

# Reading in A Digital Age : Print Versus Digital Special Reference to Shri Shivaji College of Education, Amravati

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## Abstract

Recent advancement in technology have provided new ways of dealing with Information with Advance Technology. The Libraries are moving towards digital resources which are found to be less expensive and easily available. And Readers prefers this Resources due to the increased availability of devices that allow reading from the screen, any where any time. In the last decade, computers, cell phones and the Internet access have become widely available. Such increased availability of technology may lead to changes in reading quality and reading habits In Digital Era commonly available Resources are CD\_ROMS, Online Databases, Library OPACS & Internet etc. Which are Replacing the print media. The Study Focuses on the on the changing reading habits of students . and determine the differences between them while assessing the impact of the Internet and online environment on individuals' reading behavior.

**Key Words** - Reading, Digital reading Print media, Electronic media, Behavior, E-Resources

## Introduction

Information Communication Technology is the use of Computer based technology and communication services available to a wide range of users. The Technologies and Devices like radio, telephone, telegraph, Fax, Tv, Mobile phone, Internet, video conferencing are the major part of ICT. With Advance Technology and availability of E-Resources. With Technology Availability of online newspapers, online books and journals. As a result, the amount of text based information available online is steadily increasing. Readers use the Internet to seek information, read news, to communicate, and for entertainment purposes, and especially the younger generations are using more online Resources and they prefers to read online as compare to print media. this study attempts to investigate reading behavior in the digital environment by analyzing how people's reading behavior has changed over the past ten years. Understanding changes in reading behavior would help in designing more effective digital libraries and empower users in the digital environment.

**Digital age** - The digital age, also called the information age, is defined as the time period starting in the 1970s with the introduction of the personal computer with subsequent technology introduced providing the ability to transfer information freely and quickly. The digital revolution has done much to reshape how students read, write, and access information. Once-handwritten essays are now word-processed. Encyclopedias have yielded to online searches. One-size-fits-all teaching is tilting toward personalized learning. And a growing number of assignments ask students to read on digital screens rather than in print.

**Digital media** - These new tools make it possible for millions of people to have access to texts that would otherwise be beyond their reach, financially or physically. Computer-driven devices enable us to expand our scope of educational and recreational experience to include audio and visual materials, often on demand. But as with writing, it's an empirical question what the pros and cons are of the old and the new.

Interacting with text on digital devices, including e-books and story apps with dynamic visuals, attention-grabbing hotspots, and games, may create a different environment for student's early literacy experiences. For example, the technological features plentiful in digital stories designed for kids, although highly engaging, run the risk of overshadowing the narrative and overwhelming the attention capacities of young students.

Reading is an important and most significant activity in a society. It is important for people to acquiring knowledge and information. Even though information may appear in many different media, the point is people still need to read. Reading is said to help in individual's well-being and self development. Reading habits are an essential part of life skill and development especially considering new knowledge development and problem solving skills in our daily life. Students in academia acquire knowledge through learning and reading print and electronic sources.

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### Objectives

- To find the favorite form of reading material read by the students
- To know the preference in reading newspapers, magazines and books among students
- To discover the preference among different users towards electronic sources of information over that of printed sources or vice versa

**Scope and Limitations** - The present study examines the existence of various e-resource data in Shri. Shivaji College Of Education. There are total 100 students 1st Sem & 4th Sem. This study is limited only students in this Library.

**Research methodology** Data collected from students with interview method containing the questions relating to the use of electronic environment and reading. 10 questions to elicit the opinion of the students of B.Ed in Shri. Shivaji College Of Education Amravati... The data collected from the respondents have been classified, analyzed and interpreted separately.

I asked students Following Ten Questions Related to Reading in A Digital Age: Print versus Digital media and on the answers of all ten Questions Result is found.

- 1) Which is the favorite form of reading material?
- 2) How much time they spent reading in print versus onscreen?
- 3) Preference in reading newspapers, magazines and books among students?
- 4) In which medium they were more likely to reread?
- 5) Whether cost was a factor in their choice of reading platform?
- 6) Whether text length influenced their platform choice?
- 7) How likely they were to multitask when reading in each medium; and
- 8) In which medium they felt they concentrated best?
- 9) Preferred Language for reading
- 10) Why you go through e-resources?

### Data Analysis

#### 1) Which is the favorite form of reading Material?

All most students answers that they preferred print media for study for the purpose of both academic and leisure, a majority of students read printed publications such as newspapers, books and magazines Even though the majority of students read almost every day, the number of those who were not reading regularly can be considered quite high thinking that students supposed to read almost every day. On average, students took less than one hour to read in a day, followed by 1-2 hours a day and very few students read more than 3 hours in a day.

#### 2) How much Time They Spent in reading?

Even though the majority of students read almost every day, the number of those who were not reading regularly can be considered quite high thinking that students supposed to read almost every day. On average, students took less than one hour to read in a day, followed by 1-2 hours a day and very few students read more than 3 hours in a day.

#### 3) Preference in reading newspapers, magazines and books among students?

They were allowed to choose more than one type of reading materials. The majority of students read magazines and books & other materials such as newspapers, novels, etc. and the least number was for journal. It is believed that journal reading was done merely for academic purposes.

#### 4) In which medium they were more likely to reread? Why?

They like to read in Print Medium, because there are no distractions for a reader that is committed to finishing an article. Once they start reading, there are no other bits of news, auto-playing videos or pop-ups taking the spotlight off the article. This means that a reader's full attention is oriented to the specific content.

#### 5) Whether cost was a factor in their choice of reading platform?

More than four-fifths of the participants said that if cost were the same, they would choose to read in print rather than onscreen.

#### 6) Whether text length influenced their platform choice?;

When the amount of text is short, participants displayed mixed preferences, both when reading academic works or for pleasure. However, with longer texts, preferred print for work and when reading for pleasure. Preference for reading longer works in print has been reported in multiple studies.

#### 7) How likely they were to multitask when reading in each medium?

Students reported being more likely to multitask when reading onscreen than in print. We can reasonably infer that students who multitask while reading are less likely to be paying close attention to the text than those who don't.

**9) In which medium they felt they concentrated best?**

The most dramatic finding for this set of questions came in response to the query about the medium on which students felt they concentrated best. Selecting from print, computer, tablet, e-reader or mobile phone, Most of the students near about 95% said it was easiest to concentrate when reading print.

**9) Which Language they Preferred for reading**

Most of the students from Art faculty & they mostly preferred Marathi Language. But They told on Net E-resources mostly available in English language.

**10) Why you use e-resources?**

Digital is (commonly) less expensive. And users can access the collection any time of day and any where in the world with only an internet.

**Findings**

From answers from students it is found that

- B. Ed Student's favorite form of information is Print Media
- Even though the majority of students read almost every day
- On average, students took less than one hour to read in a day, followed by 1-2 hours a day and very few students read more than 3 hours in a day.
- They are like to read in Print Medium
- Cost is not issue for them. More than four-fifths of the participants said that if cost were the same, they would choose to read in print rather than onscreen.
- Preference for reading longer works in print has been reported in multiple studies.
- Students reported being more likely to multitask when reading onscreen than in print.
- Most of the students from Art faculty & they mostly preferred Marathi Language.
- Most of the students near about 95% said it was easiest to concentrate when reading print.
- Digital is (commonly) less expensive. And users can access the collection any time of day and any where in the world with only an internet. Hence some time they prefer Digital media

**Conclusion**

The two forms of mass media, i.e. print media and electronic media, is proved helpful in implementing change in people's habits, beliefs and attitudes. It also makes people aware of different types of crimes and wrongdoings going on in the society, as well as it also helps people in getting updated about the various government policies and changes in the process. From study it is observed that students in Shri. Shivaji College of Education like print media more as compared to digital. After all, the end concluded that digital and print media both are better. But the students like Print media more as compared to Digital.

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# REVIEW OF RESEARCH

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## ATTITUDE OF B.ED. TRAINEES TOWARDS FUNDAMENTAL VALUES

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### ABSTRACT :-

Values are regarded as desirable, important and held in high esteem by a particular society in which Person lives. The Challenges of Sciences and technology necessitate a dynamic educational policy not merely to develop skills but to evolve fundamental values system that would be intrinsic laying strong foundations for its people. Environmental values can not be seen different than general fundamental values. It has a focus on interactions between human activities and biosphere and needs to study the impact of all kinds of human activities. The general purpose of the study was to measure the attitude of B.Ed. trainees towards fundamental values. The sample of 100 B.Ed. trainees was drawn from two B.Ed. colleges in Amravati district of Maharashtra state by applying random sampling method. The scale measuring attitudes towards three values (Respect for nature, solidarity and equality) that underlie sustainable development prepared by Tomas Torbjarnsson, Lena Molin and Martin Karlberg 2008 was the tool used for collecting the data. Mean, S.D. and "t" test were used to analyze the data. The study inferred that, Female, First year students, private college Students and students of illiterate parents are more favorable than male, Second year Students, Government aided College students and Students of literate parents towards fundamental values.



**KEYWORDS:** Fundamental values, Environmental values, sustainable development.

### INTRODUCTION

Life is Education is a process of transmission of certain values to help the learner to lead a good life a kind of life that is satisfying to the individual in accordance with the cherished ideals and values of society. Fundamental values impart significance and meaning. Without values, life becomes a series of meaningless events. Values not only help a man in self-evaluation but also in self-drive. The application of scientific and technological knowledge to comforts of man has reduced him to a mechanical being, resulting in degeneration of the value system. Technological advance has been seen largely as the measure of progress. In spite of the many achievements in quantity and quality, education stands at crossroads and our political and social life is threatened with erosion of the long-accepted values. The educational system has over emphasized the development of the mind and has used all the resources of the world to nourish it. Environmental values can not be seen different than general fundamental values. It has a focus on interactions between human activities and biosphere and needs to study the impact of all kinds of human activities. Also we need to develop, well accepted norms of behaviors for the conduct (fundamental values inclusive of environmental values) of individuals, societies, communities, nations and world all round. All

\* Policies and Prospects of Teacher Education - 2019 (NCPTE-2019)\*



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Human beings are projections of nature . Instead of being selfish and self-centred, if our sense of self is widened, , care and concern to others would become an integral part of life. The need of the hour in the modernized society is to integrate fundamental values in their way of life to have quality of life.

**OBJECTIVES OF THE STUDY :-**

1. To find out the attitude of B.Ed trainees towards fundamental values.
2. To analyze the attitude of B.Ed trainees towards fundamental values with respect to their gender, class, management of the college , fathers educational qualification.

**HYPOTHESES :-**

1. Male and female B.Ed trainees do not differ significantly in their attitude towards fundamental values.
2. First year and Second year B.Ed trainees do not differ significantly in their attitude towards fundamental values.
3. Government aided and private college B.Ed trainees do not differ significantly in their attitude towards fundamental values.
4. B.Ed trainees of literate and illiterate parents do not differ significantly in their attitude towards fundamental values.

**METHODOLOGY :-**

**Sample :-**

A sample of 100 B.Ed. trainees (first year and second year) was drawn by applying random sampling method from two B.Ed colleges in Amravati district of Maharashtra State.

**Tool -**

The scale developed by Tomas Torbjornsson, Lena Molin and Martin Karlberg, 2008 was the tool used for collecting the relevant data.

**Method of Study :-**

Descriptive survey method was employed for the present study.

**PROCEDURE :-**

Tomas Torbjornsson, Lena Molin and Martin Karlberg Scale was administered to 100 B.Ed. trainees. The study focuses on three of the key values underlying the UN Millennium Declaration: Respect for nature, solidarity and equality. Respect for nature is related to the environmental dimension of sustainable development and is in the present study expressed by a combination of attitudes to the preservation (biocentric) and utilization (anthropocentric) of nature. The choice of solidarity and equality is based on their connection to the social and economic dimensions of sustainable development.

The scale comprises of 28 statements on four major dimensions Viz. bio-centric values , anthropocentric values, values of solidarity and values of equality. Each item in the scale was provided with responses such as strongly agree, agree, undecided, disagree and strongly disagree. 5,4,3,2 and 1 were assigned for positive statements and for the negative items the weightage was given in the reverse order. The reliability and validity of the tool were found to be 0.80 and 0.89 respectively. The summated score of all the 28 items provided the total attitude score of a student. The maximum possible score was 140 and the minimum score was 28. The data thus, collected were analyzed using appropriate descriptive and inferential 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 the significant difference between the variables.

**Results:-**

**Table 1:- Attitude of B.Ed. trainees towards fundamental values with respect to their Gender**

| Gender | N  | Mean   | S.D   | t value | Level of Significance |
|--------|----|--------|-------|---------|-----------------------|
| Male   | 42 | 131.52 | 7.23  |         |                       |
| Female | 58 | 124.87 | 10.25 | 5.46    | significant           |

The above table shows that, at 98df 0.05 level of significance the calculated "t" value is greater than the table value 1.98

Therefore it is inferred that, Male and female B.Ed. trainees differ Significantly in their attitude towards fundamental values.

Hence it is concluded that, there is a significant difference in the attitude of male and female B.Ed. trainees towards fundamental values.

**Table 2:- Attitude of B.Ed. trainees towards fundamental values with respect to their class**

| Class       | N  | Mean   | S.D  | t value | Level of Significance |
|-------------|----|--------|------|---------|-----------------------|
| First year  | 50 | 127.35 | 7.76 | 1.95    | Not Significant       |
| Second year | 50 | 123.99 | 9.68 |         |                       |

The above table shows that, at 98df 0.05 level of significance the calculated "t" value is less than the table value 1.98

Therefore it is inferred that, First and Second year B.Ed. trainees do not differ significantly in their attitude towards fundamental values.

Hence it is concluded that, there is no significant difference in the attitude of First and Second year B.Ed. trainees towards fundamental values with respect to their class.

**Table 3:- Attitude of B.Ed. trainees towards fundamental values with respect to Management of the College**

| Management of the College | N  | Mean   | S.D  | t value | Level of Significance |
|---------------------------|----|--------|------|---------|-----------------------|
| Govt. aided               | 46 | 122.65 | 7.89 | 7.87    | Significant           |
| Private                   | 54 | 126.97 | 8.21 |         |                       |

The above table shows that, at 98df 0.05 level of significance the calculated "t" value is greater than the table value 1.98

Therefore it is inferred that, Government aided and Private college B.Ed. trainees differ Significantly in their attitude towards fundamental values.

Hence it is concluded that, there is a significant difference in the attitude of Government aided and Private college B.Ed. trainees towards fundamental values.

**Table 4:- Attitude of B.Ed. trainees towards fundamental values with respect to their Father's educational qualification**

| Father's educational qualification | N  | Mean   | S.D  | t value | Level of Significance |
|------------------------------------|----|--------|------|---------|-----------------------|
| Literate                           | 52 | 125.14 | 8.60 | 1.82    | not Significant       |
| Illiterate                         | 48 | 126.29 | 8.06 |         |                       |

The above table shows that, at 98df 0.05 level of significance the calculated "t" value is less than the table value 1.98

Therefore it is inferred that, B.Ed. trainees of Literate and Illiterate parents do not differ significantly in their attitude towards fundamental values.  
Hence It is concluded that, there is no significant difference in the attitude of B.Ed. trainees of Literate and Illiterate parents towards fundamental values.

**FINDINGS :-**

1. Male and Female B.Ed trainees differ significantly in their attitude towards fundamental values.
2. First and Second year B.Ed. trainees do not differ significantly in their attitude towards fundamental values.
3. Government aided and private college B.Ed. trainees differ significantly in their attitude towards fundamental values.
4. B.Ed. trainees of literate and illiterate parents do not differ significantly in their attitude towards fundamental values.

**EDUCATIONAL IMPLICATIONS :-**

1. Making fundamental values education an integral part of school and college curriculum.
2. Monitoring the practices of teachers and administrator in the educational institutions regarding the implementation as designed in the textbooks
3. Not treating fundamental values education as a theory paper rather for changing the mindset of the people towards fundamental values.
4. Design and development of dramatic activities, exhibition on fundamental values education, posters for promoting education on fundamental values and arranging Intercollegiate competitions.

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## 'शिक्षण प्रशिक्षण अभ्यासकम रादयस्थिती समस्या आणि अभ्यासकमाची अंगलबजावणी'

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### शिक्षण प्रशिक्षण अभ्यासकम

सन 1993-94 या शैक्षणिक वर्षात कार्यान्वित केलेला शिक्षणशास्त्र अभ्यासकम गेली 10 वर्षे चालू आहे. या 10 वर्षात अनेक घडामोडी राज्यात, देशात आणि जगात विशेषतः शिक्षणक्षेत्रात घडून गेल्या आहेत. या सा-या घटनांचा शिक्षण व्यवस्थेवर परिणाम होत असल्याचे दिसत आहे. शिक्षणव्यवस्था ही एकदरीत समाजप्रणालीची एक उपप्रणाली असून उपप्रणाली शिक्षणावर आणि शिक्षण अन्य उपप्रणालीवर परिणाम करीत असते.

आपल्या अभ्यासकमाद्वारे तयार होणारे भावी शिक्षक पुढील 30-35 वर्षे शालेय स्तरावर मुलांना घडविण्याचे, फुलविण्याचे काम करीत राहणार आहेत. या 30-35 वर्षात अन्य उपप्रणालीत काणते बदल होतील व शिक्षणावर त्याचे काणते परिणाम होतील याबद्दलचे भविष्य कथन करणे कठीण आहे. बदलांचा वेग प्रचंड आहे त्यात अनपेक्षितताही असणारच आहे परंतु गेल्या 20-25 वर्षात झालेल्या बदलाकडे दृष्टी टाकता काही अंदाज बांधता येतात व त्यानुसार अभ्यासकमाची रचना करतात. त्यानुसार अभ्यासकमात बदल करतात.



### 'अभ्यासकमाचा अर्थ व व्याख्या :-

प्रत्येक वर्गात काय शिकायचे काय शिकवायचे कशासाठी शिकवायचे याचे नियोजन करून त्याचे संघटन केल्या जाते आणि अशा संघटीत नियोजनपूर्वक दिलेले स्वरूप म्हणजे अभ्यासकम होय.

अभ्यासकम म्हणजेच व्रततपवनसमूह हा लॅटीन शब्द आहे. लॅटीनमध्ये त्याचा अर्थ त्मभ्रचननेतम असा होतो. याला मराठीत 'शर्यतीचे मैदान' म्हणतात. ज्यामध्ये विषयाच्या आखलेल्या मार्गावरून सर्वांगीण विकासाच्या उद्दिष्टांप्रत धावत जाणे हे विद्यार्थ्यांचे कर्तव्य आहे.

१. रेमर्सच्या मते :- "Curriculum is now being defined as all the experiences of the learner that and under the control of the school."

अर्थात शाळेत नियंत्रणाखाली शिकण्यातून प्राप्त होणा-या सर्व अनुभवचा साठा म्हणजे अभ्यासकम होय.

२. वाल्टरच्या मते :-

अभ्यासकम म्हणजे विद्यार्थ्यांना शाळेच्या नेतृत्वाखाली मिळणारे सगळेच अनुभव त्याच वर्गातील कृतीच्या कामाचा त्याचप्रमाणे किळाचाही समावेश होईल.

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### 3. अन्वेषणा म्हा :-

शैक्षणिक ध्येय साध्यकरुन घेणयासाठी शाळेत सुपजोगात आणल्या जाणा-या सर्व प्रकारच्या अनुभववाचा अन्वयासकमात समावेश होतो. अन्वयासकमात समावेश करणयाच्या सर्व अनुभव व कृती याचा अन्वयासकमात समावेश होतो. विविध विषय त्यातील ज्ञान त्याचप्रमाणे विषय इन्वयासकमात अन्य प्रकारच्या अन्वयासकमात कायकानपासून शिक्षण - विद्यार्थी व विद्यार्थी - विद्यार्थी संवधातून वेगवेगळे अनुभव वा सर्वांचा अन्वयासकमात समावेश होतो.

### शैक्षणिक

शिक्षण प्रशिक्षण अन्वयासकम सदयविरिचिती समत्या आणि अन्वयासकमाची अंमलबजावणी \*

### नशाकानाची सुदिदष्टे

1. शिक्षण प्रशिक्षण अन्वयासकमाचा अन्वयास करणे
2. शिक्षण प्रशिक्षण अन्वयासकम अंमलबजावणीचा अन्वयास करणे

### शिक्षण प्रशिक्षण अन्वयासकमाचे महत्व :-

अन्वयासकमाच्या व्याख्या पहिल्यावर ध्येयवाची जीवनात अन्वयासकमाचे किती महत्व आहे हे लक्षात येते.

### 1. अन्वयापन - अन्वयापन करणयास शक्य मदत मिळते :-

अन्वयासकमानुळे अन्वयापन करणयास एक निरिचित मदत मिळते. काय कते शिकवायचे या संदर्भात संपूर्ण ज्ञान अन्वयासकमात असते तसेच विद्यार्थ्यांची शारीरिक व मानसिक क्षमता लक्षात घेऊ योग्य अन्वयासकमाची निवड करणे सोपे जाते. तसेच विद्यार्थ्यांनासुद्धा अन्वयापन करणयास मदत मिळते. विद्यार्थ्यांना आपला भाविक, शारीरिक पातळीचा अन्वयास अन्वयासकमाद्वारे शिक्षक विद्यार्थ्यांना देवू शकतात.

### 2. अन्वयापन व अन्वयापनाचा दर्जा अन्वयासकमानुळे तरला जातो :-

अन्वयासकमानुळे विद्यार्थ्यांचे अन्वयापन हे कोणत्या दर्जाचे असावे व शिक्षकाने अन्वयापन करताना कोणत्या दर्जाचे शिक्षण घ्यावे हे अन्वयासकमानुळे लक्षात येथिदिक स्तर मानसिक स्तर आणि शारीरिक स्तरानुसार विद्यार्थ्यांत वधानुसार भिन्नाता आढळते. सर्वांना एकच अन्वयासकम दिला गेला असता तर विद्यार्थ्यांचे अन्वयापन हे नीट झाले नसते. म्हणून अन्वयासकमानुळे विद्यार्थ्यांचा स्तर लक्षात घेवून अन्वयासकमाची प्रगती करणे शक्य होते.

### 3. अन्वयापन - अन्वयापनाचे वेळापत्रक नक्की करता येते :-

अन्वयापन अन्वयापनाचे वेळापत्रक अन्वयासकमानुळे निरिचित करणे शक्य होते कारण विद्यार्थ्यांना केंव्हा काय शिकवायचे कोणत्या वेळाला शिकवायचे याचे संपूर्ण नियोजन अन्वयासकमानुळे करणे शक्य होते म्हणजेच अगदी वर्षांच्या सुरुवातीलाच याचे नियोजन करून घेवून त्यानुसार अंमलबजावणी करता येते.

### 4. परिक्षा पध्दती मूल्यमापन पध्दती ठरविता येते :-

विद्यार्थ्यांच्या शारीरिक व मानसिक, बोधिदिक क्षमतेनुसार विद्यार्थ्यांना अन्वयासकम देता येतो. त्यामुळे त्या अन्वयासकमाच्या आधारे परिक्षा पध्दती म्हणजेच परिक्षा प्रकारची परिक्षा घ्यायची हे ठरविता येते. नंतर त्याचे मूल्यमापन कसे करायचे हे सुद्धा अन्वयासकमाद्वारे ठरविते जाते.

### 5. शिक्षकाची सुदिदष्टे साध्य करता येतात :-

अन्वयासकमात संपूर्ण व्यक्तीमत्वाचा विकास करणे क्रियात्मक, बोधात्मक आणि शारीरिक दृष्टीकोनातून विद्यार्थ्यांच्या विकास करणे हे शिक्षकाचे सुदिदष्टे अन्वयासकमाच्या माध्यमातून पूर्ण करता येते. बालक जेव्हा आपले प्राथमिक शिक्षण घेत असते तर तेव्हा त्याला कोणत्या प्रकारचा शिक्षण देवायचे हे अन्वयासकमानुळे शक्य होते. तसेच तो जसाजसा आपले शिक्षण घेत पडू जाते तसा तसा त्याची वाढ होईल.

अभ्यासक्रमाचे त्याचा अभ्यासक्रमाच्या माध्यमातून विकास करता येतो व त्याच्या संपूर्ण व्यक्तिमत्त्वाचा विकास अभ्यासक्रमामुळे करावा लागतो हे ध्यानात घ्यावे आहे.

### ४. शिक्षकांचे नेमणूक करण्यास मदत होते :-

शिक्षकांची नेमणूक करताना त्याला कोणत्या निकषावर नियुक्त करावे हे अभ्यासक्रमामुळे

सहज

### ५. प्रथम परिचय अभ्यासक्रमाचे ध्येय :-

प्रथमूद अभ्यास शिक्षणाद्वारे एक सर्वसामान्य व्यक्तीची अध्यापन क्षेत्रातील व्यावसायिकता म्हणून पुढेतायारी करून घेतली जाते. या

शिक्षणक्रम (course) तात्त्विक (Theoretical) आणि प्रात्यक्षिक (Practical) दोन्ही अभ्यास समावेश दिसून येतो. अभ्यासक्रम कधी तात्त्विक तर कधी प्रात्यक्षिक भागावर जास्त भर दिल्याचे दिसून येते. असे ज्या ज्या वेळी घडले आहे त्या-त्या वेळी या शिक्षणक्रम असतुन निर्माण झाल्याचे आढळून आले आहे.

सन 1995 मध्ये एनसीटीई वैधानिक सस्था (Statutory Body) म्हणून अस्तित्वात आल्यावर प्रथम हाती घेतलेल्या कामात अद्ययावत शिक्षण शिक्षणक्रमाची पुनर्रचना या विषयाचा समावेश होणे अपरिहार्य होते. नाममात्र शिक्षण तज्ञाच्या दोन-अडीच वर्षे झालेल्या विद्यार्थी व दशव्याची विद्यार्थी मध्याचे नवमीत म्हणून Competency based and commitment oriented

Teacher Education वित्त Quality School Education आणि Curriculum Frame work for Quality Teacher Education या सन 1998 साली झालेल्या पुस्तकाचा आदर्जन उल्लेख करावा लागेल. राज्यस्तरावर काम करणा-या अभ्यासक्रम पुनर्रचना समितीने त्याचाच आधार घेतला आहे. य राज्याची परिस्थिती लक्षात घेऊन इष्ट ते बदल केले आहेत. एनसीटीई (वर्तमानतजपवद 2014)नुसार पायाभूत अशा या विचारधारनेनुसार अध्यापकाच्या व्यावसायिक व्यक्तिमत्त्वाची तीन अंगे कल्पिलेली आहेत.

१. क्षमता युक्त

२. कर्तवीर्ययुक्त

३. कामगिरी युक्त

य वैशिष्ट्याची आढाख पुढील प्रमाणे.

### १. क्षमता (Competencies) :-

जन्मतही काम यशस्वीपणे पार पाडावचे तर त्या व्यक्तीच्या ठिकाणी जन्मजात (innate) आणि संपादित (acquired)

क्षमता असल्या लागतात. अध्यापकाच्या ठिकाणी काही निश्चित क्षमतांची अपेक्षा असतेच. या क्षमता म्हणजे आंतरिक शक्ती. शिक्षणाद्वारे अभ्यासक क्षमता विकसीत होतात त्या क्षमता जितक्या प्रमाणात विकसित होतील तितक्या प्रमाणात व्यक्तीची यशस्वी व्यावसायिक कामगिरी शक्यता अधिक. म्हणून काही क्षमता क्षेत्र निश्चित करण्यात आली आहे.

१. सधन क्षमता क्षेत्र

२. मर्यादा क्षमता क्षेत्र

३. आरंभ क्षमता क्षेत्र

४. अध्यापन क्षमता क्षेत्र

५. उच्च शैक्षणिक कृती संदर्भातील क्षमता क्षेत्र

६. शैक्षणिक साहित्य विषयक क्षमता क्षेत्र

७. मूल्यमापन क्षमता क्षेत्र

८. व्यवस्थापन क्षमता क्षेत्र

९. मानक सहकार्यविषय क्षमता क्षेत्र

१०. मानक सहकार्यविषय क्षमता क्षेत्र

### २. कामगिरी (Performance)

**अध्ययन विभाग** हाणा-या आणि विकास पावणा-या क्षमता प्रकट होतत. त्या अध्यापकाच्या वर्गातील या दर्गाबाहेरीत वर्तनातून त्याच्या कामगिरीतून पंडिताची व्याख्याच मुकी जो क्रियाशील तोच खरा पंडित (सः क्रियादानं स पंडितः) अशी केली आहे. **अध्ययन विभाग** बाह्य वर्तनावर सर्वांचे लक्ष असणे हे योग्य आहे. अध्यापकाची कामगिरी पाच प्रकारांत विभागलेली आहे.

1. **कर्तव्य समगिरी**
2. **अध्ययन विभागातील कामगिरी**
3. **अध्ययन विभागातील कामगिरी**
4. **अध्ययन विभागातील कामगिरी**
5. **अध्ययन विभागातील कामगिरी**

**1. कर्तव्य (Commitment) :-**

अध्ययन ही सामाजिक महत्त्वाचा व्यवसाय असल्याने अध्यापकाच्या कामगिरीकडे सगळ्यांचेच लक्ष असते. विद्यार्थ्यांचे तर असातेच **अध्ययन** अध्यापकाच्या कामगिरीचे मूल्यमापनही होत असते. आपण स्वतःलाच प्रश्न विचारला की कोणते अध्यापक त्याच्या **अध्ययन** अध्यापका लक्षात राहिले आहेत तर लक्षात राहिलेल्या 10 पैकी 8 जण असे असातील की त्याच्या कामगिरीला निधेची **अध्ययन** वेळ होती. मानवी जीवनात भावनेला तसे असामान्य महत्त्व आहेच उगाच नाही. मैत्रदुर्गलने भावनेक **अध्ययन** सहज प्रवृत्तीचा गामा म्हटले आहे. यशस्वी अध्यापक हाण्यासाठी आपल्या कामाच नेमकं आकलन जसे हवे आहे. त्या आकलनाच **अध्ययन** जसे प्रथम वर्तनातून दिसायला हवे आहे. त्याप्रमाणे नीतिमत्ता (ethics) मूल्ये (values) आणि तत्वे (Principles) याच्याशी त्याची / तिची बांधीलकी हवी. अर्थात म्हणणे सांघे पण (करणे) वर्तनात उतरावेणे तितकच कठिण आहे. **अध्ययन** असाध्य ते साध्य करिता सायास ते सातवचन खर आहे. बांधीलकी ही हळूहळू विकसित जाणारी प्रक्रिया आहे. सेवापूर्व **अध्ययन** नेच दरीने फारच अस्पष्ट असले. पण सेवा सापता संपता ते सुरंगपट लावयास पाहिजे. अशी पाच बांधीलकी क्षेत्र शिक्षणतज्ञानी **अध्ययन** इतली आहे.

1. **अध्ययन** बांधीलकी
2. **अध्ययन** बांधीलकी
3. **अध्ययन** बांधीलकी
4. **अध्ययन** मिळविण्याची बांधीलकी
5. **अध्ययन** मूल्याची बांधीलकी

**शिक्षण क्षेत्रात अभ्यासक्रमाची सर्वसाधारण उद्दिष्टे**

**अध्ययन** अभ्यासक्रमाची ध्येये हा व्यावसायिक पूर्वतयारी प्रवासाचा अखेरचा बिंदू झाला. परंतु तिथे पोहचण्यात अनेक टप्पे पार करावयाचे **अध्ययन** **अध्ययन** व्यावसायिक वैशिष्ट्ये आत्मसात करावयाची आहेत. त्यांनाच या अभ्यासक्रमाची सर्व साधारण उद्दिष्टे म्हणता येतील. त्यांचे **अध्ययन** पुढील प्रमाणे.

1. **अध्ययन** विषयक :-
2. **अध्ययन** असलेल्या आणि तशीही सातत्याने बदलणा-या भारतीय समाजाच्या घडणीतील शिक्षण आणि अध्यापकाची भूमिका समजून घ्यावे. **अध्ययन** **अध्ययन** मदत करणे.
3. **अध्ययन** **अध्ययन** बांधीलकी आणि उपपत्ती यांच्या मदतीने आपले विद्यार्थी समजून घेण्यास सहाय्य करणे.
4. **अध्ययन** **अध्ययन** करताना परिचय करून घेण्यास त्याची इयत्तावर उद्दिष्टे, पाठयक्रम आणि पध्दती यांच्याशी नाते शोधण्यास **अध्ययन** **अध्ययन** करणे.
5. **अध्ययन** **अध्ययन** करताना अध्ययनातून निश्चिती सक्ती चिकित्सा करणे वा निर्णय घेण्याची सक्ती उपलब्ध करून देणे.
6. **अध्ययन** **अध्ययन** साधनाची निवड वा निर्मिती आणि उपचारात्मक अध्यापनाची निश्चिती यामागील कार्यकारणानाच स्पष्ट करण्याचा सगळ **अध्ययन**

2. कामगिरीविषयक :-

- अ विविध फयदती व तंत्र तसेच उचित शैक्षणिक साधने वापरून अध्यापन करण्याचा सराव देणे.
- ब संगणकाच्या सहाय्याने चाचण्याचे निकालपत्र तयार करण्याची व सादरीकरणाची नोंदची प्राप्ति करून देणे
- क शालेय उमेदवारीच्या काळात अध्यापनात लबाबदा-या पार पाडण्याचा अनुभव देणे
- ख उचित मुलांच्या व्यक्ती-अभ्यासाच्या अनुभव कार्यक्रमाद्वारे पालकांच्या समस्या समजावून घेण्याची संधी देणे.

3. बावीलकी विषयक :-

- अ समाजसेवा कार्यक्रमांतर्गत एखाद्या शिक्षण विषयक अथवा विकास विषयक प्रकल्पात सहभाग घेण्याची संधी उपलब्ध करून देणे
- ब आंतरजालव्यारे (Internet) आपल्या आवडीच्या विषयात अद्ययावत माहिती मिळवायची संधी उपलब्ध करून देणे

शिक्षण प्रशिक्षण अन्वयासकम :-

शिक्षणशास्त्र पदविका अन्वयासकम सन 1993-94 पासून आमलात आहे दरम्यानच्या काळात देश तथा राज्य पातळीवर शिक्षणक्षेत्रातील बदलत्या प्रवाहानुसार अन्वयासकम सुचारीत होणे कमप्राप्त होते राज्यात क्षमताधिष्ठीत शिक्षण अन्वयासकमाची 31 ते 5 मध्ये अमलबजावणी सन 1997-98 पासून टप्प्याटप्प्याने सुरू झाली याला अनुसरून शिक्षणशास्त्र अन्वयासकमाची पुनर्रचना करणे आवश्यक होते शासनाने शिक्षणशास्त्र अन्वयासकम समितीची पुनर्गणन केले व त्याच्या मदतीने सुचारीत अन्वयासकम मसुदाचे समीक्षण करण्यात आले त्यानंतर अन्वयासकम निरिथत करून शासन नियुक्त अन्वयासकम समिती व राज्यशिक्षक प्रशिक्षण मंडळाच्या मान्यतेवर हा मसुदा शासनास सादर करण्यात आला या नविन अन्वयासकमामध्ये प्रात्यक्षिक कार्यावर साधारणतः 50. भारास विषयतर्गत प्रात्यक्षिकाची योजना पाठारासाठी वार्षिक परिक्षेचे नियोजन आशययुक्त अध्यापन समावेश, माहिती संप्रेषण तंत्रज्ञान विषयाचा नव्याने समावेश, कृतीशोधन, पर्यावरण, शिक्षणविषयक उपक्रम शालेय व्यवस्थापन या नव्या विषयांचा समावेश आणि Internship एकूण आठवडे 16 इ. या सुगरीत अन्वयासकमाची समष्ट शिक्षक तयार व्हाय हेच उद्दिष्ट्ये या शिक्षणशास्त्र अन्वयासकमाचे आहे

अन्वयासकमाची अंमलबजावणी करताना येणा-या अडचणी :-

- 1 उशीरा होणारे प्रवेश :-  
अनेक विद्यार्थ्यांचे प्रवेश हे उशीरा होत आहे. काही विद्यार्थी तर दिवाळीनंतरयामध्ये प्रवेश घेतात. उशीरा प्रवेश घेण्यात आल्यामुळे त्यांना कमी कालावधीत हा अन्वयासकम पूर्ण करावा लागतो
- 2 खाजगी महाविद्यालयाची भूमिका :-  
खाजगी महाविद्यालयाची वाढती संख्या लक्षात घेता, अनेक महाविद्यालयांनाप्रशिक्षित व अनुभवी शिक्षकवर्ग मिळत नसल्याने यामधील अन्वयासकम ते योग्यफयदतीने विद्यार्थ्यांना समजावून सांगू शकत नाहीत.
- 3 व्यक्तिनिती आढळून येते :-  
अन्वयासकमामध्ये प्रात्यक्षिक गुणांचा समावेश असल्याने शिक्षकांच्याजवळचे विद्यार्थी, मूर्जीतील विद्यार्थी त्यांना जास्त गुण दिल्या जातात शिक्षकांनाआपल्या व्यवसायात व्यक्तिनिष्ठता निर्माण होण्यास हा अन्वयासकारणीमूत ठरतो.
- 4 विद्यार्थी स्वातंत्र्यावर गदा :-  
शिक्षण अन्वयासकमात विद्यार्थी आपल्याला आवडेल असे योग्य निर्णय स्वतः घेऊ शकत नाहीत. त्यांना शिक्षकाची मर्जी सामावणे आवश्यक असते.
- 5 अधिक कालावधी :-

अभ्यासक्रमाचा कालावधी अधिक वाढवल्यामुळे अभ्यासक्रम हा लांबवल्या जातो. विद्यार्थ्यांना हा अभ्यासक्रम कंटाळवाण वाटून घ्यायला अधिक वेळ द्यावा लागतो अरवा प्रकारे "शिक्षणशास्त्र पदवि" हा दोन वर्षांचा अभ्यासक्रम पूर्ण करणारे प्रशिक्षणाधी इयत्ता 5 वी ते 12 वी प्रवेशशिक्षण वर्ग मटासाठी चालवल्या जाणा-या अनीपचारिक शिक्षणाच्या वर्गांना शिकवण्यासाठी सक्षम होतात

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## ATTITUDE OF TEACHER TRAINEES TOWARDS YOGA EDUCATION

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### ABSTRACT :-

Yoga is basically the most important ancient art that aims towards the building up of a healthy mind within a healthy body. For that reason it is considered to be the harmonizing system that rejuvenates the body, mind as well as the soul. The great saints, therefore have mentioned yoga to be a universal attribute of mind which enhances the physical, Spiritual and mental status of the human body.

The balanced development of these three specifications led the condition where the individual will enhance the positive feeling towards life. On the whole, the yoga in daily life is practiced based on technique to control the mind as well as body. The purpose of the study was to study the attitude of teacher trainees towards yoga education. The sample of 300 teacher trainees selected randomly from the training colleges of Amravati University. Investigator made attitude scale towards yoga education was used as a tool for data collection. The study concludes that both male and female teacher trainees are much similar in respect of their attitudes towards yoga education.



**KEYWORDS:** Teacher Trainee, yoga education.

### INTRODUCTION

Life is full of challenges that are there only to make us stronger and better. The challenges should be understand as opportunities for change and faced with confidence. Meditation and yoga brings a positive vibes among the students and if they do it regularly it will help in bringing positive outcomes which is advantageous for the scholars . There are variety of positive outcomes of yoga for learners and various other peoples. Student faces a lot of depression and stress due to a variety of reasons such as family pressure, financial pressure or any other depression, Yoga is one of best way to eliminate all . Yoga keeps all depression away and keeps mind fresh. Yoga helps in increasing the sharpness of brain and concentration power. It helps in relaxing the mind and provide more peace of mind. Strength is required by body to fulfill all daily activities appropriately, Especially young students need a lot of strength , as they are overloaded with lots of task. Yoga helps in building strength and gives power. A lot of diseases can be improved by doing yoga daily. It helps to reduce a great hypertension among students. Flexibility of the body is another advantage of doing yoga daily. Practicing yoga asana muscles are stretched thereby increases the flexibility of body. Due to high calories drinks and food intake, students have to face many types of problems, With practicing yoga regularly they can help their weight management. Doing yoga regularly helps in advancing

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brain muscles and helps students to score the highest grades. Hence yoga helps learners to stay relaxed and stress free from all depress and academic tensions which is beneficial in academic advancement.

Yoga is the power for all the students that helps in enhancing their memory and provides them more energy and power. Students can enhance their focus and concentration with the help of yoga.

#### NEED AND SIGNIFICANCE OF THE STUDY

The modern world is facing a pandemic of lifestyle disorders that requires changes to be made consciously by individuals themselves and as yoga is the best lifestyle ever designed, it has potential in the prevention management and rehabilitation of prevalent lifestyle disorders. Yogic lifestyle, Yogic diet, Yogic attitude and various yogic practices help humans to strengthen themselves and develop positive health, thus enabling them to withstand stress better.

An adult faces endless emotional and physical disorders due to unhealthy lifestyle choices, Unfortunately today children and youth are also victims of stress, anxiety, digestive disorders, insomnia etc due to highly competitive environment and work culture, Peer- pressure, examination pressure, long working hours, irregular eating habits are a few other causes of a stressful lifestyle.

Teenage is the time period of students when they are stucked between variety of work load and pressures. They need to perfectly accomplish their school or college task, prepare for variety of exams or test, need to score excellent marks, work better in their workplace and improve their performance and many other tension. In several school, colleges and universities around the world several programs and courses have been made compulsory for the students to Join.

From first graders to college seniors are under pressure. Hours a day sitting at desk or computer monitor and more hours doing homework cause a young body to tense up. Social and family pressures and unfortunately anxiety, abuse and bullying also take their toll. It is therefore educators are becoming increasingly interested in providing yoga in school and colleges.

Student life is a very crucial period of one's life, these years can make or break a person, There is always so much to do and so many distractions at the same time, especially in a world like today's where Face book and gaming takes up more time than anything else. Their minds wander while they sit to study and everything else seems way more exciting than the book open right in front of them. Yoga will help the students in focusing on the more important things.

A teacher is called as a second parent to a pupil. Teacher is placed after the parent and before God. So teaching and teacher has got its prime position in Education. Evidence exists that teacher attitudes are strongly influential in the success of any curriculum they present. Teacher characteristics, attitudes, conceptions of self, intellectual and interpersonal dispositions can influence both the explicit and the hidden curriculum in the class room. Teachers have the opportunity to leave an indelible impression on their students lives. The effective attitudes and actions employed by teachers ultimately can make a positive impact on students. So taking into consideration the importance of yoga education and role of teacher in imparting the knowledge about yoga education to develop the positive attitude towards it, the investigator made an attempt to study the attitude of teacher trainees towards yoga education.

#### OBJECTIVES OF THE STUDY

- To study the attitude of teacher trainees towards yoga education
- To find out where there is any influence of sex, management and locality of teacher trainees on their attitude towards yoga education.

#### HYPOTHESES.

- There would be no significant difference between the attitude scores of male and female teacher trainees towards yoga education.

- There would be no significant difference between the attitude score of private management and government aided college teacher trainees
- There would be no significant difference between the attitude score of rural and urban teacher trainees towards yoga education,

**Sample**

The sample comprises of 300 teacher trainees who were studying in private management and government aided colleges in Amravati university. The sample selection was done by random sampling technique

**Tool**

The investigator made attitude scale towards yoga education was used to assess the attitude of teacher trainees towards yoga education

**Statistical Technique**

Both 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.

**ANALYSIS OF THE DATA**

**Table 1.** Table showing the comparison between the attitude scores of male and female teacher trainees towards yoga education

| Sr.No | Gender | No of teacher trainees | Mean   | S.D   | Calculated 't' value | Level of significance |
|-------|--------|------------------------|--------|-------|----------------------|-----------------------|
| 1     | Male   | 150                    | 204.20 | 41.19 | 0.67                 | 0.05                  |
| 2     | Female | 150                    | 207.52 | 44.05 |                      | Not Significant       |

The above table shows that at 298 df; 0.05 level of significance the calculated 't' value is 0.67 which is less than the table value 1.97

Therefore it is inferred that no significant difference was found in between the attitude scores of male and female trainees towards yoga education

Hence it is concluded that both male and female teacher trainees are much similar in respect of their attitude towards yoga education

**Table 2.** Table showing the comparison between the attitude scores of private management and government aided colleges teacher trainees towards yoga education

| Sr. No | Management of College | No of teacher trainees | Mean   | S. D  | Calculated 't' Value | Level of significant |
|--------|-----------------------|------------------------|--------|-------|----------------------|----------------------|
| 1      | Private               | 150                    | 200.12 | 42.08 | 2.35                 | 0.05                 |
| 2      | Government aided      | 150                    | 211.60 | 42.49 |                      | Significant          |

The above table shows that at 298 df ; 0.05 level of significance the calculated 't' value is 2.35 which is more than the table value 1.97

Therefore it is inferred that significant difference was found in between the attitude scores of private management and government aided college teacher trainees towards yoga education.

Hence it is concluded that Government aided college teacher trainees (m= 211.60) have more positive attitude towards yoga education than private management college teacher trainees.

**Table 3 :** Table showing the comparison between the attitude scores of rural and urban teacher trainees towards yoga education

| Sr. No | Group | No of Teacher Trainees | Mean  | S.D  | Calculated 't' Value | Level of significant |
|--------|-------|------------------------|-------|------|----------------------|----------------------|
| 1      | Rural | 150                    | 235.5 | 19   | 4.47                 | 0.05                 |
| 2      | Urban | 150                    | 246.5 | 23.5 |                      | Significant          |



The above table shows that at 298 df; 0.05 level of significance the calculated 't' value is 4.47 which is more than the table value 1.97

Therefore it is inferred that significant difference was found in between the attitude scores of Rural and Urban teacher trainees towards yoga education

Hence it is concluded that Urban teacher trainees (m=246.5) have more positive attitude towards yoga education than rural teacher trainees

#### CONCLUSIONS

1. Male and female teacher trainees did not differ in respect of their attitudes towards yoga education
2. Government aided college teacher trainees have more positive attitude towards yoga education than private management college teacher trainees
3. Urban teacher trainees have more positive attitude towards yoga education than rural teacher trainees

#### SUMMARY

The role of teacher has always been a challenging and dynamic one. A performance of the teacher is correlated to a great extent on his attitudes, values and belief. A positive attitude towards the task undergone by the teacher makes it satisfying and rewarding. The national policy of Education 1986 has rightly observed that the status of the teacher reflects the socio-cultural ethics of the society, it is said that no nation rise above the level of its teacher.

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# REVIEW OF RESEARCH

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## A STUDY ON THE PERCEPTION OF JUNIOR COLLEGE STUDENTS TOWARDS INTEGRATED COURSES IN EDUCATION

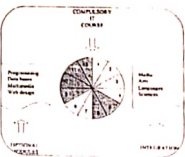
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### ABSTRACT :-

The 2-year course for Bachelor of Education might soon be dropped in favour of a 4-year integrated teacher training programme. The government had changed the one-year B.Ed course for a 2-year alternative only three years ago. Now the National Council for Teacher Education (NCTE) has been asked to start work on the four-year integrated BA-BED and BSc-BED course and three year BED-MED integrated course. Being teacher educator researcher was interested to check awareness of students about teaching profession and their passion of carrier choices in competitive era. So the purpose of this study was to analyze what is happening in the mind of Junior college students about four year integrated course in education and perceptions about what teaching and learning processes can be improved through the use of four year integrated course in education.

A sample of 300 Junior college students from Arts and Science of Nagpur and Amravati board were selected from seven campuses through convenient sampling techniques. Self-administrated questionnaires and carrier were used as a tool for data collection. Data were analyzed by using excel applying mean score. Results of the research study confirmed that Junior college students are not aware about four year integrated course in education. This study in which survey design was utilized sought to determine junior college students perception of pursuing teaching as a career, and to determine those factors responsible for their perceptions. Four research questions were postulated to guide the study and a research instrument tagged Student Teaching Career Questionnaire was designed to collect data from 300 students who constituted the study sample.



**KEYWORDS:** BSc-BEd, BA-BEd Integrated Course In Education, Junior College Student, Perception.

### INTRODUCTION

Education plays a vital role in the empowerment and development of the human resource in a nation. Education is essential in imparting values, knowledge and developing skills so as to increase the growth and productivity of the nation. An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. It is felt that a teacher to be a truly professional practitioner requires a conceptual understanding and appreciation of the above domains of knowledge and also the competence to implement the knowledge in specific contexts of teaching. In order that the teacher education programme to become a professional

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preparation programme, it should have a fair combination of theory and practice. Too much of theory would push the teacher education programme towards liberal arts orientation and hence prepare a disciplinarian rather than an efficient and effective practitioner. What the country needs today is sound practitioner teacher rather than those who merely verbalize theoretical knowledge. One way of achieving this would be to have a proper blending of reflections on theoretical basis and sufficient opportunities for practice followed by feedback. So now focus is on integrated B.Ed. course for efficient professional development. Now some universities are running these integrated B.Ed. courses. The programme is designed to provide opportunities for the prospective Teacher Educators to extend and deepen their horizontal of knowledge and understanding of education and teacher education, develop research capacities, specialized in select areas etc. The course includes both critical comprehension of theory as well as hands-on and field based reflective practices, skills and competences. Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage. Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development. Various integrated B.Ed. courses are the Integrated B.Ed.- M.Ed. Programme is a three-year full-time professional programme in education, without any option of intermediate exit before completing the three- years study. It aims at preparing teacher educators and other professionals in education, including curriculum developers, educational policy analysts, educational planners and administrators, school principals, supervisors and researchers in the field of education. The completion of the programme shall lead to integrated B.Ed. – M.Ed. degree with specialization in either elementary education (upto class VIII) or secondary education and senior secondary education (upto class XII). The 3-year Integrated B.Ed.-M.Ed. Course is a professional programme in the field of Teacher Education which aims at preparing Teacher Educators and other professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school Principals and researchers. The completion of the programme shall lead to B.Ed.- M.Ed. Degree with specialization in selected areas focusing on both elementary and secondary education. The three years M.Sc. B. Ed. Curriculum is meant for preparing teachers specifically for the senior secondary stage of school education. Hence, it can only include the knowledge domains appropriate for teaching at the senior secondary stage of education. There exist two main models of teacher education programmes in India. The long duration integrated model wherein the subject matter knowledge is learnt alongside professional education courses and the short duration model in which the student would have already acquired a degree in the subject to be taught by him/her. The four-year composite courses are B.A (B.Ed), B.Sc (B.Ed) . Those who want to become teachers can apply for these courses after Class 12.

#### OBJECTIVES OF THE STUDY:

The following were major objectives of the study:

- i) To find out the conceptions of Junior college students regarding the four year integrated course in education.
- ii) To find out response of Junior college students towards carrier choices.
- iii) To study awareness of Junior college students about various integrated courses available in education .

iv) To make useful suggestions for the improvement of four year integrated course in education .

To achieve these objectives the following Research Questions will guide the study:

1. Is Education the first choice for course of study of Junior college students?
2. Are male and female Junior college students interested in being professional teachers after graduation that B.Ed.-M.Ed. integrated course?
3. Are Junior college students aware about various Integrated courses available in education ?
4. Are male and female Junior college students interested in being professional teachers after post graduation M.Sc.-B.Ed.?

## METHODS

The survey research design was adopted for this study aimed at determining Junior college students perception of teaching as a career. The study involved the two district Junior college students located in Nagpure and Amravati Board.

The population for the study comprised all registered Junior college students of Amravati and Nagpure district board of science arts and commerce colleges. A sample of 300 Junior college students from Arts Commerce and Science of Nagpur and Amravati board were selected from seven campuses through convenient sampling techniques Instrument for data collection was researcher-constructed questionnaire tagged Students Teaching Career Questionnaire which was face validated by two educational researchers. Section A of the research instrument sought demographic information such as gender and stream of course. Face- to- face hand delivery method was utilized for the administration of the questionnaire. Out of the 300 respondents, 150 were males while 150 were females. Data was analyzed using simple percentages.

## RESULTS AND DISCUSSION

The findings as regards research questions 1, 2, 3, and 4 are presented in paper .

**Research Question 1: Is Education the first choice for course of study for Junior college students of 12<sup>th</sup> standard in arts and science faculty?**

Frequency shows that out of the 150 respondents of arts faculty only 93 (62%) actually wanted to study education while 57 (38%) indicated that education was not their first choice for course of study. Frequency shows that out of the 150 respondents of science faculty only 24 (16%) actually wanted to study education while 126 (84%) indicated that education was not their first choice for course of study. From the collected data Arts faculty Junior college students are more interested in the four year integrated course in education.

**Research Question 2: Are male and female Junior college students interested in being professional teachers after graduation that B.Ed.-M.Ed. integrated course?**

Data of frequency table shows that greater percentages of females (62.2%) are favourably disposed to making teaching their career than (51.1%) for males after graduation that B.Ed.-M.Ed. integrated course. It equally shows that (32.2%) males were not willing to becoming teachers while (22.4%) of females were not willing. Also (16.7%) were not sure of being teachers while (15.4%) were not sure.

**Research Question 3: Are Junior college students aware about various integrated courses available in education ?**

From data collected science faculty students percentage regarding awareness of various integrated courses in education was 57% and those from arts faculty it was very poor to 8% only.

**Research Question 4: Are male and female Junior college students interested in being professional teachers after post graduation M.Sc.-B.Ed. integrated courses?**

Data shows that greater percentages of females (62.2%) are favourably disposed to making teaching their career than (51.1%) for males after post graduation.

It equally shows that (32.2%) males were not willing to becoming teachers while (22.4%) of females were not willing. Again (16.7%) males were not sure of being teachers while (15.4%) females were not sure. This finding indicates that women (females) are more favourably disposed to making teaching a career than their

male counterparts. This finding is in agreement with the commonly held notion that teaching is a female profession. Justifying their decisions of becoming professional teachers after graduation, the 135 (57.9%) gave reasons such as opportunity to teach others, recognition of teacher as nation builders, acquisition of more knowledge, contribution to the nation's educational development and so on as the reasons fuelling their desires to be professional teachers after graduation. The 61 (26.2%) that had no intention of becoming teachers cited reasons such as not getting admission into area of interest, low societal regard for teachers, low income earned by teachers etc as reasons for not wanting to be teachers after graduation. The 37 (15.9%) that were not sure of joining the teaching profession after graduation gave reasons such as intention to be self employed, unpalatable treatment of teachers in India, intention to pursue other careers and the stressful nature of teaching as being responsible for their decision.

#### CONCLUSION:

The following conclusions are drawn from the findings of this study:

1. Education was not the first choice of Science faculty junior college students. From the collected data Arts faculty Junior college students are more interested in the four year integrated course in education BA-BEd
2. From data collected science faculty students percentage regarding awareness of various integrated courses in education was 57% and those from arts faculty it was very poor to 8% only.
3. More females are favourably disposed to making teaching their career after graduation than males.
4. Opportunity to teach others, love teaching, enhancement or acquisition of more knowledge and contribute to the nation's educational development are some of the reasons for students interest in making teaching their career
5. Low societal regard for teachers, low remuneration and allowing of non-trained teachers into the teaching profession are among the factors responsible for students' lack of interest in joining the teaching profession
6. There is no statistical difference between the perception of students of Junior college towards integrated B.Ed. district wise.
7. There is statistical difference between the perception of students of Junior college towards integrated B.Ed. faculty wise.

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# REVIEW OF RESEARCH

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## ANOMALIES IN UGC REGULATIONS, 2018 WITH REFERENCE TO NCTE REGULATIONS, 2014

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### ABSTRACT :-

*In exercise of the powers conferred under article 246; University Grants Commission act 1956 has been passed and UGC was formally established in November 1956 as a statutory body of the Government of India for the coordination, determination and maintenance of standards of university education in India. NCTE came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995 for the regulation and proper maintenance of Norms and Standards in the teacher education system. This research article try to identify the anomalies in the regulations passed by these two statutory bodies, the problems associated with it and overcome the peril faced by the teacher education institution in near future.*



**KEYWORDS:** NCTE Regulation, Anomalies in UGC Regulation.

### INTRODUCTION

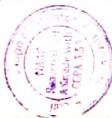
"Coordination and determination of standards in institutions for higher education or research and scientific and technical institution" is an item enumerated at serial no. 66 of list 1 of the seventh schedule (i.e. Union List) of the Indian constitution. According to the article 246 of the Indian constitution, ".....

Parliament has exclusive power to make laws with respect to any of the matters enumerated in the list 1 of the seventh schedule (in this constitution referred to as the "Union List")."

In exercise of the powers conferred under article 246; University Grants Commission Act 1956 has been passed to look into all the cases pertaining to the allocation of grants-in-aid from public funds to the Central Universities, other Universities and Institutions of higher learning. The UGC has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education.

Whereas, since 1973 NCTE was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE) 1986 and the Programme of Action there under, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of

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teacher education. Accordingly The Act (National Council for Teacher Education Act, 1993 [No. 73 of 1993]) of Parliament received the assent of the President on the 29<sup>th</sup> December, 1993 and The National Council for

Teacher Education as a statutory body came into existence in pursuance of this act on the 17<sup>th</sup> August, 1995 with a view to achieving planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith.

Hence it is very clear that NCTE has the power to laid down the norms and standards in the teacher education system. Hence this research article try to identify the incongruity in the regulations passed by these two statutory bodies and, the problems associated with it and overcome the peril faced by the teacher education institution in near future.

#### Scope and Limitation:

This paper covers anomalies in UGC regulation 2018 with respect to appendix – 4 and 7 of the NCTE Regulation 2014 this consist the scope of the paper and it is limited to the anomaly in the qualification laid down by NCTE and UGC for the post of Principal in the institution which runs Bachelor of Education or Physical education programme.

#### REVIEWING UGC REGULATIONS, 2010 AND NCTE REGULATIONS, 2009:

UGC regulations (2010) on minimum qualifications for appointment of teachers and other Academic Staff in Universities and colleges and measures for the maintenance of standards in higher education 2010 dated 28 June, 2010 Consider teacher education courses recognised by NCTE as separate entity then other disciplines viz. Arts, Commerce, Humanities, Sciences etc. and NCTE had brought National Council for Teacher Education (Recognition Norms & Procedure) Regulations, 2009 wherein Qualification for the appointment of Principal in B.Ed. colleges is given which was incorporated by UGC indistinguishably in UGC's Regulation 2010. Accordingly, suggested qualification in toto as prescribed in the NCTE regulation 2009.

#### REVIEWING NCTE REGULATIONS, 2014:

On December 1, 2014 NCTE introduced a new regulation consisting of 15 appendices in supersession of the NCTE regulation 2009. Out of these 15 appendices appendix -4 is the Norms and Standards for bachelor of education programme leading to Bachelor of Education Degree (B.Ed.) This regulation had lead down the qualification for the post of Principal in the institution which runs Bachelor of Education programme. Where in the qualification prescribed viz., P.G. Degree in arts, science, social sciences humanities, commerce with minimum 55% of marks, M.Ed. with minimum 55% of marks, Ph.D. in Education or in any Pedagogic Subject offer in the institution and 8 years of teaching experience in a secondary teacher education institution. The unavailability of the qualified and experienced Principal is the reason why NCTE has cut down the criteria of experience.

Again Appendix-7 is the Norms and Standards for Bachelor of Physical Education programme leading to Bachelor of Physical Education Degree (B.Ed.) This regulation had laid down the qualification for the post of Principal in the institution which runs Bachelor of physical Education programme. Wherein the qualification prescribed viz., P.G. Degree in Physical Education (M.P.Ed./M.P.E.) with minimum 55% of marks....., Ph.D. in the field of Physical Education and 8 years of teaching experience out of which five years experience in an institute/college/Department of physical education. Any other stipulation prescribed by UGC/affiliating body/State Govt from time to time for the position of principal shall be mandatory.

NCTE while prescribing the qualification for the post of Principal of the college of Physical Education accorded and anticipated the expectations of UGC in addition to NCTE's prospects which has not been done in case of UGC Regulations 2018.

**REVIEWING UGC REGULATIONS, 2018:**

The UGC regulations on minimum qualification for appointment of teachers and other Academic Staff in Universities and colleges and measures for the maintenance of standards in higher education, 2018 embodies college of Education (B.Ed.) and physical Education (B.P.Ed.) with all other discipline stating the same qualification for the appointment of Principal in the colleges of Education viz. Ph.D. degree, Professor/Associate Professor with a total service/ experience of at least fifteen years of teaching/research in Universities, Colleges and other institutions of higher education, A minimum of 10 research publications, a minimum of 110 Research Score.

In the coverage of the UGC Regulations, 2018 it is very clearly said that, "For the purposes of direct recruitment to teaching posts in disciplines relating to university and collegiate education, inter alia in the fields of health, medicine, special education, agriculture, veterinary and allied fields, technical education, teacher education, norms or standards laid down by authorities established by the relevant Act of Parliament under article 246 of the Constitution for the purpose of co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions, shall prevail"

Considering B.Ed. courses alike other disciplines and prescribing qualification for appointment of Principal in accordance with other academic colleges (Arts, commerce, Science etc.) would lead to an anomaly in the administration and governance of the institution.

**CONCLUSION:**

1. Associate professor from any academic college not possessing qualification expected in NCTE regulation 2014 could be the Principal of College of Education (B.Ed.).
2. Associate professor from any academic college not possessing qualification expected in NCTE regulation 2014 could be the Principal of College of Physical Education (B.P.Ed.).
3. A formally untrained and one having "No Experience" in Teacher training would be the captain (Principal) of the Team (TEI).
4. This would lead great administrative problem and chaos in governance of the Teacher training institution.

**SUGGESTION:**

UGC should remove this anomaly from its regulation on minimum qualification for appointment of teachers and other Academic Staff in Universities and colleges and measures for the maintenance of standards in higher education, 2018 by considering teacher education courses recognised by NCTE as separate entity then other disciplines viz. Arts, Commerce, Humanities, Sciences etc. and come up with a solution that shall indistinguishably incorporate the condition of Qualification and especially teaching experience in UGC Regulations, 2018 with respect to the post of Principal in colleges of education and physical education prescribed in NCTE notification 2014.

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## Comparative Study of Balance and Coordination of Female Athletes

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### Abstract

The purpose of the study was to comparative Balance and Coordination of various levels of Female Athletes. For this study Sixty (60) female athletes 20 from each participated in the Maharashtra State Tournaments (20), Inter Collegiate Tournaments of Sant Gadge Baba Amravati University, Amravati (20) and Inter University Tournaments (20) with the help of purposive sampling method were selected from Sant Gadge Baba Amravati University, Amravati. The age of the athletes were ranged between 18 to 25 years. Subjects did not use any ergogenic aids or supplementations and also they were all free from any injuries during the collection of data. The following tools were used to collect the data on - Balance was measured by Stork Balance Stand Test and Coordination was measured by Alternate Hand Wall Toss Test. In order to find out the significant difference between personality traits of different level of achievement of female athletes the analysis of variance (ANOVA) was applied at 0.05 level of significance. Result shows that significant difference were found in balance and coordination ability among State, Inter Collegiate and Inter University. Players as obtained F-ratio was 3.45 & 3.80 which was greater than that of required tabulated 'F' value of 3.158 at 05 level of significance with (2, 57) degree of freedom.

**Keyword:** Balance, Coordination, Female Athletes, etc.

### Introduction

Motor fitness, or motor physical fitness, refers to how an athlete can perform at his or her sport, and involves a mixture of agility, coordination, balance, power, and reaction time. Improving this form of fitness is an indirect result of training in any of these attributes. All five components of fitness are essential for competing at high levels, which is why the concept is seen as an essential part of any athlete's training regime. Motor fitness is a term that describes an athlete's ability to perform effectively during sports or other physical activity. Each components is essential for high levels of performance.

### Balance

Balance is the ability to stabilize your body, whether standing still or maintaining motion. Ice-skating, skiing and bicycle riding are balance exercises. There are two types of balance - static and dynamic. Static balance refers to remaining upright while staying still, standing on one leg, for example. Dynamic balance deals with stability in motion. Test your balance by holding a stationary position as long as you can, without wobbling, after moving around.

Balance is involved with all motor performances to some degree but some performances heavily depend upon balance. As quoted by Singh, Dynamics and stability both are of great importance in all body contact sports such as athletics, football, soccer, baseball, basketball and hockey.

Balance is the main factor of fitness competences for success in sports. Good balance plays an important role in skill development and the overall fitness profile of the players. There are two types of balance in sports. First is static balance, which maintains the body's centre of mass and second is dynamic balance which moves outside the body base of support.

### Coordination

Coordination describes the synchronization of your senses and your body parts in a way that enhances motor skills. Volleying a table tennis ball is an example of hand-eye coordination. A variety of tests measure coordination, including juggling or hitting a ball.

"Co-ordination is the ability to integrate muscles movements into an efficient pattern of movement". Co-ordination makes the difference between good performance and poor performance. The efficiency of skill patterns depends upon the interrelation of speed, agility, balance and muscle movements into as well co-ordinate pattern.

It is the good advice to the performer and is necessary for judging such variables factor as speed, distance, direction, and size. Countless skills involve co-ordination of the eyes with hands. The players in Cricket, Volleyball, Basketball and handball do require eye- hand co-ordination when they exhibit their skills for successful performance. As there is lack of research available on important of eye-hand co-ordination for games. Where accuracy is more needed the research worker was interested to conduct the study on Cricket, volleyball, Basketball and Handball players. The Neuro-



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muscular co-ordination of the individual which includes his ability to learn new skill and finally achieve competency in physical activities as essential to all phase of physical education. Activities for developing such co-ordination, therefore, should be considered.

### Materials and Methods

#### Subject

Sixty (60) female athletes, 20 from each participated in the Maharashtra State Tournaments (20), Inter Collegiate Tournaments of Sant Gadge Baba Amravati University, Amravati (20) and Inter University Tournaments (20) with the help of purposive sampling method were selected from Sant Gadge Baba Amravati University, Amravati. The age of the athletes were ranged between 18 to 25 years. Subjects did not use any ergogenic aids or supplementations and also they were all free from any injuries during the collection of data.

#### Administration of the test

The following tools were used to collect the data on -

- Balance was measured by Stork Balance Stand Test
- Coordination was measured by Alternate Hand Wall Toss Test

#### Statistical Analysis:

In order to find out the significant difference between personality traits of different level of achievement of female athletes the analysis of variance (ANOVA) was applied at 0.05 level of significance.

**Table-1**  
Analysis Of Variance of Balance and Coordination among State, Inter Collegiate and Inter University Players

| Variables    | SV      | SS     | df | MS    | F     |
|--------------|---------|--------|----|-------|-------|
| Balance      | between | 108.93 | 2  | 54.46 | 3.45* |
|              | error   | 895    | 57 | 15.7  |       |
| Coordination | between | 36.23  | 2  | 18.11 | 3.80* |
|              | error   | 271.7  | 57 | 4.76  |       |

\*Significant at 0.05 level

Tabulated  $F_{(2, 57)} = 3.158$

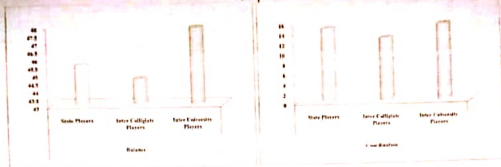
**Table-2**  
Post Hoc Test

| Variables    | State Players | Inter Coll. Players | Inter Uni. Players | MD   | CD   |
|--------------|---------------|---------------------|--------------------|------|------|
| Balance      | 45.5          | 44.6                |                    | 0.9  | 3.96 |
|              | 45.5          |                     | 47.8               | 3.3  |      |
|              |               | 44.6                | 47.8               | 3.2  |      |
| Coordination | 14.7          | 13.65               |                    | 1.05 | 2.18 |
|              | 14.7          |                     | 15.55              | 0.85 |      |
|              |               | 13.65               | 15.55              | 1.9  |      |

\*Significant at 0.05 level

Above table revealed that there was significant difference were found in balance and coordination ability among State, Inter Collegiate and Inter University Players as obtained F-ratio was 3.45 & 3.80 which was greater than that of required tabulated 'F' value of 3.158 at .05 level of significance with (2, 57) degree of freedom. Hence, Post Hoc test was to see the Mean Difference in balance and coordination ability among State, Inter Collegiate and Inter University Players. The significant difference were found among state players and inter university players in reference to balance whereas significant difference were found among state players and inter collegiate players as well as inter collegiate players and inter university players in reference to coordination.

Graph



### Conclusion

Result shows that significant difference were found in balance and coordination ability among State, Inter Collegiate and Inter University Players. In reference to balance, the reason may be attributed that everyday tasks such as bending, reaching and maneuvering around objects require the skill of balance. Any minor upset which affects our body system can have a negative effect on balance and create difficulties with movement. Several body systems are involved in the balance process, including the musculoskeletal system, inner ear, eyes and skin. Good balance relies on all of these systems and processes functioning perfectly. As inter university player's possess typically stereotyped with hardworking, strenuous and strong musculature body with great amount of energetic as comparison state and inter collegiate players. And in reference to coordination, the reason may be attributed that coordination is the ability to repeatedly execute a sequence of movements smoothly and accurately. This may involve the senses, muscular contractions and joint movements. Everything that we participate in requires the ability to coordinate our limbs to achieve a successful outcome - from walking to the more complex movements of athletic events like the pole vault. Inter university players goes under various training program and their more participation more conditioning more practice makes them more fit. Their body becomes more conditioned and able to bear and have more stress and hard work due to their better playing environment and participation in game as compared to state and inter university players.

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