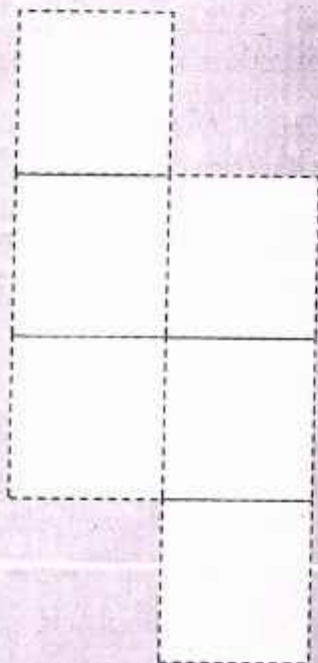


18-19 ✓

(5) (7)



ISSN: 2549-5641
Volume: 1
December 2014

Journal of Contemporary Psychological Research

Chief Editor
Samyak Makwana

Journal of Contemporary Psychological Research Publication



Principal
Progressive Education Society's
B.Ed. College
Shivajinagar, Pune-5.

ज्ञानरचनावादाला अपेक्षित समस्या निराकरण पध्दतीचा उपयोग करून अध्ययन निष्पत्तीत वाढ करणे

डॉ. सीमा दामले
मॉडर्न कॉलेज ऑफ एज्युकेशन

विभाग १
पार्श्वभूमी

In the classroom the constructivist teacher sets up problems and monitors students exploration, guides the direction of student inquiry and promotes new pattern of thinking.

ज्ञानरचनावाद हा एकच दृष्टिकोन नाही, त्याच्या वेगवेगळ्या मिती आहेत.

ज्ञानरचनावाद या उपपत्तीमध्ये सक्रियतेस, ड्युई, पियाजे, ब्रुनर, वायगोट्स्की यांच्या विचारांचा परामर्श आहे. वायगोट्स्कीने मुलांच्या विकास प्रक्रियेच्या विचारात झेड.पी.डी.महणजेच विकासाचा अवकाश प्रदेश ही कल्पना मांडली.

अध्ययन ही एक कृतीशील प्रक्रिया आहे. ज्यामध्ये अध्ययनकर्ता प्राप्त ज्ञानाच्या आधारे नव्या ज्ञानरचना करतो.

ज्ञानरचनावादाची केंद्रीय संकल्पना :

- मानवी अध्ययन स्वयंरचित असते.
- मन ही कोरी पाटी नाही.
- अध्ययन सक्रिय आहे.
- ज्ञान सतत बदलत असते.
- स्वतःच्या अध्ययनाची जबाबदारी विद्यार्थ्यांची असते.
- अध्ययनात अनुभवाला महत्त्व असते.

ज्ञानरचनावादाची उद्दिष्टे :

- अंदाज बांधणे
- भाकित करणे
- तर्कशुद्ध विचार करणे
- चिकित्सक विचार करणे
- समस्या निराकरण करणे
- माहितीचे प्रत्यावाहन करणे
- मनन, चिंतन करणे

ज्ञानरचनावादाची वैशिष्ट्ये :

- ज्ञानरचनावादात शिक्षक विद्यार्थी दोघे शिकतात.
- यामध्ये सर्जनशीलतेस वाव आहे.

- विद्यार्थी केंद्री आहे
- स्वयं अध्ययनास महत्त्व आहे.
- कल्पना निर्मितीस वाव आहे.
- अभिव्यक्ती स्वातंत्र्य आहे.
- स्वानुभवावर आधारित अध्ययन तंत्र आहे.
- ज्ञानरचने वर आधारित आहे.
- शरीर आणि मनाची कृतीशीलता असली पाहिजे.

ज्ञानरचनावादाचे शैक्षणिक महत्त्व :

- विद्यार्थ्यांच्या सक्रिय सहभागामुळे ही अध्ययन पद्धती मानसशास्त्रीय आहे.
- अध्ययन अनुभवातील उद्दिष्टे सुस्पष्ट असल्याने अध्ययन अनुभवातील कृती आंतरक्रिया, स्वाध्याय, उद्दिष्टांभोवती गुंफलेले असते. अध्ययनात नेमकेपणा आणि अचूकपणा येतो.
- अध्ययन अनुभव कृतीवर आधारित व मूर्त स्वरूपाचे असल्याने फलिताची निष्पत्ती दीर्घकाळ स्मरणात राहते.
- संज्ञकतेमुळे कंटाळा येत नाही.
- पाठपुस्तकाबाहेरील अनुभवामुळे विद्यार्थी जीवनाभिमुख होतात.
- स्वयंअध्ययनाची सवय लागते.
- विद्यार्थ्यांची आधुनिक तंत्रज्ञानाच्या वापराची क्षमता विकसित होते.
- विद्यार्थ्यांच्या सर्जनशीलतेस वाव मिळतो.
- समस्या निराकरणाची सवय लागते.
- सहकारभावना वाढीस लागते.
- बहुदेशीय आणि बहुआयामी विचार करण्याची सवय लागते.
- श्रेणीबद्ध आणि वैशिष्ट्यपूर्ण अनुभवांमुळे स्थिरोकरण सुलभ होते.
- प्रतिसादांची पडताळणी वेळीच झाल्याने चुका दुरुस्त करण्याची संधी मिळते.
- विद्यार्थ्यांमध्ये आत्मविश्वास निर्माण होतो.
- विद्यार्थ्यांना जीवनकौशल्ये प्राप्त होतात.

शिक्षकाची भूमिका :

१. उत्कृष्ट नियोजन
२. विद्यार्थ्यांची मानसिक प्रतिमाने जपणे
३. अध्ययन प्रक्रियेत मार्गदर्शक म्हणून भूमिका बजावणे
४. विद्यार्थ्यांना बोधात्मक आधार देणे
५. समस्या समोर ठेवणे

शिक्षक हा सुविधा दाता असणे अपेक्षित आहे. शिक्षक हा सूत्रधार असतो. अध्ययन अनुभव व अध्ययन निष्पत्ती ठरविण्याची जबाबदारी शिक्षकाची असते.

संशोधकांनी ज्ञानरचनावादास अपेक्षित असलेली समस्या निराकरण पद्धत निवडली.

उद्दिष्टे :

१. पारंपारिक पद्धतीने पायथॅगोरस पद्धतीने प्रमेयाचे उपयोजन शिकविणे.
२. समस्या निराकरण पद्धतीने पायथॅगोरस प्रमेयाचे उपयोजन शिकविणे.
३. पारंपारिक व समस्या निराकरण यांची परिणामकारकता अभ्यासणे


Principal

दोन गृहित समान गट

उत्तर चाचणी

• प्रतिचयन

रामचंद्र राठी विद्यालय पुणे येथील इयत्ता दहावीतील तीस विद्यार्थ्यांची निवड केली. यादृच्छिक नमुना निवड

पद्धत

• तंत्रे

अंतिम चाचणी

शिक्षक प्रश्नावली

निरीक्षण

संगणक सहाय्यित अनुदेशन

• संशोधन कार्यपद्धती

१. शाळेची संशोधनास परवानगी

२. यादृच्छिक नमुना निवड

३. दोन गटांची निवड प्रायोगिक व नियंत्रित

४. दोन्ही गटांची उत्तर चाचणी

५. माहिती विश्लेषण

विभाग ४

माहिती विश्लेषण

संशोधनास सुरुवात करताना दोन गटांची तुलना करण्याचे संशोधकांनी ठरविले. दोन्ही गटांचे उत्तर चाचणीचे गुण पुढीलप्रमाणे


पारंपारिक पद्धती

समस्या निराकरण पद्धती

Sr. No.	Name	Post-Test		Sr. No.	Name	Post-Test
1	Bahirat Pranav	5		16	Kore Suraj	6
2	Balwadkar Jai	5		17	Kumavat Omkar	7
3	Bhasmare Prathamesh	6		18	Lokhande Vaibhav	8
4	Chaskar Chaitanya	5		19	Manvel Prathamesh	8
5	Deshpande Soham	5		20	Mate Suraj	6
6	Deval Yogesh	3		21	More Avadhoot	5
7	Dhore Pratik	5		22	More Omkar	6
8	Dixit Omkar	3		23	Murkute Pratik	7
9	Gaikwad Abhishek	4		24	Nalavade Sidharth	7
10	Gaikwad Kaushal	4		25	Nanaware Rohit	5
11	Gaikwad Pratik	3		26	Nikam Nikhil	6
12	Gaikwad Swapnil	4		27	Nikam Yashraj	7
13	Gawali Vaibhav	5		28	Pardeshi Rohan	8
14	Gaware Anish	5		29	Pardeshi Rohit	6
15	Gaware Piyush	4		30	Pardeshi Suraj	7
	Average	4.4			Average	6.6

टी परिक्षिका

टी परिक्षिकेनुसार समस्या निराकरण गटाचे सरासरी टी गुणांक ६६.१३ व पारंपारिक गटाचे सरासरी टी गुणांक ४९.६६ आले. या गुणांकाचा विचार करता समस्या निराकरण गटाची अध्ययन निष्पत्ती अधिक आढळली.


Principal
Progressive Education Society's
B.Ed. College
Shivajinagar, Pune-5.



डॉ. बाबासाहेब आंबेडकर यांच्या समाजसुधारक कार्याचा चिकित्सक अभ्यास

प्रा. गावित विद्या (Pg. 192-195)

पी. ई. एस. बी. एड. कॉलेज शिवाजीनगर पुणे ५

Abstract

डॉ. बाबासाहेब आंबेडकर नुसते पुस्तकी पंडीत नवते तर त्यांनी आपल्या आयुष्यात आधार आणि विचार यांची सांगड घातली व आपल्या तत्त्वज्ञानाला कृतीची जोड दिली. अस्पृश्य लोकांना त्यावेळी दुरुच वागणूक दिली जात होती त्यावेळी त्यांना मदत करण्यासाठी कोणी पुढे आले नाही. बाबासाहेब असे एक व्यक्ती होते जे त्यावेळी अस्पृश्य लोकांच्या न्यायासाठी पुढे आले. त्यांनी दलित लोकांना प्रोत्साहन देण्याचा व मदत करण्याचा प्रयत्न केला. डॉ. बाबासाहेब आंबेडकर हे समाजातील अस्पृश्यता व जातीय वर्गीकरणाच्या विरुद्ध होते. त्यांनी समाजातील प्रत्येक माणसाला समान न्याय मिळवण्यासाठी खूप प्रयत्न केले. डॉ. बाबासाहेब आंबेडकरांनी महिला व दलिताना अधिकारासाठी चळवळी केल्या. माणसांमध्ये जातीयरून भेदभाव नसावा अशी शिकवण त्यांनी समाजाला दिली. आपण सर्व वेगवेगळ्या जातीचे असलो तरी एक समान मानव आहोत. डॉ. बाबासाहेब यांनी केलेल्या समाजसुधार कामातील दलितसाठी केलेल्या कार्याची तसेच स्त्रीयांसाठी केलेल्या कार्याची माहिती व डॉ. बाबासाहेबांच्या सामाजिक चळवळीची माहिती या पेपरमध्ये दिली आहे. या पेपरच्या हेतूसाठी वर्णात्मक पद्धतीचा व दुर्यम माहिती स्त्रोतांचा वापर केला आहे.

सुचनक शब्द : समाजसुधारक, कार्य, अभ्यास.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

प्रस्तावना :

भारताच्या पावन भूमीवर अनेक महापुरुषांनी जन्म घेऊन समाजासाठी आहोरात्र कार्य करून सामाजिक बांधिलकी व राष्ट्रनिष्ठा जोपासली आहे. त्यांचा सेवेचा वारसा आजही देशवासियासाठी आदर्श, मार्गदर्शक व दिशा दर्शक ठरलेला आहे. अशा या थोर महापुरुषात डॉ. बाबासाहेब यांचे नाव सर्वात वर आहे. डॉ. बाबासाहेब म्हणजे अष्टपैलू व्यक्तीमत्त्व होते. त्यांना प्रत्येक क्षेत्राचे परिपूर्ण ज्ञान व माहिती होती सामाजिक, राजकीय, आर्थिक, शैक्षणिक, धार्मिक, पत्रकारिता, कायदे अशा विविध क्षेत्रात आपल्या अमोघ वक्तृत्वाने व कुशल नेतृत्वाने डॉ. बाबासाहेब आंबेडकर यांनी दीन, दलितानांच्या, श्रमिकांच्या विस्थापितांच्या, शोषितांच्या अंधकारमय जीवनाला जीवनाला प्रज्ञेचा संदेश दिला. या थोर समाजसुधारक डॉ. बाबासाहेब आंबेडकर यांच्या कार्याचा अभ्यास सदर संशोधनात केला आहे.





“संघर्ष आणि संघर्ष करा. आपल्यावर जर अन्याय होत असेल तर विरोध करा. अन्याय सहन करू नका आपल्या स्वतःला सिद्ध करायचे असेल तर शिका संघटित व्हावा व संघर्ष करा.” (डॉ. बाबासाहेब आंबेडकर, माझी आत्मकथा)

➤ डॉ. बाबासाहेब आंबेडकरांचे स्त्रियांसाठीचे कार्य :

डॉ. बाबासाहेब आंबेडकरांच्या मते कोणत्याही समाजाचे मूल्यमापन त्या समाजातील स्त्रियांची परिस्थिती कशी आहे यावरून करता येते. समाजाने स्त्रियांच्या विकासाकडे लक्ष केंद्रित करणे आवश्यक आहे. अशी त्यांची मूनिक्का होती. डॉ. बाबासाहेब आंबेडकरांनी स्त्रीयांसाठी पुढील कार्ये केले आहे.

1 महिलांना प्रस्तुती भत्ता, बहुपत्नी प्रथेला पायबंद, दुखापत झाल्यास नुकसान भरपाई, 20 वर्षांची सेवा झाल्यावर निवृत्ती वेतन, प्रस्तुती रजा मिळावी ह्या मागण्या डॉ. बाबासाहेब आंबेडकरांनी अखिल भारतीय अस्पृश्य महिला परिषद नागपूर येथे 1942 साली मांडल्या. कामगार किंवा नोकरी करणा-या स्त्रीला प्रस्तुती रजा मिळवून देणारे डॉ. बाबासाहेब आंबेडकर हे जगातील पहिले व्यक्ती होते.

2 1947 साली हिंदू कोड बिलमध्ये डॉ. बाबासाहेब आंबेडकरांनी लग्नातील स्त्री-पुरुष समानता, स्त्रीयांना काडीमोड घेण्याचा अधिकार वारसाहक्काचे लाभ, स्त्रियांनाही देण्याची तरतूद या तत्वाचा समावेश केला.

3 ज्या मतदानाच्या अधिकारासाठी युरोपातील महिलांना संघर्ष करावा लागला तो अधिकार भारतीय महिलांना न मागताच डॉ. बाबासाहेब आंबेडकरांनी दिला.

4 डॉ. बाबासाहेब आंबेडकरांनी स्त्रीयांना पुरुषांच्या बरोबरीने अधिकार देऊन सर्व महिलांना धार्मिक शैक्षणिक सांस्कृतिक आर्थिक राजकीय गुलामगिरीतून मुक्त केले.

➤ डॉ. बाबासाहेब आंबेडकर यांनी समाजसुधारणेसाठी केलेले सत्याग्रह व चळवळी :

1 महाडचा सत्याग्रह : इ.स. 1927 च्या सुमारास डॉ. बाबासाहेब आंबेडकरांनी अस्पृश्यतविरुद्ध जागृती निर्माण करण्यासाठी चळवळ सुरू करण्याचा निर्णय घेतला त्यांनी यांनी सुरुवात पिण्याच्या पाण्यापासून केली त्यावेळी संपूर्ण देशात बहुसंख्य ठिकाणी अस्पृश्यांना सार्वजनिक पाणवठ्यावर पाणी भरण्याचा किंवा पाणी पिण्याचा अधिकार नव्हता. त्यासाठी महाड येथील चवळदार तळ्यातील पाणी अस्पृश्यांसाठी खुले करावे व पाण्यावर कोणत्याही जाती धर्माचा अधिकार नाही यासाठी डॉ. बाबासाहेब आंबेडकर यांनी सत्याग्रह केला त्यासाठी 20 मार्च 1927 रोजी घेतलेल्या परिषदेत त्यांनी लोकांना चवळदार तळ्याकडे चला असे सांगितले. डॉ. बाबासाहेब आंबेडकरांनी सर्वप्रथम तळ्यातील पाणी प्याले व नंतर आंबेडकरानुयांणी त्यांचे अनुकरण केले.



डॉ. वावासाहेब आवेडकर आणि सामाजिक सुधारणा

स.प्रा.पुजारी सोनाली (Pg. 270-273)

पी.ई.एस. वी. एड. कॉलेज शिवाजीनगर पुणे.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

प्रस्तावना :

अस्पृश्यता, अज्ञान, दारिद्र अशा शृंखलांनी बद्ध असलेल्या समाजाला जागृत करण्याचे तसेच त्यांना त्याच्या अधिकारांप्रती जाणीव करून देणारे भारतीय समाजातील अशा वंचित, अस्पृश्य दुर्बल घटकांना घटनात्मक सामाजिक, आर्थिक, राजकीय, शैक्षणिक अधिकार, सुविधा संधीची समानता उपलब्ध करून देणारे युगपुरुष म्हणजेच डॉ. वावासाहेब आवेडकर होय.

उद्दिष्टे :

- डॉ. वावासाहेब आवेडकरांच्या सामाजिक योगदाना विषयी माहिती अभ्यासणे
- डॉ. वावासाहेब आवेडकरांनी राबविलेल्या विविध सामाजिक सुधारणा चळवळी विषयी माहिती घेणे.
- यासाठी ऐतिहासिक संशोधन पद्धतीनुसार दुय्यम स्त्रोतांद्वारे माहिती संकलन केले आहे.

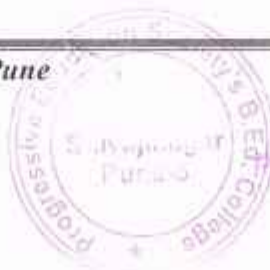
- डॉ. वावासाहेब आवेडकरांचे सामाजिक सुधारणा विषयक कार्ये:

१ बहिष्कृतहित कारणी सभा : अस्पृश्यांच्या उन्नतीसाठी सामाजिक चळवळ उभी करण्याच्या दृष्टीने त्यांनी २० जुलै १९२४ रोजी 'मुंबई' येथे बहिष्कृत हितकारणी सभेची स्थापना केली.

ध्येय : सामाजिक व राजकीय दृष्ट्या तळागाळात फेकल्या गेलेल्यांना भारतीय समाजातील इतरांच्या बरोबर आणणे हे ह्या सभेचे ध्येय होते. त्यांच्या अधिकारांप्रती त्यांच्यामध्ये जागृती निर्माण करणे हा डॉ. आवेडकरांचा उद्देश होता.

२ अस्पृश्यतेला विरोध : स्वातंत्र्यपूर्व भारतीय समाजातील अस्पृश्यतेला विरोध करण्यासाठी त्यांनी विविध सत्याग्रह आणि चळवळी केले.

- महाड येथील चवदार तळे अस्पृश्यांना खुले व्हावे म्हणून त्यांनी हजारो अनुयायांसह २० मार्च १९२७ ला सत्याग्रह केला व ते चवदार तळे अस्पृश्यांना खुले करून दिले.
- पुणे येथील पर्वती मंदिरात प्रवेशासाठी १९२७ ला तर नाशिक येथील काळागम मंदिरात प्रवेशासाठी १९३६ ला सत्याग्रह केला.
- अस्पृश्यतेला कारणीभूत असलेल्या मनुस्मृतीचे दहण २५ डिसेंबर १९२७ ला केले.



[Signature]

Principal
Progressive Education Soc
B.Ed. College
Shivajinagar, Pune



- तसेच त्यांनी १९३७ मध्ये स्वतंत्र मजुर पक्षाची तर १९४२ मध्ये ऑल इंडिया फेडरेशनची स्थापना केली व दलितांचे प्रतिनिधित्व केले.

६ शेतकरांच्या संदर्भातून सामाजिक सुधारणा :

डॉ. बाबासाहेब आंबेडकरांनी शेती आणि शेतकऱ्यांच्या हिता संदर्भात ही कार्ये केली आहेत. त्याच्यामते पाण्याशिवाय उत्पादकता वाढवणे आणि शेतकऱ्यांचा आर्थिक स्तर उंचावणे शक्य नाही हे त्यांनी ब्रिटिश सरकारच्या निदर्शनास आणून दिले होते. पाण्या संदर्भात केवळ विचार व्यक्त न करता त्यांनी ब्रिटिश सरकार नदीच्या खोऱ्यातील पाण्याच्या नियोजनाची योजना सादर केली. ही योजना दामोदर खोरे परी योजना म्हणून ओळखली जाते. डॉ. बाबासाहेबांनी सर्वात महत्वाची संकल्पना मांडली होती ती म्हणजे “शेतीचे राष्ट्रीयकरण” होय. भावासाहेबांच्या शेती व शेतकऱ्याविषयीच्या विचारातून कमाल जमीन धारणा कायदा, सामुहीक शेती प्रणालीवर आधारित शेती महामंडळ, राज्यातील नदी खोऱ्याची विभागणी व विकास, जलसंवर्धन योजना अंमलात आल्या. शासनाने त्याबाबत कायदे व नियम बनवले. यामागे बाबासाहेबांच्या विचारांचाच प्रभाव दिसून येतो. परंतु डॉ. आंबेडकरांचे शेतकऱ्याविषयीचे व शेती विषयीचे कार्य व विचार हे दुर्दैवाने अजूनही अनेकांना माहित नाही.

७. स्त्रियां संदर्भात सामाजिक कार्य :

डॉ. आंबेडकरांनी स्त्री शिक्षणाला महत्त्व दिले होते. त्यामुळे भारतीय समाज व्यस्थेत स्त्रीचे महत्वपूर्ण स्थान ओळखले होते. परंतु स्वातंत्र्य पूर्व भारतीय समाजातील स्त्रीयांना कोणतेही अधिकार नव्हते. म्हणून जेव्हा त्यांनी मनुस्मृतीचे दहन केले त्यावेळी स्त्रियांना उद्देशून बाबासाहेब म्हणाले की मुलांना शिक्षण द्या. ज्ञानविद्या या गोष्टी स्त्रियांनाही आवश्यक आहेत. मुली शिकल्या तरच भारताची भावी पिढी चांगली घडेल असे त्यांचे मत होते. त्यासाठी त्यांनी विविध ठिकाणी परिषदा घेवून मार्गदर्शन केले. भारताला स्वातंत्र्य प्राप्त झाल्यानंतर त्यांनी स्त्रीयांना आरक्षण, शिक्षणाचा हक्क, मतदानाचा हक्क विविध कायद्यांद्वारे समाजात समानता देण्याचे, संरक्षण देण्याचे कार्य केले. जसे हिंदू विवाह कायदा, वारसा हक्क कायदा इ. सुविधा घटनात्मक अधिकार कायदा स्वरूपात वहाल केली.

निष्कर्ष आणि सारांश :

डॉ. बाबासाहेब आंबेडकरांच्या जीवनातील प्रत्येक कार्य हे सामाजिक सुधारणा आणि देशहिताशीच संबंधित होते. १५ ऑगस्ट १९४७ ला भारताला स्वातंत्र्य प्राप्त झाल्यानंतर ३० ऑगस्ट १९४७ रोजी मसुदा समितीच्या अध्यक्ष पदी बाबासाहेबांची एकमताने निवड झाली, तेव्हापासून त्यांनी भारतीय समाजातील प्रत्येक घटकाला, व्यक्तीला राजकीय, सामाजिक, आर्थिक, शैक्षणिक हक्क, संधीची समानता, न्यायालयीन सुविधा या संविधानात्मक स्वरूपात वहाल केल्या.

त्यांनी स्वातंत्र्यपूर्व भारतात ज्या सामाजिक सुधारणा केल्या त्या त्यांनी भारतीय संविधानातून समाजातील प्रत्येकाला उपलब्ध करून दिल्या. झसे मूलभूत अधिकार असतील. नागरीक संरक्षण कायदा १९५५, भ्रष्टाचार निर्मूलन



डॉ. बाबासाहेब आंबेडकरांचे शिक्षण क्षेत्रातील यथेष्टान

सहाय्यक प्राध्यापक साहेबकर मीरा (Pg. 274-279)

पी. डी. एस. वी. एड कॉलेज, शिवाजीनगर, पुणे ५

Abstract

डॉ. बाबासाहेब आंबेडकर हे भारतीय राज्यघटनेचे शिल्पकार थोडे विचारवंत, दलील, ज्ञान, पिडीतांचे कैवरी व मर्मांहा म्हणून अंजलिते जातात. ते भारताला या सविक्रि बहुमान पुराय त हवे. ते थोडे समाज सुधारक व शिक्षण तज्ञ म्हणून परिचित हवे. ते परिवर्तनवादी व मानवतावादी हवे. आंबेडकरांचे शिक्षण हे वंचितांसाठी जनसामान्यांसाठी हवे, तरी इतरांनीही त्याचा फायदा घेतलेला दिसत. त्यांनी शिक्षणाची व्याख्या केली आहे, व्यक्तीला त्या गुणसंगिरीची जाणीव शिक्षणामुळे प्राप्त हवे शकते. त्यांनी "शिका संघटित व्हा आणि संघर्ष करा" असा संदेश विद्यार्थ्यांना पर्याधाने जनतेला दिला हवे. कारण त्यांच्या मते शिक्षण हे सर्वसामान्य माणसाचे प्रवृत्ति, संघटना म्हणजे सर्वसामान्य माणसांनी प्रस्थापित व्यवस्थेविरोध वंड समाजातील विषमता नष्ट करून सामाजिक लक्ष्मि प्रस्थापित करण्यासाठी शिक्षणाची गरज प्रतिपादन केली आहे. जातीच्या पामून पामून मुक्त करण्यासाठी व्यक्तीला शिक्षण घेणे गरजेचे आहे. सर्व जाती जमातीला एक समान पातळीवर आणण्यासाठी असमानतेचे तत्त्व नाकारले पाहिजे व आपुलकीची बागणूक दिली पाहिजे. त्यासाठी कठोर कायद्याची आवश्यकता आहे. त्यामुळे व्यक्तीचा विकास खुटला आहे. त्यासाठी त्यांना शिक्षणाची आवश्यकता प्रतिपादन केली व्यक्तीची गरज असते. डॉ. बाबासाहेब आंबेडकरांनी प्राथमिक शिक्षणावर विचार व्यक्त केलेले दिसतात. प्राथमिक शिक्षणाचे सार्वत्रिकीकरण करणे गरजेचे आहे. ते सक्तीचे करावे पण पूर्णपणे मजत करू नये. ज्यांना शिक्षण शुल्क देणे परवडत असेल तर त्या कडून वसूल करणे ज्यांना परवडत नसेल त्यांना मजत शिक्षण घावे. ईसा डॉ. बाबासाहेब आंबेडकरांचा गल्ला आहे. स्त्री शिक्षणाचे डॉ. बाबासाहेब आंबेडकर हे खरे पुरस्कर्ते हवे. हे त्यांच्या वैयक्तिकच एकमेव उपाय म्हणजे शिक्षण हवे. असे त्यांना वाटे त्यांनी उच्च शिक्षण देण्यासाठी पीपल्स एज्युकेशन सोसायटीची स्थापना केली. मुंबई औरंगाबाद येथे अनेक महाविद्यालय सुरू करून गरिब जनसामान्यांना उच्च शिक्षणाची दारे खुली केली. या महाविद्यालयात सर्व जातीधर्माचे विद्यार्थी या महाविद्यालयात सर्व जातीधर्माचे विद्यार्थी शिक्षण घेतात. प्रस्तुत शोधनिबंधामध्ये मध्ये डॉ. आंबेडकरांचे शिक्षण विषयक विचार मांडण्यात आलेले आहेत.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

प्रस्तावना

डॉ. बाबासाहेब आंबेडकर हे अलंकार बुद्धिमत्ता लाभलेले एक श्रेष्ठ विद्वान हवे. त्यांचे शिक्षण विषयक विचार व्यापक स्वरूपाचे आहेत. भारतीय समाज व्यवस्थेविरोध लक्ष्मि शिक्षणाच्या माध्यमातून त्यांनी आवाज उठवला. शिक्षण घेण्याचा प्रत्येक मानवाच्या मूलभूत अधिकार आहे. शिक्षणामुळे मानवाला मानवासारखे समानतेच्या पायावर आधारित जीवन जगण्याची संधी देता येते. शिक्षणाचे महत्त्व मानवी जीवनात अनन्यसाधारण आहे. शिक्षणातून माणसाला माणूस निर्माण करावयाची असेल, तर विद्या, विनय आणि शील या त्रिगुणांची नीट जख्मिना केली पाहिजे. असे त्यांचे मत हवे.

"शिका संघटित व्हा आणि संघर्ष करा" हा विचारच डॉ. बाबासाहेब आंबेडकरांच्या शैक्षणिक तत्त्वज्ञानाचा पाया आहे. शिक्षण ही एक सामाजिक समता आणि स्वातंत्र्य यांचे संरक्षण आणि संवर्धन करणारी शक्ती आहे. असे त्यांना वाटत हवे. त्यांच्या मते शिक्षणाची ध्येये श्रेष्ठ दर्जाची ज्ञान प्राप्ती करणे, व्यक्तीतील न्यूनगंड नाहीसा करणे, स्वातंत्र्य समता व





प्राथमिक शिक्षण :

प्राथमिक शिक्षण हे एक पायाभूत शिक्षण आहे. डॉ. वावासाहेब आवेंडकर प्राथमिक शिक्षणाविषयी आपले मत प्रकट करतांना म्हणतात की प्राथमिक शिक्षणाचे ध्येय असे असले पाहिजे की मुलगा किंवा मुलगी एकदा शाळेत जातील तर त्यांचे शिक्षण लिहिण्यावाचण्याच्या अवस्थेपर्यंत राहू नये तर ते संपूर्णपणे साक्षर होऊनच बाहेर पडावे. पुढील आयुष्यात देखील ज्ञान घेत राहावे. "व्यक्तीचा विकास झाला तर समाजाचा विकास होईल आणि समाजाचा विकास म्हणजे देशाचा किंवा राष्ट्राचा विकास होईल, त्याकरिता समाजातील प्रत्येक घटकाचे शिक्षण होणे गरजेचे आहे. त्यासाठी प्राथमिक शिक्षण महत्त्वाची जबाबदारी बजावते. त्यामुळे आवेंडकरांनी प्राथमिक शिक्षण सक्तीचे असावे असे म्हटले आहे. आता सर्व शिक्षा अभियान ही यंत्रणा राबविली जात आहे. त्याची मुळे आवेंडकरांच्या विचारांमध्ये आहेत, हे लक्षात येते. प्राथमिक शिक्षणाचे सार्वत्रीकरण करण्यासाठी देशाचे सरकार कार्यरत आहे. आज प्राथमिक शिक्षणाच्या सार्वत्रिक करण्याचे कार्य प्रगतीपथावर आहे. प्राथमिक शिक्षणाचे सार्वत्रीकरण करावे. म्हणजे प्राथमिक शिक्षण सक्तीचे करावे. ते पूर्णपणे मज्जत न करता ज्यांना शुल्क देणे परवडणारे असेल त्यांच्याकडून ते घ्यावे व ज्यांना ते परवडणारे नसेल त्यांच्याबाबत ते मज्जत असावे असे त्यांचे मत होते. १९२७ मध्ये वावासाहेबांनी प्राथमिक शिक्षणाची गती वाढावी म्हणून शाळेतील गळतीचे समस्या सुटायी म्हणून सरकारने प्राथमिक शिक्षण मज्जत व सक्तीचे करावे व त्यावरील खर्च वाढवावा अशा सूचना केल्या.

उच्च शिक्षण :

स्वातंत्र्यपूर्व काळात उच्च शिक्षणाची अवस्था अत्यंत दारुण स्वरूपाची होती. याबद्दल डॉ. आवेंडकर नेहमी खंत व्यक्त करीत असत त्यामुळे उच्च शिक्षणात धार्मिक आणि कार्यात्मक बदल व्हावा असे त्यांना वाटत असे विद्यापीठ म्हणजे परीक्षा घेणारी संस्था न होई आधुनिक ज्ञान विज्ञानाची केंद्र असावीत असे आवेंडकरांचे मत होते. आवेंडकरांच्या या विचारांचा प्रभाव किंवा त्यांच्या विचारांची अंगलवजावणी आपल्याला विविध स्वरूपात दिसून येते. विविध महाविद्यालयांमध्ये सद्यस्थितीत संशोधन केंद्र आपणास दिसून येतात. समाजाच्या प्रगतीसाठी विविध क्षेत्रांमध्ये संशोधनाचे कार्य केले जात आहे. खालच्या वर्गाला उच्च शिक्षण ही फार खर्चाची वाव होती कामा नये. समाजातील तळागाळातील लोकांना देखील उच्च शिक्षण सहजरीत्या मिळावे यासाठी उच्च शिक्षणाचे शुल्क फार जास्त असू नये. याच पार्श्वभूमीवर आज देशात उच्च शिक्षणाला उच्च शिक्षणाच्या प्रसारासाठी विविध शिष्यवृत्ती यंत्रणा राबविल्या जात आहेत. आर्थिक दर्जाच्या निकषाप्रमाणे शिष्यवृत्ती यंत्रणा राबविण्यासाठी विचारविमर्श चालू आहे असे आपल्या लक्षात येते. प्रत्येक व्यक्ती मधील गुप्त गुणांचा विकास करण्यासाठी शिक्षण हे समाजाच्या प्रत्येक स्तरापर्यंत पोहोचिले हवे असे आवेंडकरांना वाटत होते.

विद्यार्थी व शिक्षक विषयीचे विचार :

वावासाहेबांनी विद्यार्थी व शिक्षक विषयी देखील आपले विचार मांडले आहेत. ते म्हणतात विद्यार्थी शिक्षण प्रक्रियेचा केंद्रबिंदू आहे. त्याचा सर्वांगीण विकास करणे हे शिक्षणाचे ध्येय होय. विद्यार्थी कसा असावा हे स्पष्ट करताना ते



१९५० रज्जी मिलिंद कला आणि विज्ञान महाविद्यालय सुरु करण्यात आले. या कॉलेजची विद्यार्थिनी अस्पृश्य आणि मागासलेल्या विद्यार्थ्यांच्या शिक्षणाकडे विशेष लक्ष देण्याचे कार्यही महाविद्यालय तसेच १९५६ रोजी मुंबई येथे सिद्धार्थ विधि महाविद्यालय स्थापन केले. हे महाविद्यालय डॉक्टर वावासाहेव आंबेडकर यांच्या महापरिनिर्वाण वर्षी सुरु करण्यात आले. विशिष्ट ध्येयाने प्रेरित हज्जेन या महाविद्यालयांची स्थापना करण्यात आली होती .

• शिक्षण व्यवसायात प्रवेश :

डॉक्टर वावासाहेव आंबेडकर हे बहुआयामी व्यक्तिमत्त्व होते. शासकीय विधे महाविद्यालयात १९२८ मध्ये त्यांनी प्राध्यापकाची नज्जीरी केली. तेथे त्यांच्या अध्यापन आणि विद्यार्थी भारावून जात असत त्यांच्या यशस्वी कार्यामुळे १९३५ रज्जी त्याच शासकीय महाविद्यालयाचे प्राचार्य म्हणून त्यांची नियुक्ती झाली .

- ३१ जानेवारी १९२० पासून भारतातील विपमता दूर करण्यासाठी मूकनायक हे पाक्षिक सुई केले .
- इ. स. १९२७ मध्ये वहिर्प त भारत या नावाचे पाक्षिक सुई केले
- इ.स. १९२९ मध्ये जनता या नावाचे एक नवीन पाक्षिक सुई केले . पुढे त्याचे नाव बदलून प्रबुद्ध भारत असे ठेवले .
- अर्थशास्त्र अस्पृश्यता व दलितज्जार लज्जीशाही, वर्द्ध धर्म हिंदू धर्म आणि राजकारण या विषयावर इंग्रजी भाषेतून विपुल लेखन केले .
- १ पी शाळा सुरु करून दलित वर्गाच्या आर्थिक स्थितीमध्ये प्रगती साधण्याचा प्रयत्न सुरु केला .
- वाचनालय समाज केंद्रे आणि अभ्यास मंडळी उघडून संस तीचा प्रसार केला .
- वसतिगृहे उघडून दलित वर्गामध्ये शिक्षण प्रसार केला .
- परिपदा मिळावे सभा घेऊन स्त्रीपुईपांना शिक्षण घेण्यासाठी प्रवृत्त केले .

कज्जिविया विद्यापीठाने निवडलेल्या जगभरातील शंभर विद्वानांच्या यादीत पहिल्या ईमांकावर त्यांची निवड झाली आहे . त्यानिमित्त अमेरिकेचे अध्यक्ष वराक अज्जीमा यांच्या हस्ते त्या विद्यापीठात डॉ. वावासाहेव आंबेडकर यांच्या प्रतिमेचे समारंभपूर्वक अनावरण नुकतेच करण्यात आले . डॉ. वावासाहेव आंबेडकर यांची पहिल्या ईमांकावर गणना झालेली झालेली विद्वानांची ती यादी शिल्पात कज्जेन कज्जिविया विद्यापीठात दर्शनी भागात झळकवण्यात आली आहे . त्यात अमेरिकेच्या तीन राष्ट्राध्यक्षांसह अन्य राष्ट्रांच्या सहा राष्ट्राध्यक्षांचा समावेश असून ई त्यातील डॉ. आंबेडकर हे एकमेव हिंदुस्थानी आहेत . जगभरातील १०० विद्वानांची ती यादी तज्ञांच्या एका समितीने आंतरराष्ट्रीय पातळीवर विद्वानांची मते अजमावून तयार केली आहे .



डॉ. बाबासाहेब आंबेडकर यांची लोकशाहीसाठी असलेली भूमिका

प्रा. डॉ. मधुरा पवार (Pg. 259-265)

सहाय्यक प्राध्यापक, प्रांगेमिक् एज्युकेशन सोसायटीचे, वी.एड. कॉलेज, पुणे ५

Abstract

डॉ. बाबासाहेब आंबेडकर हे ऐतिहासिक सुधारक, संसदीय लोकशाहीचे पुष्कर्ते, भारतीय राज्यघटनेचे शिल्पकार आणि प्रखर राष्ट्रवादी होते. डॉ. बाबासाहेब आंबेडकर यांनी राजकीय व लोकशाही व्यवस्थेला खूप महत्त्व दिले. देशामध्ये समता आणणे आणि लोकशाही स्वरूप हे त्यांचे ध्येय होते. लोकशाहीची उभारणी ही स्वातंत्र्य, समता, बंधुता या पायाभूत तत्वांवर समाजजीवनाच्या क्षेत्रांची उभारणी झाली पाहिजे. लोकशाहीचे मर्म हे 'एक व्यक्ती-एक मूल्य' या तत्वात समावलेले आहे. डॉ. बाबासाहेब आंबेडकरांनी केलेली लोकशाहीची व्याख्या 'लोकांच्या आर्थिक आणि सामाजिक जीवनात ऐतिहासिक बदल स्वतःविहीन मार्गांनी घडवून आणणारी शासनपद्धती म्हणजे लोकशाही'. लोकशाही हा समाजाच्या समग्र परिवर्तनाचा विचार आहे. केवळ राजकीय लोकशाहीने आयुलाय बदल होणार नाही तर त्यासाठी सामाजिक, आर्थिक लोकशाहीची जोड दिली तरच राजकीय लोकशाही टिकणार आहे. डॉ. बाबासाहेब आंबेडकरांनी स्वतःविहीन मार्गांनी सरकार चालवणे व भारतीय राज्यघटना तयार करून भारतीय समाजगटनेला महत्त्वपूर्ण असे योगदान दिले आहे. आंबेडकरांनी त्यांना अपेक्षित असलेले लोकशाहीचे स्वरूप व आवश्यक असलेले प्रकट घटक सांगितले आहेत. डॉ. बाबासाहेब आंबेडकरांनी अस्पृश्यता, अन्याय आणि असमानतेच्या विरुद्ध निरंतर लढा देवून भारताला नागरी हक्क मिळवून दिले. भारतात लोकशाही नांवाची आणि सामाजिक न्याय प्रस्थापित व्हावा म्हणून त्यांनी अविरोध प्रचल केले.

सूचक शब्द : लोकशाही, स्वातंत्र्य, समता, बंधुता, अस्पृश्यता, अन्याय.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

प्रस्तावना :

डॉ. बाबासाहेब आंबेडकर हे ऐतिहासिक सुधारक, संसदीय लोकशाहीचे पुष्कर्ते, भारतीय राज्यघटनेचे शिल्पकार आणि प्रखर राष्ट्रवादी म्हणून सर्वांना परिचित आहेत.

डॉ. बाबासाहेब आंबेडकर यांनी राजकीय व लोकशाही व्यवस्थेला खूप महत्त्व दिले. सामाजिक परिवर्तनाचे मोठे कार्य त्यांनी केले. समाज आणि राजकारण परस्परपूरक आहेत. राजकीय सत्ता ही सामाजिक प्रगतीला पूरक व पोषक ठरत असते त्यांचे मत होते.

डॉ. बाबासाहेब आंबेडकरांचा समाजाकडे पाहण्याचा राजकीय, सामाजिक,

धार्मिक, वैचारिक, आर्थिक असा व्यापक दृष्टिकोन व दृग्दर्शोपणा होता. देशामध्ये समता आणणे आणि लोकशाही स्वरूप हे त्यांचे ध्येय होते.





डॉ. बाबासाहेब आंबेडकरांच्या लोकशाही कल्पनेच्यामागे अधिराज्य, नैसर्गिक हक्क, न्याय, समता, स्वातंत्र्य, वंधुता ही गतिमान तत्त्वे आहेत. समाज बदलण्याचे सामर्थ्य त्यांच्या लोकशाही कल्पनेतून दिसून येते.

बाबासाहेब समाजातील 'माणूस' हा लोकशाहीमध्ये मध्यवर्ती मानतात. डॉ. बाबासाहेब आंबेडकरांनी केलेली लोकशाहीची व्याख्या 'लोकांच्या आर्थिक आणि सामाजिक जीवनात क्रांतीकारक बदल रक्तविरहीत मार्गांनी घडवून आणणारी शासनपद्धती म्हणजे लोकशाही'.

त्यांच्या मते "लोकशाही हा समाजाच्या सगळ्या परिवर्तनाचा विचार आहे. केवळ राजकीय लोकशाहीने आमलाग बदल होणार नाही, तर त्यासाठी सामाजिक, आर्थिक लोकशाहीची जोड दिली तरच राजकीय लोकशाही टिकणार आहे."

डॉ. बाबासाहेब आंबेडकरांच्या मते लोकशाहीचे दोन शत्रू आहेत.

१. हुकुमशाही

२. माणसामाणसांत भेद मानणारी नीती आणि संस्कृती

बाबून त्यांना लोकशाहीमध्ये विपमता आणि हुकुमशाही अभिप्रेत नव्हती. वरील प्रकारे आंबेडकरांनी लोकशाहीचे स्वरूप अपेक्षित होते.

डॉ. बाबासाहेब आंबेडकरांच्या मते लोकशाहीस पूरक घटक :

१. समाजामध्ये भयानक विपमता असता कामा नये.

लोकशाहीच्या इतिहासाचा अभ्यास केल्यास लोकशाहीच्या अपयशाची प्रमुख कारणे सामाजिक विपमता आणि वर्गावर्गांत असलेली असमतेची दरी. त्यामुळे लोकशाही यशस्वी करण्यासाठी समाजात असलेली ही विपमता नष्ट केली पाहिजे.

२. समाजामध्ये शोषक आणि शोषित हे दोन्हीही घटक असू नयेत.

लोकशाहीमध्ये सामाजिक, आर्थिक, शैक्षणिक, सांस्कृतिक, धार्मिक, राजकीय यांपैकी कोणत्याही बाबतीत शोषण असता कामा नये. जर शोषण झाले तर मात्र शोषित समूह क्रांती करून उठतो.

३. विरोधी पक्षाचे अस्तित्व :

'विरोधी पक्षाला जास्त महत्त्व दिलेले आहे. ज्या शासनपद्धतीत प्रबल विरोधी पक्ष असेल तेथील लोकशाही ख-या अर्थाने लोकांच्या कल्याणासाठी काम करेल. 'सत्ताधारी सरकारला मन मानेल असा कारभार करता न येण्यासाठी विरोधी पक्षाचे अस्तित्व हे प्रमुख साधन आहे.

मतदारांना एका विशिष्ट काळानंतर सरकारच्या कार्याचे मूल्यमापन करण्याची संधी देण्यात आली पाहिजे. सरकार बदलण्याचा हक्क जनतेला असला पाहिजे. लोकशाही यशस्वी करण्यासाठी विरोधी पक्ष कणखर असावा असे बाबासाहेबांना वाटत होते.



डॉ. वावामाहेव आंबेडकरांची लोकशाहीसाठी असलेले भूमिका :

- डॉ. वावामाहेव आंबेडकरांनी अस्पृश्यता अन्याय आणि असमानतेच्या विरुद्ध निरंतर लढा देवून भारताला नागरी हक्क मिळवून दिले .
- भारतात लोकशाही नांदावी व सामाजिक न्याय प्रस्थापित व्हावा म्हणून अविरत प्रयत्न केले .
- आरक्षणप्रणालीचा अंगीकार केला . नोकरीत प्रशासकीय सेवा शाळा महाविद्यालयात अनुसूचित जाती व जमातीला प्रतिनिधित्व मिळवून देवून समान मान्यतादर्शक कृती केली .
- डॉ. वावामाहेव आंबेडकरांना केवळ लोकशाही अपेक्षित नव्हती तर सामाजिक न्यायाच्या तत्वावर आधारित लोकशाही अभिप्रेत होती .

सद्यस्थितीमधील लोकशाहीचे स्वरूप :

आज लोकशाही ही श्रीमंतांच्या गुंडपवृत्तीच्या भांडवलदारी व्यवस्थेच्या हातात गेली आहे . प्रत्येक समाजाला अशा विनाशाची शक्यता असलेल्या काळातून मार्ग काढावाच लागतो . विकट काळ आला तरी सर्वनाश होतोच असे नाही तर अशा काळाला अत्यंत श्रेष्ठ, बुद्धिमान, दूरदर्शी, काळाची गरज ओळखून मुक्तीचा मार्ग जाणणारा महापुरुष लाभला तर सर्व नाशापासून तो समाजाला वाचवू शकतो तो महापुरुष म्हणजेच डॉ. वावामाहेव आंबेडकर होय .

भारतीय राज्यघटनेच्या घटना समितीने २६ नोव्हेंबर १९४९ रोजी भारतीय राज्यघटना देशातील लोकांना अर्पण केली . ही घटना प्रत्येक नागरिकाला स्वातंत्र्य, समता, बंधुता व न्याय ही लोकशाहीची मूल्ये देणारी आहे . सार्वभौम, समाजवादी, धर्म निरपेक्ष लोकशाही गणराज्याची हमी घटनेने दिलेली आहे .

२ सप्टेंबर १९५३ रोजी डॉ. वावामाहेव आंबेडकर राज्यघटनेविषयी आपले विचार पुढीलप्रमाणे व्यक्त करतात ,

“My friend tell me I have make the Constitution, but quite prepare to say be the first want to burn out.I do not wanted it doesnot suit to anybody.”

केवळ लोकांनी लोकांसाठी निवडून दिलेलं सरकार म्हणजे लोकशाही अस्तित्वात आली असं वावामाहेव मानत नाहित . ही राजकीय लोकशाही पंचलित वनवायची असेल तर तुम्हाला त्याच परिवर्तन सामाजिक लोकशाहित कराव लागेल .

आजचा भारत हा तरुणांचा देश . तरुण हीच खरी देशाची संपत्ती आहे परंतु भ्रष्टाचार, अंधश्रद्धा, विभूतीपूजा, व्यसनाधीनता, शिक्षणाचे वाजारीकरण, बेरोजगारी यांसारखे प्रश्न निर्माण झालेले आहेत .

राजकारणी लोकांची भक्तिपूजा करणे हा लोकशाहीचा सर्वात मोठा अडसर आहे . राजकारणात व्यक्तिपूजा आणि भक्ती केल्यानेच हुकुमशाही निर्माण होत आहे . हीच हुकुमशाही स्वातंत्र्य, समता, बंधुता व न्याय या लोकशाहीच्या मूल्यांना नष्ट करून टाकत आहे .



Internet Reference:

<http://maharashtratimes.indiatimes.com>

www.eviek.com

www.beedlive.com

<http://mr.wikipedia.org>

<http://www.loksatta.com>

RESEARCH JOURNAL



Progressive Education Society's

DNYANAMAY ॥ ज्ञानमय ॥

A Multi Disciplinary Peer Reviewed Research Journal

" Integrating Knowledge through Research "

Principal
Progressive Education Society
B.Ed College
Shivajinagar, Pune-9



E-Learning for Divyang

Prof. Suvarna Ranpise*, Lata R.Sawant**

*Professor, PES College of Education Shivajinagar, Pune

**Librarian, PES College of Education Shivajinagar, Pune

Abstract:

The paper discusses on e-learning for disabled student in higher education. It examines how disability is activated differently online and the impact of apps on teaching and learning through the internet. Specially following apps such as Accessibility scanner, Assistive touch for Android, IFTTT, JABtalk, notnav and nawnav gps accessibility, voice Access, ModMath, Educations, podcast ,E-Learning Age, Apple keynote, iTunes U, Voice Access, Google Earth ,Intel reader, divyang sarathi. It explores reasons behind uses of such apps by student. It then explores e-learning environment beyond the classroom which include social network, video hosting sites etc. where student, teacher make effort to create e-learning environment. It focus on how E-learning for them is blending of online and face to face education.

Keywords:- E-learning, Mobile app, Divyang students

Introduction:

Today in all areas of education the new media are beginning to open ways of learning. But certain groups of learners are at risk of not being fully involved in these new ways because of their social disadvantages. In order to build a socially inclusive Information Society based on participation for all, new pedagogical approaches and appropriate technologies must be developed and applied to suit the learning requirements of all children and young people, including those who have special educational needs. E-Learning is becoming an increasingly important part of education these days, where "e" stands for electronic. E-Learning is concept derived from the use of information and communication technology for transforming traditional teaching techniques using digital services like television, computer, audio video tape, CD, internet, Intranet, smart phone, world wide web, webinar, video conference etc.

From these technologies imparting education through computer and network enabled digital technology will be possible easily.

Defination of e-learning

- "E-learning is the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration" (Alonso et al., 2005)
- Allison Rossett (2001) defines e-learning as, Web-based training (WBT), also known as e-learning and on-line learning, is training that resides on a server or host computer that is connected to the World Wide Web.
- "E-learning is the delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media" (Koochang & Harman, 2005) Thus, E-Learning is the use of technology to enable people to learn anytime and anywhere. E-learning can include training, the delivery of just-in-time information and guidance from experts. E-learning could also be considered distance education in an evolved form, which has taken advantages of all the emerging technologies for enhancing learning experiences of every learner. In that sense e-learning could be considered as a new generation of distance for all learners specially it is assistive for Divyang.

What is Disability : As defined by the WHO, "disabilities" is an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action, while a participation restriction is a problem experienced by an individual in involvement in life situations.



allowing them to scan entire pages of text to audio for immediate playback or later review. Intel Reader packs a high resolution camera and an Intel Atom processor, allowing it to quickly and accurately capture massive amounts of text.

3. JABtalk :- is a free speech communication application designed to help non-verbal children and adults communicate. Speech therapists commonly refer to JABtalk as an easy and effective augmentative and alternative communication (AAC) device. By combining personalized voice and images with an extremely simple user interface, JABtalk delivers a speech solution that is both fun to use and easy to learn. Originally designed as a communication tool for children with special needs, JABtalk has evolved into a communication tool used by special needs children, stroke patients, toddlers, speech-language pathologists, and others. If we are using JABtalk as an AAC device for an individual with special needs (down syndrome, autism, etc...), we strongly recommend having the individual assessed by a speech-language pathologist to ensure JABtalk is the most appropriate solution for the individual's needs.

4. IFTTT :- is short for code speak "if this then that" – and it is a revolutionary service that allows users to automate tasks, and even get online devices to communicate with each other. The basic process is that we point to a situation or device – the "this" part – and the service will allow our device to do the "that" part – which is what we want to do in certain situations. As IFTTT has become more popular, more and more services and apps integrate with it. We'll be hard-pressed to find something that we use without some type of supported IFTTT recipe. IFTTT actually gives us some nice tips on how to start automation. There will be a good group of suggested applets that we can try. An easy one to start with is the applet that mutes our phone at night, so we don't have to do it at the prescribed time every night. There are also several IFTTT applets grouped together for services like the Google Assistant, Alexa, and tools like Office 365, Google Drive, and Spotify. The beauty of IFTTT is that it gets better with experimentation, so IFTTT experts recommend that we experiment

with the app as often as possible. IFTTT is strongest when we make the most of it through our own recipes. If we don't see an applet that does exactly what we want, then we can try to create it ourselves. Being a teacher we can guide and allow our student to make them use.

5. Assistive touch for Android :- Assistive Touch is an easy tool for Android devices. It's fast, it's smooth, and it's totally FREE. With a floating panel on the screen, we can easily use our Android smart phone. More conveniently, we can quickly access to all our favourite apps, games, settings and quick toggle. We can use smart clean function to clean running background apps, help our phone faster. Assistive Touch is also an ideal app to protect the physical buttons (home button and volume button). It is very useful for big screen smart phone.

6. Accessibility scanner :- Accessibility Scanner is a tool that suggests accessibility improvements for Android apps without requiring technical skills. Just open the app you want to scan, then tap the Accessibility Scanner button to find items in the app that might benefit from accessibility improvements. We can use this app to suggest changes to developers or to make changes ourselves. Accessibility Scanner suggests improvements such as enlarging small touch targets, increasing contrast, and providing content descriptions so that our app can be more easily used by individuals with accessibility needs. Designing for accessibility can allow us to reach a larger audience and provide a more inclusive experience.

7. Podcast :- Helps in discovering new podcasts and learn about any topic from news, education, comedy, politics to religion, crime and many entertaining events.

8. Educreation :- This interactive whiteboard and screen casting tool is useful for annotating, animating, and narrating ideas & instructions to help students learn or let them show what they can do.

9. iTunes U : Provides teachers with access to all kinds of education content, including complete courses. Teachers can learn how to use the iPod in the classroom and get other teaching pointers.

✓
18-19**Application of Concept Map****Dr. Mrs. Seema Vivek Damle****P.E.S. B.Ed College, Pune (Affiliated to University of Pune)****INTRODUCTION**

Strategic management is continuous process of strategic analysis, strategy creation, implementation and monitoring, used by organizations with the purpose to achieve and maintain a competitive advantage. Concept mapping strategy is referred by researchers for research subject. Research is one of the important subjects of teacher education therefore it is included at every stage of teacher training. For D.Ed. it is included as an introductory subject. For M.Ed. level it is taught as compulsory subjects at all levels but it is introduced at B.Ed. level as one of the elective paper since 2008 named Introduction to Research Methodology.

Many of the students offer different elective subjects instead of Introduction to Research Methodology as they find difficulties in getting concepts of the subject. It is known that research is the soul of teaching profession. Teachers have to face many problems regarding curriculum, teaching methods, behavioral problems of the students etc. There is also a need to solve these problems. But if they are solved by scientific methods, it is not only beneficial to that particular teacher but will be a guideline for others also. So knowing basic concepts of research methodology is the need of every teacher.

On the other hand it is observed that many of the students opting research methodology find problems memorizing the concepts of research as it is a technical subject. Therefore the researchers have decided to use concept map for memorizing the concepts.

Theory of Concept map

A concept map is a type of graphic organizer used to help students organize and represent knowledge of a subject. Concept maps begin with a main idea (or concept) and then branch out to show how that main idea can be broken down into specific topics.

In a Concept Map, the concepts, usually represented by single words enclosed in a rectangle (box), are connected to other concept boxes by arrows. A word or brief phrase, written by the arrow, defines the relationship between the connected concepts. Major concept boxes will have lines to and from several other concept boxes generating a network. There are many sites on the internet that provide additional background on Concept Maps of which the following are a few.

How to Build a Concept Map

Concept maps are typically hierarchical, with the subordinate concepts stemming from the main concept or idea. This type of graphic organizer however, always allows change and new concepts to be added. The Rubber sheet analogy states that concept positions on a map can continuously change, while always maintaining the same relationship with the other ideas on the map.

Start with a main idea, topic, or issue to focus on.

A helpful way to determine the context of your concept map is to choose a focus question- something that needs to be solved or conclusion that needs to be reached. Once a topic or question is decided on, that will help with the hierarchical structure of the concept map.

Concept Maps in education

When created correctly and thoroughly, concept mapping is a powerful way for students to reach high levels of cognitive performance. A concept map is also not just a learning tool, but an ideal evaluation tool for educators measuring the growth of and assessing student learning. As students create concept maps, they reiterate ideas using their own words and help identify incorrect ideas and concepts; educators are able to see what students do not understand, providing an accurate, objective way to evaluate areas in which students do not yet grasp concepts fully.

OBJECTIVES

- 4) To implement concept mapping approach for learning research concepts.
- 5) To study the effectiveness of concept mapping approach for learning research concept.

FUNCTIONAL DEFINITIONS

Concept map – Concept map refers to the system concept map

B.Ed Students – B.Ed Students who have taken introduction to Educational Research as an elective subject.

SCOPE AND LIMITATIONS

This research is applicable for B.Ed students who have taken Introduction to Research Methodology as an elective subject. The scope of this research is restricted to Modern College of Education, Pune. B.Ed Students.

Part II

REVIEW OF RELATED LITERATURE

Researchers had gone through research work related to concept mapping. Classification: Thesis, Books, Projects, Periodicals, Websites and Newspapers cuttings

Related Articles

1. A Collaborative Literature Review of Concept Mapping- Robert Abrams
2. A Summary of Literature Pertaining to the use of Concept Mapping Techniques and Technologies for Education and Performance Support – Alberto J. Canas
3. Concept mapping – exploring its value as a meaningful learning tool in accounting education – Jayne D. Maas
4. Concept mapping in problem based learning: a cautionary tale – Alex H. Johnstone and Kevin H. Otis
5. Concept Mapping in Science Class: A Case Study of fifth grade students – Askin Asan
6. How to Develop a Concept Map in Research – Lesley Graybeal
7. Problems and issues in the use of concept maps in Science assessment – Maria Araceli Ruiz and Richard J. Shevalson
8. The Effect of Using Concept Maps as Study Tools on Achievement in Chemistry – Saouma BouJaoude and May Attieh
9. Using Concept Mapping to Enhance the Research Interview – Ian M. Kincin
10. Using Concept Maps in the Science classroom – Jim Vanides, Yue Yin, Miki Tomita and Maria Araceli Ruiz-Primo

Part III

Research Methodology

Sample and Research Methodology

Part V Conclusions and Recommendations

Root causes of problem

- Students were weak at basic concept of historical research.
- Students were weak in memorizing concepts.

Conclusions

- 33% students scored below average marks i.e. below 3.6 marks in the pre-test
- 4% students have scored zero marks in the pre-test.
- Teachers are bothered about progress of students
- Students are also aware of lagging behind but they don't know how to cope up.
- While taking pretest, it was observed by the researchers that students were restless and unstable and there was difficulties while remembering the things
- There is drastic difference in the averages of pre-test and post-test
- Using the concept map students got clear idea about memorizing the concepts.
- By comparison of pretest and posttest researchers felt that use to concept map for historical research method was effective
- Concept map was much effective by studying the concept map students' confidence level was increased.

References

1. Bellanca, James (1990). The cooperative think tank. Lllinois: Skylight Publishing
2. Buzan, Tony (1974) .Use your head. London: BBC Publications.
3. Buzan, Tony (1993) .The mind mapping book. London: BBC Books
4. Dr. Pamela Schuster (2011). Concept Mapping: A Critical – Thinking Approach to care planning, F.A. Davis Company
5. Kesselman-Turkel. Judi & Peterson, Franklynn (1981). Study Smarts. Chicago: Contemporary Books Inc
6. Pauk, Walter (1989). How to study in college. Boston: Houghton Mifflin Co.
7. Smith, Samuel; Shore, Louis & Brittain, Robert (1955) . Best methods of study. New York : Barnes and Noble Inc.
8. Sotiriou, Peter (1989). Integrating collage study skills. U.S.: Wadsworth Inc.

Websites

1. Cmap.ihmc.us
2. <http://creativecommons.org/licenses/by/2.0>
3. http://www.ehow.com/how_5759060_develop-concept-map-research.html#ixzz2KfAULP48
4. www.ihmc.us
5. www.msu.edu
6. www.readingrockets.org
7. www.socialresearchmethods.net
8. www.udel.edu/chem/white/teaching/ConceptMap.html

Role of School Management Committee established under Right to Education Act For social inclusion

Prof. Suvarna Dnyandeo Ranpise

PES College of Education shivajinagar, Savitribai Phule Pune University, Pune.

Abstract:

India is a huge country, with extreme diversity from east to west and north to south in terms of language, ethnicity, caste, religion, access to resources and political will. For to make equality among all, Government of India has brought into the force the Right of education Act, 2009 with effect from the 1st April 2010. This Act clearly declares duties and responsibilities of local authority. Education in India is a joint responsibility of the state and the central government. Government is primarily responsible for quality of education in both primary and secondary level. For any kind of effective implementation, coordination among committees at various levels i.e. State, District and sub-district required. This will help the planning and implementation of inclusive education at the school. In every school it's compulsory to establish school management committee under right to education act, being local authority school management committee play various roles like an organizer, A guardian, Advisor, Monitor, Accountant who prepares an annual account of records and expenditure of the school.

Keyword: Right to education Act, School Management Committee

Introduction:

Inclusion is not an experiment to be tested but a value to be followed. This Principle of inclusion was adopted at the World Conference on Special Needs Education: Access and Quality (Salamanca, Spain 1994) at the World Education Forum. This Idea of Inclusion is further Supported by United Nation's Standard Rules. Inclusive education aims at integrated development of children with special needs and Normal children through mainstream schooling. To develop curriculum for special education & its inclusion in general teaching

preparation programmes, Rehabilitation Council of India (RCI) made a historic collaboration with National Council For Teacher Education (NCTE) on 19,2005. The Constitution Of India (26 November, 1949), clearly states in the Preamble that everyone has the right to equality of status and of opportunity. The Article 41 of Directive Principles of the Indian Constitution supports the right to work, education and public assistance in certain cases including disablement. Further, article 45 commits to the provision of free and compulsory education for all children up to age of 14 years. Based on this, the Constitution (86th Amendment) Act 2002 has been acted by the parliament making education a fundamental right of all the children in the age group of 6-14 years. Moreover the 93rd Amendment to the Constitution of India passed by the Lok Sabha on 28 November 2001, makes it mandatory for the government to provide free and compulsory education to all children of the age 6-14 years with its preamble clarifying that "all" includes children with disability as well. Human Resource Development Minister of India Shri. Arjun Singh on the 21st March 2005 assured in the Rajya Sabha that MHRD has formulated a comprehensive action plan for the Inclusive Education of children and Youth with Disabilities. The Government is committed to provide education through mainstream schools for the children with disabilities in accordance with PWD Act, 1995 and all the schools in the country will be made disabled friendly by 2020.

An Outline of Action Plan:

- To complement and supplement IEDC and Sarva Shiksha Abhiyan programmes in the movement from integration to inclusion.
- Enrolment and retention of all children with disabilities in the mainstream education system.
- Providing need based educational & other



support in mainstream schools to children in order to develop their learning and abilities, through appropriate curricula, organizational arrangements, teaching strategies, resource and partnership with their communities.

- Support higher and Vocational education through proper implementation of the existing reservation quota in all educational institutions and creation of barrier free learning environments.
- Disability focused research and interventions in Universities and educational institutions.
- Review implementation of existing programmes, provisions to identify factors leading to success or failure of the effort towards enrolment and retention of children with disabilities in mainstream educational settings.
- Address administrative issue arising out of review.
- Generating awareness in the general community, activists and persons working in the field of education and more specifically among parents and children that have full rights to appropriate education in mainstream schools and that it is the duty of those involved in administration at every level including schools to ensure that they have access to education.
- Ensuring physical access of children and youth with disabilities in schools and educational institutions by enforcing the requirements for provisions of universal design in buildings and provide support in transportation.
- Appropriate Resource Services support through appointments of special educators, rehab professionals, provision of resource rooms, etc. to support mainstream school teachers in the classroom.

India is a huge country, with extreme diversity from east to west and north to south in terms of language, ethnicity, caste, religion, access to resources and political will. For to make equality among all, Government of India has brought into the force the Right of Children Act, 2009 with effect from the 1st April 2010. This Act clearly declares

duties and responsibilities of local authority. These all can be implemented very well by taking help of different stakeholders. For carrying out the provisions of this act, the appropriate Government or the local authority shall be established in school that is School Management Committee consisting of the elected stakeholders representatives of the local authority, parents or guardians of children admitted in school and teachers beside this particularly.

- At least three –fourth of members of such Committee shall be parents or guardians.
- 50% of members of such Committee shall be women.

Inclusive education services allow children with disabilities to stay with their family and to go to the nearest school, just like all other children. This circumstance offer energetic importance to their personal development. Interrupting a disabled child's normal development may have far more severe consequences than the disability itself. In this context, it is important to stress the role parents have. They have a right to be involved in all decision-making concerning their child. They should be seen as partners in the education process. Where there is such co-operation, parents have been found to be very important resources for the teachers and the schools. These opportunity parents will get being member of School Management Committee. Most of the time child mother mostly attached with school & she get chance to be part of decision maker as she selected as school management committee member.

There are a number of practical problems that have to be solved before a child with special educational needs can go to school or take part in school activities. The arrangements it takes are fairly simple, provided coordinated local and unconventional initiatives are stimulated. One should also remember that the child's schoolmates represent a valuable potential partner who is ready and able to help in overcoming some of these problems. To solve such problems the Right to Education Act decided duties of Local Authority some of these are as follow:-



- To provide free and compulsory education to every child.
- To ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against & prevented from pursuing and completing elementary education on any ground.
- To ensure & monitor admission, attendance & completion of elementary education by every child exist in within its jurisdiction.
- Provide infrastructure including school building, teaching staff and learning material.
- Monitor functioning of schools within its jurisdiction.
- Provide special training facility for teachers.
- Ensure admission of children of migrant family.

As the duty declared by Right to Education Act, School Management Committee plays an important role by performing following functions:

- Monitor the working of the school
- Prepare and recommend school development plan
- Monitor the utilization of the grants received from the appropriate Government or local authority or any other source

Thus we can say being local authority school management committee play various role like

- **An organizer** it organizes meeting in every month and the minutes and decisions of the meetings shall be properly recorded and made available to public.
- **A guardian** as a guardian committee member pay attention towards food and governments schemes should be benefitted to each and every child.
- **Advisor** mostly bring to the notice of the local authority any decision from the rights of the child, particularly mental and physical harassment of children, denial of admission and timely provision of free entitlements .
- **Monitor:** It monitor that the teachers should not get burdened with non - academic duties,

maintenance of the norms and standards prescribed in the schedule, identify the needs prepare a plan, monitor implementation, beside this it also monitor the identification and enrollment of disabled children, and the availability of learning materials and other facilities and ensure their participation in, and completion of elementary education.

- **Accountant** prepares an annual account of records and expenditure of the school. Any money received by the school Management Committee shall be kept in a separate account to be made available for audit every year.
- **Planner** planning of next academic year, academic calendar, school development plan.
- **Mediator** communicate in simple and creative way to the population in the neighborhood of the school, also state government, local authority, school, parent, and guardian.
- **Provider** ensure the enrollment and continued attendance of all the children from the neighborhood school.

Thus we can say that because of Right to Education Act school education become inclusive. The arrangements it takes are fairly simple, provided coordinated local and unconventional initiatives are stimulated. One should also remember that the child's schoolmates represent a valuable potential partner who is ready and able to help in overcoming some of these problems. For to bring coordination and equality among all the country linkage with the different Ministries/organizations like Ministry of Social justice & Empowerment, Government Of India, Rehabilitation Council Of India(RCI);National Trust etc. This will help in creating union of resources and funds for addressing the needs of children with disabilities. Parents and Village education committees will be involved in the monitoring process especially in the monitoring process especially qualitative aspects in schools. Collaboration with SCERTS, State and District Resource Centres, block, cluster level resources will be developed for this purpose. University Departments, IASEs and C.T.E.s will be involved wherever possible. Children, parents, families, teachers and education officials all live in communities. Inclusive education works

best when all sectors of society are involved. Key stakeholders within inclusive education include local civil society leaders, community leaders, religious leaders, local government representatives and other relevant contacts.

In some societies religious leaders are also community leaders, and they often have a role to play in most communities. Religious leaders are in an excellent position to influence stakeholders; some of the religious leaders then included these issues in their religious discourses. Such recognition inspires people in the community to support inclusive education, & it helps in fighting the ignorance or discrimination that might have kept children with disabilities out of school and out of community life. Education cannot be fully inclusive until society is fully inclusive. By this we mean that even if a school building, facilities, curriculum, child to-child club and education policy are inclusive, elsewhere access remains a huge issue. Children may have difficulty getting to school, or lack access to the devices they need, such as adapted wheelchairs or specialist eyeglasses. They may have trouble doing their homework because furniture doesn't support them properly or there is not enough light. On leaving an inclusive primary school, they may not find a secondary school that meets their needs. Later, they may find that workplaces are not accessible or employers discriminate against people with disabilities. For to solve all such problem School Management Committee member helps. As they all meet in every months meeting they discuss their problem. And try to get solution over problem they all are facing.

Closure:

Inclusive education may be the beginning of the change needed to end exclusion, as it supports children, families and communities to recognise that people with disabilities have equal rights. By supporting disabled girls and boys to go to school, we reinforce the model of inclusion for society. When the children in inclusive schools grow up, whether they are disabled or nondisabled, they will have lived with the diversity that characterises human life. A future inclusive society then rests with them.

References

- 1) MHRD (2005): Action plan for Inclusive Education of Children and Youth with Disabilities.
Available on <http://www.education.nic.in>
- 2) MHRD (2005): Statement of Minister Human Resource Development in Rajya Sabha on
March 21, 2005. Available on <http://www.education.nic.in/htmlweb/INCLUSIVE.html>.
- 3) The Salamanca Statement and Framework for Action on Special Needs Education. World
Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 7-10 June 1994. UNESCO and Ministry of Education and Science, Spain 1994.
- 4) World Report on Disability, 2011, the World Health Organization and the World Bank, quoting a
WHO study, the global burden of disease: 2004 update. Geneva, World Health Organization, 2008.
- 5) UNESCO, GMR Report, 2007 and UNESCO, GMR Report 2011
- 6) UNESCO, GMR Report 2010
- 7) 'People with Disabilities in India: From Commitments to Outcomes', World Bank, July 2007
- 8) Rao. P.(2012). *Right to education as an Inclusive Policy*, New Delhi: ABD Publishers.
- 9) Right to education Act, 2009, Pune: SCERT February 2013



Use of E-learning in learning process

Prof. Meera Sakrudkar, Prof. Vidya Gavit

P.E.S.B.Ed. college, Shivajinagar, Pune 05

18-19 ✓

Introduction :

We have frequently encountered the words like, e-government, e-health, e-shopping, e-business, e-commerce, e-books, e-libraries, e-learning and so on. Almost everything today has gone electronic, while a few years ago World Wide Web was considered a Privilege, today it is a necessity. Everyone can use and learn from electronic devices. ICT today has the power to transform Education. The new millennium / aids exciting opportunities to diversify the / ys in which education is offered. A greater flexibility is provided through online access to learning – when, where and how to do it? Today anyone can obtain education anywhere, anytime through online education.

‘E- learning is the effective teaching and learning process created by combining digital content with local community and tutor support along with community engagement’.

Objectives

1. To understand concept of E-learning
2. To use of E –technique for effective learning process
3. To understand advantages and disadvantages of E – learning
4. To aware students about tools of E-learning

Definition of E-learning

“E-learning is delivered to the end-user via a computer using standard internet technologies.”

“E-learning focuses on the broadest view of learning: Learning solutions going beyond the traditional paradigms of training.”

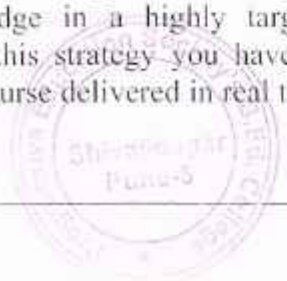
There are different Techniques of E. Learning. These are as follows .


Techniques of E-learning

1. **Blended learning** – Blended Learning is an effective strategy for utilizing your expert’s knowledge in a highly targeted manner. Using this strategy you have a portion of your course delivered in real time either in a

classroom environment or via a live distance learning portal, and a portion of your course via an asynchronous course model via an LMS (typically via learning objects, discussion forums, and online assessments). Your employees can take basic and intermediate level courses through the online course portal in their own time and at their own pace. For more complex or hands on experiences you can have an expert deliver training face-to-face, on site, or virtual via a synchronous platform

2. **Interactive tutorial based training** – This is the most typical method of training. In a highly interactive environment basic and intermediate skills and knowledge can be presented in an effective manner that can be assessed and tracked as training materials are presented.
3. **Simulation based training** – Simulation-based learning integrates cognitive, technical, and behavioural skills into an environment where learners believe the setting is real, act as they would responding in the field, and feel safe to make mistakes for the purpose of learning from them. Whether you use low- or high-fidelity tools, the primary goal of simulation-based learning is to improve teamwork and communication skills.
4. **Case based training** – Case based learning is an excellent method of training your users utilizing real world case studies that the learners work through throughout their course. This provides your learners a situated experience in the course that is similar to challenges they will face on the job. Case based learning forces users to analyze their decisions in an environment that provides feedback that helps them get to the next step in the learning environment. Case based learning is often used in Harvard Business school as a method of helping students understand the impact of workplace decisions



- 
- **Technology dependent** : Delivery of eLearning courses depends on technology. Inadequacy of required infrastructure such as computers, high internet bandwidth, and also lack of relevant technical skills in learners would greatly hamper success of an eLearning course.
 - **No face to face integration** : Learning has a social dimension: people learn by discussions with others, by being encouraged to reflect on what they are learning, and by having help in integrating their new knowledge and skills into their day-to-day work. There is also considerable variation in topics and people. Some topics are relatively easily learnt in isolation while others demand group involvement, and some people are able better able to learn on their own than others. All this implies a need for support; if the appropriate support is not available, then e-learning will not produce the results expected
 - **Lack of motivation**: Learners may not be motivated to take a course since they are in isolation and have the flexibility. It requires a high-level of self-discipline and self-motivation from learners.
 - **Lack of help/training support**: due to absence of an instructor who can solve learners' queries, explain in detail topics that are not understood, analyze learners' performance and provide detailed feedback
 - **Lack of human touch**: since there is no direct interaction with instructor or fellow learners during the learning process

Conclusions

E-learning is not just a change of technology. It is part of a redefinition of how we as a species transmit knowledge, skills, and values to younger generations of workers and students. I will end this book by daring to make a few predictions of how e-learning and the functions it serves will continue to develop.

- Large range of ICT tools are available for learning
- Learning process becomes student centric.
- Effective E-learning should grab the student's attention and motivate them to learn
- E-learning brings with it new dimensions in education.

Overall, traditional learning is expensive, takes a long time and the results can vary. The importance of e-learning is now a given fact and it can offer an alternative that is much faster, cheaper and potentially better.

REFERENCES

1. Ashak Kanwar Teacher education & ICT
2. IsmailThamarasserie ICT in education
3. S.Arulsamy Application of ICT in education
4. Mishra R.C., Teaching of Information Technology
5. Dr. S.K. Panneer Selvan E-learning

Website

1. www.bie.org/PBL
2. <https://www.riemysore.ac.in>
3. <http://www.about-elearning.com>



Innovative Approaches In Teaching Through E - Learning - Project-based learning

Dr. Seema Damle, Dr. Madura Pawar

P.E.S.'s, B.Ed. college, Shivajinagar, Pune-5

18-19

Abstract

Project-based learning is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. Project-based learning (PBL) is an active student-centered form of instruction which is characterized by student's autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices. It has been explored in various contexts and in different phases of schooling from primary to higher education.

Modern digital technology, group processes of high quality, teacher's ability to provide guidance and support. It gives the balance between educational instruction with in-depth inquiry methods and well-aligned assessment have been identified in the literature as facilitating factors in the implementation of PBL.

Perhaps one of the greatest advantages of PBL is that students genuinely enjoy the process of learning. PBL is a challenging program which makes the study of organization design. They are motivated to learn by a need to understand and solve real decision-making problems. The relevance of information learned is readily apparent: students become aware of a need for knowledge as they work to resolve the problems.

E - learning has become a key word in entire world in almost every field and therefore educational field has no option to accept it put it into practice.

The article concludes that Project-based learning learning activities are long-term, interdisciplinary and student-centered.

Keywords : Project-based learning (PBL), collaboration, communication, reflection, E-learning

We live in a modern world sustained and advanced through the successful completion of projects. As Swiss Psychologist Jean Piaget, "knowledge is a consequence of experience."

E-learning is new form of education beyond traditional classroom teaching. Of all these electronic devices Computers & Internet have influenced every field including education. Students can learn, acquire skill & become self reliant by E-learning. Computer assisted learning, Web Based learning, Project-Based Learning.

E-learning :

E-learning is essentially imparting education through computer and network enabled digital technologies which include among other things, internet, intranet, computer, satellite TV, CDROM, audio and video resources. The term e-learning was first used in the professional environment in the year 1999 at CBT Seminar at Los Angeles. Therefore e-learning could be broadly defined as use of Information and Communication Technology (ICT) to enhance and support learning.

If we are to prepare students for success in life, we need to prepare them for a project-based world.

Project-Based Learning is an increasingly popular trend in the 21st century.

The best evidence for this popularity might be the nuance its taken on. Project-Based Learning has gone from academic study that yields end-of-unit projects, to highly complex methods of creating and publishing student thinking. It is more closely associated with 21st century learning skills than perhaps any other form of learning, and new technology in the classroom is improving its potential exponentially.

Project-based learning – Definition

Project-based learning is an instructional



Based Learning

Challenge-Based Learning is "an engaging multidisciplinary approach to teaching and learning that encourages students to leverage the technology they use in their daily lives to solve real-world problems through efforts in their homes, schools and communities."

It is fundamentally a re-branded version of Problem-Based Learning in that both have finding solutions to problems over a period of time as their structure.

2. Place-Based Education

Place-Based Education, "immerses students in local heritage, cultures, landscapes, opportunities and experiences; uses these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum, and emphasizes learning through participation in service projects for the local school and/or community."

Technically one could learn through a Place-Based Education and not do projects at all, but the idea of performing authentic work in intimate communities certainly lends itself neatly to Project-Based Learning.

3. Activity-Based Learning

Activity-Based Learning takes a kind of constructivist approach, the idea being students constructing their own meaning through hands-on activities, often with manipulative and opportunities to experiment.

Essential Elements of Project-Based Learning :

There are seven essential elements for PBL :

- Focuses the student on a big open-ended question, challenge, or problem to research and respond to solve.
- Brings what students should academically know, understand, and be able to do into the equation.
- Is inquiry-based.
- Uses 21st-century skills such as critical thinking, communication, collaboration, and creativity, among others.
- Builds student choice into the process.

- Provides opportunities for feedback and revision of the plan and the project.
- Requires students to present their problems, research process, methods, and results.

Role of Teacher & Student :

When students use technology as a tool to communicate with others, they take on an active role vs. a passive role of transmitting the information by a teacher, a book, or broadcast. The student is constantly making choices on how to obtain, display, or manipulate information. Technology makes it possible for students to think actively about the choices they make and execute. Every student has the opportunity to get involved either individually or as a group.

Instructor role in Project Based Learning is that of a catalyst. They do not relinquish control of the classroom or student learning but rather develop an atmosphere of shared responsibility. The Instructor must structure the proposed question/issue so as to direct the student's learning toward content-based materials. The instructor must regulate student success with intermittent, transitional goals to ensure student projects remain focused and students have a deep understanding of the concepts being investigated.

The students are held accountable to these goals through ongoing feedback and assessments. The ongoing assessment and feedback are essential to ensure the student stays within the scope of the driving question and the core standards the project is trying to unpack. According to Andrew Miller of the Buck Institute of Education, formative assessments are used "in order to be transparent to parents and students, you need to be able to track and monitor ongoing formative assessments, that show work toward that standard. The instructor uses these assessments to guide the inquiry process and ensure the students have learned the required content. Once the project is finished, the instructor evaluates the finished product and learning that it demonstrates.

Student role is to ask questions, build knowledge, and determine a real-world solution to the issue/question presented. Students must



what is being learned.

Project-based learning also gives students the opportunity to explore problems and challenges that have real-world applications, increasing the possibility of long-term retention of skills and concepts.

Perhaps one of the greatest advantages of PBL is that students genuinely enjoy the process of learning. PBL is a challenging program which makes the study of organization design and change interesting for students because they are motivated to learn by a need to understand and solve real decision-making problems. The relevance of information learned is readily apparent; students become aware of a need for knowledge as they work to resolve the problems.

Learning through projects doesn't sound especially revolutionary, and in fact it's not. Project-Based Learning is a flexible method of anchoring curriculum around authentic projects.

References Books :

1. Ashak Kanwar Teacher education & ICT
2. Ismail Thamarasserie ICT in education
3. S. Arulsamy Application of ICT in education

Websites :

www.bie.org/PBL

[Wikipedia.org/wiki/ Project-Based Learning](http://Wikipedia.org/wiki/Project-Based_Learning)

[www.edutopia.org/ Project-Based Learning](http://www.edutopia.org/Project-Based_Learning)



[Signature]
Principal
Progressive Education Society's
B.Ed. College
Shivajinagar, Pune-5.



Flipped Classroom Model

Prof. Jadhav Sonali, Prof. Nirbhavane Suvarna

PES B.Ed. College Shivajinagar, Pune -05

18-19 ✓

Introduction:

Flipped Classroom is a new teaching method. In a flipped classroom, what's been done traditionally in a classroom is now done at home and what's been done traditionally for homework is now done in the classroom. Flipped Classroom is an instructional strategy and type of blended learning that reverses the traditional educational arrangement by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions or carry out research at home and engage in concepts in the classroom with the guidance of instructor. In essence, the flipped classroom is a teaching approach that uses the multiple teaching strategies to enhance student learning, but like any other approach must be carefully studied over time to reach its full potential.

Definition:

"A Flipped Classroom is one way students are introduced to content at home, and practice working through it at school."

"A Flipped Classroom is an instructional strategy and a type of blended learning that reserves the traditional educational arrangement by delivering instructional content, often online, outside of the classroom."

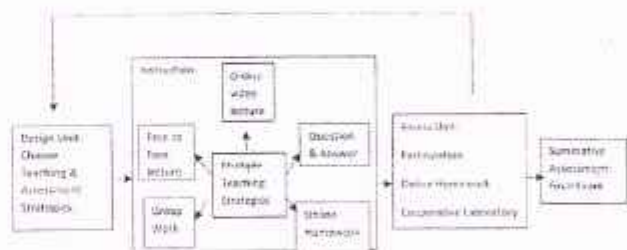
Objectives:

- 1) To understand the concept of Flipped classroom.
- 2) To understand the advantages of Flipped classroom.
- 3) To understand the disadvantages of Flipped classroom

[Signature]
Principal

Progressive Education Society's
B.Ed. College
Shivajinagar, Pune-5.

Flipped Classroom Teaching Model



Steps:

Step 1: Decide which technology you will use.

Low tech or high tech? That is, indeed, the question here. You really need to choose something that is easy and straightforward for you. After all, if it isn't easy for you, this whole process can be gruelling.

The videos themselves are not meant to be worthy of the silver screen. They are meant to teach your content, not show off your editing skills. The key thing here is to make them in one take. If you slip up a little, no big deal. It should take you 5 minutes to make a 5-minute video.

There are so many ways you can flip your lectures. The low tech, less time consuming approach is to film yourself with a Flip cam (or any camera, even your cell phone will work). Then you just upload your video to YouTube, preferably your own channel. It's as easy as that.

The higher tech approach would be to use an application like Camtasia to capture your voice along with your computer screen. I take this latter approach, having my face on the screen for the first and last 10 seconds as an introduction and wrap-up. After the introduction, I just narrate my existing PowerPoint's. No need to create anything new. You are, after all, simply filming your existing lectures. To get a better idea of what these videos might look like, just search for flipped classroom on YouTube. You will see tons of examples.



Step 2: Decide which video service you will use to publish your videos to your students. I obviously recommend YouTube, because it is the easiest service to work with. You can certainly choose anything out there, though, especially if your district blocks YouTube. The main things to consider are:

- What service will be easiest for my students to access at home?
- Will the service I choose allow students to watch my videos on multiple devices, like smart phones and iPads?
- Do I want my videos to be public or private? (YouTube has this option, and still makes it very simple to share your videos.)

My main reason for choosing YouTube is that it is available everywhere, on every device. My students have literally no excuse for not watching my videos. They can't claim technological difficulties. They can't claim they didn't have time, because they can now watch my videos on their iPhones on the bus. Those annoying cell phones are now our weapons against students that try to make excuses.

Step 3: Make your videos!

When it is time to make your videos, set some limits. These limits will not only help you while making them, but will help your students while they watch. The limits I decided on were a maximum video length of 5 minutes, and no more than 3 videos assigned per night. This way, students are not overloaded on any given night and can even watch the videos in the morning before school in case they forgot or do not access to technology at home. If you're wondering how your lectures will fit into 15 minutes a day, keep in mind that you no longer have to deal with classroom distractions, like backing up for the slow writer or dealing with behaviour issues. The slow writer can hit the pause button. My 40-minute lectures are not about 10 minutes long. Seems impossible, but you will see!

While filming, add your flair. Be yourself. Be funny. Be at ease. This is a good way to keep your students' interest and show them that you are still their teacher, even though you're in cyberspace.

Step 4: Make your students accountable for watching your videos.

One of the main questions I get when presenting about the Flipped Classroom is how I know my students are watching my videos. It is very important to hold your students accountable for watching them every evening. There are a few ways to do this, of course, so you need to find the one you're most comfortable with. I have them fill in skeleton notes. Notes quizzes would also be an effective way to check that they did the notes and understood them. I've even heard of teachers hiding a picture, word, or phrase in their videos and asking about it the next day. None of these methods are foolproof, of course, but it at least covers you in the event a parent or administrator asks how you know a student is doing what is asked of them. It puts the responsibility on the student. Because my students are responsible for watching and understanding the videos, they are becoming much more independent learners, which is of vital importance in today's ever changing world. Like I said earlier, this method has some huge, hidden benefits.

Step 5 : Keep it up!

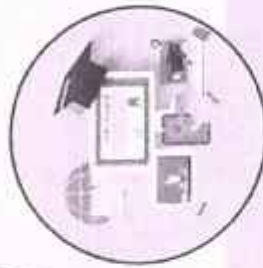
Find a video-making schedule that fits your lifestyle. Some of my colleagues have locked themselves in their classrooms for an entire day and knocked out all their videos. I preferred to do my videos at home on Sundays. Sure, it wasn't always the most interesting thing to do on a day off, but I found it to be surprisingly relaxing. However you fit making your videos into your already busy life, just keep in mind that you are doing good work. Also keep in mind that you get to reuse your videos in the future! You're saving yourself so much time in the long run.

Step 6 : Bask in the glow of stress-free teaching.

Well, reduced-stress teaching. Once you have your video-making schedule underway you can start to reflect on how much less stress you have. Now, whenever a student is absent they can still view your lecture online. Special education teachers and administrators will love you because they can now access your teaching directly. Parents now have no delusion that you



Progressive Education Society's
Modern College of Arts, Science and Commerce
Shivajinagar, Pune 5
and
Savitribai Phule Pune University



**National Conference on
ICT Based Use of Advanced
Educational Technologies in
Teaching, Learning and Evaluation**

Organized by:
Department of Computer Science
and
Center for Innovations in Teaching,
Learning and Evaluation,
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune 5



This is to certify that

*Prof. Suvarna Ganpat Nirbhavane of P.E.S
B.Ed College, Shivajinagar Pune 5 has actively
participated in National Conference on ICT Based Use
of Advanced Educational Technologies in Teaching,
Learning and Evaluation on Friday and Saturday,
11th and 12th January 2019.*

Certificate

Prof. Dr. G. R. Ekbote
Chairman, Business Council,
Progressive Education Society,
Shivajinagar, Pune 5

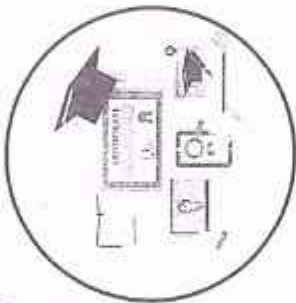
Dr. R. S. Zunjarrao
Principal
Modern College of Arts, Science
and Commerce, Shivajinagar, Pune 5

Prof. S. S. Deshmukh
Organizing Secretary
Vice Principal & Head,
Department of Computer Science

Dr. Anjali Sardesai
Coordinator, National Conference
Modern College of Arts, Science
and Commerce, Shivajinagar, Pune 5
Progressive Education Society's
B.Ed. College
Shivajinagar, Pune-5.



Progressive Education Society's
Modern College of Arts, Science and Commerce
Shivajinagar, Pune 5
and
Savitribai Phule Pune University



**National Conference on
ICT Based Use of Advanced
Educational Technologies in
Teaching, Learning and Evaluation**

Organized by:
Department of Computer Science
and
Center for Innovations in Teaching,
Learning and Evaluation,
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune 5

Prof. Dr. G. R. Ekbote
Chairman, Business Council,
Progressive Education Society,
Shivajinagar, Pune 5

Dr. R. S. Zunjarrao
Principal
Modern College of Arts, Science
and Commerce, Shivajinagar, Pune 5

Prof. S. S. Deshmukh
Organizing Secretary
Vice Principal & Head,
Department of Computer Science
Shivajinagar, Pune-5.

Certificate

This is to certify that

*Dr. Madura Anant Pawar of Progressive
Education Society's B.Ed.college, Pune has
actively participated in National Conference on ICT Based
Use of Advanced Educational Technologies in Teaching,
Learning and Evaluation on Friday and Saturday,
11th and 12th January 2019.*



Dr. Anjali Sardesai
Co-ordinator, National Conference
Modern College of Arts, Science
and Commerce, Shivajinagar, Pune 5



Progressive Education Society's
Modern College of Arts, Science and Commerce
Shivajinagar, Pune 5
and
Savitribai Phule Pune University



Certificate

**National Conference on
ICT Based Use of Advanced
Educational Technologies in
Teaching, Learning and Evaluation**

Organized by:
Department of Computer Science
and
Center for Innovations in Teaching,
learning and Evaluation,
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune 5

This is to certify that

*Prof. Meera Sakrudkar of P.E.S. B.Ed. college,
Pune* has actively participated and Presented Poster in
National Conference on ICT Based Use of Advanced
Educational Technologies in Learning and Evaluation on
Friday and Saturday, 11th and 12th January 2019.

Prof. Dr. G. R. Ekbote
Chairman, Business Council,
Progressive Education Society,
Shivajinagar, Pune 5

Dr. R. S. Zunjarrao
Principal
Modern College of Arts, Science,
and Commerce, Shivajinagar, Pune 5

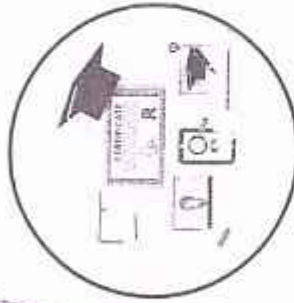
Prof. S. S. Deshmukh
Organizing Secretary
Vice Principal & Head,
Department of Computer Science

Dr. Anjali Sardesai
Co-ordinator, National Conference
Modern College of Arts, Science
and Commerce, Shivajinagar, Pune 5

Progressive Education Society's
B.Ed. College
Shivajinagar, Pune-5.



Progressive Education Society's
Modern College of Arts, Science and Commerce
Shivajinagar, Pune 5
and
Savitribai Phule Pune University



Certificate

National Conference on

ICT Based Use of Advanced Educational Technologies in Teaching, Learning and Evaluation

Organized by:
Department of Computer Science
and
Center for Innovations in Teaching,
learning and Evaluation,
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune 5

This is to certify that

Prof. Vidya Gavrit of P.T.S. B.Ed. college, Pune
has actively participated and Presented Poster in National Conference on ICT Based Use of Advanced Education Technologies in Teaching, Learning and Evaluation on Friday and Saturday, 11th and 12th January 2019.

Prof. Dr. G. R. Ekbote
Chairman, Business Council,
Progressive Education Society,
Shivajinagar, Pune 5

Dr. R. S. Zunjarrao
Principal
Modern College of Arts, Science
and Commerce, Shivajinagar, Pune 5

Prof. S. S. Deshmukh
Organizing Secretary
Vice Principal & Head,
Department of Computer Science

Dr. Anjali Sardesai
Co-ordinator, National Conference
Modern College of Arts, Science
and Commerce, Shivajinagar, Pune 5



Progressive Education Society's
Modern College of Arts, Science and Commerce
Shivajinagar, Pune 5



and
Savitribai Phule Pune University



Certificate

**National Conference on
ICT Based Use of Advanced
Educational Technologies in
Teaching, Learning and Evaluation**

Organized by:
Department of Computer Science
and
Center for Innovations in Teaching,
Learning and Evaluation,
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune 5

This is to certify that

Dr. Seema Damle of P.E.S. B.Ed. College Pune-5
has actively participated and Presented Poster in National
Conference on ICT Based
Use of Advanced Educational Technologies in Teaching,
Learning and Evaluation on Friday and Saturday,
11th and 12th January 2019.

Prof. Dr. G. R. Ekbote
Chairman, Business Council,
Progressive Education Society,
Shivajinagar, Pune 5

Dr. R. S. Zuhjarao
Principal
Modern College of Arts, Science
and Commerce, Shivajinagar, Pune 5

Prof. S. S. Deshmukh
Organizing Secretary
Vice Principal & Head,
Department of Computer Science

Dr. Anjali Sardesai
Co-ordinator, National Conference
Modern College of Arts, Science
and Commerce, Shivajinagar, Pune 5



ORGANIZED BY

SNDT Women's University
S.N.D.T. College of Education, Pune
NAAC Accredited 'A' Grade

On

Dr. Babasaheb Ambedkar a Key to Social Harmony

In Association with
Dr. Babasaheb Ambedkar Chair
SNDT Women's University, Mumbai


Held on 16th January 2019

This certificate is awarded to

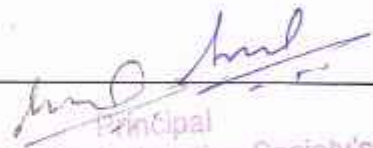
Mr. / Ms. / Dr. Sonal Dhondiram Pujari.


PES B.Ed college of Education Shivajinagar, Pune.

has participated / presented a paper / chaired a session on


Dr. Vijay Chavan
Co-ordinator


Dr. Kisan Ingole
Director
Dr Babasaheb Ambedkar Chair,
S. N. D. T. Women's University, Mumbai.


Principal
Progressive Education Society's
B.Ed. College
Shivajinagar, Pune-5.


Dr. Nalini Patil
Principal
S. N. D. T. College of Education,
Pune



NATIONAL CONFERENCE
ORGANIZED BY



SNDT Women's University
S.N.D.T. College of Education, Pune
NAAC Accredited 'A' Grade

On

Dr. Babasaheb Ambedkar
a Key to Social Harmony

In Association with
Dr. Babasaheb Ambedkar Chair
SNDT Women's University, Mumbai

Held on 16th January 2019

CERTIFICATE


This certificate is awarded to

Mr. / Ms. / Dr. Meera Laxman Sakrudkar
of P.E.S. B.Ed college Shivajinagar Pune-5


has participated / presented a paper / chaired a session on


Dr. Vijay Chavan
Co-ordinator


Dr. Kisan Ingole
Director
Dr Babasaheb Ambedkar Chair,
S. N. D. T. Women's University, Mumbai.


Dr. Nalini Patil
Principal
S. N. D. T. College of Education,
Pune




Principal
Progressive Education Society's
B.Ed. College
Shivajinagar, Pune-5.



NATIONAL CONFERENCE ORGANIZED BY



SNDT Women's University
S.N.D.T. College of Education, Pune
NAAC Accredited 'A' Grade

On

Dr. Babasaheb Ambedkar
a Key to Social Harmony

In Association with
Dr. Babasaheb Ambedkar Chair
SNDT Women's University, Mumbai

Held on 16th January 2019

CERTIFICATE

This certificate is awarded to

Mr. / Ms. / Dr. Gavit Vidya .

of P.E.S.B.Ed. College Shivaji Nagar, Pune - 05

has participated / presented a paper / chaired a session on

Dr. Vijay Chavan
Co-ordinator



Dr. Kisan Ingole
Director

Principal

Dr. Nalini Patil
Principal

Dr. Babasaheb Ambedkar Chair, S. N. D. T. College of Education,
S. N. D. T. Women's University, Mumbai, Shivaji Nagar, Pune-5. Pune



Progressive Education Society's
**Modern College of Arts,
Science and Commerce**

Shivajinagar, Pune 5



PROCEEDINGS

of

18-19

National Conference on
ICT Based Use of Advanced
Educational Technologies in
Teaching, Learning and Evaluation
11th & 12th January 2019

Under Quality Improvement Programme
of
Savitribai Phule Pune University

Pune 411 007

Organized by:

Department of Computer Science
And

**Center for Innovations in Teaching,
learning and Evaluation,**

Modern College of Arts, Science and Commerce, Shivajinagar, Pune 5



B.Ed. College
Shivajinagar, Pune-5

[P-19] Application of Co-operative Learning Approach for triangle construction through Computer Assisted Instruction (CAI)

Dr. Trupti Bhalerao* and Dr. Seema Damle

P.E.S. B.Ed. College, Shivajinagar, Pune-05

Author for correspondence : truptipande@yahoo.com

Co-operative learning is more elaborate than group work activity. If we train our students to work actively in groups, the results can be a very productive and fun learning environment. CAI is an interactive instructional technique. CAI uses combination of text, graphics, sound and video. It enhances the learning process. The Objectives of the study are:

1. To implement co - operative learning approach for learning triangle construction
2. To use CAI program for co - operative learning approach.

To study the effectiveness of co-operative learning approach for learning Triangle construction Experimental study methodology is used. The tools used are Pretest-Post test and Programmed Learning Material. The Sample 60 Students of 9th standard from Modern High school, Pune is collected for the study. The Scope and Limitation of the study includes : (i) This research is applicable for 9th std. (ii) Research is limited to Modern high school 60 students of 9th std. in Pune.

Through this research researchers will try to study the effectiveness of co-operative learning approach through Computer assisted instruction (CAI).

Conclusion:

% of students failed in pre test.

Teachers are bothered about progress of students.

Teachers need training to minimize failure.

Parents are aware about progress of their child.

Students are also trying their best to help their child.

Only 10% students failed in post test.

After cooperative learning and CAI students got idea of construction of triangle.

In comparison of pre test and post test researchers felt that cooperative learning program and CAI was effective.

Students are also aware of lagging behind but they do not know how to progress.

Co-operative learning approach was well developed with CAI.

Keywords : Co-operative Learning, Computer Assisted Instruction (CAI), Experimental Study methodology



Principal

Progressive Education Society's
B.Ed College
Shivajinagar, Pune-5.



"Technology is nothing. What's important is that you have a faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them."

- Steve Jobs