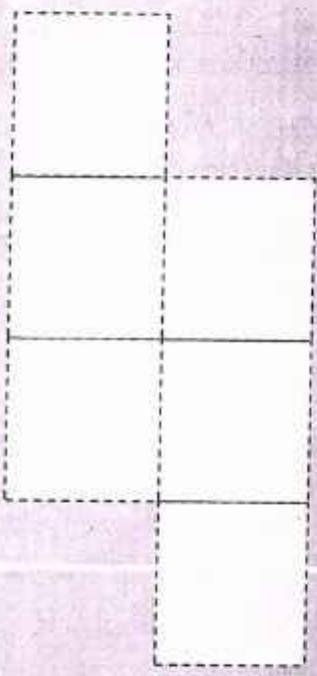


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ज्ञानरचनावादाला अपेक्षित समर्थ्या निराकरण पद्धतीचा उपयोग करून अध्ययन निष्पत्तीत वाढ करणे

डॉ. सीमा डामले
मॉडर्न कॉलेज ऑफ एज्युकेशन

विभाग १
पाश्वभूमी

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 विष्टिकोन नाही. त्याच्या वेगवेगळ्या मिती आहेत.

ज्ञानरचनावाद या उपपत्तीमध्ये सॉक्रेटिस, छुर्हा, पियाजे बुनर, वायगोटरकीने मुलांच्या विकास प्रक्रियेच्या विचारात होड.पी.डी.म्हणजेच विकासाचा उच्चाकाश प्रदेश ही कल्पना मांडली.

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

ज्ञानरचनावादाची केंद्रिय संकल्पना :

- मानवी अध्ययन खवयंरचित असते.
- मन ही कोरी पाटी नाही.
- अध्ययन सक्रिय आहे.
- ज्ञान सतत बदलत असते.
- द्वितीया अध्ययनाची जबाबदारी विद्यार्थ्यांची असते.
- अध्ययनात अनुभवाला महत्व असते.

ज्ञानरचनावादाची उद्दिष्टे :

- अंदाज झांदणे
- भाकित करणे
- तक्रूरुद्द विचार करणे
- विकितसक विचार करणे
- समर्थ्या निराकरण करणे
- माहितीचे प्रत्यावाहन करणे
- मनन, चिंतन करणे

ज्ञानरचनावादाची वैशिष्ट्ये :

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



- विद्यार्थी केंद्री आहे
- स्वयं अध्ययनास महत्व आहे.
- कल्पना निर्मितीस वाव आहे
- अभिव्यक्ती रवातंत्र्य आहे.
- स्वानुभवावर आधारित अध्ययन तंत्र आहे.
- झानरचने वर आधारित आहे.
- शरीर आणि मनाची कृतीशीलता असली पाहिजे.

झानरचनावादाचे शिक्षणिक महत्व :

- विद्यार्थ्यांच्या सक्रिय सहभागामुळे ही अध्ययन पद्धती मानसशाखीय आहे.
- अध्ययन अनुभवातील उद्दिष्टे सुस्पष्ट असल्याने अध्ययन अनुभवातील कृती आंतरक्रिया, स्वाध्याय, उद्दिष्टंभोवती गुंफलेले असते. अध्ययनात नेमकेपणा आणि अचुकपणा येतो.
- अध्ययन अनुभव कृतीवर आधारित व मूर्त स्वरूपाचे असल्याने फलिताची निष्पत्ती दीर्घकाल स्मरणात राहते,
- रंजकतेमुळे कंटाळा येत नाही.
- पाठपुस्तकाबाहेरील अनुभवामुळे विद्यार्थी जीवनाभिनुख होतात.
- स्वयंअध्ययनाची सवय लागते.
- विद्यार्थ्यांच्या आधुनिक तंत्रज्ञानाच्या वापराची क्षमता विकसित होते.
- विद्यार्थ्यांच्या सर्जनशीलतेस वाव मिळतो.
- समस्या निराकरणाची सवय लागते.
- सहकारभावना वाढीस लागते.
- बहुदेशीय आणि बहुआयामी विचार करण्याची सवय लागते.
- श्रेणीबद्द 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 झानरचनावादास अपेक्षित असलेली समस्या निराकरण पद्धत निवडती.

उद्दिष्टे :

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



Principal

दोन शृंहित समान गट
उत्तर चाचणी

- प्रतिचयन
रामचंद्र राठी विधालय पुणे येथील हयता दहावीतील तीस विद्यार्थ्यांची निवड केली. याहचिक नमुना निवड पद्धत
- तंत्रे
अंतिम चाचणी
शिक्षक प्रश्नावली
निशीक्षण
संगणक सहाय्येत अनुदेशन
- संशोधन कार्यपद्धती
१. शाळेची संशोधनास परवानगी
२. याहचिक 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

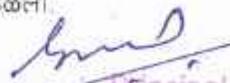
पारंपारिक पद्धती

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	Bhasmarc 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 परिक्षेकेनुसार समस्या निराकरण गटाचे सरासरी टी गुणांक ६६.१३ व पारंपारिक गटाचे सरासरी टी गुणांक ४७.६६ आले. या गुणांकाचा विधार करता समस्या निराकरण गटाची अध्ययन निष्पत्ती अधिक आढळली.



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54

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डॉ. बाबासाहेब आंबेडकर यांच्या समाजसुधारक कार्याचा चिफिन्साक अभ्यास

प्रा. गावित विधा (Pg. 192-195)

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

16/19

Abstract

डॉ. बाबासाहेब आंबेडकर नुसारे पुरतकी पडीता नव्हते तर त्यांनी आपल्या अखण्डता आपार आणि विधार यांची सांगड घातली व आपल्या तत्त्वबोनाला कूटीची जोड दिली. अल्पूद्य लोकांना त्यावेळी तुच्छ वानण्याक दिली जात होती त्यावेळी त्यांना मदत करण्यासाठी कोणी पुढे आले नाही. बाबासाहेब असे एक व्यक्ती होते जे त्यावेळी अस्पृष्ट लोकांच्या व्यायामांनी पुढे आले. त्यांनी दलित लोकांना प्रोत्साहन देण्याचा व मदत करण्याचा प्रयत्न केला. डॉ. बाबासाहेब आंबेडकर हे समाजातील अस्वृद्धयता व जातीय वर्गीकरणाच्या विरुद्ध होते. त्यांनी समाजातील प्रत्येक माणसाला समान न्याय मिळवण्यासाठी खूप प्रयत्न केले. डॉ. बाबासाहेब आंबेडकरांनी महिला व दलिताच्या अधिकारांनी चलवली केल्या. माणसांमध्ये जातीवरून भेदभाव नसावा असी शिकवण त्यांनी समाजाला दिली. आणि सर्व वेगवेगळ्या जातीचे असलो तरी एक समान मानव आहोत. डॉ. बाबासाहेब यांनी कलेतल्या समाजसुधार कामातील दलितांनी कलेतल्या कार्याची तर्जेवर द्वीयांतांनी कलेतल्या कार्याची माहिती व डॉ. बाबासाहेबाच्या सामाजिक चलवलीची माहिती या पेपरमध्ये दिली आहे. या पेपरच्या ठेवूसाठी वर्णात्मक पद्धतीचा व दुख्यम माहिती स्रोतांचा वापर केला आहे.

सूचनक शब्द : समाजसुधारक, कार्य, अभ्यास.



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प्रस्तावना :

आरताच्या पावन भूमीवर अनेक महापुरुषांनी जन्म घेऊन समाजाचांनी आहोरात्र कार्य करून सामाजिक गांधिलकी व चाष्टुनिष्ठा जोपासली आहे. त्यांचा सेरेचा वारसा आजही देशावासियासाठी आदर्श, मार्गदर्शक व दिशा दर्शक ठरलेला आहे. अशा या थोर महापुरुषात डॉ. बाबासाहेब यांचे नात सर्वात वर आहे. डॉ. बाबासाहेब महणजे अस्त्रैलू व्यक्तीमहत्व होते. त्यांना प्रत्येक क्षेत्राचे परिपूर्ण ज्ञान व माहिती होती सामाजिक, राजकीय, आर्थिक, शैक्षणिक, धार्मिक, पत्रकाचित्ता, कायदे अशा विविध क्षेत्रात आपल्या अमोद व कर्तृत्वाने व कृष्णाल नेतृत्वाने डॉ. बाबासाहेब आंबेडकर यांनी दीन, दलितांच्या, श्रमिकांच्या विच्छापितांच्या, शोषितांच्या अंदकारमय जीवनाला जीवनाला प्रदेश 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 साहन करू नका आपल्या स्वतःला सिद्ध करायचे असेल तर शिका संघटित क्वावा व संघर्ष करा.” (डॉ. बाबासाहेब आंबेडकर, माझी आत्मकथा)

➤ डॉ. बाबासाहेब आंबेडकरांचे लित्रियांसाठीचे कार्य :

डॉ. बाबासाहेब आंबेडकरांच्या गते कोणत्याही समाजाचे मूल्यमापन त्या समाजातील लित्रियाची परिच्छिती कर्ती आहे यावर्णन करता येते. सामाजाने लित्रियांच्या विकासाकडे लक्ष केंद्रित करणे आवश्यक आहे. अशी त्यांची भूमिका होती. डॉ. बाबासाहेब आंबेडकरांनी लित्रियांसाठी पुढील कार्य केले आहे.

1 महिलांना प्रस्तुती भरता, बहुपल्ली प्रथेला पायवंद, दुखापत ज्ञाल्यात नुकसान भरपाई, 20 वर्षांची सेवा ज्ञाल्यावर निवृत्ती वेतन, प्रस्तुती रजा मिळावी ह्या मागण्या डॉ. बाबासाहेब आंबेडकरांनी अस्थिल भारतीय अस्पृश्य महिला परिषद नागपूर येथे 1942 साली मांडल्या. कामगार किंवा नोकरी करणा-या रुग्णीला प्रस्तुती रजा मिळवूल देणारे डॉ. बाबासाहेब आंबेडकर हे जगातील पहिले व्यक्ती होते.

2 1947 साली हिंदू कोड बीलमध्ये डॉ. बाबासाहेब आंबेडकरांनी लग्नातील रुग्णी-पुरुष सामानता, रुग्णीयांना काडीगोड घेण्याचा अधिकार वारंसाहेव्याचे लाभ, लित्रियांसाठी देण्याची तरतूद या तत्वाचा समावेश फेता.

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

4 डॉ. बाबासाहेब आंबेडकरांनी रुग्णीयांना पुरुषांच्या बरोबरीने अधिकार देऊन सर्व महिलांना धार्मिक शैक्षणिक सांस्कृतीक आर्थिक राजकीय गुलामगिरीवून मुक्त केले.

➤ डॉ. बाबासाहेब आंबेडकर यानी समाजसुधारणेसाठी केलेले सत्याग्रह व चलवळी :

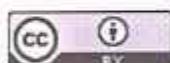
1 महाडचा सत्याग्रह : इ.स. 1927 च्या सुमारास डॉ. बाबासाहेब आंबेडकरांनी अस्पृश्यतिरळ्या जागृती निर्मिण करण्यासाठी चलवळ सुरु करण्याचा निर्णय घेतला त्यांनी यांनी सुरवात पिण्याच्या पाण्यापासून केली त्यातेळी संपूर्ण देशात बहुसंख्य ठिकाणी अस्पृश्यांना सार्वजनिक पाणवऱ्यावर पाणी भरण्याचा किंवा पाणी पिण्याचा अधिकार नक्ता. त्यासाठी गडाड येथील चवलदार तळयातील पाणी अस्पृश्यांसाठ खुले करावे व पाण्यावर कोणत्याही जाती धर्माचा अधिकार नाही यासाठी डॉ. बाबासाहेब आंबेडकर यांनी सत्याग्रह केला त्यासाठी 20 मार्च 1927 रोजी घेतलेल्या परिषदेत त्यांनी तोकांना चवलदार तळयाकडे चला असे सांगितले. डॉ. बाबासाहेब आंबेडकरांनी सर्वप्रथम तळयातील पाणी प्याले व नंतर आंबेडकरानुयायांनी त्यांचे अनुकरण केले.



डॉ. वावासाहेब आंबेडकर आणि सामाजिक सुधारणा

स.प्रा. पुजारी सोनाली (Pg. 270-273)

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



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प्रस्तावना :

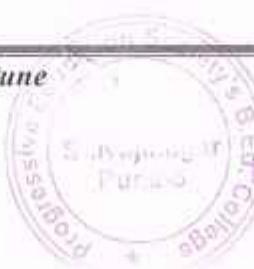
अस्पृश्यता, अज्ञान, दारिद्र अशा शुंगलांनी वाच असलेल्या समाजाला जागृत करण्याचे तसेच त्यांना त्याच्या अधिकाराप्रती जाणीव करून देणारे, भारतीय समाजातील अशा वंचित, अस्पृश्य दुर्वल घटकांना घटनात्मक सामाजिक, आर्थिक, राजकीय, शैक्षणिक अधिकार, युद्धिधा संघीची समानता उपलब्ध करून देणारे युगपुरुष म्हणजेच डॉ. वावासाहेब आंबेडकर होय.

उद्दिष्टे :

- १ डॉ. वावासाहेब आंबेडकरांच्या सामाजिक योगदाना विषयी माहिती अभ्यासणे
- २ डॉ. वावासाहेब आंबेडकरांनी गवाविलेल्या विविध सामाजिक सुधारणा चळवळी विषयी माहिती घेणे.

यासाठी ऐतिहासिक संशोधन पदधतीनुसार दुव्यम स्रोतांवर माहिती मंकलन केले आहे.

- डॉ. वावासाहेब आंबेडकरांच्या सामाजिक सुधारणा विषयक कार्ये:
- १ वहिष्कृतहित कारणी सभा : अस्पृश्यांच्या उन्नतीसाठी सामाजिक चळवळ उभी करण्याच्या दृष्टीने त्यांनी २० जुलै १९२४ रोजी ^३मुवँडीच्ये वहिष्कृत हितकारणी सभेची स्थापना केली.
- ध्येय : सामाजिक व राजकीय दृष्ट्या तळागाळात फेकल्या गेलेल्यांना भारतीय समाजातील इतरांच्या वरोवर आणणे हे त्या सभेचे ध्येय होते. त्यांच्या अधिकाराप्रती त्यांच्यामध्ये जागृती निर्माण करणे हा डॉ. आंबेडकराचा 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 अनुयांयासह २० मार्च १९२७ ला सत्याग्रह केला व ते चवदार तळे अस्पृश्यांना खुले करून दिले ..
- पुणे येथील पर्वती मंदिरात प्रवेशासाठी १९२७ ला तर नाशिक येथील काळागाम मंदिरात प्रवेशासाठी १९३६ ला सत्याग्रह केला.
- अस्पृश्यतेला कारणीभूत असलेल्या मनुस्मृतीचे दहण २५ डिसेंबर १९२७ ला केले.





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

६. शेतकरांच्या संदर्भातून सामाजिक सुधारणा :

डॉ. वावासाहेब आंबेडकरांनी शेती आणि शेतकर्त्तांच्या हिता संदर्भात ही कार्य केली आहेत. त्याच्यामते पाण्याशिवाय उत्पादकता वाढवणे आणि शेतकर्त्तांचा आर्थिक स्तर उंचावणे शक्य नाही हे त्यांनी विटोश मरकाराच्या निर्दर्शनाम आणुन दिले होते. पाण्या संदर्भात केवल विचार व्यक्त न करता त्यांनी विटिंश मरकार नदीच्या खोर्कातील पाण्याच्या नियोजनाची योजना सावर केली. ही योजना वासोदर खोरे परि योजना म्हणून ओळखली जाते. डॉ. वावासाहेबांनी सर्वात महलवाची संकल्पना मांडली होती ती म्हणजे “शेतीचे राष्ट्रीयकरण” होय. भावासाहेबाच्या शेती व शेतकर्त्ताविषयीच्या विचारातून कमाल जर्मीन धारणा कायदा, मामुहीक शेती पुणालोवर आधारीत शेती महामंडळ, गरज्यातील नदी खोर्काची विमागणी व विकास, जलसंवर्धन योजना अंमलात आल्या. ज्ञासनाने त्यावाबत कायदे व नियम बनवले. यामागे वावासाहेबाच्या विचारांचा प्रभाव दिसून येतो. परंतु डॉ. आंबेडकरांचे शेतकर्त्ताविषयीचे व शेती विषयीचे कार्य व विचार हे दुर्दृश्याने 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 स्त्रियांना कोणतेही अधिकार नव्हते. म्हणून जेवा त्यांनी मनुमृतीचे दहन केले त्याचेली स्त्रियांना उद्देश्यून वावासाहेब म्हणाले की मुलांना शिक्षण घ्या. ज्ञानविद्या या गोष्टी स्त्रियांनाही आवश्यक आहेत. मुली शिकल्या तरच भारताची भावी पिढी चांगली घडेल असे त्यांचे मत होते. त्यासाठी त्यांनी विविध टिकाणी परिपदा घेवून मार्गदर्शन केले. भारताला स्वातंत्र्य प्राप्त झाल्यानंतर त्यांनी स्त्रियांना आरक्षण, शिक्षणाचा हक्क, मतदानाचा हक्क विविध कायद्यांवर समाजात समानता देण्याचे, संरक्षण देण्याचे कार्य केले. जसं हिंदू विवाह कायदा, वारसा हक्क कायदा इ. सुविधा घटनातक अधिकार कायद्या स्वरूपात बहाल केली.

निष्कर्ष आणि सारांश :

डॉ. वावासाहेब आंबेडकरांच्या जीवनातील प्रत्येक कार्य हे सामाजिक सुधारणा आणि देशहिताशीच संबंधीत होते. १५ ऑगस्ट १९४७ ला भारताला स्वातंत्र्य प्राप्त झाल्यानंतर ३० ऑगस्ट १९४७ रोजी मसुदा समितीच्या अध्यक्ष पटी वावासाहेबांची एकमताने निवड झाली, तेव्हापासुन त्यांनी भारतीय समाजातील प्रत्येक घटकाला, व्यक्तीला गजकीय, सामाजिक, आर्थिक, शैक्षणिक हक्क, संघीची समानता, न्यायालयीन सुविधा या संविधानातक स्वरूपात बहाल केल्या.

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



डॉ. वावासाहेब आंबेडकरांचे शिक्षण क्षेत्रातील योग्यांश

✓ सहाय्यक प्राध्यापक साउंडकर मीरा (Pg. 274-279)

पी.इ.एम. वी एड कॉलेज, शिवाजीनगर, पुणे ५

Abstract

डॉ. वावासाहेब आंबेडकर हे भारतीय राज्यवर्दनाचे शिल्पकार यांचे विचारावलं, दलीलं, जाहीरातीचे कैवरी व मर्हीहा मृष्णन असून त्यांचे जातात. ते भारतगत या सर्वांचे द्वुमान पुरामध्ये त होते. ते योग्ये समाज सुधारक व शिक्षण तज्ज्ञ मृष्णन परिचित होते. ते परिवर्तनवार्ता व सानवतावार्ता होते. आंबेडकरांचे शिक्षण हे विकितांसाठी जनतामान्यांसाठी होते, तरी इतरांनीही त्वाचा फायदा घेतलेला दिग्यत त्यांनी शिक्षणाची व्याख्या केली आहे, यातीला त्या गुलाबीगिरीची जाणीव शिक्षणामुळे या प्राप्त होते डाकते. त्यांनी "शिक्षा संघटन वा आणि संघर्ष करा" असा संदर्भाविद्यार्थ्यांना पर्यायाने जनतेला दिला होते. कारण त्यांच्या नवे शिक्षण हे सर्वगामान्य माणसाचे प्रवर्द्धन, संघटना करण्याने सर्वगामान्य माणसांनी प्रस्थापित व्यवस्थेविट्टु वट्ट समाजातील विषयता नष्ट करून सामाजिक लालूंजाही प्रस्थापित करण्यासाठी शिक्षणाची गरज प्रतिपादन केली आहे. जातीच्या पासून पासून नुक्त करण्यासाठी व्यक्तीला शिक्षण घेणे गरजेचे आहे. सर्व जाती जमातीला एक समान घातळीवर आणाऱ्यासाठी असमानतेचे तत्त्व नाकारले पाहिजे व आमुलकीची वागणूक दिली पाहिजे. त्यामार्या कठांची कायद्याची आवश्यकता आहे. त्यामुळे व्यक्तीचा विकास खुंटला आहे. त्यामार्या त्यांना शिक्षणाची आवश्यकता प्रतिपादन केली व्यक्तीची गरज असते. डॉ. वावासाहेब आंबेडकरांनी पार्थमिक शिक्षणावर विचार व्यक्त केलेले दिग्यतात. प्राथमिक शिक्षणाचे नावविकासकारण कराणे गरजेचे आहे. ते सर्तीचे कागवे एण्या पुरापणे संहित करून नवे. त्यांना शिक्षण मुल्क देणे परवडत असेल तर त्या कडून वसूल करणे त्यांना परवडत नसेल त्यांना माहित शिक्षण द्यावें असा डॉ. वावासाहेब आंबेडकरांचा यात्रा आहे. त्यांना शिक्षणाचे डॉ. वावासाहेब आंबेडकर हे खेद पुरास्कर्ते होते. हे त्या दैन्यावस्थेवरएकसेव उपाय करण्यात शिक्षण होते. असे त्यांना वाटे त्यांनी उच्च शिक्षण देण्यासाठी पीपलत एन्चुकेजन यांमायटीची स्थापना केली. मुंबई अंग्रेजावाद येद्ये अनेक महाविद्यालय तुरू करून गरेंव जनतामान्यांना उच्च शिक्षणाची दारे खुलो केली. या महाविद्यालयात गर्व जातीयमार्गाचे विद्यार्थीं या महाविद्यालयात सर्व जातीयमार्गाचे विद्यार्थीं शिक्षण घेतात. प्रस्तुत शोधनिवंधनामध्ये सध्ये डॉ. आंबेडकरांचे शिक्षण विषयक विचार मांडण्यात आलेले आहेत.



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प्रस्तावनाः

डॉ. वावासाहेब आंबेडकर हे अलैफिक दुनिदिमत्ता लाभलेले एक श्रेष्ठ विद्वान होते. त्यांचे शिक्षण विषयक विचार व्यापक खरूपाचे आहेत. भारतीय समाज व्यवस्थेविट्टु लालूं 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 अनन्यगाधारण आहे. शिक्षणातून माणसाला माणूस निर्माण करावयाची असेल, तर विद्याविनय आणि शील या विगुणांची नीट जाहीरमुक्त केली पाहिजे असे त्यांचे मत होते.

"शिक्षा द्यावें यंघटित व्हा आणि संघर्ष करा" हा विचार डॉ. वावासाहेब आंबेडकरांच्या शैक्षणिक तत्त्वज्ञानाचा पाया आहे. शिक्षण ही एक सामाजिक समता आणि स्वातंत्र्य यांचे मंरक्षण आणि संवर्धन करणारी शक्ती आहेत. असे त्यांना वाटत होते. त्यांच्या मते शिक्षणाची ध्येये श्रेष्ठ दर्जाची ज्ञान प्राप्ती करणे, व्यक्तीतील न्यूनगांड नाहीसा करणे, स्वातंत्र्य समता व





प्राथमिक शिक्षण :

प्राथमिक शिक्षण हे एक पायाभूत शिक्षण आहे. डॉ. वावासाहेब आंबेडकर प्राथमिक शिक्षणाचिपणी आपले मत प्रकट करतांना म्हणतात की प्राथमिक शिक्षणाचे ध्येय असे असले पाहिजे की मूलगा किंवा मुलगी एकदा शाळेत जातील तर त्याचे शिक्षण लिहिण्यावाचण्याच्या अवस्थेपर्यंत राहू नये तर ते संपूर्णपणे साक्षर हळूनच वाहेर पडावे. पुढील आयुष्यात देखील ज्ञान धेत राहावे. "व्यक्तीचा विकास ज्ञाला 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 जवाबदारी वजावते. त्यामुळे आंबेडकरांनी प्राथमिक शिक्षण सत्तीचे असावे असे म्हटले आहे. आता सर्व शिक्षा अभियान ही यांत्रिना गवविली जात आहे. त्याची मुळे आंबेडकरांच्या 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 सत्तीचे करावे. ते पूर्णपणे मार्गित न करता ज्यांना शुल्क देणे परवडणारे असेल त्याच्याकडून ते ध्यावे व ज्यांना ते परवडणारे नसेल त्याच्यावावत ते मार्गित असावे. असे त्यांचे मत है. १९२७ मध्ये वावासाहेबांनी प्राथमिक शिक्षणाची गती वाढावी म्हणून शाळेतील गळतीचे समस्या मुटावी म्हणून यरकारने प्राथमिक शिक्षण मार्गित व सत्तीचे करावे व त्यावरील खर्च वाढवावा अशा सूचना केल्या.

उच्च शिक्षण :

म्हात्रं व्यपूर्व कालात उच्च शिक्षणाची अवस्था अत्यंत दार्ढण स्वम्भवाची है. यावद्दल डॉ. आंबेडकर नेहमी यंत व्यक्त करीत असत त्यामुळे उच्च शिक्षणात धृणात्मक आणि कार्यात्मक वदल व्हावा. असे त्यांना वाटत असे विद्यापीठ म्हणजे यगीक्षा घेणारी संस्था न है. आधुनिक ज्ञान विज्ञानाची केंद्र असावीत. असे आंबेडकरांचे मत है. आंबेडकरांच्या या विचारांचा प्रभाव किंवा त्याच्या विचारांची अंमलवजावणी आपल्याला विविध स्वरूपात दिसून येते. विविध महाविद्यालयांमध्ये सद्यस्थितीत मंशून केंद्र आपणास दिसून येतात. समाजाच्या प्रगतीसाठी विविध क्षेत्रांमध्ये संशृंगाचे कार्य केले जात आहे. खालच्या वर्गाला उच्च शिक्षण ही फार खर्चाची वाव है. कामा नये. समाजातील तळागालातील लृणांना देखील उच्च शिक्षण महजगीत्या मिळावे यासाठी उच्च शिक्षणाचे शुल्क फार जास्त असू नये. याच पाईर्वभूमीवर आज देशात उच्च शिक्षणाला उच्च शिक्षणाच्या प्रसारासाठी विविध शिष्यवृत्ती यांत्रिना गवविल्या जात आहेत. आर्थिक दर्जाच्या निकपाप्रमाणे शिष्यवृत्ती यांत्रिना गवविण्यासाठी विवागविमर्श चालू आहे. असे आपल्या लक्षात येत. प्रत्येक व्यक्ती मधील मुज गुणांचा विकास करण्यासाठी शिक्षण हे समाजाच्या प्रत्येक स्तरापर्यंत पूर्णायला हवे. असे आंबेडकरांना वाटत है.

विद्यार्थी व शिक्षक विषयीचे विचार :

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



१९५० रुद्धी मिलिंद कला आणि विज्ञान महाविद्यालय सुरु करण्यात आले. या कॉलेजची विद्यार्थ्यींनी अस्युद्य आणि मागास्तेलेच्या विद्यार्थ्यांच्या शिक्षणाकडे विशेष लक्ष देण्याचे कार्यही महाविद्यालय तसेच १९५६ रोजी मुंबई येथे मिल्डार्थ विद्य महाविद्यालय स्थापन केले. हे महाविद्यालय डॉक्टर वावासाहेब आंबेडकर यांच्या महापरिनिर्वाण वर्षी सुरु करण्यात आले. विशिष्ट ध्येयाने प्रेरित हुण्याने या महाविद्यालयांची स्थापना करण्यात आली हुण्याने.

• शिक्षण व्यवसायात प्रवेश :

डॉक्टर वावासाहेब आंबेडकर हे वहुआवायी व्यक्तिमत्त्व हुण्याने. शासकीय विधी महाविद्यालयात १९२८ मध्ये त्यांनी प्राध्यापकांची निर्णीगी केली. तेथे त्यांच्या अध्यापन आणि विद्यार्थी भागवून जात असत त्यांच्या यशस्वी कार्यामुळे १९३५ रुद्धी त्याच शासकीय महाविद्यालयाचे प्राचार्य म्हणून त्यांची नियुक्ती झाली.

- ३१ जानेवारी १९२० पासून भारतातील विषमता दूर करण्यासाठी मूकनायक हे पाक्षिक सुई केले.
- इ. स. १९२७ मध्ये वहिपै त भारत या नावाचे पाक्षिक सुई केले
- इ.स. १९२९ मध्ये जनता या नावाचे एक नवीन पाक्षिक सुई केले. पुढे त्याचे नाव बदलून प्रवृत्त भारत असे ठेवले.
- अर्यशास्त्र अस्युद्यता व दलितहुण्यांग लांडाशाही, वर्ष्यु धर्म हिंदू धर्म आणि गजकारण 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 आध्यात्मिक मंडळी उघडून संभव तोचा प्रसार केला.
- वसतिगृहे उघडून दलित वर्गामध्ये शिक्षण प्रसार केला.
- परिषदा मिळावे गाभा घेऊन स्त्रीपुईपांना शिक्षण घेण्यासाठी प्रवृत्त केले.

कर्त्तव्याविद्या विद्यापीठाने निवडलेल्या जगभरातील शंभर विद्वानांच्या यादीत पहिल्या शंभाकावर त्यांची निवड झाली आहे. त्यानिमित्त अमेरिकेचे अध्यक्ष वराक अर्थीमा यांच्या हस्ते त्या विद्यापीठात डॉ. वावासाहेब आंबेडकर यांच्या प्रतिमेचे गमारंभपूर्वक अनावरण नुकतेच करण्यात आले. डॉ. वावासाहेब आंबेडकर यांची पहिल्या शंभाकावर गणना झालेली झालेली विद्वानांची ती यादी शिल्पात कर्त्तव्याविद्या विद्यापीठात दर्शनी भागात झलकवण्यात आली आहे. त्यात अमेरिकेच्या तीन गण्डाध्यक्षांमध्ये अन्य गण्डाध्यक्षांच्या महा गण्डाध्यक्षांचा गमावेश असून त्यांनी डॉ. आंबेडकर हे एकमेव हिंदुग्राहनी आहेत. जगभगातील १०० विद्वानांची ती यादी तज्ज्ञांच्या एका समितीने आंतरराष्ट्रीय पातळीवर विद्वानांची मते अजमावून तयार केली आहे.



डॉ. वावासाहेब आंवेडकर यांची लोकशाहीसाठी असलेली भूमिका

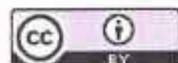
प्रा. डॉ. मदुरा पवार (Pg. 259-265)

✓ सहाय्यक प्राध्यापक, प्रांगेसिक एज्युकेशन सोसायटीचे, वी. एड. कॉलेज, पुणे ५

Abstract

डॉ. वावासाहेब आंवेडकर हे भौतिकारी मुधारक, संसदीय लोकशाहीचे पुगार्कर्ते, भागीर्तीय गज्यघटनेचे शिल्पकार आणि प्रखर गण्ठवारी होते. डॉ. वावासाहेब आंवेडकर यांनी राजकीय व लोकशाही व्यवस्थेला खूप महत्त्व दिले. देशामध्ये समता आणणे आणि लोकशाही स्वतंत्रणे हे त्यांचे ध्येय होतं. लोकशाहीची उभारणी ही स्वातंत्र्य, समता, वंधुता या पायाभूत तत्त्वांवर समाजजीवनाच्या क्षेत्रांची उभारणी झाली पाहिजे. लोकशाहीचे मर्व हे 'एक व्यक्तीचे एक मृत्यु' या तत्त्वात सामावलेले आहे. डॉ. वावासाहेब आंवेडकरांनी कलेली लोकशाहीची व्याख्या 'लोकांच्या आर्थिक आणि सामाजिक जीवनात भौतिकारक वदल रक्तविरहीत मागानी घडवून आणणारी शासनपद्धती म्हणजे लोकशाही'. लोकशाही हा समाजाच्या समग्र परिवर्तनाचा विचार आहे. केवळ गजकीय लोकशाहीने आमुलाग वदल होणार नाही तर त्यासाठी सामाजिक, आर्थिक लोकशाहीची जोड दिली तरच गजकीय लोकशाही टिकणार आहे. डॉ. वावासाहेब आंवेडकरांनी रक्तविरहीत मागानी सरकार चालवणे व भागीर्तीय गज्यघटना तयार करून भारतीय समाजवरेता महत्त्वपूर्ण असे योगदान दिले आहेत. आंवेडकरांनी त्यांना अपेक्षित असलेले लोकशाहीचे स्वरूप व आवश्यक असलेले पूरक घटक मागितले आहेत. डॉ. वावासाहेब आंवेडकरांनी अस्पृश्यता, अन्वाद आणि असमानतेच्या विष्टु निर्गत लढा देवून भागताला नागरी हक्क मिळवून दिले. भागतात लोकशाही नांगावी आणि सामाजिक न्याय प्रम्यापित व्हावा क्षणून च्यांनी अविरत प्रवल केले.

सूचक शब्द: लोकशाही, स्वातंत्र्य, समता, वंधुता, अस्पृश्यता, अन्वाद.



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प्रस्तावना :

डॉ. वावासाहेब आंवेडकर हे भौतिकारी मुधारक, संसदीय लोकशाहीचे पुगार्कर्ते, भागीर्तीय गज्यघटनेचे शिल्पकार आणि प्रखर गण्ठवारी म्हणून सर्वाना परिचित आहेत.

डॉ. वावासाहेब आंवेडकर यांनी गजकीय व लोकशाही व्यवस्थेला खूप महत्त्व दिले. सामाजिक परिवर्तनाचे मोठे कार्य त्यांनी केले. समाज आणि गजकारण प्रगम्यपूरक आहेत. गजकीय मत्ता ही सामाजिक प्रगतीला पूरक व पोषक ठरत असते त्यांचे मत होते.

डॉ. वावासाहेब आंवेडकरांचा गणतानकाडे पाहायाचा गजकीय, सामाजिक,

धार्मिक, वैद्यालिक, आर्थिक असा व्यापक दृष्टिकोन व दृगदर्शीपणा होता. देशामध्ये समता आणणे आणि लोकशाही स्वतंत्रणे हे त्यांचे ध्येय होते.





डॉ. वावासाहेब आंबेडकरांच्या लोकशाही कल्पनेच्यामार्गे अधिग्राज्य, नैतिक हक्क, न्याय, समता, स्वातंत्र्य, वधुता ही गतिमान तत्त्वे आहेत. समाज वदलण्याचे सामर्थ्य त्यांच्या लोकशाही कल्पनेतून दिसून येते.

वावासाहेब समाजातील 'माणूस' हा लोकशाहीमध्ये मध्यवर्ती मानलात. डॉ. वावासाहेब आंबेडकरांनी केलेली लोकशाहीची व्याख्या 'लोकांच्या आर्थिक आणि सामाजिक जीवनात क्रांतीकारक वदल रक्तविहीत मार्गानी घडवून आणणारे शासनपद्धती स्फृत लोकशाही'.

त्यांच्या मते "लोकशाही हा समाजाच्या समग्र परिवर्तनाचा विचार आहे. केवळ गजकीय लोकशाहीने आमुलाग्र वदल होणार नाही, तर त्यामाटी सामाजिक, आर्थिक लोकशाहीची जोड दिली तरच गजकीय लोकशाही टिकणार आहे."

डॉ. वावासाहेब आंबेडकरांच्या मते लोकशाहिचे दोन शास्त्र आहेत.

१. हुक्मशाही

२. माणसामाणसांत भेद मानणारे नीती आणि संस्कृती

यावळ्यान त्यांना लोकशाहीमध्ये विप्रमता आणि हुक्मशाही अभिषेत नव्हती. वरील प्रकारे आंबेडकरांनी लोकशाहीचे ग्वरुप अपेक्षित होते.

डॉ. वावासाहेब आंबेडकरांच्या मते लोकशाहीस पूरक घटक :

१. समाजामध्ये भयानक विप्रमता असता कामा नये.

लोकशाहीच्या इतिहासाचा अभ्यास केल्यास लोकशाहीच्या अप्रयशाची प्रमुख कारणे सामाजिक विप्रमतता आणि वर्गावर्गात असलेली असमंतर्ची दर्गा. त्यामुळे लोकशाही यशस्वी करण्यासाठी समाजात असलेली ही विप्रमता नष्ट केली पाहिजे.

२. समाजामध्ये शोपक आणि शोपित हे दोन्हीही घटक असू नयेत.

लोकशाहीमध्ये सामाजिक, आर्थिक, शैक्षणिक, सांस्कृतिक, धार्मिक, गजकीय यांपीकी कोणत्याही वावतीत शोपण असता कामा नये. जर शोपण झाले तर मात्र शोपित समुह क्रांती करून उठतो.

३. विरोधी पक्षाचे अस्तित्व :

'विरोधी पक्षाला जागत महत्व दिलेले आहे. ज्या शासनपद्धतीत प्रवल विरोधी पक्ष असेल तेथील लोकशाही ख-या अर्थात लोकांच्या कल्याणासाठी काम करेल. यत्ताधारी सरकारला मन मानेल असा कारभार करता न येण्यासाठी विरोधी पक्षाचे अस्तित्व हे प्रमुख गाधन आहे.'

मतदागांना एका विशिष्ट काळानंतर सरकाराच्या कार्याचे मूल्यमापन करण्याची मंधी देण्यात आली पाहिजे. सरकार वदलण्याचा हक्क जनतेला असला पाहिजे. लोकशाही यशस्वी करण्यासाठी विरोधी पक्ष कणक्वर असावा असे वावासाहेबांना वाटत झाले.



डॉ. वावासाहेब आंवेडकरांची लोकशाहीसाठी असलेले भूमिका :

- डॉ. वावासाहेब आंवेडकरांनी अस्पृश्यता अन्याय आणि असमानतेच्या विरुद्ध निरंतर लडा देवून भारताला नागरी हक्क मिळवून दिले.
- भारतात लोकशाही नांदाबी व सामाजिक न्याय प्रस्थापित व्हावा म्हणून अविरत प्रयत्न केले.
- आग्कृष्णप्रणालीचा अंगीकार केला. नोकरीत प्रशासकीय सेवा शाळा महाविद्यालयात अनुशूचित जाती व जमातीला प्रतिनिधित्व मिळवून देवून समान मान्यतादर्शक कृती केली.
- डॉ. वावासाहेब आंवेडकरांना केवळ लोकशाही अंपेक्षित नव्हती तर सामाजिक न्यायाच्या तल्वावर आधारित लोकशाही अभियंत्र होती.

सद्यस्थितीमध्यील लोकशाहीचे स्वरूप :

आज लोकशाही ही श्रीमंतांच्या गुंडप्रवृत्तोच्या 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, वुडिमान, दूरदर्शी, काळाची गरज ओळखून मुक्तीचा मार्ग जाणणारा महापुरुष लाभला तर सर्व नाशापासून तो समाजाला वाचवू शकतो तो महापुरुष म्हणजेच डॉ. वावासाहेब आंवेडकरा होय.

भारतीय गण्यघटनेच्या घटना समितीने २६ नोव्हेंवर १९४९ रोजी भारतीय गण्यघटना देशातील लोकांना अर्पण केली. ही घटना प्रत्येक नागरिकाला स्वातंत्र्य, समता, वंधुता व न्याय ही लोकशाहीची मूल्ये देणारी आहे. सार्वभौम, समाजवादी, धर्म निगेश लोकशाही गणगज्याची हमी घटनेने दिलेली आहे.

२ सप्टेंबर १९५३ रोजी डॉ. वावासाहेब आंवेडकर गण्यघटनेविषयी 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 दिलेले सगकार म्हणजे लोकशाही अस्तित्वात आली असे वावासाहेब मानत नाहित. ही गणकीय लोकशाही पचलित वनवायची असेल तर तुम्हाला त्याच परिवर्तन सामाजिक लोकशाहित कराव लागेल.

आजचा भारत हा तस्विरांचा देश. तस्य हीच खरें देशाची संपत्ती आहे परंतु भूष्टाचार, अंधश्रद्धा, विमूर्तीपूजा, व्यमनार्थीनता, शिक्षणाचे वाजागीकरण, वेगेजगारे यांसारखे पृथन निर्माण झालेले आहेत.

राजकारणी लोकांची भक्तिपूजा करणे हा लोकशाहीचा सर्वात मोठा अडमर आहे. गजकारणात व्यक्तिपूजा आणि भक्ती केल्यानेच हुकुमशाही निर्माण होत आहे. हीच हुकुमशाही स्वातंत्र्य, समता, वंधुता व न्याय या लोकशाहीच्या मूल्यांना नप्त करून टाकत आहे.



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E-Learning for Divyang

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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, EducCreations, 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 focuses 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.

Definition 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" (Koohang & 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 individuals 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 done 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 ourself. 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 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 ourself. 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.

Application of Concept Map

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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 ||

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. John stone and Kevin H. Otis
5. Concept Mapping in Science Class: A Case Study of fifth grade students – AskinAsan
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 – SaoumaBouJaoude and May Attieh
9. Using Concept Mapping to Enhance the Research Interview – Ian M. Kinchin
10. Using Concept Maps in the Science classroom – Jim Vanides, Yue Yin, Miki Tomita and Maria Araceli Ruiz-Primo

Part |||

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 of concept map for historical research method was effective
- Concept map was much effective by studying the concept map students' confidence level was increased.

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

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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,

maintence 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.

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Use of E-learning in learning process

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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 holds exciting opportunities to diversify the ways 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.

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

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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

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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.

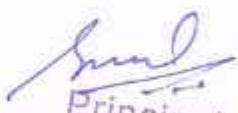
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Flipped Classroom Model

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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."

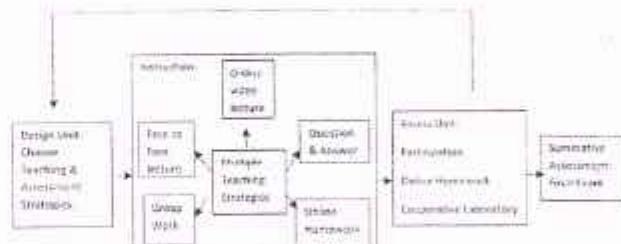
"A Flipped Classroom is an instructional strategy and a type of blended learning that reserves the traditional educational arrangement by delivering instructional content, often online, outside of the classroom."

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

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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.

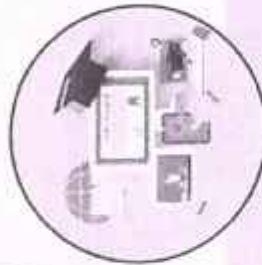
Well, reduced-stress teaching. Once you have your video-making schedule underway you can start to reflect on how much less stress you have. Now, whenever a student is absent they can still view your lecture online. Special education teachers and administrators will love you because they can now access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

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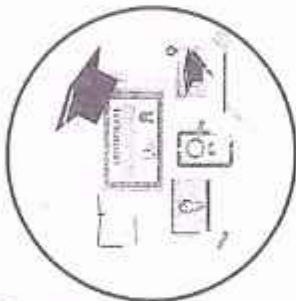
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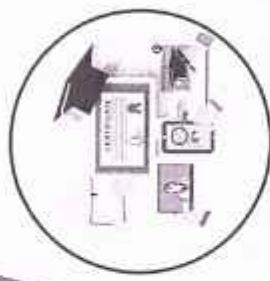


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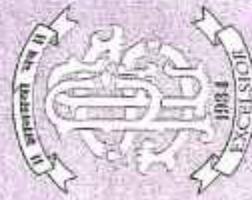
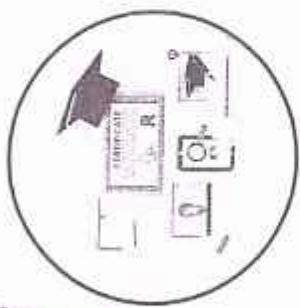
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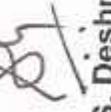
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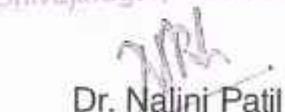
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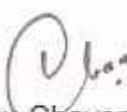
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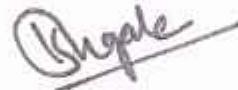
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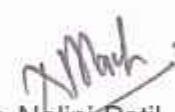
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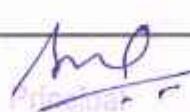
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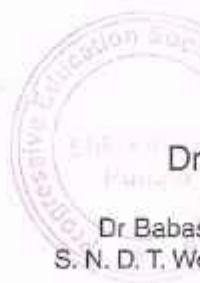
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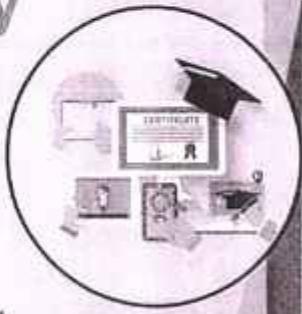
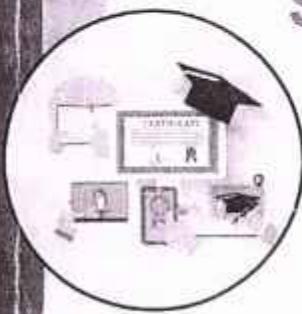
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[P-19] Application of Co-operative Learning Approach for triangle construction through Computer Assisted Instruction (CAI)

Dr. Trupti Bhalerao* and Dr. Seema Damle

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operative learning is more elaborate than group work activity. If we train our students to work effectively in groups, the results can be a very productive and fun learning environment. CAI is interactive instructional technique. CAI uses combination of text, graphics, sound and video. 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. students (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.

Parents 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.

On 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.

Cooperative learning approach was well developed with CAI.

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



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“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