

श्री शिवाजी शिक्षण महाविद्यालय, अमरावती

[illegible]

विद्यापीठ अनुदान आयोग 1948

या आयोगाने स्त्री शिक्षणच्या विकासासाठी
आतील सुचना केल्या आहेत.

- ✓ प्रत्येक शिक्षण संस्थेत (क्षेत्र सहकारिता पिते) शिष्याकरिता प्रस्ताव आणि इतर सत गरजांच्या पूर्ततेसाठी (जसे की तलाविमूह) खात चालवण्या अन्वर्ती पाहिजे
- ✓ क्षेत्र शक्त आहे तेथे शिक्षणव्या सुविधा वाढविण्या पाहिजे या सुविधामध्ये कमात करण्याचा प्रयत्न स्त्री शिक्षिकांना मार्फत करणे आज एखाद्या क्षेत्रात शिष्यांचे प्रमाण पुरेसे नाही म्हणून ते क्षेत्र शिष्यांकरिता प्रतिबंधित करणे योग्य होणार नाही.
- ✓ स्त्री शिक्षकांना उत्तेजन मिळावे म्हणून या करिता नवीन शिक्षण रती विषयक मार्गदर्शन तज्ज्ञांकडून मिळवून देण्याची व्यवस्था करावी.

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माध्यमिक शिक्षण आयोग १९६२ ६३—

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- ✓ **प्राची शिक्षणाला सामायिक वृत्ती परंपरावादी मानल्या जाणाऱ्यात गल्लीतून तालुक्यात त्यामुळे कार्यवाही शिष्टाणू भवनाच्या निदेशाप्रमाणे नियमित भरणानु अत्यंतच कमी जमात राहून-एका मासालाच वगळता अन्ये आठमासाले तो निदेशाप्रमाणे होत नाही त्याने दिले जात नव्हता त्यामुळे हेही काढून घेतले.**
- ✓ **मुरीच्या शिक्षणाबद्दल पाहण्याच्या पोलिसांनी दुरुधर्मांना अत्यंत सामान्यतः असल्यामुळे त्यांना माध्यमिक व वृत्ती माहात्मिक शिक्षण करायला दिले जात**
- ✓ **माध्यमिक व उच्च माध्यमिक शिक्षणात उत्तमत्वा अगणनाच्या निष्कि वास्तव मुरीकरिता त्यातल्या आता परंतु त्यात मुरीच्या नाममात्र प्रवेश दिला जातो.**

कोठारी शिक्षण आयोग (1964-66)

स्त्री शिक्षणाविषयक सूचना कस्ताना आयोणाने खालील तीन बाबींकडे लक्ष घ्यावे

- 180

Status Of Indian Women And Need Of Women Empowerment For National Development

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Abstract : This paper Focus on empowerment of women, status of women in society & how they work for family; social as well as on political ground, this paper shows necessity of women empowerment if they empowered they become source of infinite power.

Introduction: The subject of empowerment of women has becoming a burning issue all over the world including India since last few decades. Many agencies of United Nations in their reports have emphasized that gender issue is to be given utmost priority. It is held that women now cannot be asked to wait for any more for equality. We all know that girls are now doing better at school than boys. The annual results of Secondary and Higher Secondary Board examinations reveal this fact. More women are getting degrees than men, and are filling most new jobs in every field.

We can now see women in almost every field: architecture, lawyers, financial services, engineering, medical and IT jobs. They have also entered service occupations such as a nurse, a beautician, a sales worker, a waitress, etc.

Status of women in society: Women's were considered a weaker sex they were given a subordinate status in they Hindu society she is protected by the father in her childhood, by the husband in her adult hood & by the son in her old age. The male dominated paternal system allows her to survive as secondary member of the family & lower citizen society.

A women expected to daughter in her father-in-law household to which she goes after her marriage she is placed under severe restrictions and has little or no say in decision making and is directly subordinate to her mother-in-law. Her status in the family depend greatly on her husband's contribution to the family economy, and in the middle & upper-class, on the amount of dowry brought by herself.

They learn early in the life need for flexibility, adjustment & submissiveness and hesitate to develop strong opinion and commitment which they, may not be allowed to pursue after marriage. These constriction & inhibitions affected most women in their later over, particularly when they have to complete with men in their careers.

Women today are trying to understand their position in the society, women have become increasingly aware of

sexual inequalities in every sphere of life and are seeking ways to fight.

No decision is now made in matters of education between boys & girls, their voice is now are forceful & important as that of men. They are becoming equal partners in making or dismissing of government.

Women Empowerment still an illusion of reality: Notwithstanding the remarkable changes in the position women in free India there is still a great divergence between constitutional position and stark reality of deprivation & degradation.

Whatever whiff of emancipation has blown in Indian society, has been inhaled and enjoyed by the urban women, their population belonging to the rural a rear are still totally untouched by the coined of changes. They still have been living in miserable conditions, steeped in poverty, ignorance, superstition and starve.

They are still exists a wide gulf between the goals enshrined in the constitution, legislation policies, plans, programmers and related mechanism on the hand and the situational reality on the statior of women in India, on the other.

"You can tell the status of nation by looking at the status of its women" Pandit Nehru.

Equality & empowerment of women are the most critical points and gender equality is not an agenda of women versus men rather men should be partners in the empowerment of women.

Empowerment of women in any society is an important to enable women to participation in the economic & political development of society.

What is Empowerment?

Women empowerment is new phase in the vocabulary of gender literature; The phrase is used in two broad sensor i.e. general & specific. In general since. It refers to empowering women to see self dependent by providing them access to all the freedom and opportunities which they were denied in the part only because of their being 'Women' In specific sense 'women empowerment refers to enhancing their position in the power structure of society.



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Kessler Harris, 1981: "Women empowerment allows be appreciating & acknowledging for who they are and what they do". The empowerment essentially means that they women have the power or capacity to regular their day-to-day lives in the social political & economic terms a power which enable them to move from the periphery to the center state.

What are issues for this sorry state of affairs?

Some basic issues

- Lack of awareness
- Lack of social & economic empowerment
- Lack of political will
- Freeness of accountability Mechanism
- Lack of enforcement by the police force.
- Lack of gender culture.

Today women change from Feeling weak to feeling strong.

Ways to Empowered Women

1. **Create a safe space:** Women in to gather with other women and Talk about issues like gender equity, women's rights, or health.
2. **Support independence and mobility:** Most women in rural India have to ask their husbands for permission to leave home.
3. **Teach women to read:** If you are illiterate, simple things like reading signs on a road, numbers on a phone, or directions on a medicine bottle make daily life a struggle
4. **Increase savings and income:** Savings cooperatives allow women to invest money and then take turns receiving micro-loans to start micro-businesses or invest in education for their children.
5. **Teach job skills and seed businesses:** Women learn beekeeping, mushroom farming, sewing, and other income-generating skills through training programs.
6. **Build self-esteem and confidence:** helping them to become more comfortable speaking in front of groups and sharing opinions.
7. **Boost decision-making power:** they have greater decision-making power in their homes and communities.

"They were mostly busy doing household activities before... but now they can travel outside of the village alone, [earn an income] in our family, and participate in decisions related to their children's education."

8. **Impact health:** Increased influence in their families and communities on health care, family planning, domestic violence and reproductive rights. .
9. **Build networks:** By building social networks, women have more support and greater opportunities to effect change in their communities alone.

10. **Create public leaders:** provide leadership training for women to increase their presence in the public sphere. 61-65% of women report that they are now able to express their opinions in public or in their home. Women report joining committees, facilitating meetings, participating in protests, raising their voices against violence, and organizing community programs.

The Principles for women empowerment

1. Establish high-level corporate leadership for gender equality
2. Treat all women and men fairly at work - respect and support human rights and non discrimination
3. Ensure the health, safety and well-being of all women and men workers
4. Promote education, training and professional development for women
5. Implement enterprise development, supply chain and marketing practices that empower women
6. Promote equality through community initiatives and advocacy
7. Measure and publicly report on progress to achieve gender equality

Women is the source of Infinite Power: Maharshi karve worked ceaselessly with a missionary zeal for the upliftment of women. Maharishi Karve used to say "as for as the question of status and right of women are concerned, I will never accept defeat as I do not believe that women have a lesser capacity to learn."

Education enables women to effectively participate in the affair of the country and, indeed in their own family.

"The roots of Education are bitter, but the fruits are sweet Educate the Girl and change the Generation" Kiran Bedi

Female Education: Female Education is a process of Educating Females in order to make them efficient and effective members of society both at home and outside. It should enable them to look after and take care of their daily life duties and responsibilities as well as their legitimate rights. Thousand of girls otherwise intelligent and capable enough to get Education , but are deprived of because of multifarious social cultural and economical reasons and Gender prejudice. Due to this reason they are unable to play active role in the development of society

"If you Educate a boy ,you Educate an individual, but if you Educate a girl you Educate a community"
African proverb

Different Role Of Women:

Family Role- A women Role extend from being an important member of family daughter-wife, and mother to being a determinant of social development and building Nation.

The capacity to contribute increases immensely when the family environment is stable.

A woman has been endowed with a special gift from nature to give tender love to her children's and family and to keep the cord of love strong amongst relations which binds the family into loving, healthy and cultured family there fore the English saying, "Good Created Mother because he could not be present every where."

Many of the approached & values in the life are learned by a child from the mother.

Women therefore are after described as transmitters of knowledge and architects of the future. Educated women tend to provide better guidance to their children and also promote education of their Girl children. Women contribute to the development of good family, compassionate society, a progressive nation and a more tolerant world. This role is very important in society, which women should never forget.

Social Role:- Educated women can be an effective voice for articulating women related causes. They can be the voice in the fight against social evils like female filicide, child marriage, dowry & addictions, as well as against the discrimination and biases that exists in society against women.

They can be the advances for improved working condition for women. Educated women can help other women self-reliant and self-confident. They can counsel other women as well as share experiences about career choice, employment opportunities and business enterprises and also in making like nutrition and childcare. If the women of India work in this collective and collaborative spirit, change would be inevitable and change would be that which recognize, in full measure, the talent and potential women.

Political Role- Women participation in the political and economic activities of a society enriches the fabric of a nation. Many women in India have reached high position and many others are doing well in different sphere and even in professions once unthinkable for women. I am however ever conscious about the constraints and difficulties that they face in realizing their full potential but women still do not have the same opportunities of men.

Conclusion: Women in the modern hi-tech society, which is moving very fast under the shadow of population explosion, conflicts, chaos and corruption can mould the personality of the adolescent & youth in a proper direction and perspective, provided the women are themselves empowered.

Women are an integral part of our society. The idea of a human race can't be conceived without the existence of a woman. Women in the holy books have been bestowed with a very high status and have been adored with various objectives, she is called as mother of the nation and it is

said that education of the mother means education of entire family. Hence Empowered women for development of nation

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Attitude Of Pre-Service Student Teachers Towards Role Of Gender Equality In Upbringing Of Children.

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Abstract: The present paper aims to study the pre service student teacher's attitude towards gender roles on the basis of beliefs, values and equality. The final sample of the study comprised of 80 subjects, randomly selected from the B.Ed. course of Shri Shivaji college of education Amravati. Subjects were 20 males & 60 females pre service student teachers and all were graduates with the age group of above 21 years. A questionnaire was developed that measured attitudes toward gender equality of males and females (12 questions on equality), beliefs in various roles of males and females (8 questions of beliefs). The obtained data was analyzed by using t-test. Results revealed that there was significant difference in the attitudes of males and females pre service student teacher towards gender equality as females favored equality and did not believe in beliefs with which they have been born & brought up with as compared to males.

Keywords: Attitude, Gender Equality, Pre-service Student teacher, Gender, Gender Role

Introduction: Gender can be a key determinant of who does what, who has what, who decides, who has power, and even who gets an education or not. In many societies, boys are seen as the ones who should be educated, while girls are not. Traditionally, the man was the main breadwinner of the family whilst it was usually the woman's responsibility to look after the home. Looking after the home incorporated activities such as raising children, cleaning, cooking, looking after sick or elderly relatives. Before compulsory schooling was introduced education and religious upbringing also largely fell into the responsibility of the female head of the family, usually the mother.

Gender Inequality, in simple words, may be defined as discrimination against women based on their sex. Women are traditionally considered by the society as weaker sex. She has been accorded a subordinate position to men. She is exploited, degraded, violated, discriminated and expected to look after both home and work in outside world. This peculiar type of discrimination against women is prevalent everywhere in the world and more so in Indian society.

The term "gender inequality" refers to the perceived or actual unequal treatment of individuals based on their gender. Gender inequality arises out of cultural

differences in gender roles, which are socially constructed systems. While there are inherent biological sex-based differences between men and women, gender inequality is a form of social discriminations. Gender inequality is thought to show in a hierarchical view of genders, where the men are above the women, who are considered inferior and less valued by their gender. This involves a hierarchy of power. Gender equality in turn shows in equal value and opportunities for both genders. Gender inequality is present in most circumstances, and has been since ancient times. It is a theme that has been discussed thoroughly since the beginning of recorded interactions between men and women. Though at first sight it appears a sociological input, there are works that advocate for this matter to contain a sociobiological and evolutionary psychological background. Pragmatically, any idea is a product of education, so we shall consider how parenthood can contribute as a catalyst to this gender bias.

Objectives Of The Study: The objectives of the present are as follows:

1. To study attitude towards gender equality of pre service student teachers.
2. To study attitude of pre service student teacher towards upbringing of children.
3. To study views of pre service student teacher on impact of upbringing styles of children on gender role

Null Hypothesis: There is no significant difference between attitude of pre service student teacher towards gender equality and upbringing of children.

Review Of Related Literature: A child's earliest exposure to what it means to be male or female comes from parents (Lauer & Lauer, 1994; Santrock, 1994; Kaplan, 1991). From the time their children are babies, parents treat sons and daughters differently, dressing infants in gender specific colors, giving gender differentiated toys, and expecting different behavior from boys and girls (Thorne, 1993). One study indicates that parents have differential expectations of sons and daughters as early as 24 hours after birth (Rubin, Provenzano, & Luria, 1974).

Parents encourage their sons' and daughters to participate in sex-typed activities, including doll playing and engaging in housekeeping activities for girls and



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playing with trucks and engaging in sports activities for boys (Eccles, Jacobs, & Harold, 1990). Children's toy preferences have been found to be significantly related to parental sex-typing (Etaugh & Liss, 1992; Henshaw, Kelly, & Gratton, 1992; Paretii & Sydney, 1984), with parents providing gender-differentiated toys and rewarding play behavior that is gender stereotyped (Carter, 1987). While both mothers and fathers contribute to the gender stereotyping of their children, fathers have been found to reinforce gender stereotypes more often than mothers (Ruble, 1988).

Sanders (1997) highlights the role of teacher education and states that 'those learning how to teach today will be responsible for teaching the next two generations. If we want an environment in which girls and boys are treated, and treat each other, with respect and kindness, and in which girls as well as boys are urged and expected to fulfil their potential without restriction, then we must begin teaching about gender equity in our teacher education programs as a matter of course' (Sanders, 1997). Sanders emphasizes 'the social responsibility teachers have in their classrooms and towards their pupils and students.

Gender roles are considered by scholars to be social constructs that start at birth (Eagly, Wood, & Diekmann, 2000; Epstein, 1988). Children grow up and assimilate into a normalized feminine or masculine gender, influenced by family, mass-media, and teachers. Feminine and masculine gender roles are then reproduced throughout an individuals' life. Furthermore, masculine characteristics are globally more valued, favored, and preferred over feminine characteristics, which leads to sexism (Koenig, Eagly, Mitchell, & Ristikari, 2011). However, the degree of female undervaluation appears to change depending on the country. Accordingly, some societies may not give similar rights and opportunities to girls. Accordingly, some societies may not give similar rights and opportunities to girls and women - such as education, health care, nutrition or employment - that they give to boys and men.

Research Methodology:

Sample: Sample for the study comprised of 80 graduate pre service student teachers (B.Ed. students) with distribution of 20 boys and 60 girls from Shri Shivaji College of Education, Amravati using simple random purposive sampling technique.

Statistical Techniques Used: 't' test was applied to know the significant difference between the scores of attitude towards gender equality of pre service student teachers towards children upbringing.

Analysis and Interpretation of Data: The difference in the attitude towards gender equality of graduate females and males was calculated using t-test. The values obtained are mentioned below.

The t-value for difference in attitude towards gender equality of graduate boys and girls came out to be 2.98 which is significant at 0.01 level. The mean value for attitude towards gender equality of pre service female pre service student teachers (77.5) is more than the mean value for attitude towards gender equality of male pre service student teachers (49) and this difference is statistically significant.

Therefore, our null hypothesis stating, "There exists no significant difference in the attitude towards gender equality of pre service student teachers" stands rejected. It means pre service student teacher differ significantly in their attitude towards gender equality.

Conclusions:

- 1) In 21st-century Indian States culture, gender roles continue to be in a state of flux to some extent, although traditional gender roles still apply in many quarters. For example, boys are often encouraged to become strong, fast, aggressive, dominant, and achieving, while traditional roles for girls are to be sensitive, intuitive, passive, emotional, and interested in the things of home and family. However, these gender roles are culturally bound. Therefore, it must be assumed that culture and socialization also play a part in gender role acquisition.
- 2) Socialization is the process by which individuals learn to differentiate between what society regards as acceptable and unacceptable behavior and act in a manner that is appropriate for the needs of the society. The socialization process for teaching gender roles begins almost immediately after birth, when infant girls are typically held more gently and treated more tenderly than are infant boys, and continues as the child grows, with both mothers and fathers usually playing more roughly with their male children than with their female children. As the child continues to grow and mature, little boys are typically allowed to roam a wider territory without permission than are little girls. Similarly, boys are typically expected to run errands earlier than are girls. Whereas sons are told that "real boys don't cry" and are encouraged to control their softer emotions, girls are taught not to fight and not to show anger or aggression. In general, girls are taught to engage in expressive, or emotion-oriented, behaviors, while boys are taught to engage in instrumental, or goal-oriented, behaviors. When the disparity between the way they teach and treat their daughters and sons is pointed out to many parents, they often respond that the sexes are naturally different not only biologically but behaviorally as well.
- 3) The teaching of gender roles does not only come through obvious verbal teaching from parents and other elders in society; it also occurs in more subtle ways as well. Many people have observed that children's toys are strongly gender-typed. Girls are

often given "girl" toys such as dolls, play kitchens, and similar toys that teach them traditional, socially approved gender roles for when they grow up. Boys, on the other hand, are often given sports equipment, tools, and toy trucks, all of which help prepare them to act within traditional male gender roles. Even if nothing is ever said to children about the gender-appropriateness of these toys, research has shown that by the time they reach school age, many children have already come to believe that professions such as physician, pilot, and athlete are the domain of men, while women are supposed to have careers as teachers, nurses, secretaries, or mothers

- 4) Insensitivity to discriminatory behaviour towards girls may result from training them for obedience, excessive politeness at the expense of assertiveness, which is still widespread in the dominant model of social education. It's worth examining the awareness of students of both genders as to what they consider signs of cross-gender discrimination, and which behaviours that in fact are discriminatory, are justified by social approval.

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TO EVALUATE THE EFFECTIVENESS OF TEACHING THROUGH INDUCTIVE THINKING MODEL TO THE STUDENTS OF STANDARD IX IN AMRAVATI CITY

ABSTRACT

Various methods and techniques are working in teaching-learning process to achieve the objectives of learning outcome; but it seems difficult to achieve these objectives to perfection; merely depending upon these traditional practices. Models of teaching are used to obtain certain levels of learning objectives in the present pedagogical system. In the present scenario Inductive Thinking Model is working as an assumption in itself for teaching learning process. In the present investigation two pupil teacher of biology method from Shri Shivaji College of Education, Amravati and 66 students of class ix of Shri Shivaji Maratha high school have been selected. Experimental method has been applied for the present research. Two groups that are control group and experiential group were taught by traditional and Inductive Thinking Model respectively. Statistical tools such as mean, standard deviation and T value were used to analyze the data. It seems that Inductive Thinking Model is better than traditional teaching method. Students taught by Inductive Thinking Model found more motivated towards learning outcome. It is observed that students are more interested when taught by Inductive Thinking Model. Students also found motivated for self learning. Overall, it is found that Inductive Thinking Model works as an assumption in itself in the contemporary educational methods and laws.

INTRODUCTION-

In the teaching learning process the attainment of the learning objectives enhances the quality of education. We cannot say that only following the principles laid down by educational psychology leads us towards the perfecting of our educational goals. Because the marks gained by the students arises question towards our teaching-learning process. The continuous efforts in this direction by educationists and psychologists proved that though there is no perfect method of teaching to enhance the learning outcome but they developed some teaching models for this purpose.

Teaching models can also be teaching models. To understand this we have to understand difference between teaching method and teaching model. In teaching methods factual variables and their correlation is taken into account; whereas a model is evaluated on the basis of its usability to create visual experience. It is difficult to make generalization on the basis of models because they are not based on factual

experiences. Every teacher applies his own strategy to obtain the specific objective according to the content. However teaching strategy provides the base for teaching models.

Teacher plans his lesson according to his objectives of learning outcome. For this he takes in to consideration the interest and capabilities of his students. He plans and creates learning atmosphere in such a way so that teaching learning process go through in a logical way. Teacher takes into consideration all the factual data so that teacher and students work on a similar platform.

Inductive Thinking Model is useful to develop intellectual process of students during the process of teaching and learning in the classroom. The thinking process works on two levels that are abstract and concrete. Concrete concepts are related to thinking process in which learner can give specific information, correlate the situation, compare and give factual information. Whereas making generalization, prediction with proper

analysis and giving logical examples can be termed as abstract concept formation.

THINKING PROCESS GROUP

In this thinking process all the elements from concept formation to problem solving are taken in to account.

BENEFITS OF INDUCTIVE THINKING MODEL

- 1) To stimulate the thinking process of students.
- 2) Classify the things on the basis of similarity and difference.
- 3) Students are motivated for self learning

NECESSITY AND IMPORTANCE OF THE TOPIC

To motivate and to make the students think creatively, this model proved very useful. Students can compare and retain the content for a long time. To understand the value of Inductive Thinking Model it is necessary to teach with this model. Minute study of this model will lead us towards choosing right teaching methods.

OBJECTIVES OF THE STUDY

- 1) To prepare lesson plan by traditional method and by Inductive Thinking Model to teach Biology to std. IX students
- 2) To teach by traditional teaching method
- 3) To teach by Inductive Thinking Model
- 4) To study the Effectiveness of Inductive Thinking Model for teaching biology.

RESEARCH VARIABLES

- 1) Independent variable - Inductive Thinking Model
- 2) Dependent Variable - learning outcome
- 3) Controlled variable - medium of teaching limit of time, and content.

HYPOTHESIS

It is hypothesized that Inductive Thinking Model is more useful than traditional teaching methods.

SCOPE AND LIMITATION

For the present investigation two pupil teacher of Shri Shivaji College of education, Amravati and 66 students of class IX from Shri Shivaji Maratha high school were selected.

RESEARCH METHOD

Experimental method is used for present investigation. Firstly pupil teacher were made aware thoroughly about Inductive Thinking Model then the students from Shri Shivaji Maratha high school of class IX were divided into two groups of 33 students each. The first group was taught by traditional method and another group was taught

by Inductive Thinking Model. Then a test was administered to check the learning outcome. The following data is found after statistical analysis.

No. of Students	Teaching by Traditional method	Teaching by Inductive Thinking Model	T Value	T value significance
	Mean	SD	Mean	SD
33	47.7	4.0	53.2	3.8
	6	2	7	8
			5.67	Significantly more

ANALYSIS AND CONCLUSION

The difference in mean is found after comparing the data of controlled and experimental group. The 'T' value found (5.67) significantly more on 0.05 scales.

CONCLUSIONS MADE BY OBSERVATIONS.

- 1) Students found more involved while teaching through Inductive Thinking Model
- 2) Students learned the topic on their own due to thinking involvement
- 3) Students were found motivated towards learning and they themselves were motivating other students
- 4) Inductive Thinking Model is very much useful to teach biology.

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REVIEW OF RESEARCH

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A STUDY OF CREATIVITY IN PROFESSIONAL COLLEGE STUDENTS

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ABSTRACT—

Creativity is a potentiality which influences human activity in almost all spheres of life. Adolescence is transition period between childhood and adulthood. An adolescent is eager to interact with new experiences to find new relationships. The purpose of the study was to measure and compare creativity in adolescent students of Professional colleges.



The sample of 800 First year graduation adolescent students of medical and Engineering colleges were selected randomly for the study. Data collected by descriptive survey method. Bagar Mehdi's verbal test of creative thinking was used for analyse the data. The study concluded that male and female students of medical colleges were more creative than the male and female

students of Engineering Colleges respectively.

KEY WORDS: childhood and adulthood .

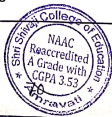
INTRODUCTION :

Creativity means literally 'create' 'creation' or 'creative force' and power to create new works. It is relatively a new concept, especially linked with the concept of imagination (Nami et al 2014) Creativity is an ability to think about things in new ways to achieve unusual and unique solutions in problems (Saif 2008). Every day we face new challenges in all aspects of life and creativity is not only a means for adopting with changes but also a stimulus for producing knowledge in different fields of study.

Creativity is that act or ability to create something new through imaginative skills. It is a mental process involving the generation of new ideas. Creativity is finding concepts or association between existing and new concepts or rearranging what is known in order to find out what is not known (Arya et al 2016). The creative process takes place in the thought. Creative thinking has two aspects divergent thinking and convergent thinking. A creative person requires passion and commitment, fresh way of looking at things, an understanding of people and an entrepreneurial willingness to take risk and work hard, ability to convince people that new ideal is good or better.

Creativity is important in everyday life because it makes life infinitely interesting and fulfilling. Creativity is a way of living life that embraces originality and makes unique connections between seemingly disparate ideas. Creativity is about living life as a journey into seeing and communicating the extraordinariness of simplest, most every day acts. Creativity expands perceptions and along with expanded perceptions come new ways of problem solving.

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Creativity is the capacity or ability of an individual to create, discover or produce a new or novel idea or object, including the rearrangement or reshaping of what is already known to him which proves to be a unique personal experience creator. It is the potential which influences human behavior in scientific, technical and artistic fields. Creativity is one of the highest gifts that nature has fast owed on mass. Creativity enhances the capacity to make changes in the surroundings. In fact it is creativity which helped society in its evaluation from the animal life to the present development. This is stage revolutionary

Adolescence is transition period between childhood and adulthood. Adolescence is the time when period of growing up. During which child is developed into man and women. Adolescence is the time when the surge of life reaches its highest peak. The adolescence is eager to interact with new experiences to find new relationships to combine resources of inner ability. Creativity is a critical aspect of person's life stating from embryonic existence onward through adulthood.

Creativity begins in adolescence with the development of abstract thinking capacity together with the creative janurian homespatial and sep-con articulation processes. The adolescent task feature of rebelliousness in an intrinsic pact of attempts at independence from parents for creatively motivated adolescents, opposition has divergent innovative effects and it is preserved as a basis for cognitive opposite dispositions that are incorporated within the janusian process.

Adolescence is marked by bodily changes for both females and males. Body and sensation pre occupations as well as spatial alterations form a basis during adolescence for flexible orientations to space, and the use of mental superimpositions and interpositions of the homospatial process.

Creative identity, the sense of oneself as a creative person, tends to start in adolescence and continue throughout life. This identity serves as a direct motivating factor for the acquisition of necessary skills and the pursuit of creative endeavour. Successful creation requires healthy psychological process and the flower of health adolescent development.

Adolescents do produce effective poetry and creative writing that may or may not continue throughout life. Other types of creativity that begin in adolescence are manifested in visual artistic pursuits, musical performance and composition, aspects of abstract and formal thinking capacities and technical pursuits and exploration. These all develop rapidly during this period. Creative writing especially is often focused on personal feelings, ideas and experiences and dramatizes and constantly changing and developing inner sense of self and identity. Hence an investigator made an attempt to measure the creativity among adolescents.

OBJECTIVES

- ❖ To measure the creativity of adolescent in various professional colleges.
- ❖ To compare the creativity of adolescents in various professional colleges.

HYPOTHESES

- ❖ There is no significant difference between the creativity among the male students of medical and engineering colleges.
- ❖ There is no significant difference between the creativity among the female students of medical and engineering colleges.

METHODOLOGY

Method

The present research based on survey method particularly the descriptive survey research.

Sample

The sample comprised of 800 students of first year of graduation in which 400 Medical (200 male + 200 female) college students and 400 Engineering College students (200 male + 200 female) were selected randomly from the medical and engineering colleges of Amravati University.

Tool

Baqer Mehdi's Verbal Test of Creative Thinking (1985) was used to measure the factors of creativity like fluency, flexibility, originality and total creativity of the students.

Statistical Analysis

Both the descriptive and inferential statistics were employed for analysis of data. The descriptive statistics such as Mean and standard deviation were used.

Inferential statistics such as 't' test was employed 't' value was calculated to know the significant difference between the creativity of male and female students of medical and engineering colleges.

Analysis of Data**Testing of H_{01}**

There is no significant difference between the creativity among the male students of medical and engineering colleges.

Table 1 : Showing the significance of difference between the creativity among the male students of medical and engineering colleges.

medical and engineering colleges.						
Variables	Male students				't' value	Level of significance 0.05
	Medical (200)		Engineering (200)			
	Mean	S.D.	Mean	S.D.		
Fluency	44.63	14.27	31.54	9.79	12.31	Significant
Flexibility	29.95	6.40	21.80	6.29	12.82	Significant
Originality	13.92	8.82	5.87	4.84	11.31	Significant
Total Creativity	90.50	26.27	59.22	18.70	13.71	Significant

From the table 1 the mean scores of the male student of medical and engineering colleges on the measure of fluency were found to be 44.63 and 31.54 and their corresponding S.D. were found to be 14.27 and 9.79 respectively. The 't' value was found to be 12.31 which is significant. Hence it may be concluded that male students of medical colleges with their significantly high mean score possessed significantly greater fluency than male students of Engineering Colleges.

Comparison between male student of medical and Engineering college on the measure of flexibility, originality and total creativity calculated the 't' values were found to be 12.82, 11.31 and 13.71 respectively which were more than the table value 1.96. Hence H_{01} was rejected.

It is inferred that there was a significant difference between the flexibility, originality and total creativity among the male students of medical and engineering colleges.

It is concluded that male students of medical colleges were much creative than male students of engineering colleges.

Testing of H_{02}

There is no significant difference between the creativity among the female students of medical and engineering colleges.

Variables	Female students				't' value	Level of significance 0.05
	Medical (200)		Engineering (200)			
	Mean	S.D.	Mean	S.D.		
Fluency	40.99	16.16	34.90	12.11	4.26	Significant
Flexibility	27.22	8.09	24.62	6.69	3.63	Significant
Originality	12.21	8.81	8.83	6.07	4.46	Significant
Total Creativity	80.42	29.74	68.26	22.05	4.64	Significant

From above table 2 the mean scores of the female students of medical and engineering colleges on the measure of fluency were found to be 40.99 and 34.90 and their corresponding S.D. were found to be 16.16 and 12.11 respectively. The 't' value was found to be 4.26 which is significant at 0.05 level of significance. Hence it may be concluded that female students of medical colleges with their significantly high mean score possessed significantly greater fluency than female students of Engineering Colleges.

Comparison between the female students of medical and Engineering colleges on the measure of flexibility, originality and total creativity the calculated 't' values were found to be 3.63, 4.46 and 4.64 respectively which were more than the table value 1.96. Hence H_0 was rejected.

Therefore, it is inferred that there was a significant difference between the fluency, flexibility, originality and total creativity among the female students of medical and engineering colleges.

It is concluded that female students of medical colleges were more creative than female students of engineering colleges.

CONCLUSIONS

- Male students of medical colleges were more creative than the male students of Engineering colleges.
- Female students of medical colleges were more creative than the female students of Engineering colleges.

SUGGESTIONS

Creativity is a valuable skill and there are common strategies teachers can use to help students to develop it.

- Plan and frame curriculum and provide tools that give students options, voice and choice in order to enable them to be creative.
- Remove constraints for creativity and give the students space and a framework in which they can be creative.
- Teach student how think than what to think.
- Foster a question friendly environment help students develop the habit of asking why questions.
- Practice generating more ideas.
- Encourage new skills.
- Model creativity in the classroom. To help students unleash more creativity, lead by example and openly share original ideas with the class.
- Use the Jigsaw classroom method. Allow students to do some work on there own.
- Visualize goals with timelines.
- Team build exercises.
- Challenge advanced students with extension projects.
- Rewards and recognition are key to motivating students.
- Encourage discussion.

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leveraged by all the Universities and colleges, J.C. Aggarwal, (2006)[4]. Quality must be built into each design and each process. It cannot be created through inspection. However, it should be a onetime activity and is also to be continuously modified. So far teacher education is concerned, NCTE has come out with a changed structure of various teacher education programmes with several new and innovative components and it is our responsibility to ensure that all these components are efficiently integrated with the academic audit process, The University and its affiliated colleges will make all efforts to ensure it.

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Student's of Personal Values in relation to their Self concept

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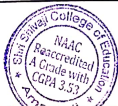
Abstract

Values are collective conceptions of what is considered good, desirable and proper or bad, undesirable and improper in a culture. The term self concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. Students who demonstrated patterns of low academic value and low academic self concept often tend to perform poorly in school (Gans, Kenny & Ghany 2003). The purpose of the study was to investigate the relation between students' personal values with their self concept. The sample of 800 students selected randomly from the 10 State Board Schools of Amravati District. Data collected by descriptive survey method. Personal value questionnaire constructed by Dr. Mrs. G.P. Sherry, Dr. R.P. Verma and Rajkumar Saraswat's self concept questionnaire were used as a tool for data collection. Mean, S.D. and co-efficient of co-relation (r) were used to analyse the data. The study concluded that there was negative and negligible relationship between self concept with personal values such as Religious, Social, Democratic, Aesthetic, Economic, knowledge, Hedonistic, Power, Family prestige and health value of State Board students.

Introduction

The term self concept is a general term

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used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to be have concept of oneself. According to Baumeister (1999) "Self concept is the individual's belief about himself or herself, including the person's attributes and who and what the self is."

Self concept is defined as a value that an individual places on his or her own characteristics, qualities, abilities and actions (Woolfolk 2001). Self concept is not innate but is developed and constructed by the individual through interaction. The aspect of self concept is important because it indicates that it can be modified or changed (Franken 1994). The way an individual views himself accounts to a large extent for his success.

Our self concept is important because it influences how we think, feel and act in every day organizational life. Understanding the self concept is particularly important for managers because self knowledge helps managers "understand why they do the things they do and how their beliefs and behaviours affect themselves, others and the organization for better and worse.

Values are ideas that guide us in action. In this they are similar to plans, goals, fears, intentions, policies etc and the like. All these are ideas which guide us in action. Among these ideas, values alone concern the manner of our actions rather than the consequences (as with plans, goals and fears) or the mere fact of their performance (as with intentions and policies). Values guide us not just in action but also in planning and goal setting. Our goals, plans, policies etc are all justified in terms of our values. Values are also updated due to new information, like when we are exposed to previously unknown consequences of choice. A person explains most of their actions by using their values. This explanation is called 'giving a reason' for your action. And the ability to give reasons that make sense to other people

(usually by referring to values) is called 'being rational'.

Our values helps us achieve clarity regarding why we do, what we do and accordingly stay and track and live a consistent life. All our actions and decisions are affected by our values. Anthony Robins, in his books titled 'Awaken the Giant Within' states that values guide our decision and therefore our destiny. The person who knows his values and live by them becomes the leader of our society. Values are as important as competencies to achieve our goals knowing others. Value is equally important to understand their behaviour and the causes behind it, their decision making by understanding their values. Terminal values provide us a sense of fulfillment, richness and reward.

At the present time moral values are as important as scientific and technological activities and progress made by science and technology improves the conditions of our material life. Certainly the moral values in today's generation are lacking and generations will be confused about their ethics. The adolescents are the future of tomorrow, so the lack of moral values especially among this important section of the society is a serious issue. The root cause of the lack of moral values among adolescents is the disturbances in their families as family is the key factor behind moral crises because children acquire moral values from the family. Now the changes in our economic and social system after the advent of globalization, negatively influences the adolescents moral developments.

Saraswat R. (1982) in his study concluded that boy's self concept was positively and significantly related to political and religious values while the girl's self concept was not related to any of these values. Kulshreshtha R. (1983) investigated that value orientations affected the concept of self in adolescent. Value orientations had a positive affinity with self

concept among male as well as female adolescents under different level of interest. Maya Benish, Ellas Daniel and Kristina L. McDonald (2019) found that self esteem related negatively to self enhancement values and positively to conservation values using zero order correlations.

Students who come to value and engage in tasks will develop a greater sense of positive self concept of abilities and thus an expectancy to succeed (Eccles 2005, Deci & Ryan 1985, Eccles et al. 1983, Harter 1983). Self concept can be considered as a key component of value because of their validity in predicting effect, task choice and persistence (Metallidou & Vlachou 2007). Thus in order to understand student value and its influence on student learning it seems important to take into account other aspects of value, such as students self concept belief. Spinath and Spinath (2005) conducted a study that examined the link between students value and self concept. The results indicated that both self concept and value decreased across the school year. In addition, value and self concept were shown to be moderately to strongly correlated with each other.

Narayanan, Santha Kumar, Sajjan Rao and Gopu Kumar (1994) found that self concept, self respect are assigned high ranks by Indian business students and business students of Singapore with regard to the way they given importance to values. Both the groups attach least importance to values like caste, politics and relatives.

Nisha (1991) concluded that adolescents high on alienation differed significantly from those who were low on alienation on the score for all the dimensions of personality, aesthetic values and self esteem.

There is a significant relationship between self concept and values among higher secondary students.

Keeping fact in view the present study aimed to find out the relationship between

personal values and self concept of students.
Objective

To investigate the relationship between personal values and self concept of students.

Hypothesis

There is relationship between the types of personal values dimensions like religious, social, democratic, aesthetic, economic, knowledge, Hedonistic, Power, Family and Health value and self concepts of the State Board students at Amravati District.

Method

The present study is based on survey method. This research can be located in a descriptive co-relational research.

Sample

Research sample comprised of 800 students (400 male + 400 female) who were randomly selected from the 10 State Board schools of Amravati district. The sample profile is given in Table 1.

Tool

The self concept questionnaire developed by Raj Kumar Saraswat was used to find out the self concept among the state board students. In the questionnaire 6 dimensions and 48 item (Each dimension has eight questions) were included to measure the self concept. The dimensions are physical, social, intellectual, moral, educational and temperamental. The test-retest reliability of the questionnaire was found to be .91 for the total self concept.

Personal value questionnaire constructed by Dr. Mrs. G.P. Sherry and Dr. R.P. Verma was used to measure the personal values among the state board students of Amravati District. The questionnaire contained 40 questions divided between the 10 types of dimensions of personal values such as religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health value. The test-retest reliability for overall dimensions was nearby .60.

Statistical Techniques

Both descriptive and inferential statistics were employed for analysis of data. The descriptive statistics such as Mean and S.D. were used.

Inferential statistic such as person product moment co-relation co-efficient was used to know the co-relation between the types of personal values and self concept of state board student.

Analysis of the Data

Table 1 : Showing the descriptive analysis of the self concept and dimensions of personal values of state board students.

Students	Male 40		Female 400	
	Mean	S.D.	Mean	S.D.
Total self concept	129.3	16.15	145.45	16.17
Religious value	10.70	4.68	10.67	4.73
Social Value	10.58	4.74	9.87	4.02
Democratic value	14.19	6.36	12.88	4.62
Aesthetic value	11.93	4.78	12.53	4.70
Economic value	13.85	5.12	13.94	4.76
Knowledge value	13.7	4.67	13.66	4.69
Hedonistic value	12.54	4.86	11.40	4.65
Power value	12.76	4.17	12.62	4.53
Family Prestige value	9.78	4.11	12.24	4.73
Health Value	10.04	4.28	11.66	5.15

Table 2 : Showing the correlation between the types of personal values and self concept of state board students.

Variables Dimensions of Personal values self concept	Number of Students	Obtained (r)	Level of significance 0.05
Religious value	800	-0.02	Not significant
Social Value	800	-0.01	Not significant
Democratic value	800	-0.003	Not significant
Aesthetic value	800	-0.03	Not significant
Economic value	800	-0.01	Not significant
Knowledge value	800	-0.060	Not significant
Hedonistic value	800	-0.09	Not significant
Power value	800	-0.01	Not significant
Family Prestige value	800	-0.003	Not significant
Health Value	800	-0.02	Not significant

For 798 df. Table value of 'r' is 0.062

From the above table it is observed that for 798 degree of freedom the obtained correlation co-efficient (r) between self concept with religious, social, democratic, aesthetic, economic, knowledge, Hedonistic, power, family prestige and health value is - 0.02, - 0.01, - 0.003, - 0.03, - 0.01, - 0.06, - 0.09, - 0.01, - 0.003, - 0.02

respectively which are negative and not significant at 0.05 level of significance.

Therefore it is inferred that there is negative and negligible relationship between self concept with religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health value of state board students

Conclusion and Suggestions

The study aimed to investigate the relationship between self concept with dimensions of personal values among the state board students of Amravati District. It is concluded that there is negative and negligible relationship between self concept and personal values, dimensions.

Since the parents, teachers and students is of great importance in the evaluation of self concept and personal values, therefore educational application in the form of suggestions for parents, teachers and schools is offered.

Teacher and parents should always behave according to good values so that students learn to behave like that without any confusion.

Curriculum should be very practical and value oriented.

There should be value counseling sessions in each school so that students get proper guidance in any value conflict.

Schools should carry out different activities to trace out hidden values in students and strengthen various value such as health value through sports competitions and counseling about food habits.

Teacher and parents should never talk in a way with students, which is harmful for their self concept.

School should arrange different socially interactive activities to strengthen self concept of students.

Students should work to improve their moral and temperamental self concept.

Adolescents views should be taken into consideration in any decision making procedure by the family members as well as by the teachers.

In a rapid changing world, the cultivation of an all round personality, sensitive to problems in environment is important, vital and necessary. A special care and personalized support system is therefore, imperative to nourish the potentialities of students. Hence for positive self concept development among students, Parents and teachers can through the medium of meaningful relationship, be significant and should recognize the child's efforts and let them know that you have confidence in their ability to do well.

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TO STUDY THE EFFECTIVENESS OF LECTURE METHOD AND DISCUSSION METHOD FOR HISTORY TEACHING

ABSTRACT

Teaching is the most difficult task. In order to make children learn effectively the teacher has to adopt the right method of teaching. Teaching is not a mechanical process. It is an intricate, exacting and challenging job. There are various methods of teaching for various subjects. History subject is called a mother of social sciences. Lecture method is the oldest method of teaching history. Discussion is an ordered process of collective decision making. It is a sharing and weighing of all sides which are as many as there are conflicting interest or values. The purpose of the research was to study and compare the effectiveness of lecture method and discussion method for history teaching. The sample of 100 students comprised of 50 male and 50 female student of IXth Std. selected randomly from school of Amravati city. Teacher made test was used as a tool for data collection. Mean, S.D. and 't' value were used to analysis of data. The research concludes that discussion method is more effective than lecture method for history teaching.

Introduction :

Today the world is passing through rapid changes. In such a world, education cannot resist change. The imperatives of new times, new demands and new visions require an education of such quality as never was visualized in human history. It is being realised that education is a concept philosophically evolved psychologically developed and socially based. These bases of modern education has arisen a number of significant trends in teaching and learning practices.

During the past few decades a spirit of change and innovation pervades educational activities in many parts of the world. One of the most significant trends in today's school is the encouragement of creativity. Children are helped to set their goals, plan their own activities, work in groups in which opinions can be shared.

Need and significance of the problem :-

History subject is said to be the 'Queen' or 'Mother' of the social sciences. It has become a scientific study dealing with the whole truth and nothing but the truth. It is the study of totality of human behavior. It has broadened its scope and more attention is given to the common people as well as leaders in a public life. So the history teacher must be fully with the different methods of teaching because it is teaching method that determines the quality of results and value inclusion.

Discussion is one of the most valuable method is teaching of history. It is in fact, social action in its purest form the solution of a problem through the establishment of agreement or consensus. Ideas are initiated, there is exchange of opinion accompanied by a search for its factual basis. It activates thinking along the lines of self evaluation. It is valuable in that it represents a type of intellectual team work resting on the philosophy and principle that the pooled knowledge, ideas and feelings of several persons have greater merit than those of a single individual. Discussion helps children crystallize their thinking, helps identify concepts. Lecture method is oldest method of teaching history. Lecture fixes the attention of the pupils on the significant details. A few minutes lecturing can help to clarify matter and save valuable time.



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Through lecture the teacher can very well guide the pupil by summarizing the main points. It is one of the best way of presenting additional materials. The need of right method of teaching cannot be underestimated in an ideal system of education. Hence an investigator made an attempt to study the effectiveness of lecture method and discussion method for teaching of history subject.

Objectives :

1. To study the effectiveness of lecture method for history subject teaching.
2. To study the effectiveness of discussion method for history subject teaching.
3. To compare the effectiveness of lecture method and discussion method for history subject teaching.

Hypothesis :

There is no significant difference between the effectiveness of lecture method and discussion method for teaching of history subject.

Design of the study:

In the present study experimental method was used.

Sample :

The sample comprised 100 students (50 male + 50 female) studying in IXth std. of were selected randomly for the study.

Tool :

Teacher made test was used.

Statistical Analysis :

Both the descriptive and inferential statistics were employed for analysis of data. The descriptive statistics such as Mean and Standard deviation were used.

Inferential statistics such as 't' test was employed 't' value was calculated to know the significant difference between the effectiveness of lecture method and discussion method for history subject teaching.

Analysis of Data :

Table - 1 : Comparison between the means of score of lecture method and discussion method :

Group	No of students	Mean	S.D.	t Value	Level of significance	
Lecture Method	50	13.12	2.05	11.13	0.05	0.01
Discussion Method	50	17.24	1.79		significant	significant

The above table shows that for 98 df : 0.05 and 0.01 level of significance the calculated 't' value is 11.13 which is more than the table value 1.98 and 2.63j respectively.

Therefore it is inferred that significant difference found in between the means of score of lecture method and discussion method.

Table - 2 : Comparison between the means of score of lecture method and discussion method obtained by male students

Group	No. of students	Mean	S.D.	t Value	Level of significance	
Lecture Method (Male student)	25	14.08	1.71	9	0.05	0.01
Discussion Method (male student)	25	17.68	1.15		significant	significant

The above table shows that for 48 df : 0.05 and 0.01 level of significance the calculated 't' value is 9 which is more than the table value 2.01 and 2.68 respectively.

Therefore it is inferred that significant difference of lecture and discussion found in between the means of score of lecture and discussion method obtained by male students.

Table - 3 : Comparison between the means of score of lecture and discussion method obtained by the female students

Group	No. of student	Mean	S.D.	t' value	Level of significance	
Lecture Method (Female student)	25	12.16	1.97	8.14	0.05	0.01
Discussion Method (Female student)	25	16.8	2.17		significant	significant

The above table shows that for 48 df : 0.05 and 0.01 level of significance the calculated 't' value is 8.14 which is more than the table value of 2.01 and 2.68 respectively.

Therefore it is inferred that significant difference found in between the means of score of lecture and discussion method obtained by he female students.

Table - 4 : Comparison between the means of score of male students in lecture method group and female students in discussion method group

Group	No. of students	Mean	S.D.	t' value	Level of significance	
Lecture Method (Male student)	25	14.08	1.71	5.13	0.05	0.01
Discussion Method (Female student)	25	16.8	2.17		significant	significant

The above table shows that for 48 df : 0.05 and 0.01 level of significance the calculated 't' value is 5.13 which is more than the table value of 2.01 and 2.68 respectively.

Therefore it is inferred that significant difference found in between the means of score of male students in lecture method group and female student in discussion method group.

Table - 5 : Comparison between the means of score of female students in lecture method group and male students in discussion method group.

Group	No. of student	Mean	S.D.	t' value	Level of significance	
Lecture Method (Female student)	25	12.16	1.97	12.54	0.05	0.01
Discussion Method (Male student)	25	17.68	1.15		significant	significant

The above table shows that for 48 df : 0.05 and 0.01 level of significance the calculated 't' value is 12.54 which is more than the table value of 2.01 and 2.68 respectively.

Therefore it is inferred that significant difference found in between the means of score of female students in lecture method group and male students in discussion method group.

Finding :

There is significant difference found in between the means of score of lecture method and discussion method. Hence it is concluded that discussion method is more effective for teaching history subject than lecture method.

Conclusion :

The modern education is a revolt against the bookishness of the past. The child is placed on the pedestal of glory and the teacher's position in this respect has altogether changed. Methods of instruction and contents of instruction have also undergone profound changes and have become new and novel. Instead of inculcating a dull reception, an uncritical acceptance and a passive spectatorship, the new methodology encourages active perception, active thinking and active acting.

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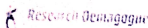
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LIFE SKILL DEVELOPMENT THROUGH SCHOOL CURRICULUM

ABSTRACT

Morality education is not a new idea but has been in existence parallel with education. The history of education in all countries in the world proves that education has two significant objectives: help the younger generation become more intelligent and makes them better. Educating a citizen intellectually but not morally will be a threat to the society. So, educating life skills is not less important than theoretical teachings. The process of developing social character, morality and sentiment of the pupils is as important as the formation and development of knowledge.

DEFINITION OF LIFE SKILLS :

"The four pillars of learning - learning to know, learning to do, learning to be and learning to live together and defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis."(UNICEF-2001)

DEFINING LIFE SKILLS:

Life skills are abilities for adaptive and positive behavior, that enable individuals to deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. These are listed here:



LIFE SKILLS GENERALLY FALL UNDER THREE CATEGORIES :

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1. Social and interpersonal skills (including communication, refusal skills, assertiveness, and empathy)
2. cognitive skills (including decision making, critical thinking and self-evaluation)
3. emotional coping skills (including stress management and increasing an internal locus of control).

OBJECTIVES OF RESEARCH PAPER :-

- To Discuss Concept of Life Skills.
- To Explain the Importance of life Skill at School Level
- To Suggest the Action Programme to develop the Students Life Skills.

KEY TERMS USED :

Life Skills, Action Programme to develop a Life Skills.

RESEARCH METHODOLOGY :

The present Research paper is base on secondary data. While preparing the research paper various references, Journals and books have been use. The detailed list is given at the end of the paper.

MAIN COMPONENTS OF LIFE SKILLS :

The skills referred to in the skills-based approach to health education include both the practical skills associated with specific health behaviours and life skills. A suggested framework for skills-based programmes could therefore aim at developing competencies in the four following areas: knowledge and critical thinking skills (learning to know), practical skills (learning to do), personal skills (learning to be) and social skills (learning to live together). The practical skills are



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the manual skills under learning to do, and the psycho-social life skills are the skills under learning to know, to be and to live together. A life skills approach to education is one that teaches an essential combination of skills needed in a particular and specific context, both practical and life skills.

DECISION MAKING:

Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing the different options, and what effects different decisions may have.

PROBLEM SOLVING:

problem solving enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give

rise to accompanying physical strain.

CREATIVE THINKING:

Creative thinking contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.

CRITICAL THINKING:

Critical thinking is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behavior, such as values, peer pressure, and the media.

EFFECTIVE COMMUNICATION:-

Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.

INTERPERSONAL RELATIONSHIP SKILLS:-

Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

SELF-AWARENESS:-

Self-awareness includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.

EMPATHY:

Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

COPING WITH EMOTIONS:

Coping with emotions involves recognizing emotions in ourselves and others, being aware of how emotions influence behavior, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.

COPING WITH STRESS:

Coping with stress is about recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems. The life skills described above are dealt with here in so far as they can be taught to young people as abilities that they can acquire through learning and practice. For example, problem solving, as a skill, can be described as a series of steps to go through, such as: 1) define the problem; 2) think of all the different kinds of solutions to the problem; 3) weigh up the advantages and disadvantages of each; 4) choose the most appropriate solution and plan how to realise it. Examples of lessons designed to facilitate life skills acquisition are included in the appendix to this document.

Inevitably, cultural and social factors will determine the exact nature of life skills. For example, eye contact may be encouraged in boys for effective

communication, but not for girls in some societies, so gender issues will arise in identifying the nature of life skills for psychosocial competence. The exact content of life skills education must therefore be determined at the country level, or in a more local context. However, described in general terms, life skills are being taught in such a wide variety of countries that they appear to have relevance across cultures.

ACTION PROGRAMME TO DEVELOP THE LIFE SKILLS AT SCHOOL LEVEL:-

In life skills education, children are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

A life skills lesson may start with a teacher exploring with the students what their ideas or knowledge is about a particular situation in which a life skill can be used.

The children may be asked to discuss the issues raised in more detail in small groups or with a partner. They may then engage in short role play scenarios, or take part in activities that allow them to practice the skills in different situations - actual practice of skills is a vital component of life skills education. Finally, the teacher will assign homework to encourage the children to further discuss and practice the skills with their families and friends.



The school is an appropriate place for the introduction of life skills education because of:

1. The role of schools in the socialization of young people.
2. Access to children and adolescents on a large scale.
3. Economic efficiencies (uses existing infrastructure).
4. Experienced teachers already in place.
5. High credibility with parents and community members.
6. Possibilities for short and long term

evaluation.

CONCLUSION:

This involves the modeling of life skills using methods such as video films, puppet shows and cartoons (in magazines, newspapers and on television). Such initiatives can be coupled with support materials to introduce discussion about the scenarios presented. The support materials can be developed for implementation by peer or other educators in settings such as youth clubs. Short courses of life skills training can be carried out with children and adolescents who participate in sports and recreational clubs. Life skills training workshops can also be integrated into existing courses offering training in livelihood or vocational skills. There is a need for life skills interventions to reach vulnerable children such as street children, sexually exploited and working children, and orphans. Little is known about life skills interventions with vulnerable young people, although there are many indications that life skills play an important role in determining which children cope in difficult circumstances.

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समृद्ध जैवविविधतेचे संवर्धन : काळाची गरज

प्रा. डॉ. संजय भीमराव खडसे

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प्रस्तावना :

जैवविविधता हे एक नैसर्गिक संसाधन मानले जाते. मानवाला दिलेल्या विविध देणण्यांपैकी ती एक देणणी असून मानवी जीवन सुखकर करण्यासाठी महत्त्वाचा घटक आहे. परंतु सध्याच्या काळात जैवविविधतेचा प्रश्न गंभीर बनलेला आहे. वाढती लोकसंख्या नैसर्गिक साधन संपदेचा अमर्याद वापर वृक्षतोड, भूमीच्या वापरात होत जाणारे बदल यामुळे सजीवांच्या अनेक प्रजाती नष्ट झाल्या आहेत व सध्याच नष्ट होण्याच्या मार्गावर आहेत. उष्ण तापमान पट्टेवरील वनांमध्ये पृथ्वीवर्गीय सजीवांच्या ५०; जास्त प्रजाती आढळतात परंतु मानवाच्या हस्तक्षेपामुळे अनेक प्रजातींचे अस्तित्व धोक्यात आले आहे. मानवाच्या हस्तक्षेपामुळे सजीवांच्या प्रजाती नष्ट होण्याचा दर नैसर्गिकरीत्या नष्ट होण्याच्या दराने सुमारे १००० पटीने जास्त आहे असे शास्त्रज्ञ म्हणतात. हा संतार केवळ उष्ण पट्टेवरील वनांमध्येच चालू आहे. म्हणून उष्ण पट्टेवरील वनांचे संरक्षण करणे गरजेचे मानले जाते.

जैवविविधता टिकविण्यासाठी गरज आहे जंगल संवर्धनाची, जंगल हे वन्य जीवांचे व जीवाणूंची वसतीस्थाने म्हणून वन्यजीवांचे व वनांचे रक्षण करणे आवश्यक आहे. पर्यावरणाचा समतोल राखण्यासाठी वन व वन्यजीव वाढविणे, जैवविविधतेची जपणूक करणे तसेच तिचे संवर्धन करणे ही काळाची गरज आहे. जैव विविधता पर्यावरणाचा आत्मा असून वन वा वन्यजीव एकाच नाण्याच्या दोन बाजू आहेत. त्यांचे संतुलन राखणे गरजेचे आहे. अशा परिस्थितीत पर्यावरणात जीवविविधतेचे महत्त्व (Importance of Biodiversity) :

त्यामुळे संतुलीत पर्यावरणासाठी जैवविविधतेचे संरक्षण करणे आवश्यक आहे. वनस्पती, प्राणी व जीव जीवाणूंच्या विविध जाती व प्रजातींच्या पृथ्वीवर्गीय संवर्धन आणि संरक्षण करणे, ही काळाची गरज व मानवाने अनुप्राणिक जबाबदारी आहे. अन्यथा मानवाच्या त्याल दिला लुक-लुकायला लागला आहे, गरज आहे ती मानवाने सावध होऊन सावधगुण्याचा अन्वेषा निगमणे शक्य करणे अशक्यच आहे.

जैवविविधतेचे प्रकार : (Types of Biodiversity)

अ) अनुवंशिय विविधता (Genetic Diversity)

प्राणी आणि वनस्पतींच्या द्रष्टीने फार महत्त्वाचा सुक्ष्म घटक म्हणजे जनुक किंवा जीन (Gene) एकत्र प्रजातीच्या प्राणी किंवा वनस्पतीत या जनुकांची विविधता म्हणजेच अनुवंशीय विविधता किंवा गुणसूत्रीय विविधता किंवा जनुक विविधता.

ब) प्रजातीची विविधता (Species Diversity)

एका जातीच्या समूहामध्ये एकत्र प्रकाश्या जनुक (जीन) आढळते. त्यामुळे एकत्र जातीच्या प्राण्यामध्ये साम्य दिसून येते. बऱ्याच वेळा अशा प्राण्यांच्या अधिवासही एकत्र असतो परंतु अशा अधिवासात पोपक द्रव्यांनी उपलब्धता वाढल्यास अनेक सजीव त्याठिकाणी गोळा होऊन त्यात इतर अधिवासामुन आलेले सजीवही असतात. एकाच अधिवासात विविध प्रकारचे व विविध जातीचे सजीव वेगवेगळ्या संख्येने राहतात त्यालाच प्रजातीय विविधता असे म्हणतात.

क) परिसंस्था विविधता (ECD system Diversity)

सजीव घटक व पर्यावरणातील घटक यांच्यातील क्रमबद्ध आंतरक्रियांचे वैशिष्ट्यपूर्ण समष्टि म्हणजेच परिसंस्था होय. प्रत्येक परिसंस्थेतील पर्यावरण, अधिवास त्यातील सजीव प्रजातींचे प्रकार ठराविक असतात. परिसंस्था बदललावेगवेगळे हे सर्व घटकही बदलतात. यालाच परिसंस्था विविधता असे म्हणतात.

जैवविविधतेचे महत्त्व : (Importance of Biodiversity) :

निसर्गात किंवा पर्यावरणात आलेल्या जीवांचे मानवाला अनेक रूपाने लाभदायक आहेत. प्राण्यांचे काळापासून वनस्पती आणि प्राण्यांचे

(Population Growth)

५. वाढते औद्योगिकरण
(Growing Industrialisation)

६. नशा, धरणाने काम
(River-Dam Projects)

७. खानाकाम (mining)

८. कीटकनाशक व गंगनाशक
(Insecticide and Pesticides)

९. अणुनाशक स्फोट
(Atomic Explosion)

१०. लष्करी तळ (Military Camps)

११. स्थलांतरित शेती
(Shifting Agriculture)

२. भारतातील वनस्पती व प्राण्यांच्या संकटग्रस्त प्रजाती : (Endangered Flora and Fauna of India)

भारतामध्ये हवामान आणि प्राकृतिक रचनेतील विविधतेमुळे जवळपास ८१,००० जीवजंतूंच्या आणि ८०,००० वनस्पतींच्या प्रजाती आढळून येतात. यापैकी १५,००० प्रजाती अत्यंत संकटग्रस्त अवस्थेत आहेत. भारताने क्षेत्रफळ जगातील क्षेत्रफळाच्या २.४% इतके आहे. येथे जगातील एकूण जीवजंतूंच्या ६.५% जीवजंतू निवास करतात. जागतिक वन क्षेत्रफळापैकी भारतात फक्त ०% वनक्षेत्र आहेत. भारतात जागतिक पशूंपैकी १.८% पशू, ६.०% वाघ, ७.०% आशियन हत्ती व इतकेच भारताचे गंडे आढळून येतात. भारतात माशांच्या (मासे) २५.८६ प्रजाती, १००८ पक्षांच्या, ४००० कीटकांच्या ८०८ सरपटणाऱ्या जीवांच्या, ३७० सरसत प्राण्यांच्या २०४ उभयचर प्राण्यांच्या प्रजाती आढळून येतात. यापैकी सरसत प्राण्यांच्या ८३ पक्षांच्या ११३, सरपटणाऱ्या जीवांच्या २५, उभयचर प्राण्यांच्या ७३, प्रजाती व अनेक कीटकांच्या प्रजाती लुप्त झाल्यासारख्या आहेत.

भारतातील नष्ट होत चाललेल्या जीवजंतूंची संख्या

अ. क्र.	प्रजाती	नष्ट झालेल्या	नष्ट होण्याचा धोका असलेल्या
१	कुत्रा पक्षी	३५६	२५०००
२	गाढी	१२	३५३
३	धुमक	०५	१००
४	सामान्य	२२	१००
५	वाडीला पक्षा असलेले जीव	१८	१३५५
६	पक्षी	१३३	१०३०
७	सरसत जीव	८३	६५०
८	एकूण	५२४	२२५३०

जैविक विविधतेचे संवर्धन (Conservation of Biodiversity)

भारतामध्ये प्राचीन काळापासून विपुल आणि समृद्ध जैवविविधता आढळून येते. विविध वनस्पती व प्राण्यांच्या जातींमुळे विविध भागात विविधता आढळून येते. उत्तरेकडील उंच हिमालय, ईशान्य भागातील घनदाट जंगले देशाच्या पूर्वे पश्चिमेला पसरलेल्या पूर्वे व पश्चिम घाट गंगेने मैदान, राजस्थानातील वाळवंट, खारफुटी जंगले, विस्तृत पठारी भाग, अती घनदाट जंगल असलेले अंदमान निकोबार बेटे, उष्णकटिबंधातील सदाहरीत व निमसदाहरीत जंगले, हिमालयातील सुनिष्पन्निकाची अल्पाइन फॉरेस्ट, रमट व कोरडी पानगळ जंगले, काटेरी वन, खारफुटी जंगले, अशा विविध जंगलांमध्ये मजीवांची विविधता आढळून येते. जगातील अती संवेदनशील २४ भूभागांपैकी पश्चिम घाट हा भूभाग भारतातच आहे. भारतात आढळणाऱ्या वनस्पती व जंगल संवर्धन व संरक्षणासाठी सन.१९८० मध्ये जंगल संरक्षण तर इ.स. १९७० मध्ये वन्य प्राण्यांच्या संरक्षणासाठी वन्यजीव संरक्षण कायदे पास करण्यात आले. आज भारतात विविध प्रकारच्या वनस्पती व प्राण्यांच्या संरक्षण व संवर्धनासाठी २३ व्याघ्रप्रकल्प, ९२ राष्ट्रीय उद्याने, ६९० अभयारण्ये आणि १५ राष्ट्रीय जंगले तयार करण्यात आल्या आहेत. आज भारतात या सर्व प्रकल्पांसाठी एक लाख ८८ हजार हेक्टर जमीन वनाच्छादीत आहेत. त्यात वन्यजीवांना अभय मिळते आणि त्यांचा संख्या वाढते आहे.

जैव संवर्धनासाठी संकरीत पद्धतीने नवीन जाती तयार केल्या जातात. परंतु त्यासाठी लोकल, जंगली जातीचा खूप उपयोग होतो. त्या जातीतील जनुक हा सर्वात महत्वाचा अनुवांशिक भाग म्हणून जंगली प्राणी व वनस्पतींचे जनुक जपण्यासाठी अशा मजीवांना संरक्षण करणे ही काळाची गरज आहे. त्यालाच 'जीन बँक' किंवा 'जनुक बँक' असे म्हणतात. आर्थिक नैसर्गिक जनन प्रक्रियेला डावलून क्लोनिंग पद्धतीने सजीव प्रयोगशाळेत तयार केले जातात. त्यामध्येही जनुकाचा संबंध येतो. त्याला जनुक संवर्धन असे म्हणतात.

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A STUDY OF EMOTIONAL INTELLIGENCE ON THE PERSONAL VALUES OF B.ED. TRAINEES

ABSTRACT

Education and values are interdependent and inseparable. The Cherished values serve to become light and provide direction to the educative process. The most important responsibility of an educator is the inculcation of higher values in the minds of the students. To provide effective value of education, the teacher should have great and unshakable faiths in the values which he proposed to transmit and he should incorporate those values in his very personality. The general purpose of the study was to measure the influence of emotional intelligence on the personal values of B.Ed. trainees. The sample of 200 B.Ed. trainees was drawn from the four education colleges in Amravati District of Maharashtra state by applying random sampling method. Standardized personal value Questionnaire by Dr. Jaya and Dr. Yadav, Emotional intelligence scale developed by Anukool and Upindar Dhar was used as a tool for data collection. Mean, S.D. and 't' test were used to analyze the data. The study inferred that, the emotional intelligence and personal values are not associated with each other on all the personal values among the B.Ed. trainees.

Keywords :- Values, Emotional Intelligence, Personal values

INTRODUCTION :-

Education modifies the social and moral characters of students. In one sense teachers are inevitably social and moral educators. Whatever institution restraints exist within a school, teachers are faced with taking positions on a variety of social and emotional issues and are therefore developing values that are informed by these challenges. More generally a teachers selection of subject content and his choice of strategies and structures to impart that content are values- laden. Real education reflects teacher values and sends significant messages about the teachers values to students.

Personal values provide an internal reference for what is good, beneficial, important, useful, beautiful, desirable, constructive etc. values generate behavior and help solve common human problems for survival by comparative ranking of value; the results of which provide answers to questions of why people do, why they do and in what order they choose to do them. Over time the public expression of personal values, that groups of people find important in their day-to-day lives, laid the foundations of law, custom

and tradition. Personal values in this way exist in relation to cultural values, either in agreement with or divergent from prevailing norms.

The major purpose of education is to shape the personality of the child in such a way that the individual becomes a better learner, a better person, a better worker, not only in terms of knowledge, understanding and skills but in terms of values and motives which give meaning and significance to one's behaviour. The system of values can be treated from the sources of understanding Viz, cultural, scientific, religious background and life experience.

OBJECTIVES OF THE STUDY:-

- 1) To study the influence of emotional intelligence on the personal values of B.Ed. trainees.
- 2) To study the influence of locality on the personal values of B.Ed. trainees.

HYPOTHESES:-

- 1) There would be no significant influence of emotional intelligence of B.Ed. trainees on their level of personal values.
- 2) Rural and urban B.Ed. trainees would not differ in their level of personal values.

METHODOLOGY :-



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SAMPLE :-

A sample of 200 B.Ed. trainees was drawn by applying simple random sampling method from four education colleges in Amravati District of Maharashtra state.

TOOLS :-

- 1) Emotional intelligence scale developed and standardized by Anukool and Upindhar Dhar (2002) was adopted.
- 2) Personal values questionnaire was developed and standardized by Dr. Jaya and Dr. Yadav (2008) was adopted.

PROCEDURE :-

Emotional intelligence scale and personal values questionnaire was administered to 200 B.Ed. trainees and the responses made by them were scored, tabulated and analyzed using appropriate statistical techniques.

STATISTICAL TECHNIQUES :-

Both descriptive and inferential statistics were employed for analysis of the data. The descriptive statistics such as Mean and S.D. were used.

Inferential statistics such as t-test was employed "t" value was calculated to know significant difference between the variables.

ANALYSIS OF DATA :-

Table 1 :- Means and SDS of personal value scores of the B.Ed. trainees classified on their emotional intelligence.

Personal values	High E.I. (N=43)		Moderate E.I. (N=118)		Low E.I. (N=39)		t Value	Significance level 0.05
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Economic	18.15	4.20	17.85	3.2	20.0	2.29	0.641	N.S
Power	16.70	2.07	15.74	2.3	17.7	3.12	1.573	N.S
Health	19.09	1.46	19.3	2.1	21.0	1.63	0.699	N.S
Social	24.48	3.28	24.8	2.8	25.0	2.73	0.579	N.S
Domestic	23.72	2.22	22.8	2.4	23.2	1.08	0.914	N.S
Hedonistic	19.72	1.31	18.6	2.2	21.0	2.11	1.912	N.S
Religious	17.63	2.34	18.5	2.6	18.3	1.82	0.956	N.S
Knowledge	24.81	2.82	24.2	2.9	25.0	2.72	0.364	N.S
Moral	23.32	2.43	23.0	2.6	23.0	2.51	0.180	N.S

The above table shows that at 198 df, 0.05 level of significance none of the 't' values for the mean personal value scores were significant.

Therefore, it is inferred that, the level of emotional intelligence of the B.Ed. trainees would not show any significant influence on their personal values in any direction.

Hence it is concluded that, emotional intelligence and personal values are not associated with each other on all the personal values among the B.Ed. trainees

Table 2 :- Means and SDS of personal value scores of the B.Ed. trainees classified on their locality.

Personal value	Rural (N=122)		Urban (N=78)		t-value	Significance level 0.05
	Mean	S.D.	Mean	S.D.		
Economic	18.17	3.32	18.11	3.22	0.121	N.S
Power	15.88	2.47	15.52	2.61	0.525	N.S
Health	19.42	1.64	19.58	2.26	0.422	N.S
Social	24.76	2.86	24.63	3.02	0.367	N.S
Domestic	23.11	2.05	22.71	2.42	0.698	N.S
Hedonistic	19.18	2.37	19.08	1.67	0.463	N.S
Religious	17.82	2.43	18.80	2.62	1.662	N.S
Knowledge	24.10	2.84	24.72	2.96	1.121	N.S
Moral	23.20	2.48	22.64	2.55	1.076	N.S

The above table shows that, at 198 df 0.05 level of significance the calculated 't' value is less than the table value 1.97.

Therefore it is inferred that, rural and urban trainees do not differ significantly in their level of personal values. Hence it is concluded that, locality and personal values are not associated with each other on all the personal values among the B.Ed. trainees.

CONCLUSION :-

In view of the present scenario in the country, there is an urgent need to inculcate values among our students studying at different stages of education, which leads full development of student's personality in its physical, mental, emotional and spiritual aspects, a democratic way of thinking and living. In Indian thought the teachers are the source of inspiration and also a model for the development of moral, personal & human values - not only among their pupils, but also in the society. The teachers task is not merely to impart knowledge, they have also to mould the characters of their pupils and through them the character of entire society. Character building includes the development of moral as well as personal values. Teachers should give a universal outlook. They should strive hard to preserve the basic values of our cultural heritage without losing the momentum, which science and technology give to human progress.

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