answered:**

- Equal educational opportunities are being provided to women.
- Society at large still maintains stereotype attitude towards women.
- Today’s woman feels pride for her role as a woman.
- A job is the best way for a woman to be independent.
- A job is a must for today’s woman to feel secure.
- Doing job and house work makes woman more physically exhausted.

**Many teachers felt:**

- There is gender discrimination at homes even today.

- Women’s participation is less in all spheres due to lack of support from Family and society.
- The role of women is appreciated by society.
- Family life suffers if the woman works full-time.
- Nurturing children is difficult for working women.
- Women are not provided equal opportunities at workplace in spite of being capable.
- Gender discrimination is witnessed at workplace.
- Working women can establish good relationship with children.
- Time management is difficult for today’s working women.
- Working women are more worried and stressed.
- Working women are able to discharge their responsibilities effectively.
- Average number of teachers replied that the job is alright, but what most women really want is a home and children.

**Objective 2. To study the impact of Women and Work on Wellbeing from the perspective of Teachers**

**Table No. 4 showing the impact of Women and Work on Wellbeing from the perspective of Teachers**

N= 40

Impact Score Range	High (28- 40)	Moderate (14-27)	Low (1-13)
<b>No. of Respondents</b>	<b>12 (30%)</b>	<b>27 (67.5%)</b>	<b>1 (2.5%)</b>

**Interpretation and Findings:** Table No. 4 indicates that 30.0% of the teachers agreed that the impact of Women and Work on Wellbeing is High, whereas 67.5% of the teachers felt that it is moderate and only 1.0% opined that the impact is low.

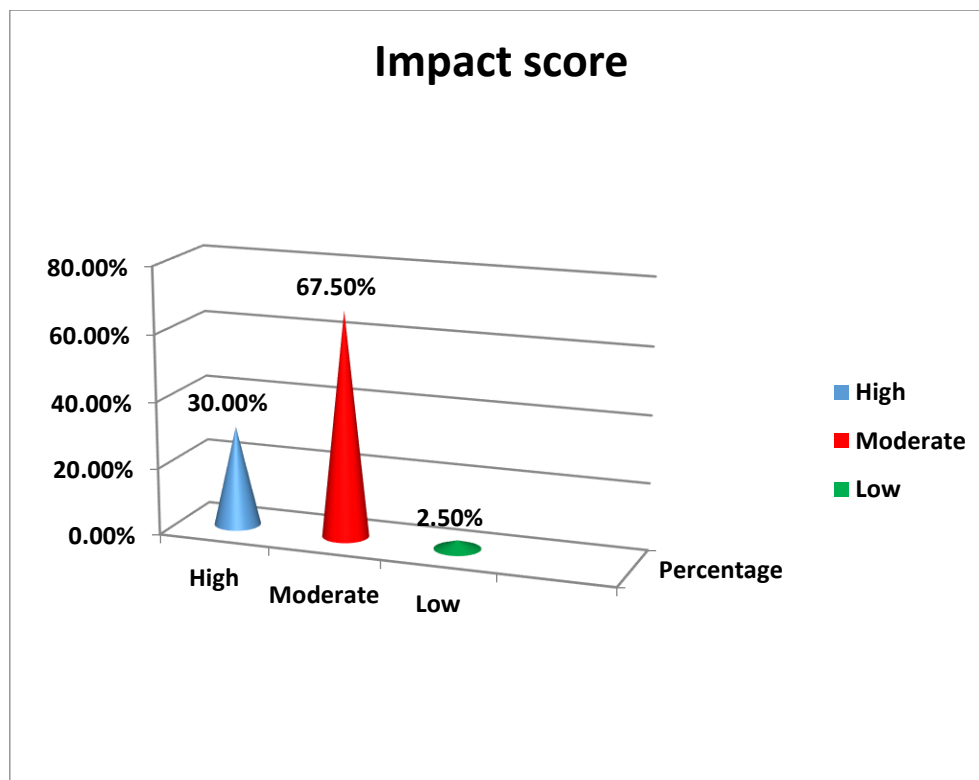


Figure No. 4 showing the impact of Women and Work on Wellbeing from the perspective of Teachers

**Objective 3. To compare the attitude of School and College Teachers towards Women, Work and Wellbeing**

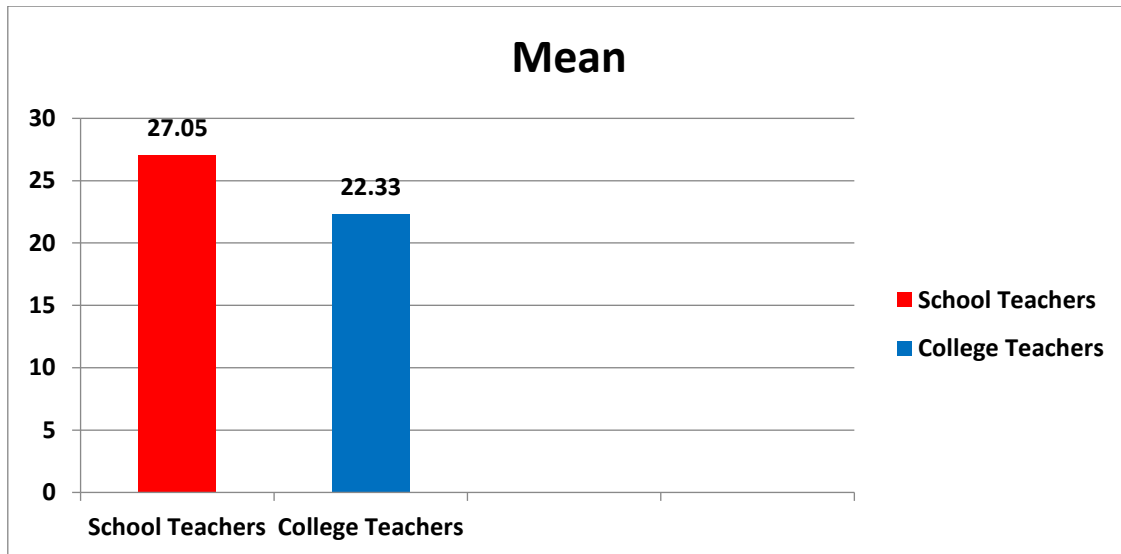
**Hypothesis: There is no significant difference in the attitude of School and College Teachers towards Women, Work and Wellbeing.**

Table No. 5 showing comparison between the attitude of School and College Teachers towards Women, Work and Wellbeing

N=40

Teaching level	N	Mean	t calculated	t tabulated	Result
School	22	27.05	3.229	2.021 at 0.05 level & 2.704 at 0.01 level	Significant at 0.01 level
College	18	22.33			

**Interpretation and Findings :** Table No. 5 indicates that t calculated value is more than t tabulated value at 0.05 and 0.01 levels so there is significant difference in the attitude of School and College Teachers towards Women, Work and Wellbeing therefore above hypothesis is rejected.



**Figure No. 5 showing mean value based on the attitude of School and College Teachers towards Women, Work and Wellbeing**

### CONCLUSION

The present study reveals that majority of the teachers agreed that the impact of women and work on Wellbeing is Moderate. It was also found that there is significant difference in the attitude of School and College Teachers towards Women, Work and Wellbeing.

On the basis of the above result, it can be concluded that genuine progress has been done by women but Work-life balance is a challenge for working women. Work-life balance must be taken care of while doing job and discharging responsibilities at work and home.

Gender discrimination is still witnessed at home and workplace. Woman should take care of Physical and mental health in order to maintain good wellbeing.

The role of women is appreciated by Society but it lacks support of society and home. Society and Family needs to have positive and supportive attitude towards woman, work and wellbeing.

Finally, the present study has explored that **Well balanced Home and Work life and Women Wellbeing leads to Women Empowerment**

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## **6. MINDFULNESS AMONG B.Ed. LEARNERS**

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### **ABSTRACT:**

Mindfulness is about learning to train your attention to the present moment without dwelling on what has happened in the past or worrying about the future. Mindfulness is defined as “increased, purposeful, non-judgmental attention to the present moment. “It is both a practice and a way of relating to life. It is the awareness that arises when we deliberately pay attention in a kind, open, and judicious way. Psychology shows that mindfulness can help us escape the vicious cycle of negative thinking, allowing us to step outside the negative self-talk and our reactive impulses and emotions.

Research has shown that it also helps in emotional regulation. Teachers are placed with the difficult task of transferring knowledge to the next generation of leaders. Teaching mindfulness in the classroom is a powerful method that shows students how to self-regulate emotions in order to cope with whatever life brings for them. Mindfulness skills are essential for guiding the next generation of teachers and learners.

The purpose of this study was to assess the level of mindfulness among B.Ed. learners using a Mindfulness measuring scale. It also compared the mindfulness among B.Ed. learners as per background variables (Gender, Stream)

**KEY WORDS: Mindfulness, B.Ed. Learners, attention.**

### **INTRODUCTION**

Mindfulness is about learning to train your attention to the present moment without dwelling on what has happened in the past or worrying about the future. Mindfulness is defined as “increased, purposeful, non-judgmental attention to the present moment. “It is both a practice and a way of relating to life. It is the awareness that arises when we intentionally pay attention in a kind, open, and discerning way. Mindfulness provides many physical and psychological benefits. When we are mindful, we focus on the present moment non-judgmentally. Mindfulness is the awareness that occurs when you focus on the present and on the purpose of what you are doing. It will assist in focusing students' attention in the classroom. Mindfulness training has become progressively common with large

companies and organizations. It has been used in the medical field to reduce stress and anxiety in students and improve their academic and behavioural outcomes. More recently, mindfulness-based strategies have been promoted as a helpful tool for educators seeking to improve students' educational experiences and cognitive and social-emotional development, which can lead to better academic outcomes.

Psychology shows that mindfulness can help us escape the vicious cycle of negative thinking, allowing us to step outside the negative self-talk and our reactive impulses and emotions. One cannot stop unhappy or disturbing memories, judgmental ways of thinking, and the noise of negative self-talk but we can select what occurs next. Mindfulness offers a break, a reset, and a different way of seeing ourselves and our environment

by stepping out of ‘doing’ and into ‘being.’  
‘Three vital psychological elements of mindfulness as follows:

- Intention – how we use our heart as our compass, directing and reflecting our most profound hopes and values;
- Attention – training and grounding our mind in the present moment;
- Attitude – paying attention with an attitude of compassion and curiosity.

### **BENEFITS OF MINDFULNESS**

Mindfulness practice reduces stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion. Research has shown that it also helps in emotional regulation and helps one to cope up with stressful situations in life.

### **NEED OF THE STUDY**

Teachers are placed with the difficult task of transferring knowledge to the next generation of leaders which can be measured in various ways. What cannot be easily quantified is the impact of the life skills taught to accomplish this handoff of reading, writing and math skills. Teachers are the role model of how a student can cope with life inside and outside of the classroom. Teaching mindfulness in the classroom is a powerful method that shows students how to self-regulate emotions in order to cope with whatever life brings for them. Mindfulness skills are essential for guiding the next generation of teachers and learners. B.Ed. learners will be future teachers carrying the legacy to future generation. The purpose of this study was to assess mindfulness among B.Ed. learners.

### **PROBLEM OF THE STUDY**

Mindfulness among B.Ed. learners

### **OBJECTIVES**

1. To assess the level of mindfulness among B.Ed. learners.
2. To compare the mindfulness among First year and Second year B.Ed. learners
3. To compare the mindfulness among B.Ed. learners as per background variables (Gender, Stream)

### **HYPOTHESIS OF THE STUDY**

1. The level of mindfulness among B.Ed. learners is moderate.
2. There is no significant difference in the level of mindfulness among First year and Second year B.Ed. learners.
3. There is no significant difference in the mindfulness among B.Ed. learners as per background variables (Gender, Stream)

### **DELIMITATIONS OF THE STUDY**

The present study was limited to B.Ed. learners of one college from Ulhasnagar.

### **RESEARCH DESIGN**

- **Methodology**  
Quantitative method was used for the study. Data was collected using survey method.
- **Sample**  
For the present study a sample of 100 B.Ed learners (First and Second year) from one college from Ulhasnagar. Random Sampling method was used. The sample comprised of 11 males and 89 females.
- **Tool**  
A Mindfulness scale was prepared by the researcher for this study. MAAS (Mindful Attention Awareness scale) by University of California Berkeley was modified comprising of 16 statements with options Always, Sometimes and Never.

**PROCEDURE OF DATA COLLECTION**

Google form was prepared to collect relevant data for the present study which was shared through WhatsApp groups to the B.Ed. learners of First and Second year.

**STATISTICAL TECHNIQUE**

The collected data was analysed and interpreted using Percentage, Mean, 't' and F test.

**DATA ANALYSIS AND INTERPRETATION**

**Objective 1:** To assess the level of mindfulness among B.Ed. learners.

**Hypothesis:** The level of mindfulness among among B.Ed. learners is moderate.

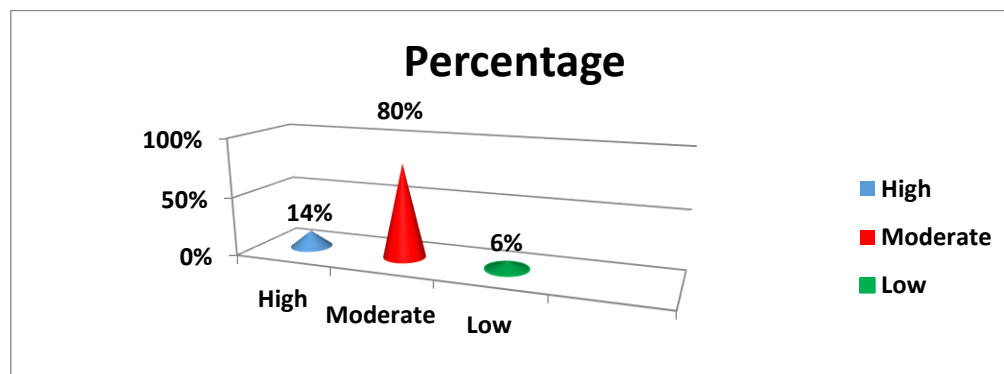
**Table No 1:** Showing level of mindfulness among among B.Ed. learners

Level of Mindfulness (Range of Score)	High (23-32)	Moderate (11-22)	Low (1-10)
N= 100	14 (14%)	80 (80%)	6 (6%)

**Interpretation:**

It can be observed from the Table 1 that the level of mindfulness among B.Ed. learners is Moderate (80%). Hence the Hypothesis stating that the level of mindfulness among among B.Ed. learners is moderate is accepted.

Figure No. 1 showing level of mindfulness among among B.Ed. learners



**OBJECTIVE 2:** To compare the mindfulness among First year and Second year B.Ed. learners

**HYPOTHESIS:** There is no significant difference in the level of mindfulness among First year and Second year B.Ed. learners.

**Table No. 2:** Comparison of mindfulness among First year and Second year B.Ed. learners  
**N=100**

Level of Mindfulness	Variable	N	Mean	't' value	Tabulated value	Result
Year	First year	49	18.57	1.09609	1.984 at 0.05 level	No Significant difference
	Second Year	51	17.69		2.626 at 0.01 level	

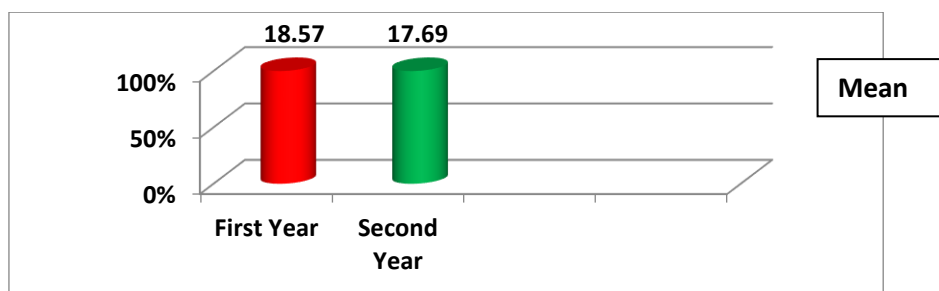


Figure No. 2 showing Comparison of mindfulness among First year and Second year B.Ed. learners

**INTERPRETATION:**

It has been observed from Table No 2 that the calculated “t” value 1.09609 is less than tabulated ‘t’ value at 0.05 level and 0.01 level. There is no significant difference in the level of mindfulness among First year and Second year B.Ed. learners and the hypothesis is accepted.

**OBJECTIVE 3:** To compare the mindfulness among B.Ed. learners as per background variables (Gender, Stream)

**HYPOTHESIS:** There is no significant difference in the mindfulness among B.Ed. learners as per background variables (Gender, Stream)

Table No 3: Comparison of mindfulness among B.Ed. learners as per background variables (Gender, Stream)

Variable	Category	N	Mean	't'/F value	Tabulated value	Result
<b>Gender</b>	Male	11	18.09	0.02506	1.484 at 0.05 level	No Significant difference
	Female	89	18.12		2.626 at 0.01 level	
<b>Stream</b>	Arts	35	18.31	0.84267	3.09 at 0.05 level	No Significant difference
	Commerce	32	17.38		4.83 at 0.01 level	
	Science	33	18.64			

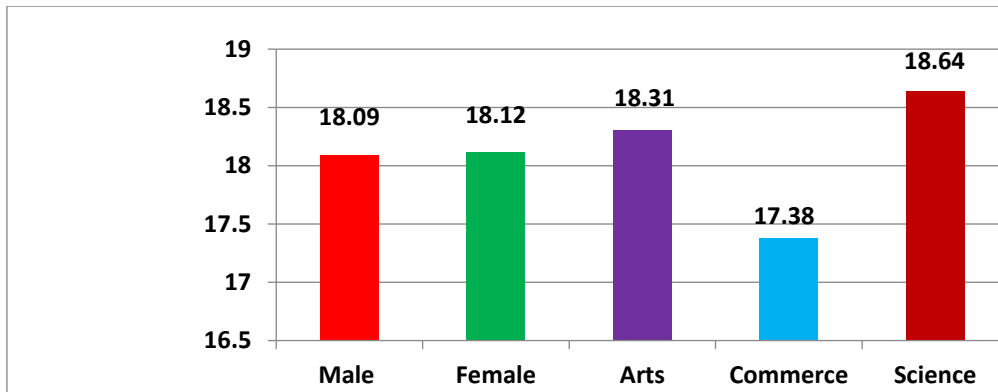


Figure No. 2 of mindfulness among B.Ed. learners as per background variables (Gender, Stream)

### INTERPRETATION:

It has been observed from Table No 3 that Hence the hypothesis is accepted and There is no significant difference in the mindfulness among B.Ed. learners as per background variables (Gender, Stream) The calculated ‘t’ value 0.02506 is less than tabulated “t” value at 0.05 level and 0.01 level For Gender. The calculated ‘F’ value 0.84267 is less than tabulated “t” value at 0.05 level and 0.01 level For Stream.

### FINDINGS:

- The level of mindfulness among B.Ed. learners is moderate.
- There is no significant difference in the level of mindfulness among First year and Second year B.Ed. learners.
- There is no significant difference in the mindfulness among B.Ed. learners as per background variables (Gender, Stream).

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### CONCLUSION.

On the basis of present study, it is noted that the level of mindfulness among B.Ed. learners is moderate. It is vital for teacher training institutes to enhance the level of mindfulness among B.Ed. learners during their training programme. This will help to reduce stress and anxiety in them and improve their academic and behavioural outcomes. The same will be practised by them in their teaching profession.

Teachers are role model for their students and help them to manage with life inside and outside of the classroom. Teaching mindfulness in the classroom is a powerful method that teaches students to self-regulate emotions to cope with challenges in the life. B.Ed. learners of today and future teachers if taught with proper strategies and practices of mindfulness can improve their students’ educational experiences and cognitive and social-emotional development, which can lead to better academic outcomes.

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## 7. NEED OF LIFE SKILL ENHANCEMENT PROGRAM FOR SECONDARY STUDENTS.

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### ABSTRACT:

In this paper, there is a detailed discussion on Need of Life skill enhancement program for secondary students. In the new millennium, education is undergoing a revolutionized change regarding science & technology, globalization, privatization, Urbanization, industrialization, etc. Today's youth is facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent Life-Skills Education as defined by the UNICEF "a behaviour change or behaviour development approach to address a balance of three areas; knowledge, attitude and skills"

### KEYWORDS

Enhancement Program, effectiveness, student – teacher.

### INTRODUCTION

Life skills help an individual function well in different ways. They aid in the smooth adjustment in social situations, and regulation of self and emotions. Life skills are techniques or skills picked up that help in handling interpersonal relationships in a healthy manner. This may be through practicing on maintaining appropriate body language, and fearlessly facing crowds and speaking, which will assist us while dealing with life's issues and incidents. As a result, we can develop the art of communicating effectively and with ease.

Life skills differ from soft skills and hard skills (academic and technical knowledge) and have often been neglected and taken over by the other two. Soft skills are personality traits and abilities that are closely looked into for

jobs' sake. But life skills are an extension of the same and takes the individual far beyond just a successful and satisfying career.

To ensure that such life skills are instilled and developed from a young age,

### NEED OF LIFE SKILL ENHANCEMENT PROGRAM

- In the new millennium, education is undergoing a revolutionized change regarding science & technology, globalization, privatization, Urbanization, industrialization, etc.
- Today's youth are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-

throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society

- Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent

### What are Life skills?

Life skills are behaviours that enable individuals to adapt and deal effectively with the demands and challenges of life. There are many such skills, but 10 life skills lay down by WHO are:

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

### OBJECTIVES OF LIFE SKILL ENHANCEMENT PROGRAM: -

1. To study the current situation and the status of life skills among secondary level students.
2. To study the current situation and the status of Self Awareness.
3. To study the current situation and the status of Empathy.
4. To study the current situation and the status of Critical thinking.
5. To study the current situation and the status of Creative thinking.
6. To study the current situation and the status of Decision making.

7. To study the current situation and the status of Problem Solving.
8. To study the current situation and the status of Effective communication.
9. To study the current situation and the status of Inter personal relationship.
10. To study the current situation and the status of Coping with stress.
11. To study the current situation and the status of Coping with emotions.
12. To create and conduct the programs based on the following life skills: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Inter personal relationship, coping with stress, Coping with emotions.
13. Examine the effectiveness by implementing programs based on life skills.
14. Giving positive suggestions to both, students and teachers about enhancing life skills.

### Life Skill Enhancement Program:

Self-Awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Inter personal relationship, Coping with stress, Coping with emotions, to develop and implement all these ten life skills among students and to improve these skills, various programs are conducted which are supplementary to curriculum is called as Life Skill Enhancement program.

Life Skills	List of Activities
1. Self – Awareness	<ul style="list-style-type: none"> <li>• Responsible place in the school Swarajya Mandal</li> <li>• To distribute the work by establishing Social environmental board.</li> <li>• To organize essay Writing, poem writing competition &amp; challenge the creativity of the students.</li> </ul>
2. Empathy	<ul style="list-style-type: none"> <li>• To organize plays on school levels.</li> <li>• To organize group of voluntary work.</li> <li>• To arrange the autobiography writing competition.</li> </ul>
3. Problem solving	<ul style="list-style-type: none"> <li>• To arrange the group discussion based on current, Social, Educational &amp; environmental affairs.</li> <li>• To give project based on any problem.</li> </ul>
4. Decision making	<ul style="list-style-type: none"> <li>• To complete the partial completion</li> <li>• To give the questions based on emergency circumstances</li> <li>• To distribute the work by establishing the student committee in the school.</li> </ul>
5. Effective communication	<ul style="list-style-type: none"> <li>• Debate competition</li> <li>• Field visit</li> <li>• Interviews by ideal personalities</li> <li>• Group discussion</li> </ul>
6. Interpersonal relationship	<ul style="list-style-type: none"> <li>• To arrange the goodwill day</li> <li>• To arrange the Bhaubeez function</li> <li>• To arrange donation for poor &amp; talented students.</li> <li>• To arrange the induction of friends.</li> </ul>
7. Critical thinking	<ul style="list-style-type: none"> <li>• To form the questions based on stories</li> <li>• To arrange the Quiz competition.</li> <li>• To arrange group discussion based on current affairs, Social education &amp; environmental affairs.</li> </ul>
8. Creative thinking	<ul style="list-style-type: none"> <li>• Arrangement of intelligence programmes.</li> <li>• To arrange the project activity</li> <li>• Slogans competitions</li> <li>• Classroom decoration competition.</li> </ul>
9. Coping with stress	<ul style="list-style-type: none"> <li>• Expressing the one experience</li> <li>• Poetry writing competition</li> <li>• Daily dairy writing</li> </ul>
10. Coping with emotions	<ul style="list-style-type: none"> <li>• To arrange the open habits class</li> <li>• To arrange the funfair programme</li> <li>• To arrange the yoga classes</li> <li>• To arrange the lectures.</li> </ul>

❖ **Process of implementation of Life skill enhancement program**

:-

The research presented will initially use the survey method to study the knowledge about the life skills of secondary level students and the behaviour of daily life.

Similarly, the researcher will use Quasi experimental method to study the effectiveness of implementing the life skill enhancement program. In the proposed program there are students from different secondary schools.



From 12 Secondary schools, 50% of schools will follow simple random sampling method. Among these schools, only one will be deliberately selected. Two equal groups of students will be created whose strength will be 30 + 30. The following tools will be used for the proposed program: -

**Questionnaires**

The questionnaires tool will be used to find out, what skill have been acquired through the enhancement program Opinionnaire – This tool will be used to know the student’s views on life skills.

**Tests**

The Test will be used to find out the pre and post knowledge about life skill enhancement program among secondary level students. By using the various activities life skills enhancement program will be conducted on secondary students.

**CONCLUSION**

The society expects a large contribution from education for the storage and spreading of information. Currently there is a difference between life and education. Many years of schooling is not sufficient for making children independent. For this, the development of life skill should be

emphasized. Everyone in the community, from different levels of society, need to face the struggles and stresses. Changing social values, split family practice, one or two children and burden of growing expectations of parents, the lack of knowledge among the parents about the mentality of children tends to create fear among students. That's why many students appear to commit suicide. Likewise, the increasing addiction in students, negative thoughts, lack of confidence, is the reasons to worry. Because of this it is necessary to introduce life skills to the students at the school level. The teachers are teaching the syllabus from textbooks. But instead of that, by performing various activities it is more important for students to get self-award, to be able to solve everyday problems, to cope with stress and increase the ability of decision making, to tend students for critical thinking and effective communication, hence the life skill enhancement program is essential from these all point of view. Hence instead of depending on syllabus, student needs to give more efforts. Life skills education contributes to: basic education; gender equality; democracy; good citizenship; child care and protection; quality and efficiency of the education system; the promotion of lifelong learning; quality of life; the promotion of peace. In this way life skill enhancement program is important for secondary students.

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## 8. IMPORTANCE OF MULTIMEDIA TECHNOLOGY IN TEACHING AND LEARNING OF ENGLISH LANGUAGE EFFECTIVELY.

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### ABSTRACT

The present world is the world of technology. Which has covered near about all the aspects of human life. The technology plays a vital role which can be called as a part and parcel of the modern life. In education the use of this technology is worth considered. The multimedia or computer assisted teaching and learning playing best to the modern education system. The English language is becoming more and more influential in the world today. Every part of the world including ruler area it is most widely considered as one of the important and useful language for the communication. The present article focuses on the use of multimedia in learning English as a foreign language and how the students are benefited to acquire the language proficiencies.

### KEY WORDS

Technology, Multimedia, Language Proficiency, Learner, Interactive, Communication, Teaching efficiency.

### INTRODUCTION

English is playing a vital road in the all-round development of to human being, however it has occupied all the aspects of human life all over the world. The language is spreading very fast in various corners of the world. The ruler area is no more exception to it. The English language with Indian context is also very important. It is dot at the second language in our country. Somewhere it is being thought at the first language especially in the English medium schools. The language which is a foreign and from different background is not that much accepted in the Indian ruler area moreover the students are well acquainted with their mother tongue because they are from that surroundings, the surroundings plays a vital role in acquiring the foreign language especially the English language.

Various ways are adopted in the schools to teach the English language to the local students, various tools are also adopted used in the classroom teaching. The introduction of the computer internet and the social media that is used in the modern world of technology is a tool used to acquire the knowledge of English language. The multimedia used in teaching learning process in acquiring the English language is also important tool which makes this process very interesting and interactive.

The modern language teachers have new challenges and duties given by the new era. The tradition of English teaching has been drastically changed with the remarkable development of newer technologies such as multimedia technology. Technology provides so many options as it makes teaching

interesting and productive because it has capability to attract the language learners. David Graddol states that "technology lies at the heart of the globalization process; affecting education work and culture". Thus, technology is one of the most significant drivers of both social and linguistic change.

### **The Use of Multimedia Technology in Teaching**

As the popularity of English is expanding day by day and worldwide, the teachers of English feel the need of change in their language teaching methods. There are teachers who use the "leading edge of technological and scientific development" (Young and Bush 2), but the majority of teachers still teach in the traditional manner. However, this paper does not claim that none of these traditional manners are bad or damaging the students. In principle, they are proving to be useful even today. There are many opportunities for students to gain confidence in learning English who learn the language for more than just fun. For them, to keep pace with English language teaching and gain more confidence, they have to stride into the world of multimedia technology. Here, multimedia technology refers to computer-based interactive applications that use both the hardware and software, allowing people to share their ideas and information. It is a combination of text, graphics, animation, video and sound.

The twenty-first century is the age of globalization and information technology as Harry Samuels argues, "Much more recent developments in social media and information technology are taking foreign-language education in new directions". English is one of the important mediums of communication in the world, so it is important to learn the language. As a result, English language teaching has been one of the important subjects in education. In fact, there are

more non-native than native. speakers of the language. There is also the diversity of context in terms of learner's age, nationality, and learning background that has become an important feature of English language teaching today.

With the rapid growth of science and technology, the use of multimedia technology in language teaching has created a favourable context for reforming and exploring English language teaching models in the new age. This trend features the use of audio, visual, and animation effects in the English language teaching classrooms. Multimedia technology plays a positive role in improving activities and initiatives of students and teaching effect in the classrooms. Elaborating on the scope of technology, Rana argues, "Educational institutions all across the globe have already started implementing technology in education, and Nepal also needs to understand that there's no way to stop the evolution of technology; and rather than working on ways to separate technology from education, we rather need ways to combine them". Thus, technological innovations should go hand in hand with the growth of English and change the way in which we communicate. In fact, the growth of the Internet has facilitated the growth of the English language. In this sense, computers are no longer the exclusive domains of a few individuals, but rather they are available to many.

The traditional teaching methods is the teachers teach the knowledge to their students, while the students accept the knowledge passively by means of books, teachers' words and writing on the black board through watching, listening and writing by hands. This way of teaching not only fails to show dynamic content rich information, but limits the student's initiative and self-learning process. Teachers normally play the role as information provider who delivers conceptual knowledge to learner. Learner

is a receiver of knowledge, but how much could they absorb is merely answered?

There is no mechanism to effectively aid the learner to process and comprehend these abundant information and knowledge. The effectiveness of the education in this setting is questionable? One important alternative is to take advantages of the continuing advances in multimedia technology and to take an effort to integrate this technology with in the class instruction. It is well documented that multimedia technology can help with some difficulties associated with foreign language situation. Such as large class sizes and mixed ability classrooms. And multimedia technology has been used for foreign languages instruction, better result have been achieved with training students to be autonomous learners.

The effectiveness of education setting is questionable. Multimedia has the capability to empower the constructivist approach for learning through collaborations, self-explanations, stimulations, models and creating rich study materials. Picture, videos and sounds are in cooperating in a structured manner facilitating the learning of new knowledge much more effectively. When we hear the word technology, most of us think of computers and students using software programs, the internet and e-mail for languages learning. We sometimes forget that technology encompasses many other media that can be equally education and stimulating.

The interactive nature of multimedia can also provide the learners more flexibility to adopt their own learning strategies. It enables both the educator and learners to work together in an informal setting. The role of educators and learners are expected we cannot make something out of nothing. In order to achieve quality of teaching and the process of learning and English teacher have to adopt effective teaching methods. As we know, the learning process takes place when the

student being taught is effectively involved in it. When he or she is learning, consequently, using of any teaching aids and materials in traditional teaching are attracted by the students which brought to the class room. Moreover, students are attracted by new techniques of the teacher.

They are thus stimulated to fully participate in new developments of the lesson. In this way they acquire the new information embedded in the new teaching techniques unconsciously, in a pleasant way, interesting, and interactive manner. Motivation is the key concept in pedagogy; student should be willing to learn. To this end, teacher should try to make every lecture in a different way because student has to avoid their routine class room teaching and boredom self-sufficiency and ignore on the part of the learners. Interaction between teacher and student, between student and the other students is very crucial too. Moreover, students will also able to produce the language they had internalized in real life communication situations. This is in fact the ultimate aim of foreign language teaching; therefore, authentic examples should be chosen.

Nowadays there is an acute need to develop the students their communicate skills rapidly and effectively, therefore access to wide range of information is vital. Teachers will have to adopt their teaching strategies to these necessities. But what do the students need exactly? Unfortunately, most of the text books are outdated; they are boring to the learners of the language, also and have an artificial style. On the other hand, technology provides teachers with an inexhaustible source of authentic materials they can use in classroom. What learners need are precisely these authentic exercises, which should be placed in close relationship to everyday communication for which language is devised.

When we hear the word technology most of us think of computers and



students using software programmes, the internet and email for languages learning. We sometimes forget that technology encompasses many other media that can be equally educational and stimulating. Including video technology, this often underused in language classrooms. Many teachers show audio and video classes, but most do not use the technology behind the finished product, such as cameras and editing devices to its full advantage.

Yet student video productions using these devices can be the perfect vehicle for integrating skills practice. Authentic communication and process-oriented group activities at a level of student involvement that is difficult to sustain through other media. Students find video work exhilarating and enjoy watching their own productions for pleasure and for analysis of their language skills. Multimedia has capability to empower the constructivist approach for learning through collaborations, self-explanations, simulation models and creating media rich study material. Picture, videos and sounds are incorporating in a structured manner facilitating the learning of the new knowledge much more effectively.

The use of multimedia technology in English can optimize the student abilities of listening, speaking, reading and writing these finishes the teaching goals better way. Years of teaching makes me to realize that the good use of the multimedia teaching method is an important way to optimize English teaching results. While handling classes, we can use teaching methods of multimedia activity to improve the teaching quality of English. But it can't be abused. We must choose and use the audio-visual education programme media rationally according to the contents of the text, so that we can achieve the goal of optimizing English teaching.

The interactive nature of multimedia can also provide the learners more flexibility to adopt their own learning

strategies. It enables both the educators and learners to work together in an informal setting. The role of educators and learners are extended in nowadays. In order to achieve quality of teaching and in the process of learning English teacher have adopt an effective teaching method. As we know, the learning process takes place when a student being taught is actively involved in it, when he or she is learning. Consequently, using of any teaching aids and materials in a traditional teaching are attracted by the students which brought to the classroom. Moreover, students are attracted by the new development of the lesson. In this way they acquire the new information embedded in the new teaching techniques unconsciously, in a pleasant way, interesting and interactive manner.

Motivation is the key concept in pedagogy; student should be willing to learn. To this end, teacher should try to make every lecturer in a different way because students have to avoid their routine classroom teaching and boredom self-sufficiency, and ignore on the part of the learners. Interaction between teacher and student, between students is very crucial too. Moreover, students will also be able to produce the language they had internalized in real life communication situation. This is in fact the ultimate aim of foreign language teaching;

Therefore, authentic examples should be chosen. Nowadays there is an acute need to communicate rapidly and effectively, therefore access to wide range of information is vital. Teacher will have to adopt their strategies to these necessities.

But what do the students need exactly? Unfortunately, most of the text's books are outdated; they are boring to the teacher as well as students and have an artificial style. On the other hand, technology provides teachers with an inexhaustible source of authentic materials they can use in classroom. What learners need are

precisely these authentic exercises, which should be placed in close relationship to every day communication for which language is devised.

The desire to make language teaching is more responsive to learner needs has been a consistent feature from the long period. In grammar translation method, for example the emphasis was on strict grammatical Instruction, and the best communication played secondary role. Individual learner's needs were not taken into consideration. Despite resistance, the more communicative and student-centered approaches gained ground. The researchers also showed that making errors correction was perceived as unnecessary and inhibiting. Ability to convey, understand the meaning become more important than mere knowledge of grammatical rules. In addition, learner autonomy and individual differences between learners were now being treated as central issues. In the student-centered classroom, students play an important role.

With depending of quality-oriented education, the foreign language teaching idea is from regarding the teacher as well as the student centre too. The teaching methods of English are also changing nowadays. Teacher uses the multimedia technology more often than before, which makes classroom instruction vivid and lovely. Through multimedia teachers can make a better educational product by putting characters, charts, sounds, cartoons, images, etc. together. In English classes when a teacher uses this kind of scene, it can generally increase the interest of the students and improve the ability to accept new things of the students, with result of getting double the result with only half effort. Modern multimedia teaching technology substitutes static. Stiff teaching aids with excellent pictures, texts, sounds and images are good. With these teaching aids put fresh blood into teaching of English language. Especially

it has an amazing unique function on the student's imagination.

The application of the multimedia has already exerted an enormous influence in the foreign language teaching. First of all, in the classroom, it can transmit a large amount of the knowledge and information to students fast and effectively. The application of multimedia helps to excite student interest in learning. Making full use of multimedia technology can show new words, stereos, and dialogues, which can make students, place themselves in the language and experience actual application of English. The use of multimedia technology can design abstract words, sentence patterns and passages into a scene by putting them together through the cartoon videos, it can make the learning process active or quite with excellent pictures and texts. Thus, it makes students know English perpetually. Meanwhile, teachers can make advantage of the acoustics of the multimedia to strengthen learning strategies of the students.

The auxiliary teaching of multimedia can improve student's spoken language and listening. Traditional English teaching is that teachers instruct the spoken language of the students directly. This kind of extensive reading has been influenced by teacher's levels and student's ability to accept the things. It is difficult for the students to remember and to repeat the long text. But it is much simpler to use the multimedia courseware to solve this problem.

Multimedia tools shall not to deliver the information to learners, but also enable interactive learning. Educators and learners should be capable of getting immediate responses of their actions during the process of knowledge seeking and exploration. In general, different people have different capacities of sense making. This is due to their different sense making methods. One of the best recommended learning methods is self-

exploration. Through self-exploration of knowledge, new understandings of the subject can be contrasted more effectively.

Multimedia technology plays an important role in the education and training because of its ability to provide virtual environment for learners effectively acquire knowledge. With the sounds and visual effects.

#### **ADVANTAGE OF THE USE OF MULTIMEDIA:**

- Motivate Students to Learn English
- Develop students Communicative Competence
- Widens Students' Knowledge about the Culture of English
- Improves Teaching Efficiency
- Enhances Interaction among Students and between Teachers and Students.
- Creates a Conducive Teaching Environment in the Classrooms.
- Provides Opportunities for English Teaching outside the Classrooms.

#### **DISADVANTAGE:**

- Emphasis on the Supplementary of Effective Teaching.
- Lack of Communication between Teachers and Students.
- Lack of Real-Time Teaching.
- Loss of Students' Logical Thinking.
- Expensive way of Conducting Language Classes
- 

#### **Some Suggestion:**

- Teachers Should Play the Leading Role in Teaching.
- Teachers Should Not Consider the Computer Screen as a Blackboard or Whiteboard.

- Teachers Should Encourage Students to Use Their Own Mind and Speak More.
- Teachers Should Use All Possible Teaching Aids and Techniques.
- Teachers Should Not Overuse Multimedia Technology.

#### **CLOSURE:**

The main purpose of using multimedia technology in language teaching is to promote students' motivation and learning interest in the English language. In the non-native English-speaking context, this can be a practical way to get them involved in the language learning. To achieve this goal, the language teachers should create a favourable environment for English language teaching, which should be based on the availability of information and teaching materials. While using multimedia technology in teaching if students are not too dependent on their mother tongue, they should be motivated to communicate with each other in English. The process of English learning should be more student-cantered and less time-consuming. The language teachers should maintain the students' communicative competence through multimedia technology.

In conclusion, the utilization of multimedia technology can fully improve the students' thinking and practical language skills. This will ensure and fulfil an effective result of English language teaching. Despite some disadvantages of using multimedia technology in teaching, multimedia technology can be used effectively in the English language teaching classrooms. Overall, the non-native speakers of English as language teachers can teach English more efficiently if they use multimedia technology.

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## 8. लोकसाहित्य: महत्त्व आणि प्रयोजन

श्रीमती साक्षी गोळे

संशोधक विद्यार्थी

शासकीय अध्यापक महाविद्यालय

पनवेल

डॉ सुविद्या सरवणकर

प्राध्यापक

शासकीय अध्यापक महाविद्यालय

पनवेल

### गोषवारा

लोकसाहित्य हा लोकसंस्कृतीचा एक महत्त्वपूर्ण भाग आहे. लोक साहित्य हे लोकांचे व लोकांनी आपणासाठी निर्माण केलेले असते. Folklore या इंग्रजी शब्दासाठी लोकसाहित्य हा शब्द वापरला जातो. महाराष्ट्रामध्ये लोकसाहित्य हा शब्द साधारणता इ.स.वी सन 1915 पासून वापरला जावू लागला. दत्तू वामन पोतदार यांनी लोकसाहित्याच्या ऐवजी त्याला लोकविद्या असे म्हणावे असे सुचविले. काही विद्वानांनी लोकसाहित्य अथवा लोकविद्या याऐवजी लोकवाङ्मय असे म्हणावे असाही विचार मांडला. लोकसाहित्य या शब्दाची व्याप्ती ही विस्तृत आहे. दुर्गा भागवत यांनी आपल्या लोकसाहित्याची रूपरेखा या ग्रंथात 'लोकसाहित्य' हा पारिभाषिक शब्द वापरला आहे. लोकसाहित्य या शब्दांमध्ये लोकवाङ्मयाबरोबर तत्कालीन रुढी, प्रथा परंपरा आणि संस्कृती यांचाही समावेश होतो. लोकसाहित्य हा शब्द 'लोक' व 'साहित्य' या दोन पदांच्या संयोगाने बनलेला आहे. लोकसाहित्यातील 'लोक' हा शब्द अत्यंत महत्त्वाचा आहे. लोक हा शब्द सामान्य माणूस किंवा स्थान या दोन्ही अर्थाने वापरला जातो. या लोकांची परंपरा असलेले साहित्य म्हणजे लोकसाहित्य अशीही त्याची उत्पत्ती सांगितली जाते. लोकसाहित्य म्हणजे सर्वसामान्य लोकांचे साहित्य हे साहित्य लोकांकडून निर्माण झालेले असते. सहजपूरता आणि अनामिकता ही त्याची वैशिष्ट्ये आहेत. लोकांमध्ये प्रचलित असलेल्या मौखिक परंपरा लोकसाहित्यात असतात. लोकसाहित्याची निर्मिती प्रारंभ काळी कुणीतरी केलेली असते. लोकवाङ्मय विशिष्ट जनसमूहाने आपली जनसमुहाची निर्मिती म्हणून स्वीकारलेली असते. लोकांमध्ये लोकांमध्ये प्रचलित असलेल्या मौखिक परंपरा म्हणजे लोकसाहित्य होय.

बीजशब्द: लोकसाहित्य, लोक, परंपरा, संस्कृती, समाज, अभ्यासक

## प्रस्तावना

लोकसाहित्य हा लोकसंस्कृतीचा एक महत्त्वपूर्ण भाग आहे. लोकसाहित्य हे लोकसंस्कृतीचा आविष्कार आहे असे म्हटले जाते. लोकवाङ्मय हे मानवी जीवनाच्या इतिहासाच्या अभ्यासाचे महत्त्वाचे साधन आहे. लोकसाहित्याचा पद्धतशीर अभ्यास केल्यास त्या समाजाच्या जीवनपद्धतीचे त्या लोककथांच्याद्वारे आकलन होऊ शकते. लोकसाहित्या मध्ये परंपरागत प्राप्त झालेले अनुभव असतात. हे अनुभव व ज्ञान शिक्षणाच्या कोणत्याही स्वरूपाच्या माध्यमा शिवाय मिळते. हे ज्ञान एका पिढीकडून दुसऱ्या पिढीला परंपरेने प्राप्त होते. म्हणूनच लोकसाहित्य हे अनौपचारिक शिक्षणाचे साधन आहे. वेगवेगळ्या विद्वानांनी लोकसाहित्याला लोककथा, लोकविद्या, लोकवाङ्मय असे विविध पर्याय सुचविले असले तरीही सर्वसामान्यपणे लोकसाहित्य हा शब्द शेवटी रूढ झाला. लोकसाहित्य या शब्दांमध्ये समाज विशेषता विशिष्ट समाज या अर्थाने 'लोक' या शब्दाची योजना केलेली आहे.

## व्याख्या

लोकसाहित्याची व्याख्या कोणत्याही एका दृष्टिकोनातून करणे शक्य नाही. मानववंशशास्त्रज्ञ लोकसाहित्याची व्याख्या करताना लोकसमूहातील चालत असलेल्या प्राचीन अवशेषांवर भर देतात. समाजशास्त्रज्ञ लोकसमूहाच्या भौतिक परंपरेला महत्त्व देतात. मानसशास्त्राच्या दृष्टीने विचार करणारे, लोकसाहित्यातून लोमानसाचा आविष्कार होतो. अशी भूमिका घेतात. यापैकी कोणत्याही एका दृष्टिकोनातून विचार केल्यास लोकसाहित्याच्या विशेषांचा आणि लक्षणांचा बोध होईल अशी समाधानकारक व्याख्या अजून तयार करता आली नाही. तरी विविध अभ्यासकांनी केलेल्या सर्व समावेशक अशा व्याख्या येते मांडणे उचित ठरेल.

## डॉ. प्रा. प्रभाकर मांडे:

लोकांमध्ये प्रचलित असलेल्या मौखिक परंपरा म्हणजे लोकसाहित्य होय. लोकरुढी, परंपरा, विधी, आचारविचार, कलाकौशल्य इत्यादी गोष्टी या गीतांमधून, म्हणी उखाण्यांमधून पुढच्या पिढीत संक्रमित होतात, अशा परंपरागत अलिखित साहित्याला लोकसाहित्य म्हणतात.

**जोनास बॅलीस:**

जोनास बॅलीस म्हणतात, लोकसाहित्य हे आदिमानव निर्मित असून परंपराप्राप्त असते. याचबरोबर सुसंस्कृत मानवाने देखील निर्मिलेले असते. ही निर्मिती ध्वनी व शब्द याद्वारे केली जाते. लोकसाहित्यात लोकविश्वास, लोकभ्रम, लोकरुढी, लोककलाप्रकार, त्याचप्रमाणे नृत्य, नाट्य, यांचा अंतर्भाव होतो.

**डॉ. गंगाधर मोरजे:**

लोकसाहित्य म्हणजे केवळ मौखिक स्वरूपात चालत असलेला वाङ्मयप्रकार नाही, उलट मौखिक आशय विधीसंबंधित कृती व अभिनय यांच्याद्वारे सादर केलेला तो प्रयोग असतो. तो प्रयोग श्राव्य, व दृश्य असतो. म्हणजेच लोकसाहित्य ही प्रयोगात्मक कला आहे.

**डॉ. सरोजिनी बाबर:**

डॉ. सरोजिनी बाबर म्हणतात, विविध प्रकारांच्या जातीवंत स्वरविलासांनी शिणगारलेले व अशिक्षितांनी कितीक वर्षांमागे रचले असतानाही पाठांतराच्या बळावर पिढ्यानपिढ्या आपल्या नवनवोन्मेषशालिनी तेजाने पुढच्या पिढीला उत्तेजित करणारे ते लोकसाहित्य होय.

**लोकसाहित्याचे महत्त्व:**

इंग्रजीत लोकसाहित्याला 'फोकलोअर' (Folklore)असा शब्द आहे ही संज्ञा थॉमसन या अमेरिकेतील जागतिक कीर्तीच्या अभ्यासकाने इसवी सन १८४६ सारी प्रचारात आणली. 'फोक' शब्दाचा अर्थ लोक, जनलोक असाच आहे. जनजीवनातील आणि जनमानसातील भावना, कल्पना, विचारप्रवाह, रुढी आदर्श यांचे दर्पण म्हणजे लोकसाहित्य. भारतीय परंपरा आणि संस्कृती या दृष्टीने लोकसाहित्यचे स्थान उच्च आहे. लोकसाहित्याची तुलना ही वेद, पुराणे, श्रुती, स्मृती,शास्त्रे, इतिहास यांच्याशी केली जाते. त्यांचे वैशिष्ट्य म्हणजे एक लिखित ग्रंथित वा लिपीबद्ध नाही.तर ते निसर्गनिर्मित मानवांच्या प्रकृतीशी पूर्णतः संबंधित आणि जीवनाशी समर्पित राहून प्रवर्तित झालेले आद्य लिखित अक्षर वाङ्मय आहे. श्रीमती दुर्गा भागवत लोकसाहित्याचे महत्त्व विशद करताना म्हणतात, 'लोकसाहित्य ही उच्च दर्जाची श्रुती आहे. उदात्त संहिता आहे. प्रभावी लोक गाथा आहे, आणि अलिखित पण अभिजात व अक्षरवाङ्मयात मोडणारा भारतीय जीवन संस्कृतीदर्शक, प्रेरक इतिहास आहे. तो अमर आहे यात संदेह नाही. लोकसाहित्याचा अभ्यासक म्हणजे लोकसंस्कृतीच्या अभिसरणाचा अभ्यास

आहे. लोकसंस्कृतीचे सातत्य आणि तिच्यात होणारे बदल यांचे निरीक्षण करावयाचे झाले तर ते लोकसाहित्यात करावे लागते.'

लोकसाहित्यातून रूढी, परंपरा, यांचे ज्ञान होते. तसेच तमाशा, लावणी, कीर्तन, लोककथा, लोकगीते, गोंधळ, भारुड, या सर्वांचा सखोल अभ्यास लोकसाहित्यात केला जातो. लोकसाहित्यातून देशाच्या प्राचीन संस्कृतीचे आचारविचारांचे व रीतीरीवाजांचे ज्ञान आपल्याला मिळते. विविध ज्ञान शाखांच्या अध्ययनाला लोकसाहित्याचे अध्ययन अत्यंत उपकारक आहे.

### लोकसाहित्याची गरज:

लोकसाहित्यातून देशाच्या प्राचीन संस्कृतीचे आचार विचारांचे रीतीरीवाजाचे ज्ञान मिळते. तसेच लोकसाहित्याच्या अभ्यासामुळे आपल्यामध्ये लोकसाहित्याची आवड निर्माण होते. रूढी, परंपरा, रीतीरीवाज तसेच आपली संस्कृती याबद्दल माहिती करून देण्यासाठी लोकसाहित्य गरजेचे आहे. लोकसाहित्या बद्दल आस्था निर्माण करण्यासाठी. लोकसाहित्याबद्दल आदर निर्माण करण्यासाठी. लोकसाहित्यातून लोकशिक्षण देण्यासाठी लोकसाहित्यातून

लोकसाहित्याच्या विविध प्रकारांची माहिती होण्यासाठी. आपल्या संस्कृतीचे जतन होण्यासाठी लोक संस्कृती व लोकसाहित्याची समाजाला जाणून करून देण्यासाठी. लोकसाहित्यातून सामान्य जनता हसते, रडते व गात असते. स्वाभाविकता, स्वच्छंदता, सरलता हे त्यांचे विशेष असतात. लोकसाहित्य एक प्रयोगात्मकता आहे. म्हणून ती सादर करण्यासाठी लागणाऱ्या मौखिक शब्दांपासून विधी, वाद्ये, नृत्य, संगीत, उच्चारण, लकबी या सर्वांचा तेथे समावेश होतो.

### लोकसाहित्याचे प्रयोजन:

लोकसाहित्य हे ज्या समाजात प्रचलित असते. त्या समाजात त्याचे प्रयोजन काय? अथवा कार्य काय? यासंबंधी विचार करणे महत्त्वाचे आहे. त्या समाजाच्या कोणत्या गरजा ते लोकसाहित्य पुरविते याचा शोध घेणे महत्त्वाचे आहे. अंगाई गीत गाणाऱ्या आईला हे अंगाई गीत कुणी आणि केव्हा रचले याची माहिती नसते. तिला फक्त हे गीत अथवा गाणे म्हटल्याने बाळाला झोप येते हे माहिती असते. अशाच प्रकारची स्थिती लोकसाहित्याच्या इतर प्रकाराचीही असते.



समाजजीवनातील प्रचलित असलेल्या निरनिराळ्या लोकसाहित्य प्रकारांकडून विशिष्ट कार्य पार पाडले जाते. म्हणूनच लोकसाहित्य हे त्या समाजजीवनाचे एक अंग म्हणून जिवंत राहते. प्रयोजनासंबंधी विचार करता पुढील गोष्टी प्रामुख्याने लक्षात येतात.

### अनौपचारिक शिक्षणाचे माध्यम

समाजाची सुखदुःखे लोकसाहित्यातून प्रकट होतात. निरक्षर अथवा अशिक्षित व्यक्तींना शिक्षण देण्याचे कार्य लोकसाहित्य करते. लोकसाहित्यामध्ये परंपरेने चालत आलेले शहाणपण असते. हे शहाणपण हे अनुभवाने घेतलेले असते. हे अनुभवाचे सार असते. परंपरागत प्राप्त झालेल्या लोकसमूहातील घटक व्यक्तींना हे ज्ञान शिक्षणाच्या कोणत्याही स्वरूपाच्या माध्यमाशिवाय मिळते. हे ज्ञान एका पिढीकडून दुसऱ्या पिढीला परंपरेने प्राप्त होते. म्हणूनच लोकसाहित्य हे अनौपचारिक शिक्षणाचे एक महत्त्वाचे साधन आहे. हे साधन जाणीवपूर्वक निर्माण केलेले नसते. ते सहजपणे निर्माण झालेले असते.

### लोकस्मृतीचे वाहक

लोकसाहित्यामध्ये वेगवेगळ्या दंतकथा, अख्यायिका यांचा समावेश असतो.

स्थानिक दंतकथा आणि आख्यायिका यामध्ये काही ऐतिहासिक सत्य हे जतन करून ठेवले असते. त्यामुळे लोकस्मृतीचे वाहक म्हणून लोकसाहित्य हे कार्य करते असे म्हटले तर ते वावगे ठरणार नाही. वेगवेगळ्या ऐतिहासिक कथांमधून व गीतांमधून समाजामध्ये वीरवृत्ती निर्माण करण्याचे कार्य केले. परंपरेने चालत आलेली गीते, कथा, चित्रकला आणि संगीत यातूनच आज अस्तित्वात आलेल्या विविध कलाप्रकारांचा उगम झालेला आहे. म्हणूनच लोकसाहित्य केवळ विविध कलाप्रकारांची गंगोत्रीच आहे असे नाही तर निरनिराळ्या कलाप्रकारांना सामर्थ्य प्राप्त झालेले आहे.

### विविध व्यवसायांचे ज्ञान कौशल्य

विविध व्यवसायांचे ज्ञान कौशल्य आणि सवयी या सुद्धा लोकसाहित्या द्वारे एका पिढीकडून दुसऱ्या पिढीकडे चालत येताना दिसतात. सुतकातणे, शिवण शिवणे, भरतकाम करणे, स्वयंपाक या दैनंदिन जीवनातील पद्धतीविषयी माहिती लोकसाहित्याद्वारे प्राप्त होते. ग्रामीण भागातील निरक्षर कारागीरांना उदा. कुंभार, लोहार, चांभार यांना आपले चालत आलेले पारंपारिक व्यवसायविषय कौशल्य

लोकसाहित्याद्वारे आत्मसात करता येते. परंपरेने चालत आलेले वैद्यकशास्त्र व ज्योतिषशास्त्र सुद्धा या लोकसाहित्यामुळे पुढील पिढ्यांपर्यंत पोहोचवले गेलेले आहे.

### राष्ट्रीय ऐक्य

अनेक सण, उत्सव, धार्मिक विधी परंपरागत पद्धतीने साजरे केले जातात. त्यामुळे एकटेपणाची भावना लोप पावते. माणूस हा तसाही समाजशील प्राणी आहे. म्हणूनच एकत्रितरीत्या आनंद, दुःख व्यक्त करणे त्याला आवडते. लोकपरंपरा याचसाठी निर्माण झाल्या असाव्यात सर्वांसोबत सण,समारंभ साजरे केल्याने लोकसमूह एका समान नात्याने एकत्र बांधला जातो. आपण एकटे आहोत ही भावना नष्ट होऊन आपण लोकसमूहाचे घटक आहोत ही जाणीव निर्माण होते. अर्थातच त्यामुळे राष्ट्रीय ऐक्य निर्माण होण्यास हातभार लागतो. मानसिक तानाचा निचरा होतो.

### नीतीशिक्षणाचे कार्य

लोकसाहित्यामध्ये समाजाच्या नीतीकल्पना व्यक्त होतात. समाजात कसे वागावे यासंबंधीचे नियम आणि संकेत समाजातील व्यक्तींना

लोकसाहित्यमार्फत कळतात. समाजमनावर समाजातील रूढी, विश्वास आणि परंपरा, आचार विचार यांचा पगडा असतो. व्यक्तीच्या स्वैरतेला त्यामुळे आळा बसतो. व्यक्तीकडून सामाजिक संकेतांचे व नियमांचे पालन होते. यायोगे सामाजिक नीतीक्षिणाचे कार्य लोकसाहित्याद्वारे घडते.

### सामाजिक संस्थांचे समर्थन

समाजामध्ये परंपरेने चालत आलेल्या सामाजिक संस्थांनाही लोकसाहित्याद्वारे समर्थन लाभते. कुटुंबसंस्था, त्याचप्रमाणे समाजातील विवाहसंस्था, इत्यादी अबाधित राहतात. निरनिराळ्या सामाजिक संस्था तसेच धार्मिक संस्थांचे स्वरूप यांची माहितीही लोकसाहित्यातून आपणाला मिळते.

### समाजाचे मनो

लोकसाहित्यामध्ये जे एक कल्पनाविश्व लोकप्रतिभेने निर्माण केलेले असते त्यामुळे समाजातील व्यक्तीला त्याच्या जीवनातील दुःखाचा विसर पडतो व्यक्तिगत जीवनातील काळजी दुःख या लोकसाहित्याद्वारे लोकसमूहाची एकरूप झालेल्या अवस्थेत शिल्लक राहत नाहीत. लोकसाहित्य हे समाजातील सर्वांना आनंद

देऊ शकते वृद्धांना लोकसाहित्यातून स्वतःचे तारुण्य पुन्हा अनुभवल्याचा आनंद मिळतो. त्याचप्रमाणे स्त्रियांनासुद्धा लोकसाहित्यातील विविध गीतांमुळे आनंद मिळतो. लोककथा, लोकगीते हा भाग मनोरंजनात्मक असतो. लोकनाट्य लोकनृत्य, यामुळे ही समाजाचे मनोरंजन होते.

### जनसंपर्काचे प्रभावी माध्यम

प्रबोधन, धर्मजागरण आणि करमणूकीबरोबरच लोकसाहित्याने जनसंपर्काचे माध्यम म्हणून भारतीय जीवनात मोलाची कामगिरी केली आहे. लोककलांना जाती-धर्माचे बंधन नसते. संत एकनाथ महाराजांनी भारुडासारख्या लोककला प्रकाराचा तात्कालीन सामाजिक आणि धार्मिक जागृतीसाठी समर्थपणे वापर केला. महात्मा फुले यांनी प्रबोधनासाठी लोकसाहित्याचाच आकृतीबंध स्वीकारला. कीर्तनकार शाहीर यांनीही लोककलांद्वारे भारतात नवजागृती आणण्यासाठी प्रयत्न केले. आधुनिक तंत्रज्ञानाच्या युगात आकाशवाणी, दूरदर्शन, वर्तमानपत्र अशीप्रभावी माध्यमे असली तरी माणसाच्या चैतन्ययुक्त वाणीचा प्रत्यक्ष

संपर्काचा प्रभाव समोरच्या समूहावर पडतो. तो प्रभाव निर्जीव यंत्रातून पडत नाही. त्या सादर करणाऱ्याबद्दल लोकसमूहाला आपलेपणाची भावना असते. हा सजीवांचा सजीवांशी असलेला व्यवहार जनसंपर्काच्या दृष्टीने निश्चितच प्रभावी ठरतो.

### निष्कर्ष

- लोकसाहित्यातील 'लोक' हा शब्द अत्यंत महत्वाचा आहे.
- लोकसाहित्याच्या विशेषांचा आणि लक्षणांचा बोध होईल अशी समाधानकारक व्याख्या अजून तयार करता आली नाही.
- लोकसाहित्य हे मौखिक किंवा अलिखित स्वरूपात असते.
- पारंपारिकता हा लोकसाहित्याचा महत्वाचा विशेष होय.
- लोकसाहित्याचा कर्ता अज्ञात असतो
- लोकसाहित्य हे एकाचवेळी परिवर्तनशील व पारंपारिक असते.
- लोकसाहित्याचा अभ्यास म्हणजेच संस्कृतीच्या अभिसरणाचा अभ्यास आहे.
- एखाद्या कलाप्रकारात साचलेपणा येतो तेव्हा लोकसाहित्यातून किंवा

लोककलेतून त्याला संजिवनी • लोकसाहित्याचे स्वरूप विशाल,  
मिळते. व्यापक, मनोहर आहे.

### संदर्भ

१. लेखक-श्रीनिकेतन, श्रीनिकेतन प्रकाशन, पुणे लोकसाहित्याची मूलतत्त्वे आणि मराठी लोकसाहित्य.
२. डॉ. दिलीप भीमराव गायकवाड, प्रगती बुक्स प्रा. लि. साहित्य दर्शन.
३. डॉ. प्रभाकर मांडे लोकसाहित्याचे अंतः प्रवाह कॉन्टिनेंटल प्रकाशन पुणे 30,
४. डॉ.सरोजिनी बाबर लोकसाहित्याची निर्मिती महाराष्ट्र राज्य.
५. डॉ.मोरजे लोकसाहित्य एक स्वतंत्र अभ्यासक क्षेत्र.

## 10. शिक्षकांमधील भावनिक बुद्धिमत्ता आणि आक्रमकता

डॉ. हर्षनी पात्रे

शासकिय अध्यापक महाविद्यालय, पनवेल

### गोषवारा

प्राचीन काळापासूनच बुद्धि ज्ञानात्मक क्रियांमध्ये चर्चेचा विषय होता. असे म्हटले जाते की 'बुद्धिर्यस्य बलंतस्य' अर्थात् ज्यात बुद्धि आहे तोच बलवान आहे. बुद्धि मुळेच मानव अन्य प्राण्यापेक्षा श्रेष्ठ म्हणून ओळखला जातो. विचार करणारा प्राणी म्हणून मानवाकडे पाहिले जाते. इतर प्राणी विचार करू शकत नाही, त्यामुळे त्यांच्या वागण्यात सुसुत्रता नसते, कधी काय करतील याचा नेम नसतो. मानवाने जी प्रगती केली ती बुद्धिच्या जोरावर विविध ज्ञान आत्मसात करणे, मिळालेल्या माहितीवर प्रक्रिया करणे आणि व्यवहारिक क्षेत्रात त्यांचे पालन करणे, हे सर्व बुद्धिमुळेच शक्य आहे.

बीजशब्द- भावनिक बुद्धिमत्ता, भावनिक बुद्धिमतेचा विकास

### प्रस्तावना

बुद्धि म्हणजे वस्तु, व्यक्ती, प्रसंग व माहिती समजून घेण्याची लक्षात ठेवण्याची क्षमता, तसेच काय चांगले व काय वाईट हे ठरविण्याची क्षमता होय. बुद्धि ही स्वतःमध्ये आजुबाजुच्या परिस्थितीनुसार बदल करून परिस्थितीशी जुळवून घेण्याची क्षमता

आणि नवीन गोष्टी शिकण्याची क्षमता होय. कोणत्या वेळी, कोणत्या ठिकाणी, काय करावे, काय बोलावे, कसे निर्णय घ्यावे या सर्व गोष्टींसाठी व्यक्तीकडे

बुद्धिमत्ता असणे अतिशय आवश्यक बाब आहे. अनेक वर्षांच्या अभ्यासानंतर शास्त्रज्ञांना हे लक्षात आले की, केवळ बुद्धिमत्ता तपासून एखाद्या व्यक्तीच्या क्षमतांची पूर्ण पारख होऊ शकत नाही. आपल्या सभोवताली अशा अनेक व्यक्ती बघतो, ज्या अतिशय बुद्धिमान व हुशार असतात, पण आयुष्यातील साधी आव्हाने स्वीकारणे त्यांना अतिशय अवघड जाते. अनेकदा त्या व्यक्ती बुद्धिमत्ता परीक्षेमध्ये गुण अधिक मिळवू शकतात परंतु कामाच्या जागी मात्र त्यांना फारशी प्रगती साधता येत नाही. अशा प्रकारे

अनेक घटनांमध्ये असे दिसून येते की, प्रत्येक 'बुद्धिमान' व्यक्ती ही 'यशस्वी' असेलच असे नाही. किंबहुना त्यांच्या अपयशाचे सूत्र हे त्यांच्या बुद्धिमत्तेच्या असण्याशी किंवा नसण्याशी जोडलेले नसून वेगळ्याच घटकांशी संबंधित असते. यासाठी मग आणि कोणत्या घटकांची तपासणी करणे गरजेचे आहे सर्वसामान्यपणे 'बुद्धिमत्ता' या शब्दामधून ज्या प्रकारच्या क्षमतांची अपेक्षा केली जाते, त्यापलीकडे जाऊन मानवी भावनांवर आधारित बुद्धिमापनाची नवीन प्रणाली विकसित करण्यात आली, 'भावनिक बुद्धिमत्ता'.

गेल्या शतकापर्यंत 'बुद्धिमत्ता' या संकल्पनेच्या कक्षा केवळ स्मरणशक्ती, कौशल्ये आत्मसात करण्याचा वेग अथवा समस्या परिहार म्हणजेच बोधनिक क्षमता यापर्यंतच मर्यादित होत्या. मात्र विसाव्या शतकाच्या सुरुवातीच्या काळात काही शास्त्रज्ञांनी बुद्धिमत्तेचे स्वरूप केवळ बोधनिक नसून त्यापेक्षा खूपच विस्तृत असल्याचे सिद्ध झालेले आहे.

भावनिक बुद्धिमत्ता हा नवीन असा संशोधनाचा व अभ्यासाचा विषय बनला आहे. भावनिक बुद्धिमत्ता उच्च असणाऱ्या व्यक्ती कामाच्या ठिकाणी अधिक यशस्वी होतात, असे अनेक संशोधनांती सिद्ध झालेले आहे.

भावनिक बुद्धिमत्ता अभ्यासाचे मूळ आपणास डार्विनच्या सिध्दांतामध्ये आढळून येते. भावनिकरीत्या व्यक्त होता येणे हे तग धरून ठेवण्यासाठी आवश्यक असते, असे डार्विनने सर्वप्रथम मांडले होते. Emotions हा शब्द Emover या मूळ लॅटीन शब्दापासून व्युत्पन्न झाला असून Emover म्हणजे to stir किंवा to move म्हणजे 'ढवळणे' किंवा 'हलविणे' असा होय. मनामध्ये कालवाकालव होणे, मन अस्थिर राहणे या बाबी भावनेमध्ये येतात. मानवी मेंदू व भावना यांच्यातील विकास हा अर्भकाच्या टप्प्यापासूनच होत असतो आणि भावनिक बुद्धिमत्तेचा स्तर मानवी आयुष्याच्या प्रत्येक टप्प्यावर बदलत असतो..

भावनिक बुद्धिमत्ता म्हणजे काय ? ती कशी ओळखावी, याबद्दल अजूनही अनेकांना माहिती नाही. याच भावनिक बुद्धिमत्तेमुळे आयुष्यातील विविध समस्यांवर आपण मात करू शकतो. भावभावनांविषयीची जाणीव आज लोकांमध्ये झालेली दिसून येते. मला काय वाटते, ते सांगणे महत्त्वाचे वाटते. यापूर्वी भावना दाबून ठेवणे हा गुणधर्म मानला गेला. आज मात्र लोकांच्या भावनांना महत्व दिले जाते, भावना व्यक्त करण्यासाठी प्रोत्साहन दिले जाते. आयुष्यातील महत्त्वाच्या निर्णयांमध्ये भावनांचे महत्व आजइतके पूर्वी कधीच डोळसपणे पाहिले गेले नाही. मानसिक

ताणतणाव हा अतिशय भयानक असू शकतो, याविषयी आधी अधिक जागृती नव्हती, आज मात्र याविषयीची जाणिव प्रत्येकाला आहे. भावनिक बुद्धिमत्ता या शब्दाचा अर्थ म्हणजे ताण कमी करण्यासाठी, पर्यावरणाशी प्रभावीपणे संवाद साधणे, इतरांशी सहानुभूती करणे, सतत अडचणी व संघर्ष यावर मात करणे, रचनात्मक आणि सकारात्मक दिशेने भावनांचे आकलन करणे, परिभाषित करणे, वापरणे आणि व्यवस्थापित करण्याची क्षमता.

भावनिक बुद्धिमत्तेची व्याख्या : एखाद्याची भावना किंवा दुसऱ्या व्यक्तीच्या भावना जाणण्याची, समजून घेण्याची आणि त्यांचे नियमन करण्याची क्षमता म्हणून केली जाऊ शकते.

गोलमन च्या मते, भावनिक बुद्धिमत्ता ही एक आपल्या स्वतःच्या व इतरांच्या भावना ओळखण्याची, स्वतःला प्रवृत्त करण्याची आणि स्वतःच्या आणि आपल्या परस्परसंबंधातील भावनांचे व्यवस्थापन करण्याची क्षमता आहे.

डॅलियन गोलमन त्याच्या प्रसिद्ध पुस्तकात इमोशनल इंटेलिजन्स : व्हाय इट कॅन मॅटर मोअर दॅन आयक्यू , असा दावा करतात की एखाद्या व्यक्तीच्या यशाचे केवळ २० टक्के श्रेय आयक्यूला दिले जाऊ शकते. संशोधनातून हे सिद्ध झाले आहे की भावनिक बुद्धिमत्ता आणि

सामाजिक बुद्धिमत्ता हे एखाद्या व्यक्तीच्या जीवनातील यशाचे अधिक प्रभावी भाकित करणारे आहेत.

आजच्या काळातील मानसशास्त्रातील संशोधन पूर्वी उपलब्ध नव्हते. मानवी मनोव्यापाराबद्दलची जिज्ञासा या संशोधनाच्या मुळाशी होती. सिगमंड फ्रॉइड यांनी सर्वप्रथम मानवी मन आणि त्याला अस्वस्थ करणाऱ्या गोष्टी या संबंधात सिद्धांत मांडले. त्यानंतरही अनेक सिद्धांत मांडले गेले, यामागील मुळ उद्देश लोकांच्या मानसिक यातना कमी करणे हा होता. उच्च भावनिक बुद्धिमत्ता असलेला व्यक्ती अनेकांशी संवाद साधून आपले संबंध चांगले ठेवतो, अनेक समस्या सोडवू शकतो, अधिक सकारात्मक दृष्टिकोन ठेवण्यासाठी ही क्षमता वापरून शकतो.

हावर्ड गार्डनर यांनी केलेले काम Frames of Mind : The theory of multiple intelligence. यामध्ये त्यांनी मनुष्याकडे एकापेक्षा अधिक प्रकारच्या 'बुद्धिमत्ता' असल्याची संकल्पना मांडली. यामध्ये त्यांनी मानवाकडे एकापेक्षा अधिक प्रकारच्या 'बुद्धिमत्ता' असल्याची संकल्पना मांडली..

विद्यार्थ्यांच्या सर्वांगीण विकासासाठी शिक्षकांची भावनिक बुद्धिमत्ता फार महत्त्वाची बाब आहे. विद्यार्थ्यांला कसे

ओळखायचे, त्यांच्या गरजा काय आहेत, त्यांना कसे समजून घ्यायचे, याकरीता शिक्षकांची फक्त बुद्धिमत्ता कामी येणार नाही तर त्यांच्याकडे उत्तम भावनिक बुद्धिमत्ता असणे गरजेचे आहे. केवळ अध्यापनात उत्कृष्ट असून चालणार नाही, तर विद्यार्थ्यांच्या कलेने घेऊन त्यांचा विकास साधण्याची कला शिक्षकांत असावी. अनुभवातून अनेक गोष्टी शिकता येतात यासाठी प्रगल्भ विचाराची आवश्यकता असते. हे अनुभव देणे हे प्रत्येक शिक्षकाच्या हाती असते. यातूनच आपले व्यक्तीमत्व घडत असते. यातूनच आपला स्वभाव आणि क्षमता यांचा मेळ घालता आला पाहिजे. हे उत्तम भावनिक बुद्धिमते ने शक्य आहे.

#### **आक्रमकता (Aggression) :-**

आक्रमकता दुसऱ्या व्यक्तीला हानी पोहोचवण्याच्या उद्देशाने केलेल्या वर्तनाचा संदर्भ देते. हिंसा ही आक्रमकता आहे जी अत्यंत शारीरिक हानी निर्माण करते. भावनिक किंवा आवेगपूर्ण आक्रमकता ही आक्रमकता केवळ थोड्या प्रमाणात पूर्वविचार किंवा हेतूने उद्भवते. आक्रमकता : शारीरिक किंवा मानसिक आघातक हानी पोहोचवण्याची व्यक्तीची स्थिर इच्छा, दुसऱ्याला नुकसान पोहोचवणे.

**बॅरन (१९७७)** च्या मते आक्रमकता म्हणजे 'दुसऱ्या सजीवाला दुखविण्याच्या व इजा करण्याच्या हेतूने केलेले वर्तन. दुसरा सजीव अशा वर्तनाला टाळण्याच्या प्रयत्न करित असतो.' या व्याख्येतर्गत तीन महत्त्वाच्या गोष्टी आहेत.

- आक्रमक माणसाचा हेतू
- ज्याच्यावर आक्रमण केले गेले आहे तो सजीव आहे.
- ज्याच्यावर आक्रमण केले गेले तो ह्या आक्रमणापासून स्वतःचा बचाव करण्याचा प्रयत्न करतो.

जर आक्रमण करण्याच्या व्यक्तीने समोरच्या व्यक्तीला इजा करण्याच्या हेतूने आक्रमण केले तर त्याला आक्रमकता म्हणतात. जर समोरच्या व्यक्तीला इजा करण्याचा हेतू नसेल तर त्याला साधनात्मक आक्रमकता म्हणतात. उदा. डॉक्टर रोग्यावर सुरी चालवितो त्याचा हेतू रोग्याला इजा करण्याचा नसल्याने ती आक्रमकता होत नाही. परंतू सुरीचा वापर करून खून करण्याचा हेतू इजा करण्याचा असल्याने तो आक्रमकता होते तसेच मुलाला किंवा विद्यार्थ्याला सुधारण्याच्या दृष्टीने वापरलेली छडी साधनात्मक आक्रमकता असते. आक्रमकतेचा हेतू मुलाला शिस्त लावणे. आक्रमकता शाब्दिक ही असते. उदा. ओरडणे, किंचाळणे, नाव पुकारणे इ.



तसेच नातेसंबंध निगडीत किंवा सामाजिक आक्रमकता, जसे की रिकामटेकड्या गप्पागोष्टी करणे, दुर्लक्ष करणे, अफवा पसरवणे, इतरांच्या अनुपस्थितीत त्यांच्याबद्दल वाईट बोलणे, लोकांना पाठीमागे एकमेकांच्या विरोधात भडकावणे, गुंडागिरी, जात, रंग, पंथ, धर्म, राष्ट्रीयत्व इत्यादींच्या आधारावर भेदभाव करणे इत्यादी असू शकते. लोकांच्या मनात भीती किंवा आक्रमकता प्रत्यक्ष किंवा अप्रत्यक्ष असू शकते. उदा. एक व्यक्ती दुसऱ्या व्यक्तीला थेट इजा करून किंवा तिची मालमत्ता, प्रियजन यांना इजा करून त्या व्यक्तीच्या प्रतिष्ठेला कलंक लावूनदेखील आक्रमक वर्तन करू शकते इत्यादी. इतरांची संमती किंवा माहिती याशिवाय त्यांच्या गोपनीयतेवर आक्रमण करणे, मालकी हक्काचे उल्लंघन हेदेखील एक प्रकारे आक्रमकतेचे स्वरूप आहे.

**हॉले आणि इतर (२००७) :** यांनी सुचविले, की पुरुष आणि स्त्रियांच्या आक्रमकतेमध्ये फारसा फरक दिसून येत नाही. परंतु प्रत्येक लिंगाच्या व्यक्तीद्वारे व्यक्त केलेले आक्रमकतेचे प्रकार मात्र भिन्न असतात. आक्रमकतेच्या मानसिक

कारणांचा अभ्यास करणाऱ्या मानसशास्त्रज्ञांनी सांगितले आहे, की भावना आक्रमकतेसाठी एक प्रमुख चालक आहेत. महिला शिक्षक या अधिकतर शाब्दिक हावभावाचा वापर आक्रमकतेत करतात, तर पुरुष शिक्षक शाब्दिक तसेच मार देणे याचा वापर आक्रमकतेसाठी करतात, असे सर्वसाधारण आढळून येते.

शिक्षण हे एक चांगले नागरिक घडवण्याचे साधन मानले जाते. हे शिक्षण देण्याचे काम असे व्यक्ती करतात, जे स्वतःला समजून घेण्यास सक्षम आहेत, ज्यांच्यात स्वःला शोधण्याची क्षमता आहे, त्यापलीकडे जाऊन समाजाच्या उन्नतीसाठी काम करणे ज्यांना आवडते, असे व्यक्तीच शिक्षक या व्यवसायाला निवडताना, आपल्या देशातच नव्हे तर साऱ्या जगात प्राथमिक शिक्षणास अतिशय महत्त्व आहे. म्हणूनच शिक्षकी पेक्षा खूप मागणी करणारा व्यवसाय आहे. चांगल्या शिक्षिकेने तिच्या समोर असलेल्या मुलांच्या शारीरिक, भावनिक आणि बौद्धिक गरजांबद्दल संवेदनशील असले पाहिजे. भावनिकदृष्ट्या हुशार शिक्षक त्या त्या परिस्थितीला प्रभावीपणे हाताळण्यास सक्षम असतात आणि ते योग्य प्रकारे या गोष्टी हाताळतात.

‘क्रेमेनिअर आणि मिलर’ व ‘सटन आणि व्हीटली’ यांनी असा युक्तिवाद केला की

भावना शिक्षकाच्या कामाचा अविभाज्य भाग आहेत आणि त्या शिक्षकांच्या परिणामकारकता, वर्तन, आकलनशक्ती आणि प्रेरणा यावर परिणाम करतात. 'नेल्सन लॉ आणि नेल्सन' असेही मानतात की शिक्षक त्यांच्या भावनिक बुद्धिमतेच्या कौशल्यांचा विकास करून दैनंदिन जीवनातील आणि कामाच्या दबावांना आणि मागण्यांना सामोरे जाऊ शकतात. म्हणूनच अध्यापनात अंतर्भूत असलेल्या अनेक गोष्टींसाठी आणि विविध मागण्यांसाठी शिक्षकांनी शिक्षणाच्या प्रवाहात सुसंगत आणि प्रभावी राहण्यासाठी उच्च पातळीवरील भावनिक बुद्धिमत्ता प्राप्त करण्याचा प्रयत्न केला पाहिजे. या चर्चेच्या आधारे, हे स्पष्ट होते की उच्च भावनिक बुद्धिमतेमुळे व्यक्तींना एक अतिरिक्त फायदा होतो, मग तो शैक्षणिक पाठपुरावा किंवा करियरच्या विकासात असू शकतो.

शिक्षकांच्या आक्रमक वर्तनामुळे मुलांमध्ये वाईट भावना निर्माण होईल. शिक्षकांप्रती नकारात्मक भावना निर्माण होईल. यामुळे भावनिकदृष्ट्या विचलित झालेल्या मुलांचा गट तयार होईल. विशेषतः बालकावस्थेतील मुले ही अधिकाधिक अनुकरण करण्याचा प्रयत्न करतात. अशा वेळी योग्य भावनिक बुद्धिमत्ता असलेले शिक्षक त्यांना शिकविण्यास असल्यास या मुलांचा

विकास योग्य प्रकारे होऊ शकेल व पुढे हे उत्तम नागरिक होऊ शकतात. अन्यथा आज आपण अनेक प्रकारच्या बातम्या बघतो, ऐकतो की मुलांच्या मानसिक विकास योग्य न झाल्याने अनेक समस्यांना तोंड द्यावे लागत आहे. त्याला एक कारण योग्य भावनिक बुद्धिमत्ता नसलेले शिक्षक असू शकते. मुलांच्या विकासात शिक्षकांचा मोठा योगदान असतो..

त्यामुळे शिक्षक पेशासाठी प्रशिक्षण घेतलेल्या विद्यार्थ्यांना चांगली भावनिक बुद्धिमत्ता असण्याचे महत्व जाणणे अत्यंत महत्वाचे आहे. शिक्षक प्रशिक्षणार्थीमध्ये त्यांच्या भावनिक बुद्धिमतेच्या पातळीबद्दल आणि त्यांच्या आक्रमकतेच्या पातळीबद्दल जागरूकता निर्माण करणे हा अभ्यासाचा उद्देश आहे. हे शिक्षकांना त्यांच्या जीवनात आवश्यक बदल आणि समायोजन करण्यास मदत करेल आणि त्यांच्या अध्यापनाचे कार्य यशस्वी होण्यास मदत करेल.

भावनिक बुद्धिमतेचा विकास करण्याकरिता विकाससंदर्भातील कार्यक्रमाच्या योजना अनेक संशोधकांनी दिलेल्या आहेत. यातील बरेचसे कार्यक्रम संशोधनावर आधारित आहेत.

- झिंग झिंगलर यांनी त्यांच्या पुस्तकात पालकांसाठी अतिशय उपयुक्त सूचना व कृती दिलेल्या आहेत.

- जॉन गॉटमन व जॉन डिक्लेअर यांनी शंभरहून अधिक कुटुंबातील पालक मुले संबंध, - मुलांना वाढविण्याच्या पध्दती व त्यांचेमुलांवरील परिणाम यांचा सखोल अभ्यास करून त्याआधारे भावनिक बुद्धिमत्तेच्या विकासासाठी पालक - प्रशिक्षण कार्यक्रम विकसित केलेला आहे.
- बोसिनो यांनी भावनिक साक्षरतेच्या विकासासाठी, भावनांच्या नियमनासाठी काही तंत्रे सुचविली आहेत.
- सुझन फॉरवर्ड व डोना फ्रेशियर यांनी भावनिक छळाचे दुष्परिणाम सांगितले आहेत. यामध्ये त्यांनी भीती, उपकार व अपराधी भावना या तीन्हींच्या व्यवस्थापनेचा कार्यक्रम सुचविला आहे.
- सनी संगल यांनी भावनिक बुद्धिमत्ता विकासाचा एक अभ्य, अभ्यासक्रम दिलेला आहे. व त्यासाठी अभ्यासक्रमातील प्राथमिक स्तरापासून ते पदवी स्तरापर्यंतच्या शिक्षकांनी प्रशिक्षण घ्यावे लागेल असेही सांगितले आहे.
- वरील सर्व कार्यक्रम प्रौढांसाठी आहे पण शिक्षकांनी शालेय स्तरावरील विद्यार्थ्यांना कसे प्रशिक्षण द्यावे याबाबतही कार्यक्रम आखता येतील व प्रायोगिक स्तरावर त्यांची यथार्थता पडताळून देखिल पाहता येईल. उदा. गृहपाठ न करता आलेला विद्यार्थी किंवा न सांगता गैरहजर राहिलेल्या विद्यार्थ्यांवर शिक्षक रागावतात, विद्यार्थी कारण सांगू लागतो पण शिक्षक रागाच्या आवेगात असल्यामुळे, त्याची कारणे ऐकून घेत नाहीत व ती कारणे न ऐकताच उपदेश करू लागतात. यामुळे विद्यार्थ्यांना त्यांच्या भावना स्पष्ट करता येत नाही. कारणे, बरोबर असताना देखिल सांगू शकत नाही. उलट शिक्षक रागावल्यामुळे ते विद्यार्थी देखिल
- एका वेगळ्याच भावनिक अवस्थेमध्ये असतात आणि तोही विद्यार्थी शिक्षकांचा उपदेश ऐकून घेण्याच्या मनःस्थितीमध्ये नसतो. म्हणून अशा परिस्थितीमध्ये शिक्षकांनी आपल्या स्वतःच्या भावनांवर नियंत्रण ठेऊन म्हणजे न रागावता विद्यार्थ्यांची कारणे समजून घ्यावी. त्यांच्या भावना समजून घ्याव्या व नंतर त्याला त्याची चूक लक्षात आणून द्यावी ह्यालाच दोहोंमधील भावनिक संबंध म्हणतात.
- सर्वसाधारण भावनिक बुद्धिमत्तेचा स्तर आधिक असल्यास आक्रमकतेचा स्तर कमी आढळून येतो.

## 11 मुंबई विद्यापीठाच्या बी. एड. अभ्यासक्रमातील सत्र - ३ मधील 'शांतता शिक्षण' विषयाचा चिकित्सक अभ्यास

प्रा. डॉ. नीलिमा अरविंद मोरे  
सहयोगी प्राध्यापक  
शासकीय अध्यापक महाविद्यालय  
पनवेल.

**सारांश :-** मुंबई विद्यापीठ अंतर्गत बी. एड. अभ्यासक्रम शैक्षणिक वर्ष २०१६ पासून दोन वर्षांचा झालेला आहे. त्यामुळे ४ सत्रांमध्ये अभ्यासक्रम विभागल्या गेलेला आहे. सत्र - ३ मध्ये छात्राध्यापकांना दुसरी अध्यापन पद्धती देतांना जर कोणतीही अध्यापन पद्धती देता येत नसेल तर छात्राध्यापकांना शांतता शिक्षण (Peace Education), ग्रामीण विकासासाठी शिक्षण (Education for Rural Development) ह्या विषयांपैकी कोणताही एक विषय घेणे अनिवार्य असते. वरील विषयांमध्ये 'शांतता शिक्षण' या विषयाची निवड पुष्कळसे छात्राध्यापक करतांना आपल्याला दिसतात. 'शांतता शिक्षण' खरोखरच जगातील, देशातील, समाजातील तसेच शाळेतील परिस्थिती पाहता हा विषय किती महत्वाचा आहे हे आपल्याला कळते. या विषयाची नितांत आवश्यकता आहे. हा विषय पूर्व प्राथमिक स्तरापासूनच अनिवार्य करण्यात यावा. म्हणूनच माझ्या पेपरमध्ये बी. एड. अभ्यासक्रमातील 'शांतता शिक्षण' या पुस्तकाचा आढावा घेण्यात येणार आहे

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बीजशब्द- शांतता, शांतता शिक्षण

**प्रस्तावना :-** We can never obtain PEACE in the outer World, Until we make PEACE with ourselves.'

'आपल्याला शांतता बाहेरच्या जगामध्ये कधीच भेटणार नाही, जोपर्यंत ती आपल्यामध्ये निर्माण होत नाही.' भगवान बुद्ध म्हणतात,' जेव्हा आपण मनाचे

शुद्धीकरण करून प्रजेचा विकास करीत ती पूर्णत्वाला नेतो तेव्हाच सुख, शांती, सजगता, पूर्ण ज्ञान यांची अनुभूती येते.

**शांतता :-** आपल्या जीवनातील ताण-तणाव आणि दुःखांना तिलांजली देणे म्हणजेच शांतता. शांतता म्हणजे राजकीय, सामाजिक, आर्थिक, शारीरिक

आणि मानसिक तसेच निरंकुश वर्तन मानवाला प्रदान केलेली शांतता. विकिपीडियाच्या मते 'शांतता ही युद्धापासून स्वातंत्र, खटल्यांपासून, आंदोलनांपासून बचाव किंवा विचारांचे दडपण' इत्यादी.

शांततेसाठी आधी आपण सर्वांची विचारप्रक्रिया/विचारसरणी बदलली पाहिजे. कारण याशिवाय कोणतीच गोष्ट शक्य नाही. शांती शिक्षण तर नाहीच नाही. आपल्या भारताची संस्कृती खूप महान, श्रेष्ठ आहे. कारण इथे सर्व धर्माचे, जातीचे, रूढी-परंपरेचे लोक आनंदाने एकत्र नांदतात, याचे कारण त्यांच्यामध्ये मैत्रीपूर्ण संबंध तयार करून टिकविणे हे प्रत्येकाच्या हातामध्ये आहे. हजारो वर्षांपूर्वी आपला भारत देश हा जगामध्ये शांततेचा प्रसारक, प्रचारक शांतिदूत म्हणून ओळखला जात होता. परंतु जसा जसा स्वार्थ वाढत गेला तसा तसा स्वार्थासाठी अंधश्रद्धा, अविश्वास, बेईमानी, भीतीचे वातावरण निर्माण करणे, द्वेष, भांडाभांडी, युद्ध, मारामारी या सर्व गोष्टींचा जन्म झाला. त्यामुळे माणसामाणसांमधील परस्पर सलोखा, प्रेमभावना, विश्वास, ईनामदारी इत्यादी चांगल्या गोष्टींची वानवा निर्माण झाली.

स्वार्थाची निर्मिती झाली नसती तर समाजामध्ये शांतता नांदली असती कारण शांती जीवनाचा आधार आहे. शांती नसेल तर जीवन हे निरर्थक बनेल.

**माहिती :-** मुंबई विद्यापीठाच्या बी. एड. अभ्यासक्रमातील प्रत्येक विषय हा २ मॉड्युलमध्ये विभागल्या गेलेला आहे. प्रत्येक मॉड्युलमध्ये ३ घटकांचा समावेश करण्यात आलेला आहे.

मॉड्युल १ हा शांतता शिक्षणातील मूलभूत आहे. त्यामध्ये ३ घटकांचा समावेश करण्यात आलेला आहे. घटक १ शांतता शिक्षण :संकल्पना आणि शांतता शिक्षणाचे स्वरूप आहे. त्यामध्ये ३ घटकांचा समावेश करण्यात आलेला आहे. प्रत्येक घटकामध्ये ३ मुद्द्यांचा समावेश करण्यात आलेला आहे. घटक १ मधील पहिल्या मुद्द्यामध्ये शांतता : अर्थ, संकल्पना आणि शांततेचे वर्गीकरण ह्या मुद्द्यांचा समावेश करण्यात आलेला आहे. दुसऱ्या मुद्द्यामध्ये शांतता शिक्षण : अर्थ, स्वरूप आणि शांतता शिक्षणाची ध्येये यांचा समावेश करण्यात आलेला आहे. तिसऱ्या मुद्द्यामध्ये शांतता शिक्षणाची आजच्या काळामध्ये गरज

आणि सर्पकतेचा समावेश करण्यात आलेला आहे.

घटक २ हा शांतता शिक्षणाचा आधार आहे. त्यामधील पहिल्या मुद्द्यामध्ये संविधानिक मूल्य आणि शांतता शिक्षण, दुसऱ्या मुद्द्यामध्ये गांधी आणि दलाई लमा यांचे शांती मूल्यांच्या प्रचारार्थ योगदान आणि तिसऱ्या मुद्द्यामध्ये शांती शिक्षणासाठी आवश्यक जीवन कौशल्ये ( WHO ) यांचा समावेश करण्यात आलेला आहे.

घटक ३ हा शांतता शिक्षणाची क्षेत्रे आहे. त्यामधील पहिल्या मुद्द्यामध्ये शांतता शिक्षण आणि संघर्ष व्यवस्थापन : संघर्ष, संघर्षाचे प्रमुख प्रकार, संघर्ष व्यवस्थापन तंत्रे, कुटुंबातील, शाळेतील आणि समाजातील संघर्ष कमी करण्यासाठी शिक्षणाची भूमिका, घटक ३ मधील दुसरा मुद्दा शांतता आंदोलन व पर्यावरणशास्त्राचे संरक्षण हा असून त्यामध्ये हिंसा आणि अहिंसा सक्रियता : प्रत्यक्ष हिंसेसमोर आव्हाने जसे प्रत्यक्ष हिंसा, दहशतवाद, युद्ध, जमिनीची हानी, जोरदार हल्ला करणे, औद्योगिक टाकाऊ, दंगा. अप्रत्यक्ष हिंसेमधील भेदभाव,

लिंगभेद, जातीयवाद, गरिबी, शिक्षणाची कमतरता तसेच आरोग्य सेवेची कमतरता इत्यादी मुद्द्यांचा समावेश करण्यात आलेला आहे.

मौडुल २ हा शालेय अभ्यासक्रमामध्ये शांतता शिक्षणाचे एकात्मिकरण असून यामध्ये ३ घटकांचा समावेश करण्यात आलेला आहे. घटक चार हा शांतता शिक्षणाच्या घडामोडी हा असून त्यामधील पहिल्या मुद्द्यामध्ये अभ्यासक्रमातील समाकलित शिक्षणामध्ये विषय दृष्टीकोन, विषय संदर्भ, अध्यापनाच्या विविध पद्धती, सहशालेय उपक्रम, वर्ग व्यवस्थापन, वर्गातील उपक्रमांचा समावेश करण्यात आलेला आहे.

घटक ४ मधील दुसऱ्या मुद्द्यामध्ये संस्कृतीसाठी शांतता शिक्षणामध्ये सहिष्णुता, संयम, कर्तव्य, विवेक, परस्पर आदर, वस्तुनिष्ठता, तर्कशुद्ध विचारसरणी तसेच एकतर्फी नैतिकतेतून नेतृत्व कौशल्यांचा समावेश करण्यात येतो.

घटक ४ मधील तिसऱ्या मुद्द्यामध्ये आत्मनिरीक्षण, मध्यस्थी, शांतीसाठी मन

वाळविणे आणि शांततेसाठी आवश्यक कौशल्यांचा समावेश करण्यात आलेला आहे.

घटक ५ शांततेची तयारी असून त्यामधील पहिल्या मुद्द्यामध्ये शांतता शिक्षणाच्या विकासामध्ये शिक्षकाचे योगदान व भूमिका असून दुसऱ्या मुद्द्यामध्ये शांततेसाठी विविध एजन्सीच्या भूमिकेमध्ये कुटुंबाची, समुदायाची, एनजीओची, जागतिक संघटनेची जसे युनोस्कोची शांततापूर्ण मूल्यांच्या सहअस्तित्वासाठी तिसऱ्या विकास आणि तिसऱ्या मुद्द्यामध्ये शांतता शिक्षणामध्ये माध्यमांच्या भूमिकेचा समावेश करण्यात आलेला आहे.

घटक ६ चिंता आणि शांततेसाठीची आव्हाने हा असून त्यामधील पहिल्या मुद्द्यामध्ये शाळेतील जीवन: संस्कृतीच्या स्पर्धा: शारीरिक शिक्षा आणि परिणाम घटक २ मध्ये बहुसंस्कृतीतील समाजामध्ये शांततेच्या आव्हानांना संबोधित करणे असून ३ व्या मुद्द्यामध्ये शांतता शिक्षणामध्ये माध्यमांच्या भूमिकेचा समावेश करण्यात आला आहे.

**माझे मत :-** आज आपण आपल्या आजूबाजूला बघितले तर देशादेशांमध्ये युद्ध सुरु आहे. उदाहरणार्थ :- युक्रेन-रशियातील राज्या-राज्यांमध्ये पाण्यासाठी, भाषेसाठी वाद सुरु आहे. आता सध्या तर युद्ध सुरु आहे. शहरामध्ये, गावामध्ये फुटीरतेचे वातावरण आहे. सुरक्षिततेचे प्रमाण कमी कमी होत आहे. याचा फटका वयामध्ये येणाऱ्या मुलींना होत आहे. आज नात्यांमध्येही प्राण राहिलेला नाही. पूर्वी बहिणीची मुलगी, भावाची मुलगी म्हणजे माझीच मुलगी ही भावना लोप पावलेली आहे. त्यामुळे समाजामध्ये अशांततेचे वातावरण निर्माण झालेले आहे. शांतता शिक्षण या विषयाचा बी. एड.च्या अभ्यासक्रमामध्ये समावेश यासाठी करण्यात आलेला आहे की, शिक्षक हा समाजाचा आरसा आहे. शिक्षकाच्या सूचनांचे विद्यार्थी पालन करीत असतात. तसेच ते अनुकरणही करीत असतात. म्हणून शिक्षकाच्या खांद्यावर फार मोठी जबाबदारी आहे. एका शिक्षकाच्या हाताखालून हजारो, लाखो विद्यार्थी शिकून जातात. त्यामुळे बी.एड.च्या अभ्यासक्रमामध्ये या विषयाचा अंतर्भाव करण्यात आलेला आहे. परंतु जर हा

विषय पूर्व प्राथमिक स्तरापासूनच शिकविला गेला तर आजचे चित्र समाजामध्ये आपल्याला जे दिसते आहे ते कदाचित थोड्या प्रमाणात का होईना बदललेले दिसेल.

**समारोप :-** युनोच्या घटनेतील वाक्य असे आहे की, युद्धाचा उगम ज्या अर्थी मानवाच्या मस्तकातून होतो त्या अर्थी शांततेच्या तटबंदीची उभारणी मानवाच्या

मस्तकातून झाली पाहिजे. 'युद्धाचे समाधान युद्ध' कधीच होऊ शकत नाही. शेवटी शांतता शिक्षणाच्या बळावरच /जोरावर आपण सर्व विश्वामध्ये 'वसुधैव कुटुंबकम्' हे स्वप्न साकार करू शकतो

म्हणूनच शेवटी असे म्हणावेसे वाटते की, चिरंतन शांती प्रस्थापित करण्यासाठी संपूर्ण विश्वाला पुढे यावे लागेल. विश्वाच्या संपूर्ण/ समस्त नागरिकांना यामध्ये योगदान देणे गरजेचे आहे.

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