



A Study On Student Teacher's Attitudes Towards Research In Education  
At Sant Gadge Baba Amravati University

Dr. Sangita R. Bihade

**ABSTRACT** :- The starting point for this research paper is an assumption that teaching should be an evidence-led and research-based profession: that is that teachers should be expected to both be aware of relevant research about teaching and learning, and to also be capable of undertaking small-scale classroom research to address professional issues and problems that arise in their work. In today's world, one of the criteria of progress in a country is research. In our country instead of paying to the research and study, attention is given to the training of human resources. Therefore, this study aimed to investigate Students' Attitudes towards Research in Education at Sant Gadge Baba Amravati University. In this study the data tool was questionnaire given to the study subjects. The study population were all the college student teacher enrolled in college of education at Sant Gadge Baba Amravati University selected. Cochran methodology was used to determine the sample size, the t test used to know the attitudes and the ANOVA test to assess differences between the groups. The mean age of the students was 25 years (age range of 25 to 38 years), of them, 170 (61%) were female and 110 (39%) male, 100% graduate and 50% on their first semester. Their attitudes toward the usefulness of search for jobs and careers, anxiety, relationship with everyday life and Research problem was positive. Belief in research problem with the highest average and relation with everyday life with the lowest average, ranked the highest and lowest scores respectively. The findings also showed that there was insignificant difference between the variables of age, gender and level of education and the attitude of students towards research. The subjects under study had Positive attitude to research and in case of availability of research facilities, students would be more interested in performing research.

**Keywords:** Attitude, Student-Teacher, Research, Sant Gadge Baba Amravati University, Educational Science

**INTRODUCTION** :- Research is the voyage of discovery. It is the quest for answers to unsolved problems. Research purifies human life. It improves its quality. It is search for knowledge. It shows how to Solve any problem scientifically. It is a careful enquiry through search for any kind of Knowledge. It is a journey from known to unknown. It is a systematic effort to gain new knowledge in any kind of discipline.



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situation makes him successful in his task. Thereby he learns something's, becomes wise and prepares his own scientific procedure while performing the same task for second time. So is there any relationship among science, education and educational Research? The key role of a teacher is to teach, which can be understood as meaning to facilitate learning of some target curriculum. Teaching is therefore intimately tied to notions of learning, and there is a sense that if students do not learn, then whatever the teacher is doing, does not deserve the label of 'teaching'. Good (1959) defines attitude as "a readiness to reaction towards or against some situation, person or thing in a particular manner for example Love or Hate". A teacher is a friend, philosopher and guide to the students. He does not teach, but makes the student learn. The teachers are to sow knowledge in the form of education. And so the profession calls for dedicated people, who will willingly accept the changes of building up generations. Any profession is noble but the teaching profession is the noblest. But today, people do not think of the teacher as a professional worker in the same sense, status and reverence in which they consider the doctor, the lawyer, the police or the engineer. Attitude is important to understand human behaviour. To define what exactly an attitude is, many attempts have been made in literature generally it is, a complex mental state involving beliefs. A profession is explained as an occupation based upon specialized, intellectual study and training. It is a work pursuit, one person's effort to find out a place in the work-a-day world.

Research is required in any field to come up with new theories or modify, accept, or nullify the existing theory. From time immemorial it has been seen so many discoveries and inventions took place through research and world has got so many new theories which help the human being to solve his problems. Graham Bell, Thomas Edison, JC Bose, John Dewey, Skinner, Piaget Research like have given us theories which may cause educational progress research needs expertise.

Scientific research is conducted in the field of education in order to produce theoretical information about education, specify the problems, and propose solutions to these problems (McMillan & Schumacher, 2010; Yıldırım, İlhan, Sekerci, & Sozbilir, 2014). However, many studies show that there is a gap between educational research and practice (Greenwood & Maheadly, 2001; McIntyre, 2005; Vanderlinde & van Braak, 2010). For example, Kempa (2002) argues that scientific research topics have mostly been those that generally receive little attention from teachers. However, education researchers and teachers have commented that formal school education is not sufficiently based on scientific research findings (McIntyre, 2005). These negative viewpoints of the implementers (such as teachers and school principals) towards educational research are regarded as one of the most important reasons for the gap between research and practice (Kaestle, 1993; Gore & Gitlin, 2004; Yıldırım et al., 2014).

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**RESEARCH QUESTION:-**The aim of the current study, therefore, is to determine the attitudes of student teachers studying in Education colleges of SGBAU towards educational research and to compare these attitudes with some demographic features (gender, Age, teacher-training programme, and educational background). This study sought to respond to the following research questions:

1. What is the level of student teachers' attitudes towards educational research?
2. Do the attitudes of student teachers towards educational research differ according to their gender, teacher-training program, age, and their educational status?
3. What do students' teachers understand by the term 'research' and how do they recognise research content?
4. To What extent is course guidance provided, to what extent do they typically make their own judgments about what is research content?
5. Do they understand the difference between peer-reviewed and non-peer reviewed research?

**MATERIALS AND METHODS:-** In this descriptive-survey research the library and field methods, as inseparable components of scientific research have been operated. The study subjects consisted all (n=280) of the Educational college students at Sant Gadge Baba Amravati University. Cochran formula was used to determine the sample size. Knowing  $N=480$ , and taking  $Z=1.95$ , and  $p=0.5$  the sample size was 280 student teachers. The data collection tool is a questionnaire adapted from the "Attitudes towards Research" Scale of 32 questions of self-report items scored on a seven-point Likert scale (1 completely disagree, 7 completely agree). The items of 1, 7, 10, 11, 16, 18, 23, 25, 26, 28 and 32 will be calculated on opposite direction. This questionnaire assesses various useful factors of anxiety, positive feelings about the relationship between research and everyday life, students' problems on research Necessity of educational research, Value of educational research, Applicability of educational research, Positive attitude towards educational research.

Cronbach's alpha coefficient formula was used to evaluate the reliability of the questionnaire. Calculated Alpha coefficient through computer software for the questionnaire was 0.85, which is an acceptable reliability. Overall, in this study, to increase the Content validity of the questionnaire, the following methods were used: Benefiting from the viewpoints of the experienced faculty members. Initially, 30 questionnaires were distributed to the study subjects for resolving the ambiguities, and finally after clearing and ambiguities, the final questionnaire was prepared and distributed was. In this study, t- test was used to assess attitudes and the ANOVA test was used to assess differences between the groups.

Demographic variables	Indices	number	%
gender	male	70	24.75
	female	210	75.25
age	20-25	120	42.85
	25-35	160	57.15
semester	first	140	50.00
	second	140	50.00
Faculty	Arts	150	53.57
	Sciences	110	39.28
	Commerce	020	07.15

Table 2:

Factors	Mean	S.D.
Beneficial of research in educational field.	4.38	0.86
Stress and Anxiety	4.23	0.75
Positive attitude towards research	4.16	0.83
Relation of research in problem solving	4.19	0.98
Research problems	4.82	1.05

The significance level of ( $\text{sig} = 0.05$ ) show that there is insignificance difference between any of the factors presented with attitude of the study subjects with research, and all of the students confirmed all factors. By studying the obtained mean data, it could be said that, from the view point of the students, research problems had the highest effect and relation with the educational field had the lowest impact.

Table 3

Factors	source	SS	MS	F
Necessity of educational research	Between Group	3.21	1.6	5.61
	Within Group	262.17	0.28	
Value of educational research	Between Group	0.22	0.11	0.56
	Within Group	199.6	0.22	
Applicability of educational research	Between Group	0.21	1.28	0.26
	Within Group	382.36	0.46	
Positive attitude towards educational research	Between Group	0.35	0.18	0.42
	Within Group	189.15	0.20	

Post-hoc analyses using the test indicated that the significant difference in the dimension of 'necessity of educational research' stemmed from the difference between the graduates of Science student teacher and those of other faculties. There

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was a statistically significant difference between the mean scores of the graduates of other faculties and those of Science Faculty, which was in favour of the graduates of other faculties. The confidence level of 95% showed that the attitudes of study subjects did not have significance difference with the different ages to the research (usefulness of research for the profession, anxiety, positive attitude about research, related with everyday life and Research problem)

Table 4

Group of teachers	N	M	S.D.	DF	t-value
Semester I	140	177.15	45.74	139	0.20
Semester II	140	173.75	43.44	139	

Table data reveals significant difference between student teachers studying in semester I and semester II. This result is indicative of the fact that both Semester student teachers had similar attitude towards research in education.

Table - 5 Mean, S.D, and T- Values of Student Teachers according to Age on towards Research Attitudes.

Table - 5

Group of teachers	N	M	S.D.	t-value
Below 25	120	183.67	41.67	0.14
Above 25	160	177.87	38.46	

On the observation of table it is clear that age of teacher was not differentiating factors in their attitude towards research. Here both the groups of student teachers have been found similar in their attitudes towards research.

**CONCLUSIONS:-** The significance level of ( $\text{sig} = 0.05$ ) show that there is insignificance difference between any of the factors presented with attitude of the study subjects with research, and all of the students confirmed all factors. By studying the obtained mean data, it could be said that, from the view point of the students, research problems had the highest effect and relation with the educational field had the lowest impact. There was a statistically significant difference between the mean scores of the graduates of other faculties and those of Science Faculty, which was in favour of the graduates of other faculties. The confidence level of 95% showed that the attitudes of study subjects did not have significance difference with the different ages to the research (usefulness of research for the profession, anxiety, positive attitude about research, related with everyday life and Research problem). The result indicative of the fact that both Semester student teachers had similar attitude towards

## DEVELOPMENT OF MULTIMEDIA PACKAGE IN TEACHING SCIENCE CONCEPTS AT SECONDARY LEVEL

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### Abstract

Educational technology reveals the utilization of all modern media, methods and materials for achieving the maximum outcomes. In today's scenario technology viz. Computer technology, Information technology, Communication technology etc. Plays an important role for the upliftment of educational process. The general purpose of the study was to study the effectiveness of multimedia package in teaching science concepts at secondary level. The sample of 80 secondary School Students was drawn from two Secondary Schools of Amravati city by applying random sampling method. Questionnaire, Pre and post test and multimedia package developed by the researcher was used as a tool for data collection. Mean, S.D. and 't' test were used to analyse the data. The study found that the developed multimedia package aroused the curiosity and interest among the students who had below average level of achievement in science subject.

Key words- Educational technology, Information communication technology, Computer technology.

### Introduction :-

Information and communication technology has become an integral part of today's education. ICTS are referred to as the varied collection of technological gear and resources which are made use of to communicate. They are also made use of to generate, distribute, collect and administer information. Besides ICT is being used in facilitating distance learning. It is enabling online designing courses, online delivery of courses, computer aided teaching, online assessment. Teaching is an art and science as well it is a complicated process. Grasping and spreading of knowledge is very important in the teaching-learning process. Grasping the knowledge is dependent on human beings' sensory organ's strength. These sensory organs are the places of acquiring knowledge. We remember for long time this experience only due to actual looking, hearing, touching and smelling the things.

At School level the various programs are made for teachers, students, trainees to integrate ICT and e-learning in the system of

education, teaching, learning and evaluation controlled by electronic media. Human sensory organs have very important function of grasping the knowledge, different types of senses reach human brain through various sensory organs and hence these senses become meaningful. The various actions take place on them.

### Significance of the study :-

Information communication technologies (ICT) refers to technologies that provide access to information through telecommunication. It is similar to Information Technology (IT) but focuses primarily on communication technologies. This includes the internet, wireless networks, cell phones and other communication mediums, ICT have provided society with a vast array of new communication capabilities. ICT is a holistic approach to design, development, implementation, management and evaluation of learning environment which engage learners constructively. Introducing ICT as a tool to support the education sector has initiated substantial discussion since the last 1990s.

The present research will be useful for all the 4. elements of education and it will also contribute to the knowledge of teacher and students. Its makes teaching and learning more effective. The present research study will increase the curiosity and interest among the students. It is important to increase computer literacy in society and students audio- visual competency. It will correlate the study in science subject , concepts and related day- to- day teaching. The present research is also important as the multimedia package to be used to acquire the knowledge and the interest in science subject like science.

#### Statement of Research Problem -

Hence from the above facts the researcher stated her problem as under- Development of Multimedia package in Teaching Science concepts at secondary level.

#### Objectives of the Study :-

1. To Study the problem while teaching science concepts at the Secondary level with traditional methods.
2. To develop multimedia package to teach science concepts at the secondary level.
3. To Study the effectiveness of multimedia package in teaching science concept at the secondary level.
4. To Compare the effectiveness of traditional teaching method and teaching with multimedia package for science concepts at the secondary level.

#### Hypotheses :-

1. There is no significant difference in the performance of the students from control and experimental group in pre test.
2. There is no significant difference in the performance of the students from control and experimental group in post test.
3. There is no significant difference in the performance of the students from control group in pre over post test.

There is no significant difference in the performance of the students from experimental group in pre over post test.

#### Methodology :- Sample:-

The sample Comprises of 80 Secondary school Students of Std VIII were selected randomly from two secondary schools of Amravati city.

Table -1 Distribution of Sample

Sr.No	Category	Total
1.	Control Group	40
2.	Experimental Group	40
	Total	80

#### Tool -

Questionnaires, Pretest and Post test -

5. To find out the problem in traditional teaching method the researcher will teach science subject at the secondary level. In this questionnaire, the questions will be related to the problems while teaching science subject.
6. Two tests i.e. pre and post test were prepared by the researcher in science subject for the present research. These test covered basic knowledge in a few scientific concepts for Std. VIII. Each test consists of 25 items. These items were of multiple - choice types. Each question carries one mark for correct alternative and zero mark for incorrect alternative.
7. The researcher developed multimedia package with instructional system for science subject of Std. VIII. To solve these problems in multimedia package there will be seven concepts of science subjects.

#### Procedure :-

In present study the researcher has used a survey and experimental method. The researcher made two equal groups for pre test and post test. The researcher surveyed the traditional teaching methods to teach scientific

concepts and found out the problems in traditional teaching method to teach science subject.

#### 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 difference in the performance of the students from control and experimental group.

#### Analysis and Interpretation of the data

Table -2 Total Score obtained by all students in pre and post test

Category	N	Mean	S.D	t-value	Significance Level
Control Group	40	11.52	2.25	7.627	Significant
Experimental Group	40	14.16	2.98		

Table shows that, at 78 df, 0.05 level of significance the calculated 't' value is 7.627 which is more than the table value 1.98

Therefore it is inferred that, there was significant difference found in the performance of the students from experimental group.

Hence it is concluded that, the developed multimedia package related to science subject was quite effective.

#### Conclusions :-

The Education in the present trend does not mean the mere text book learning. It aims at giving complete life to the pupils. The experience have shown that education is everlasting. Hence the investigator has clearly understood that the mere dumping of the materials will not be useful to students unless it

is planned and organized in an effective and purposeful way. This study proved that, the developed multimedia package related to science subject was quite effective and developed the curiosity and interest among the students who had below average level of achievement in science subject.

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## YOGA IN EDUCATION AND PHYSICAL EDUCATION

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## ABSTRACT

*Yoga is one of the Indian Philosophical systems that emphasize the importance of the work with the body to develop healthy behaviors and thoughts. Yoga is that tool that sharpens the mind to reason but hardens the heart. It lays emphasis on the basic human values such as truth, love, humility, compassion, forbearance, honesty and justice. It makes one conscious about one's rights and responsibilities. Yoga plays a vital role in education that holds the power to transform the world. Education is a chief instrument as well a catalyst of social transformation. Education enables humans to break through the shackles of orthodox beliefs and emerge as an enlightened person who can reason out. Role of yoga in education from various angles, including the types of education that was being provided to children through out the world as well as the different levels of stress that children face in the classroom environment. The difficulties problems, conflicts, distractions and dissipation of their energies were also considered. Yoga in education can enhance all the activities of the students, be it academic or sport or social. Yoga techniques provide improved attention in studies, better stamina and co-ordination for sports and heightened awareness and balanced attitude for social activity.*

**KEYWORDS:** Yoga ,Human values , social transformation.**Introduction :-**

Yoga defines itself as a science that is as a practical, methodical and systematic discipline or set of techniques that have lofty goal of helping human beings to become aware of their deepest nature. According panini, the Grammarian, the word Yoga is derived from two roots viz, Yujir and Yuja one referring to Yoking (Yujir Yoga) and the other referring to mental concentration (Yuj Samadhi) and to sense control. It brings the body and mind together to become a harmonious experience. Man is a physical, Mental and spiritual being, yoga helps promote and balanced development of all the three. Yoga is distinctly different from other kinds of exercise as it generates motion without causing strain and imbalance in the body. Yogic exercises recharge the body with cosmic energy

and facilitates. Yoga in education can supplement school and university education. It can prepare the students physically and mentally for the integration of their physical, mental and spiritual faculties so that the students can become healthier, saner and more integrated members of the society and the nation.

**Objective of yoga in Education :-**

1. To enable the student to have good health
2. To possess emotional stability
3. To Practice mental hygiene.
4. To integrate moral values.
5. To attain higher level of consciousness

**Research on Yoga in Education :-**

During the late 1900s, swami Niranjanananda Saraswati, Georgi Lozanov, a

Bulgarian doctor and Charles Smith, an educator from California founded System of Accelerated Learning and Training (SALT) SALT looked at the role of yoga in education on from various angles, including the types of education that was being provided to children throughout the world as well as the different levels of stress that children face in the classroom environment. They use certain principles and practices of yoga, Firstly, as an experiment to increase the children's learning ability and secondly, to inspire teachers to teach their subjects in a slightly different way. Initially they started with some basic yoga practices in the classroom environment. The classes begin and end with the practice of two asanas and one pranayama. After a few days of practice, the change was evident, The Children who were practicing yoga in the classroom saw a great improvement in their responses, creativity, receptivity, memory, will power and behaviour. These children were more relaxed, focused, one -pointed and tranquil than their counter parts in other classes who were not practicing yoga and who were more destructive, restless, violent and distracted.

#### Importance of Yoga in Education :-

The Research on Yoga in Education (RYE) is based on the Patanjali Scale, which includes six fundamental elements of Yoga.

- 1) **They are Living Together (Yama):** It promotes living in peace, observing moral rules and learning to live as part of a group.
- 2) **Cleaning Body and Mind (Niyama):** It aims to eliminate toxins and negativity by maintaining the health of the body and mind.
- 3) **Straightening the Spine (Asana) :** It emphasises the importance of correct posture to prevent back pain, to discover our bodies and control movements effectively.
- 4) **Breathing (Pranayama):** It helps in controlling the breath that can lead to

purification, inner confidence, and an enhanced ability to resolve conflicts and monitor aggression.

- 5) **Relaxation (Pratyahara):** It focuses on learning to relax. Periods of silence and structured rest are deemed essential in order to revitalise a person, and plant the seeds of calmness and confidence.
- 6) **Concentration (Dharana):** It helps in heightening concentration and learning abilities. With its help, visual memory and other senses are developed, which enhance mental capacity to enrich thinking, understanding and imagining.

In the age of immense competition, Yoga certainly holds the power to clam a racing mind. With the help of yoga, Students can understand their capabilities and can widen mental horizon.  
**Role of Yoga in Education and Physical Education :-**

As a part of the effort get our schools and students moving, yoga provides one way of enriching the standard physical Education curriculum to be at once more inclusive and more relevant to students of any age. Not only does yoga build upon basic tenants of physical fitness, such as muscle strength, bone strength and flexibility, but it does so in a way that is developmentally appropriate, accessible, and non competitive for students of diverse capacities.

Yoga education actually goes beyond the traditional model of Physical Education to enhance self awareness, Self management and self efficacy helping students to build essential life skills and draw connections to their every day life in a way that team sports may not. In other words, yoga helps students develop concrete tools that empower them to take charge of their own health, not just to excel on the field. They learn to observe their needs and their environment and get intentional about how they feed, move and respect their bodies for the long term. Yoga gives them that control

and does even more to promote their wellness through the development of key social, emotional, cognitive and academic life skills, such as attention and focus, decision making, co-operation, stress management and empathy.

Present day students are future citizens of the country so a strong nation, both in intellect and discipline, has to be moulded from these students. The aim of education is not mere transmission of ideas and information from one to another. It involves the creation of a full fledged personality, both in mind and body.

Also if students regularly practice pranayama, their nervous system gets toned up and memory, concentration, intelligence and imagination will develop substantially. Thus practice of Yoga by students not only helps them control their body, mind and emotions but also improves mental, emotional and other faculties.

#### Conclusion :-

Students have a lot of energy. So it is the duty to educationist to channel this energy for productive purposes. The main problem faced by students is controlling their minds to channelise them for concentrated learning and productive utilization of energy. Most students are adolescents and there is every chance of their brimming enthusiasm being diverted from their main objective of learning to stray

activities. It is here that Yoga can do tremendous good. When students are made to practice certain yogic asanas and pranayama, they get into the habit of a disciplined system of life. This leads to the control of body and mind, creates awareness and helps them become responsible citizens. Yoga helps a wandering mind concentrate on a specific task with single minded devotion. It inculcates a positive approach to life.

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## Use of ICT In Research

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### Abstract -

Information and Communication Technologies (ICTs) are referred to as the varied collection of technological gear and resources which are made use of to communicate. They are also made use of to generate, distribute, collect and administer information. Use of ICTs in academic research has grown steadily in the past 10 to 15 years in both developing and developed countries, although there are wide variations in usage both within and between countries and regions. The most straight forward use of ICTs in research is in data processing. The unprecedented growth in bandwidth and computing power provide opportunities for analyzing processing huge amounts of data and performing complex computations on them in manner that is extremely fast, accurate and reliable. Another Important dimension of ICTs In research is the use of online full text databases and online research libraries /virtual libraries which are the direct outcome of the growth in telecommunicate networks and technology.

**Key words** - ICT, Research, Telecommunication Network, Technology.

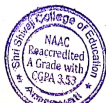
### Introduction :-

Information and communication technology has become an integral part of today's education and research, Countries across the world are using ICT in facilitating information dissemination and communication in all areas of education, training and research.

There are now educational and training institutions imparting skills in the basic and advanced concept of ICT. Besides ICT is being used in facilitating distance learning. It is enabling online designing courses online delivery of courses, computer aided teaching online assessment besides management and networking of a large number of educational institutions. ICT based systems, C.D. based courses, Online courses and digital libraries, discussion forums digital portfolios, teleconference etc has made learning a reality today. ICT implementation is not an item. It is fairly a procedure (Yalin, Karadeniz and Sachin, 2007) The accomplishment of ICT implementation in education implies actualizing ICT "Successfully and effectively in all measurements of the procedures" (Yalin etal 2007). This incorporates guaranteeing that the procedure prerequisites are met. At the end of the day, fruitful ICT implementation requires beating the elements that point of confinement the achievement of these procedures. It is accentuated that ICT implementation forms "work best when ideal conditions are set-up to bolster them" (Roblyer and Doering, 2010). Use of ICTs are particularly powerful and uncontroversial in higher educations research function.

### Information communication Technology (ICT)-

Information communication Technologies (ICT) refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT) but focuses primarily on Communication technologies. This includes the internet, wireless networks, cell phones and other communication mediums. ICT have provided society with a vast array of new communication capabilities. It is the infrastructure and components that enable modern computing. ICT is a holistic approach to the design, development, implementation, management and evaluation of learning environment which



engage learners constrictively. Although there is no single, universal definition of ICT, the terms is generally accepted to mean all devices networking components, application and systems that combined allow people and organizations to interact in the digital world. Introducing ICT as a tool to support the education sector has initiated substantial discussions since the last 1990s. A decade ago the emphasis was on Technical and vocational Education and training. During the last few years an increasing number of international development agencies have embraced the potential of ICT to support education sector. What is Research ?

Research is essentially a systematic enquiry seeking facts through objective verifiable methods in order to discover the relationship among them and to deduce from them broad principles or laws. It is really a method of critical thinking . It comprises defining and redefining problems, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, making deductions and making conclusion and at last, carefully testing the conclusions to determine whether they fit the formulated hypothesis. Thus the term "Research " refers to a critical careful and exhaustive investigation or inquiry or experimentation or examination having as its aim the revision of accepted conclusions, in the light of newly discovered facts.

#### ICT in Research -

Use of ICT are mainly used by researchers for its ability to ease the knowledge gathering process and to enhance resource development. Researcher in general value creativity and originality, thus the ICT tools which provide with the most open situations with great autonomy to the researcher can really help in identifying and solving research problems in the most creative ways. The use of ICT based on the individual's logical assessment of how various applications increase his/her

effectiveness and efficiency in work and provide ease in communication with peers.

Use of ICT tools or application for making research data and information available are plenty in numbers today, but the best use of ICT tools would be to improve cognitive skills and thus help discriminate, analyse and create information rather than simply accumulate. As usually research process deals with a large amount of complex information and requires a lot of skills to analyse and organize these well, any ICT tool which helps and researcher give meaning and precision along with adding value to the information generated would be rated above the ones which help in just gathering information.

Generally use ICT help the researcher in the following research -related tasks

- Identify appropriate information sources
- Critically analyse information
- Research effectively
- Manage information
- Use the information to extend and communicate knowledge across subject fields
- Search up to ten databases and electronic resources simultaneously
- Receive result in common format
- Link to individual databases for more specialized searching
- Select favourite resources and e-journals, save searches and records and set up email alerts.

Use of ICT have many effects on research. They can be classified into three categories which include.

- A. Use of ICT in pre-data analysis
- B. Use of ICT in data analysis
- C. Use of ICT in post data analysis

#### Use of ICT pre-data analysis -

Application of ICT in pre-data analysis refers to the activities how ICTs are applied on activities of social science research before reaching the stage of data analysis



## Women Empowerment

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### Abstract -

Women are an integral part of our society. The idea of human race can not be conceived with out the existence of a Women Empowerment is necessary to have our nation of bright future. There are different approaches for women empowerment. Education is an important approach among them. Women education no doubt is vital for the growth and development of family and society as whole, but it is a matter of fact that vast majority of women through out the globe continue to be far below than men. In order to promote social, economic and political development ,education of women is to be given top priority every where at every level. 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 adolescents and youth in proper direction and perspective. provided the women are themselves empowered.

Key words - Empowerment , social, Economic and political development.

### Introduction -

The united states is working with key international partners including the united Nations and across the UN system to advance girls and women's access to education in all its forms. The efforts of the united states and the international community to write a new chapter on empowering women will be the tell tale measure of whether the 21st century is truly one of the human and global process or whether millions of women and girls, representing half of the world's population will continue to be left behind under educated unprotected . economic possibilities restricted and without voice to advocate for their families, communities and nation. Education empowers individuals not only to take their own decisions and earn a living but also prepares them to fulfill diverse responsibilities in life. Education enables women to effectively participate in the affairs of the country and indeed in their own family. A women role extends from being an important member of the family-daughter, wife and mother to being a determinant of social development and building the nation. The capacity to contribute increases immensely when the family environment is stable . This requires all members of the family to understand each other and create bonds of love and trust. Like every member of the family women contribute to creating a stable family structure and they, in turn benefit from the support that they receive women have been more successful when they receive support of their families.

### Objectives -

- 1] To analyze the education and Health status of women.
- 2] To analyze the economical and social status of women.
- 3] Explain Reality in Women empowerment.

### What is Empowerment ?

The word "to empower" means " to eland" or "to give power to" The very term "empowerment " consists of a conspicuous word power which means control over material assets, intellectual resources and ideology Empowerment is not one way process but it is multidimensional process which enables one to realize his full identity and powers in all spheres of life.



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commodity to be trans located nor can it be given as alms power has to be acquired, and once acquired it needs to be exercised, sustained and preserved.

Women's empowerment is process in which women gain greater share of control over resource material, human and intellectual like knowledge, information, ideas and financial resources like money and access to money and control over decision making in the home, community, society and nation and to gain 'power'. According to the country report of Government of India , "Empowerment means moving from a position of enforced power lessness to one of power. "

**Empowering women's means -**

- ❖ Recognizing women's contribution and knowledge.
- ❖ Helping women fight their own fears and feelings of inadequacy and inferiority
- ❖ Women enhancing their self respect and self dignity
- ❖ Women becoming economically independent and self reliant women controlling resources like land and property.
- ❖ Reducing women's burden of work, specially within the house, creating and strengthening women's groups and organization.

Empowerment of women in any society is an important factor to enable women to participate in the economic and political development of the society. In India educational programmes aim at eradication of illiteracy among women for their equality in the society and to ensure their empowerment.

**Strategies of women empowerment -**

Women empowerment can be activated through five strategies these are-

1. Educational approach - Education to promote the level of awareness , knowledge, information and skills of women. Results of women's awareness is greater participation of women in decision making within and outside of family.
2. Economic Approach - To alter the economic status of women. It emphasizes development of women's skills, promotion of their saving and investment and enlarged economic opportunities.
3. Development approach - To attribute poverty to their powerlessness and the lack of adequate access to health care , education and services resources.
4. Organizational approach - It has been advocated that organized women can alter the gender and social relations in favour of women both in public and private lives.
5. Political approach - This approach believes that greater participation of women in active politics.

**Education and Women Empowerment -**

Education is the most important tool for women empowerment. No society can socially, economically, politically and culturally process without the active participation of women. The need of the present era is to make the women fully independent and empowered through education. Educational attainment and economic participation are key constituents in ensuring the empowerment of women. The economic empowerment of women is a vital element of strong economic growth in any country. Empowering women enhances their ability to influence changes and to create better society .

The empowering role of women's education is multi pronged, affecting not only every aspect of women's lives but also the lives of their children and others who are likely to depend on them. Education is the potential of empowering women in several different ways.

1. By inculcating a feeling of self worth.
2. By equipping them with the awareness and knowledge required to make beneficial life choices.



3. By increasing their ability to challenge and make accountable those who hold power and authority among other things.
4. Education is also likely to enhance women's economic independence by equipping them with skill necessary to avail of paid employment opportunities thereby also make their economic conditions more visible.
5. Education is the key to making women self - reliant and giving them the confidence to pursue their goals and achieve success in the field they desire
6. Education is essential for all, more so for women, who are the agents of socialization and trainers of future carriers of culture. Education thus is vital for them women enable them to participate in national life and also to train the younger generation to be better citizens
7. Ensuring equal participation in development processes
8. Enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas.

**Conclusion :-**

Empowerment is now increasingly seen as a process by which the ones without power gain greater control over their lives with reference to women the power relation that has to be involved includes their lives at multiple levels family, community, market and the state Women's participation in political and public life or to establish the democratic Values has special importance. Women are also increasingly more active in economic field women prefer to be passive object of man's care rather than a responsible and self reliant member of society. They have also proved that women can be partners in development .

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## प्रायोगिक संशोधन पध्दतीतील पायऱ्याचा अभ्यास

प्रॉ.डॉ. संजय भिमराव खडसे

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प्रायोगिक संशोधनात प्रायोगिक पध्दतीचा अवलंब केला जातो. प्रायोगिक पध्दती ही एक वैज्ञानिक पध्दती आहे. ही पध्दती वैज्ञानिक पध्दतीवर ती आधारित असली तरी तिचे वैशिष्ट्ये प्रयोग आहे. संशोधनाची प्रायोगिक पध्दती ही विज्ञानातील प्रयोगशाळा पध्दतीने अनुसरून आहे. ज्ञान मिळविण्यासाठी ही सर्वात उत्तम व प्रामाणिक संशोधन पध्दती आहे. नियंत्रित परिस्थितीतील निरीक्षण म्हणजे प्रयोग प्रायोगिक पध्दतीमध्ये एका प्रकारची नवीन परिस्थिती उत्पन्न केली जाते. संशोधनात एखाद्या घटकाचा परिणाम शोधणे हा हेतू असतो. ज्याचा परिणाम शोधवयाचा ते चल सोडून अन्य सर्व चले नियंत्रित करावयाची असतात.

प्रायोगिक संशोधनाच्या व्याख्या

१. जॉन बेट्ट्याचा मते :-

"काळजीपूर्वक नियंत्रित परिस्थितीत काय होईल आणि कार्य घडेल याचे वर्णन आणि विश्लेषण करणे म्हणजे प्रायोगिक संशोधन होय."

२. जॉन मीलच्या मते :-

"प्रायोगिक संशोधन म्हणजे काटेकोर परिस्थितीत काय घडेल किंवा काय असेल याचे वर्णन व विश्लेषण होय."

थोडक्यात प्रायोगिक पध्दतीतील कारण (उपक्रम) व परिणाम (फलित गुण) यांचा संबंध प्रस्थापित केला जातो.

प्रायोगिक पध्दतीच्या पायऱ्या



१. समस्यांची निवड :-

समस्या निश्चित सुस्पष्ट आणि सुबोध मांडलेली असावी. समस्यांचे तात्पुरते उत्तर म्हणून स्वीकारलेली परिकल्पना स्पष्ट असावी. त्यातील स्वाश्रयचल आणि आश्रयी चल. कार्यात्मक परिभाषेत दिलेले असावेत. समस्यांच्या मर्यादा सुस्पष्ट असाव्यात. अभ्यासाचे क्षेत्र सुनिश्चित असावे.

२. समस्या कथन :-

प्रायोगिक संशोधनात अनेक समस्या निर्माण होतात. त्यातून यथार्थ समस्या निवडणे आवश्यक असते. समस्या कथन करताना ती सुस्पष्ट निश्चित आणि योग्य शब्दात मांडण्याचा प्रयत्न करावा. समस्यांचे सत्त्व निवारण करण्यासाठी परिकल्पना सुस्पष्ट असणे आवश्यक असते. समस्यांमधील जे दोन चल आश्रयी आणि आश्रयी आहेत. ते कार्यात्मक परिभाषेत देणे गरजेचे असते. म्हणून समस्या मांडताना ती निश्चित व सुस्पष्टपणे मांडलेली असावी त्यानुसार तिचे क्षेत्र आणि मर्यादा उघडविलेल्या असाव्यात.

३. संशोधनाची उद्दिष्टे :-

संशोधन समस्या एक वा अनेक समस्या एकत्रित होऊन बनलेली असते. जी अडचण संशोधकाला वारंवार भेडसावत असते. जी गरज संशोधकाला सतत अनुभवस येत असते. अशा प्रमुख समस्यांतून पृथक्करणे एक वा अनेक छोटे प्रश्न निर्माण होतात. या विविध प्रश्नांना रूपांतरित केल्याने संबंधित संशोधनाची उद्दिष्टे तयार होतात.

४. संशोधनातील चले :-

संख्यात्मक अथवा गुणात्मक मूल्यामध्ये व्यक्त करता येऊ शकणारी कोणतीही संकल्पना याचा घटक असे म्हणतात.

चलाचे पुढील प्रकार पडतात.

१. स्वाश्रयीचल

२. आश्रयी चल

३. मध्यस्थ चल

४. नियंत्रित चल

५. परिकल्पनेची निर्मिती :-

सर्वसामान्य अनुभव निरीक्षण ज्ञान व तर्काच्या आधारे संशोधन समस्यासंबंधी केलेले व सिद्ध न झालेले विधानात्मक उत्तर म्हणजे परिकल्पना होय.

६. व्याप्ती व मर्यादा :-

संशोधन कोणत्या भौगोलिक क्षेत्राशी संबंधित आहे. त्या भू - भागावरील कोणत्या लोकांशी निगडित आहे. संशोधनाचा कोणकोणत्या घटकांशी संबंध येईल तसेच कोणत्या कालखंडात हे

संशोधन पूर्ण केल्या जाईल. व संशोधनातून निघालेले निष्कर्ष कोणास लागू केले जातील. याविषयी अचूक माहिती देणे म्हणजेच संशोधनाची व्याप्ती स्पष्ट करणे होय.

#### संशोधनाची मर्यादा :-

संशोधन करीत असताना ज्या घटकांवर संशोधनाचे नियंत्रण नसते व घालतात अशा घटकांना संशोधनाच्या मर्यादा म्हणतात.

#### ७. जनसंख्या व न्यायदर्श :-

संशोधकाने नमुना ज्यातून निवडला आहे. असा संपूर्ण भाग म्हणजे जनसंख्या होय.

#### ८. अभिकल्पाची निश्चितता :-

जास्तीत जास्त बाह्य चल घटक नियोजित करून त्याचा प्रभाव निष्फळ अथवा न्यूनतम करण्याची योजना म्हणजे संशोधन अभिकल्प होय. अभिकल्प कोणता निवडायचा हे प्रयोगाचा पूर्णपणे विचार करून परिस्थितीचा एकूण विचार करून विविध चलतांचा विचार करून संशोधकाने ठरवायचा असतो.

#### ९. माहितीचे संकलन :-

तथ्य संकलन हा संशोधनाचा महत्त्वाचा भाग आहे. तथ्य संकलनाद्वारेच संशोधन निष्कर्षांपर्यंत पोहचण्यास संशोधकाला मदत होते. शैक्षणिक संशोधनात निष्कर्ष काढताना ज्यांचा आधार घेतला जातो अशा सर्व स्रोतां, संपूर्णवेबसाइट, घटना, माहिती यांचे एकत्रीकरण म्हणजे संकलित माहिती होय.

#### १०. माहितीचे विश्लेषण व अर्थनिव्वचन :-

संशोधनातील निष्कर्षांपर्यंत पोहचण्यासाठी सांख्यिकीय विश्लेषण व अर्थनिव्वचन या प्रक्रिया विशेष महत्त्वाच्या आहेत. व अर्थनिव्वचन या प्रक्रिया विशेष महत्त्वाच्या आहेत. माहितीचे विश्लेषण व अर्थनिव्वचन हे कार्य अतिशय वैज्ञानिक पद्धतीने करावे लागते. तेव्हाच संशोधनाचा मुख्य हेतू स्पष्ट होत असतो.

#### ११. निष्कर्ष व शिफारशी :-

सबळ पुराव्यांच्या आधारावर विशदीकरणाचा आधार घेऊन अत्यंत काळजीपूर्वक, अवगामी विचारप्रणालीची वापर करून साध्या शब्दात संशोधन समस्येच्या संदर्भात उपलब्ध झालेली उत्तरे म्हणजे निष्कर्ष होय.

#### शोध निबंधाचे शीर्षक

"प्रायोगिक संशोधन पध्दतीतील पाय-याचा अभ्यास."

#### शोध निबंधाची उद्दिष्ट्ये :

१. प्रायोगिक संशोधन पध्दतीचा आढावा घेणे.
२. प्रायोगिक संशोधन पध्दतीतील पाय-याचा अभ्यास करणे..

#### शोध निबंधाची व्याप्ती व मर्यादा :

१. प्रस्तुत शोध निबंधात प्रायोगिक संशोधन पध्दतीचा समावेश करण्यात आला आहे.
२. प्रस्तुत शोध निबंधात प्रायोगिक संशोधन पध्दतीतील पाय-याचा समावेश करण्यात आला आहे.

#### शोध निबंध संशोधन पध्दती :

प्रस्तुत शोध निबंध संशोधन हे पविष्यकाळारो संबधीत असल्यामुळे प्रायोगिक संशोधन पध्दतीची निवड केली आहे.

#### शोध निबंध नमुना निवड :

प्रस्तुत संशोधनासाठी सुगम यादृच्छिक न्यायदर्श पध्दतीने ५० विद्यार्थ्यांची निवड करण्यात आली होती.

#### शोध निबंध संशोधनाची साधने :

प्रस्तुत संशोधनासाठी चाचणीचा उपयोग करण्यात आला आहे.

#### शोध निबंध निष्कर्ष :

१. प्रायोगिक पध्दती ही एक वैज्ञानिक पध्दती आहे. ही पध्दती वैज्ञानिक पध्दतीवर ती आधारित असली तरी तिचे वेगळेपणे प्रयोग आहे.
२. प्रायोगिक संशोधनात अनेक समस्या निर्माण होतात. त्यातून यथार्थ समस्या निवडणे आवश्यक असते.
३. अभिकल्प कोणता निवडायचा हे प्रयोगाचा पूर्णपणे विचार करून परिस्थितीचा एकूण विचार करून विविध चलतांचा विचार करून संशोधकाने ठरवायचा असतो.
४. तथ्य संकलन हा संशोधनाचा महत्त्वाचा भाग आहे. तथ्य संकलनाद्वारेच संशोधन निष्कर्षांपर्यंत पोहचण्यास संशोधकाला मदत होते.
५. संशोधनातील निष्कर्षांपर्यंत पोहचण्यासाठी सांख्यिकीय विश्लेषण व अर्थनिव्वचन या प्रक्रिया विशेष महत्त्वाच्या आहेत.
६. संशोधनातील निष्कर्षांपर्यंत पोहचण्यासाठी सांख्यिकीय विश्लेषण व अर्थनिव्वचन या प्रक्रिया विशेष महत्त्वाच्या आहेत.

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तंत्रज्ञानाची शिक्षणातील उपयुक्ततेचा चिकीत्सक अभ्यास

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प्रभारी प्राचार्य, श्री शिवाजी शिक्षण महाविद्यालय, अमरावती.

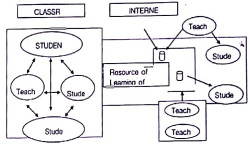
**ABSTRACT**

माहिती संप्रेषण तंत्रज्ञानाचा आज जीवनातील प्रत्येक क्षेत्रावरच नव्हे तर शिक्षण क्षेत्रावर जास्त प्रभाव पडलेला दिसून येतो. हे माहिती तंत्रज्ञानाच्या खालील व्याख्येवरून दिसून येते. माहिती संप्रेषण तंत्रज्ञानामध्ये जे घटक समाविष्ट होतात त्या घटकांच्या अनुषंगाने शिक्षणात अध्ययन, अध्यापन व इतर कार्यामध्ये सहाय्यभूत ठरणाऱ्या विविध संप्रेषणाच्या सेवासुविधांचा समावेश करणाऱ्या प्रणाली म्हणजे माहिती संप्रेषण होय. माहिती संप्रेषण तंत्रज्ञानाचा शिक्षणात खालीलप्रमाणे उपयोग होतो.

1) **अध्ययन अध्यापन प्रक्रिया :-**

माहिती संप्रेषण तंत्रज्ञानामुळे आज शिक्षण घेणाऱ्या व्यक्तीला फार मोठ्या प्रमाणावर फायदा होत आहे. कारण या तंत्रज्ञानामुळे शिक्षण घेणाऱ्यासाठी शिक्षणाची अनेक माध्यमे उपलब्ध झालेली आहेत. मुक्त विद्ययापीठे, दूर शिक्षण या माध्यमांच्या सहाय्याने संगणकातील वेगवेगळ्या सॉफ्टवेअरमधील ऑनलाईन सहाय्याने संगणक सहाय्यीत अनुदेशना या संगणकाच्या सॉफ्टवेअरच्या सहाय्याने संवाद, उजळणी, सराव, स्वयंअध्ययन तसेच टयुटोरियल सी.डी. च्या माध्यमातून अनेक विद्यार्थी स्वतःच्या आवश्कतेनुसार, स्वतःच्या गतीने सबडीच्यावेळी अनेक घटकांचे अध्ययन करू शकतो. विविध गृहपाठ व स्वाध्याय संगणकाद्वारे विद्यार्थी आज पूर्ण करीत आहेत. संगणकाचा उपयोग केल्यामुळे आज आपल्याला विद्यार्थ्यांच्या उत्साहात व अध्ययन क्षमतेत खूप मोठ्या प्रमाणात वाढ झालेली दिसून येते. शिक्षक वर्गात शिकवित असतांना अनेक पाठ्यांश किचकट गुंतागुंतीचे असतात. परंतु संगणकाच्या विविध सॉफ्टवेअरमधील ऑनलेशन खती, प्रतिभास या तंत्रामुळे कठीण पाठ्यांश अधिक सोपे करून शिक्षकांना ते शिकविणे शक्य झाले आहे. पूर्वी अध्यापन हे व्याख्यान दिग्दर्शन असे केले जात होते. परंतु आज मल्टीमीडीयाच्या साधनांच्या माध्यमातून शिक्षकांना विद्यार्थ्यांना शिकविणे सोपे झाले आहे. आज शिक्षक जगभरातील संदर्भसाहित्याचा उपयोग इंटरनेटच्या माध्यमातून घेत आहेत. आज माहितीचा प्रस्फोट झालेला आहे. ज्ञानाच्या नवनवीन शाखा निर्माण झालेल्या आहेत. जगातील तंत्रज्ञान विशाद माहितीचे नियोजन करण्याच्या कामी लागलेले आहेत. यामध्ये माहिती संप्रेषण तंत्रज्ञानाच्या साधनांचा मोलाचा वाटा आहे. जगभरातील नवनवीन संशोधन, शिष्यांमधील बदल इंटरनेटच्या माध्यमातून आज क्षणातच माहित होतात. माहिती संप्रेषण तंत्रज्ञानाच्या साधनांमुळे विद्यार्थी-शिक्षक, शिक्षक-शिक्षक, विद्यार्थी-विद्यार्थी आंतरक्रियेतून विविध अध्ययन साहित्याची स्थिती देवाण घेवाण झपाट्याने होत आहे. आजचा शिक्षक हा नवीनपद्धतीला असला पाहिजे. त्या अनुषंगाने शिक्षकांना स्वतःची संशोधने करताना इंटरनेट पृथक्करण, अभ्यासक्रमाची निर्मिती आराखडे तयार करण्यासाठी मार्गदर्शन

करण्यासाठी माहिती संप्रेषण तंत्रज्ञानातील साधनांचा उपयोग होतो म्हणूनच माहिती संप्रेषण तंत्रज्ञान अध्ययन अध्यापनास उपयुक्त आहे.



2) **मूल्यमापन प्रक्रिया :-**

माहिती संप्रेषण तंत्रज्ञान ही विद्यार्थी शिक्षकांच्या जीवनातील आवश्कत बाब बनली आहे. आज शिक्षकांना नवीन अभ्यासक्रमानुसार अनेक गोष्टी कराव्या लागतात. जसे की मुलांच्या अनेक परीक्षा घेणे. घटक घाचणीपासून तर सब परिक्षेपर्यंत शिक्षकांना मुलांच्या अनेक घाचण्या घ्याव्या लागतात. एवढेच नव्हे तर मुलांचे संख्यात्मक आणि गुणात्मक मूल्यमापन सुद्धा करावे लागते. शिक्षकांना मुलांचे परीक्षांचे निकाल तयार करणे या सर्व गोष्टी संगणकामुळे अत्यंत जलद गतीने सहज करणे शक्य झाले आहे. स्पष्ट परीक्षांमध्ये तर संगणक प्रश्न उपयुक्त आहे. बारकोड या संकल्पनेमुळे व्यक्तीनिष्ठता संघुष्टात आलेली आहे. विद्यार्थ्यांना अनेक परीक्षा संगणकाच्या इंटरनेटच्या माध्यमातून जलद देता येतात. उदा. ऑनलाईन परीक्षा व स्वतःचे यश अपयश ताबडतोब पाहता येते आणि म्हणूनच मुल स्वतःच्या यश अपयशातील दोष स्वतः पाहू शकतात. आज मुलांना स्वतःचे यश अपयश संगणकावर पाहावयास मिळते. माहिती संप्रेषण तंत्रज्ञानामुळे मूल्यमापन प्रक्रिया आज अधिक वस्तुनिष्ठ (पारदर्शक) झालेली दिसून येते.

3) **व्यवस्थापन प्रक्रिया :-**

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व्यवस्थापनावर कोणत्याही कार्य प्रणालीचे यश अपयश अवलंबून असते. पूर्वीच्या व्यवस्थापन कार्यपध्दती कागदावर अवलंबून होती. त्यात अनेक दोष सुद्धा होते. परंतु आज संगणक, इंटरनेटमुळे प्रशासन, व्यवस्थापनात फार मोठ्या म्हाणात सुधारणा झालेली आहे. व्यवस्थापन प्रशासनात अनेक गोष्टींचा समावेश होतो जसे की, प्रश्नपत्रिका तयार करणे, उत्तर पत्रिकावरून गुणदान सुची तयार करणे, तक्ते तयार करणे, अनुदान माहिती आवक-जावक पत्रव्यवहार, ऑडिट रिपोर्ट कॅशबुक, डेड स्टॉक, शाश्वे हिशोब, सेवा पुस्तिका नोंदी, स्कॉलरशीप, पगार पत्रके तयार करणे, सेवा जेष्ठता ठेवणे व यादी तयार करणे, शिक्षक कर्मचाऱ्यांच्या उपस्थितीत नोंदी ठेवणे, विद्यार्थी प्रवेश गुणवत्ता यादी तयार करणे, विद्यार्थी निवड, दाखले, परीक्षा की या सर्व प्रकारच्या कार्यांचे व्यवस्थापन माहिती संग्रहण तंत्रज्ञानातील इंटरनेट, संगणक, दूरध्वनी, फॅक्स या आधुनिक साधनांच्या माध्यमातून अत्यंत प्रभावीपणे होत आहे.

#### व) अभ्यासक्रम :-

आज माहिती संग्रहण तंत्रज्ञान ही संकल्पना तंत्रज्ञान विषयाच्या मूळ संकल्पनेत बदल होऊन निर्माण झाली आहे असे वाटत असले तरी माहिती तंत्रज्ञान व माहिती संग्रहण अभ्यासक्रमाचा केंद्रबिंदू वेगळा आहे.

#### अभ्यासक्रमात माहिती संग्रहण हेतू :-

- 1) बीटिकरफ्टचा मागासलेल्या विद्यार्थ्यांसाठी विकास करण्यासाठी संग्रहणाची माध्यमे निवडणे व वापरणे.
- 2) विद्यार्थ्यांच्या क्रिया कौशल्याचा विकास करण्यासाठी विविध प्रकारच्या संगणकीय तसेच इलेक्ट्रॉनिक खेळांचा उपयोग करणे.
- 3) विविध साधन सामग्रीची व साहित्याची देवघेव करण्यासाठी संग्रहण साधनांचा प्रभावी वापर करणे, इंटरनेटच्या माध्यमातून विविध शैक्षणिक संशोधने व उपक्रमांची माहिती मिळविणे.
- 4) संगणकाच्या विविध साधनांचा व सुविधांचा लेखन व संगणक साक्षरता वाढविण्यासाठी उपयोग करणे.
- 5) प्राथमिक अंकज्ञान व अक्षरज्ञानाची ओळख होण्यासाठी अध्यापनात सनय अध्ययन प्रणालीचा वापर करणे.
- 6) व्हिडीओ कॉन्फरन्सिंग सारख्या माध्यमांचा वापर परिभाषिक शब्द तसेच विविध भाषांच्या अध्ययनात तज व्यक्तींचे मार्गदर्शन मिळण्यासाठी करणे.
- 7) प्रशासकीय तसेच इतर माहितीचे आदान प्रदान करण्यासाठी संग्रहण साधनांचा वापर करणे व माहितीचे व्यवस्थापन करणे.
- 8) श्री.डी.रोम, हार्डडिस्क, डी.व्ही.डी. ड. सारख्या साठवणुकीच्या साधनांद्वारे साठविलेली माहिती कोणत्याही वेळी उपलब्ध करणे व प्रेषित करणे.
- 9) दुरुस्त व निरंतर शिक्षणामध्ये उपयोग :-

कुत्रिम उपग्रहामुळे माहिती संग्रहण जलद गतीने होत आहे. मुक्त विद्ययाची विविध शैक्षणिक योजना राबवून अनौपचारिक शिक्षण देणे तसेच विद्ययाच्या परबसल्या पद्धतुवर शिक्षणाबाबत मार्गदर्शन करणे याकीता इंटरनेट पध्दित परिपट्ट, आभासी वर्गघोली, संगणकासारख्या विविध संग्रहण साधनांचा उपयोग होताना दिसून येतात.

#### द) शैक्षणिक संशोधन :-

यावरून असे दिसून येते की, माहिती संग्रहण तंत्रज्ञानाचा मुख्य हेतू अध्ययन अध्यापनात व्यवस्थापन, नियोजन, संघटन व प्रेषण करणे व ह्दतीने शिक्षकांना संग्रहणाच्या विविध माध्यमांच्या उपयोगाचे कौशल्य प्राप्त करून देणे हा दिसून येतो.

शिक्षकांना शाश्वे वातावरणात विविध प्रकारची कृती संग्रहणे करण्यासाठी उपयुक्त माहिती, विविध माहिती संग्रहण साधनांच्या माध्यमातून त्वरीत उपलब्ध होवू शकते. विविध संग्रहण सुंदर इंटरनेटसारख्या माध्यमातून त्वरीत उपलब्ध होवू शकतात.

#### शोध निबंधाचे शीर्षक :-

तंत्रज्ञानाची शिक्षणातील उपयुक्ततेचा चिकित्सक अभ्यास

#### शोध निबंधाची उद्दिष्ट्ये :-

1. तंत्रज्ञान संकल्पनेचा आढावा घेणे.
2. तंत्रज्ञानाची शिक्षणातील उपयुक्ततेचा चिकित्सक अभ्यास करणे.

#### शोध निबंधाची व्याप्ती व मर्यादा :-

1. प्रस्तुत शोध निबंधात तंत्रज्ञान संकल्पनेचा समावेश करण्यात आला आहे.
2. प्रस्तुत शोध निबंधात तंत्रज्ञानाची शिक्षणातील उपयुक्ततेचा समावेश करण्यात आला आहे.

#### शोध निबंध संग्रहण पध्दती :-

प्रस्तुत शोध निबंध संग्रहण हे वर्तमान काळातील संबंधित असल्यामुळे सर्वसाधारण संग्रहण पध्दतीची निवड केली आहे.

#### शोध निबंध मनुष्य निवड :-

प्रस्तुत संग्रहणासाठी सुगम यादृष्टिक न्यादर्शपध्दतीने 40 शिक्षकांची निवड करण्यात आली होती.

#### शोध निबंध संग्रहणातील साधने :-

प्रस्तुत संग्रहणासाठी प्रभावीतया उपयोग करण्यात आला आहे.

#### शोध निबंध निष्कर्ष :-

- माहिती संग्रहण तंत्रज्ञानाच्या विविध साधनांचा, माध्यमांचा उपयोग करून कार्याचे नियोजन, नियंत्रण, अंमलबजावणी अधिक अपूर्ण व सुरक्षितपणे करता येण्यासाठी आवश्यक कौशल्य प्राप्त करता येते.

- यामीण भागातील बहुतांशी शाळांमध्ये संगणकाशी संबंधित विविध साधने जसे की- प्रिटर, स्कॅनर, व्हिडीओ रेकॉर्डिंग तसेच विविध सॉफ्टवेअर विद्यार्थ्यांना उपलब्ध करून देवून त्याचे यथायोग्य ज्ञान देण्यात येत नाही.
- मुक्त विद्यापीठे विविध शैक्षणिक योजनेस राबवून अनौपचारिक शिक्षण देणे तसेच विद्यार्थ्यांना घर बसल्या पदव्युत्तर शिक्षणबाबत मार्गदर्शन करणे याकरीता इंटरनेट, धिचित परिषदा, आभासी वर्गछोली, संगणकासारख्या विविध संप्रेषण साधनांचा उपयोग होताना दिसून येतात.
- शिक्षकांना शालेय वातावरणात विविध प्रकारची कृती संशोधने करण्यासाठी उपयुक्त माहिती, विविध माहिती साधनांच्या माध्यमातून त्वरीत उपलब्ध होवू शकतो. विविध संशोधन संदर्भ इंटरनेटसारख्या माध्यमातून त्वरीत उपलब्ध होवू शकतात.
- माहिती संप्रेषण तंत्रज्ञानामुळे मूल्यमापन प्रक्रिया आज अधिक वस्तुनिष्ठ (पारदर्शक) झालेली दिसून येते.
- शिक्षकांना स्वतःची संशोधने करताना इंटरनेट पृथक्करण, अभ्यासक्रमाची निर्मिती आराखडे तयार करण्यासाठी, मार्गदर्शन करण्यासाठी माहिती संप्रेषण तंत्रज्ञानातील साधनांचा उपयोग होतो म्हणून माहिती संप्रेषण तंत्रज्ञान अध्ययन अध्यापन उपयुक्त आहे.

#### शोध निबंध शिकारशी :-

- शासनाने माहिती संप्रेषण तंत्रविज्ञानासाठी महाविद्यालयांना अधिकाधिक अनुदान द्यावे.
- शासनाने माहिती संप्रेषण तंत्रविज्ञान या विषयासाठी शासनाने स्वतंत्र स्वरूपात प्रशिक्षण कार्यक्रम आयोजित करावे.
- शिक्षकांनी सुध्दा माहिती संप्रेषण तंत्रविज्ञानाबाबत जागरूक राहून नव्या संकल्पना अवगत कराव्या.
- पालकांनी सुध्दा माहिती संप्रेषण तंत्रविज्ञानाच्या जागरूकतेबाबत आपल्या पाल्यांना सहकार्य करावे.
- माहिती संप्रेषण तंत्रविज्ञानाचे फायदे व तोटे याची सविस्तर माहिती शिक्षकांना दयावी.
- माहिती संप्रेषण तंत्रविज्ञानाच्या सोयी सुविधा यामीण भागात वाढविण्यात समाजसेवी संस्थांनी सुध्दा पुढाकार घ्यावा.

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**स्वामी विवेकानंद यांचे शैक्षणिक विकासातील योगदान**

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देशाची प्रगती करायची असेल तर संपूर्ण समाज शिक्षित झाला पाहिजे, म्हणून दिनदुबळ्यांना सुशिक्षित करणे हाच त्यांच्या उद्धारचा मार्ग आहे. म्हणून त्यांना शिक्षण देणे हे आपले आद्य कर्तव्य आहे, अशी त्यांनी सुशिक्षित लोकांना जाणीव करून दिली. स्वामी विवेकानंदांनी लोक शिक्षणाचा पुरस्कार केला. लोकशाही शिक्षणाचा पुरस्कार केला. शिक्षणाची सर्वांना समान संधी मिळाली पाहिजे. आणि समाजाच्या सर्व स्तरांमध्ये मग तो गरीब असो की श्रीमंत, उच्च असो की नीच अशा सर्वच स्तरांमध्ये शिक्षणाचा प्रसार झाला पाहिजे. शिक्षण हे घरांघरांत पोहचले पाहिजे ते म्हणतात, मुले जर शिक्षण घ्यायला येऊ शकणार नाहीत तर, शिक्षणाने त्यांच्यापर्यंत गेले पाहिजे. त्यांच्या मते देशातली बहुसंख्य जनता ही खेडयात राहते. काबाड कष्ट करून आपला उदरनिर्वाह करते. या कष्टकरी समाजापर्यंत ज्ञानाची गंगा पोहचली पाहिजे. तळागाळातील लोकांच्या शिक्षणाचा विचार हा त्या काळातील परिस्थितीनुसार अत्यंत मोलाचा, समाज परिवर्तन घडवून आणणारा असा तो विचार होता. त्यांची शिक्षणाची कल्पना ही वैदिक काळातील 'गुरुकुल पध्दती' प्रमाणे होती.

ज्ञानाचे उगमस्थान मानवी मनातून होते. बहुवंशी पाश्चात्य शिक्षण तज्ञ म्हणतात की, ज्ञानाचा उगम परिस्थितीशी आंतरक्रियातून निर्माण झालेले आहे. विवेकानंद म्हणतात, ज्ञानाचा उगम व्यक्तीच्या जन्मजात प्रवृत्तीतून निर्माण झालेला आहे. काही घटक बाह्यगाथा बहुवंशी भाग अंतरंगाचा आहे. परंतु खरे हे ज्ञान बाह्य घटकांकडून मिळत नाही, तर ते सर्व मानवी आत्म्यातून प्रकट होत असते. संपूर्ण सृष्टीतील ज्ञान हे मानवी मनातून झालेले आहे. यावर त्यांचा विश्वास आहे. हे सर्व मानवी सुतावस्थेतून झालेले आहे. म्हणून मानवी मन हे मोठे ज्ञानाचे ग्रंथालय आहे. मानवी मनाला बाह्यजगाच्या ज्ञानाच्या प्रेरणा कार्यप्रवण होत असते. त्यातून मनाचा आविष्कार होतो, त्याला स्वामी म्हणतात, मानवी मनाचे प्रगतीकरण व आविष्कार म्हणजेच शिक्षण होय. विवेकानंदांच्या मते धर्म व शिक्षण यांत फरक नसून त्या एकाच नाण्याच्या दोन बाजू आहेत, कारण दोघांचे उद्दिष्ट एकच आहे. व्यक्तीतील दैवीशक्तीचा आविष्कार करणे, धर्माची व्याख्या करताना स्वामी म्हणतात, धर्म म्हणजे माणसातील दैवी शक्तीचा आविष्कार आणि "शिक्षण म्हणजे माणसातील पूर्णत्वाचा आविष्कार" ते म्हणतात की रुढी, परंपरा, अंधश्रद्धा, अज्ञान यावर विश्वास ठेवणारा धर्म हा नसून अध्यात्मिक शक्तीचा विकास, माणूसकी, गरीब व दिनदुबळ्यांची सेवा हाच खरा धर्म होय. आणि शिक्षणाने हा खरा धर्म माणसांमध्ये किंवा बालकांमध्ये विकसित करावा असा आग्रह त्यांनी धरला. स्वयंम अध्यापन व स्वयंम अध्ययनावर त्यांची निष्ठा होती. स्वतःचा स्वभाव स्वतःच निर्माण करतो. ज्याप्रमाणे रोपटे स्वतः अन्नपदार्थ स्विकारते त्याप्रमाणे बालकाने स्वतःचा विकास रोपट्या प्रमाणे होतो. शिक्षकाने तरी परिस्थिती निर्माण करावी. विवेकानंद म्हणतात, प्रत्येक व्यक्ती एक प्रकारची स्वतःची शिक्षक आहे. म्हणून त्यातून स्वतःचे अध्ययन हे उत्कृष्ट अध्ययन होते. कारण त्यातून वस्तुनिष्ठा, आत्मविश्वास त्याच्यात स्वतःत निर्माण होते. म्हणून शिक्षकाने मुलांना स्वाहंत्र्य द्यावे, त्याला समस्यांचा मार्ग स्वतः शोधू द्या.

शिक्षकांचे अध्यापन हे विद्यार्थ्यांच्या गरजेनुसार असावे, अध्यापन करताना मुलांच्या आवडीनिवडी व गरजेनुसार विचार करून अध्ययन अनुभूती घ्याव्यात, त्यांच्या मानवी गरजांचा विचार होणे, आवश्यक आहे. अध्यापन हे विद्यार्थ्यांशी समाशोचन करून करावे. तसेच पालकांनी शिक्षणाची सक्ती करू नये. शिक्षणाच्या अध्यापन अनुभूतीतून आत्मविश्वास निर्माण कराव्यात. त्यातून धर्म, सामर्थ्य, निर्भयता या शक्तींचा विकास होतो. आत्मिक बळात वाढ होते व मनाला स्थिरता प्राप्त होते. स्वामींनी म्हणतात, जो स्वतःला दुर्बल समजतो तो खऱ्या अर्थाने दुर्बल असतो. म्हणून आत्मिक बळ वाढविणे आवश्यक असते. समानता निर्माण करण्यासाठी सर्वांसाठी शिक्षण दिले जावे. सर्वांसाठी शिक्षणाची वक्रीली स्वामीने केले आहे. ज्ञान मिळविणे प्रत्येकाचा जन्मसिद्ध हक्क आहे. हे समाज व राष्ट्राच्या प्रगती करीता आवश्यक आहे. भारतातील दारिद्र्य हे सुद्धा शिक्षणाच्या अभावाचे मुळ कारण आहे. म्हणून सर्वांसाठी शिक्षण असावे. मन कधी ही एका ठिकाणी राहते



नाही. अनेक बाबींकडे असते. मनावर ताबा असावा. स्वामीजी म्हणतात. स्वतःवर विश्वास नाही त्याचा जन्म फुकट गेला. इतके नव्हे तर प्रत्येक व्यक्तीत तेजोमयता शक्ती आहे. तिच्या सामर्थ्यावर स्वतःवर नियंत्रण ठेवले पाहिजे. जे शिक्षण जीवनाच्या समस्या, सोडविते ते शिक्षण होय.

शिक्षणातून लोककल्याण, धैर्य, सामर्थ्य मिळते ते खरे शिक्षण पण ज्यातून केवळ पदव्या मिळतात, त्यातून मुलभूत गरजा वा सामान्य समस्या ही सोडवू शकत नाही. खाण्यावाचून मोताद होते. ते शिक्षण काय कामाचे? शिक्षणातून जीवनात संघर्षाच्या सामना करणारे, चारित्र्य निर्माण करणारे शिक्षण महत्वाचे आहे. ज्यातून पौरुषत्व व पराक्रमाची भावना निर्माण होते, मन परखड बनते ज्यात विज्ञान, उद्योग व अध्यात्माची जोड असते ते खरे शिक्षण होय. मानवी जीवनाची तयारी शिक्षणातून व्हावी. चारित्र्य निर्मिती करणे हे शिक्षणाचे प्रमुख ध्येय आहे. मानवाचे सौंदर्य हे त्याच्या चारित्र्यात दडलेले असते. आणि या सौंदर्याचा अविष्कार शिक्षणातून झाला पाहिजे. शिक्षण म्हणजे केवळ डोक्यात माहिती कोंबणे नव्हे जी आचार व विचारांनी एकरूप व होता निरर्थक ठरेल अशी माहिती देणे म्हणजे शानाच्या नावाखाली फसवणूक करण्यासारखे आहे. शिक्षण म्हणजे जीवनाची घडण, माणुसकीचा विकास, व्यक्तीमध्ये सदगुणांचा विकास करणे म्हणजेच चारित्र्य संवर्धन किंवा चारित्र्य निर्मिती करणे होय. स्वामी विवेकानंद म्हणतात, "चारित्र्य म्हणजे सर्वर्षीची पुनरावृत्ती व या पुनरावृत्तीतून चारित्र्य निर्माण होते. चारित्र्य निर्मितीकरिता नैतिक व अध्यात्मिक शिक्षण देणे आवश्यक ठरते. व्यक्तीमध्ये शिक्षणाच्या माध्यमातून सहानुभूती बंधूना, मानवता, प्रेम इत्यादी गुणांचा विकास म्हणजे चारित्र्य निर्मिती करणे होय. शिक्षण ही मुठभर धनाढय लोकांची मक्तेदारी नसुन ती जनसामान्यांची शिदोरी आहे. याचा पाठपुरावा स्वामींनी केला. म्हणून शिक्षण सर्वांना मिळाले पाहिजे असे त्यांना वाटे. समाजातील दारिद्र्य व अज्ञान पाहून विवेकानंदांचे मन अतिशय दुःखी, होत असे ते म्हणतात, "हाताच्या बोटावर मोजण्या इतक्या सुशिक्षित लोकांवरून देशाची कल्पना करू नका, झोपड्याझोपड्यांमधून राष्ट्र वसले आहे. याचे विस्मरण होऊ देऊ नका.

#### स्त्री शिक्षण (women Education) :

- राष्ट्रोद्धारसाठी स्त्री शिक्षण
- राष्ट्राची योग्यता तेथील स्त्रियांच्या योग्यतेवर असते. तिला राष्ट्राची अर्धांगिणी म्हणतात.
- स्त्रियांना दुर्बल समजू नये.
- स्त्री व पुरुष भेद न मानने, स्वामीजी म्हणत यंत्र नार्मस्तु पुन्यते रमजे यत देवतः समाज व कुटुंबात स्त्रियांना सन्मान मिळाला पाहिजे.
- शिक्षणातून स्त्री प्रबळ, स्वावलंबी व निर्भयी बनली पाहिजे.
- स्त्रीने स्वतःच्या समस्या स्वतः सोडविण्याची क्षमता विकसित करणे.
- स्त्री त्यागाची मुर्ती आहे म्हणून तिला धर्म, शील, ब्रह्मचर्य, नैतिकता, अध्यात्मिकतेचे, धिरंतन मुल्यांचे शिक्षण दिले पाहिजे.
- गृह विज्ञान व कलाचे शिक्षण देणे
- मातेच्या उदरातून महान विभूती जन्माला येतात. त्या मातेची आपण काळजी घेतली पाहिजे.
- स्त्रियांनी शिक्षकांची भूमिका करावी.
- बाल विवाह विरोधी भावना त्यांची होती. स्त्रि शिक्षणाचे कट्टर पुरस्कर्ते स्वामी होते. शिक्षणाची सुरुवात घरापासून व्हावी, स्त्री शिक्षणातून देशाचे भवितव्य उज्जल होईल, त्यावर विश्वास होता. राष्ट्राची व समाजाची प्रगती त्या देशांच्या स्त्रियांच्या प्रगतीवर अवलंबून असते. म्हणून त्यांची प्रगती करावी. स्वामींनी शिशु मंगल, प्रतिष्ठान, मातृभवन या संस्था स्त्री शिक्षणासाठी मिरानच्या माध्यमातून सुरू केल्या.

#### रामकृष्ण मिशन :

स्वामीचे गुरु श्री रामकृष्ण परमहंस यांनी अगदी शेवटच्या दिवसात लोकांना दिव्य जीवनाचा अनुभव देण्यासाठी तसेच लोकोद्धारसाठी एक संस्था स्थापन करण्याची इच्छा व्यक्त केली. स्वामींसह ११ शिष्य एकत्र येऊन १ मे १८९७ मध्ये



रामकृष्ण मिशनची स्थापना केली. रामकृष्णांच्या इच्छेनुसार भगवी वस्त्र परिधान केले. मिशन या नावातच विरक्ती बिनकळीचे वस्त्र, त्यागमय जीवन सूचित होते.

रामकृष्ण मिशनचे शिक्षणाचे उद्दिष्टे :

- १) कला, शास्त्र आणि साहित्य यांचा अभ्यासासाठी शिशूकला आणि महाविद्यालय स्थापली.
- २) शाळा व महाविद्यालयात व्यावसायिक शिक्षणाची सोय करणे.
- ३) शिक्षक प्रशिक्षण देणे.
- ४) लोकसेवेसाठी यंत्रालये, अंपंगालये व रुग्णालये चालविणे.
- ५) दुष्काळग्रस्तांना मदत करणे.
- ६) संस्थेच्या कार्यांच्या प्रसारासाठी ग्रंथ व नियतकालीके प्रसिध्द करणे.

रामकृष्ण मिशन मधून स्त्री-शिक्षण, अंपंगांचे शिक्षण, ग्रामीण समाजाचे शिक्षण, हरिजन, गिरीजन, आदिवासी, मजूर यांचे शिक्षण देणे भूकंप, महापूर, दुष्काळ इ. आपत्ती ग्रस्थाना मदत करणे.

अध्यापन पध्दती :

- १) एकाग्रता पध्दती
- २) ब्रन्धचर्यांतून एकाग्रता
- ३) चर्चा पध्दती
- ४) व्यक्तीगत मार्गदर्शन व सल्लापध्दती
- ५) स्वातंत्र्याचे शिक्षण : स्वयंम अध्ययनाच्या त्वांचा त्यातून हेतू साध्य होत आहे.
- ६) विश्वास व आदर पध्दती: विद्यार्थ्यांनी स्वातःवर विश्वास निर्माण केला पाहिजे तो दुर्बल राहता कामा नये.

शिक्षक :

त्यागी माणूसच शिक्षक असावा.चारित्र्य शुद्ध, निस्पृह, विदयाध्यावर अपार प्रेम व सहानुभूती असणारा, विदयाध्याच्या पातळीवर जाऊन समरस होणारा, शिक्षकाने विदयाध्याच्या डोळ्याने पाहावे. कानांनी एकणारा व त्यांच्या भावना समजून घेणारा असावा.

शिक्षकाने योग्य वातावरण निर्माण करावे.

- १) योग्य वातावरणाची निर्मिती करणे.
- २) अभिवृत्तीचा उपासक : उपासकाची वागणूक व श्रध्दा असणारा असावा.
- ३) मार्गदर्शक व सल्लागार
- ४) सेवाभावी, ज्ञानी, पावित्र्यावर विश्वास, आदर्श, त्यागी अशीच व्यक्ती शिक्षक असावी.
- ५) ज्ञानाचा विक्रेता नसावा, भ्रष्टाचारी नको, स्वार्थापासून दूर व पगारार डोळा ठेवणारा नसावा.
- ६) विदयाध्यांशी समन्वय साधणारा असावा, शिष्याविषयी अपार श्रध्दा ठेवणारा असावा.
- ७) गुरुच्या शब्दात सामर्थ्य, व्यापक दृष्टिकोन, आचरण्यात चांगली वृत्ती, उपक्रमत मर्यादा न बाळगणारा असावा.

शोध निबंधाचे शीर्षक

"स्वामी विवेकानंद यांचे शैक्षणिक विकासातील योगदान."

Assistant Professor  
Shri Shriwaji College of Education  
Amravati.



**शोध निबंधाची उद्दिष्टे :**

प्रस्तुत संशोधनाची उद्दिष्टे पुढीलप्रमाणे :

- स्वामी विवेकानंद यांच्या शैक्षणिक योगदानाचा आढावा घेणे.
- स्वामी विवेकानंद यांच्या शैक्षणिक योगदानाबाबत शिक्षण महाविद्यालयातील मुला-मुलींच्या जाणीव जागृतीचा आढावा घेणे.

**शोध निबंधाची परिकल्पना :**

- स्वामी विवेकानंद यांच्या शैक्षणिक योगदानाबाबत शिक्षण महाविद्यालयातील मुलांच्या तुलनेत मुलीची जाणीव जागृती अधिक आहे.

**शोध निबंधाची व्याप्ती व मर्यादा :**

- प्रस्तुत शोध निबंधात स्वामी विवेकानंद यांचे शैक्षणिक विकासातील योगदानाचा समावेश करण्यात आला आहे.
- स्वामी विवेकानंद यांच्या शैक्षणिक योगदानाबाबत शिक्षण महाविद्यालयातील मुला-मुलींचा समावेश करण्यात आला आहे.

**शोध निबंध संशोधन पध्दती :**

प्रस्तुत शोध निबंध संशोधन हे वर्तमानकाळाशी संबंधित असल्यामुळे सर्वेक्षण पध्दतीची निवड केली आहे.

**शोध निबंध नमुना निवड :**

प्रस्तुत संशोधनासाठी सुगम यादृच्छिक न्यादर्श पध्दतीने शिक्षण महाविद्यालयातील २० मुलाची व २० मुलीची निवड करण्यात आली होती.

**शोध निबंध संशोधनाची साधने :**

प्रस्तुत शोध निबंधासाठी प्रश्नावली या साधनाचा उपयोग करण्यात आला आहे .

**शोध निबंध संख्याशास्त्रीय तंत्र :**

प्रस्तुत संशोधनामध्ये माहितीचे सांख्यिकीय विश्लेषण व अर्थनिबंधन करण्यासाठी 't' मूल्य या सांख्यिकीय तंत्राचा वापर करण्यात आला आहे.

**शिक्षण महाविद्यालयातील मुले मुलीयांच्यातील तुलना दर्शविणारी सारणी**

विद्यार्थी गट	नमुना	मध्यमान (M)	प्रमाण विचलन (SD)	प्रमाणभुटी (σDM)	प्राप्त 't'	स्वाधिनता मात्रा (DF)	सारणीवरून t मूल्य		सार्थकता	
मुले	२०	६.७४	२.११	०.३६	५.२२	३८	०.०५	०.०१	०.०५	०.०१
मुली	२०	४.८६	१.४६				१.९९	२.६३	सार्थक	सार्थक

**शोध निबंधाचे निष्कर्ष :**

- स्वामी विवेकानंद यांच्या शैक्षणिक योगदानाबाबत शिक्षण महाविद्यालयातील मुलांच्या तुलनेत मुलीची जाणीव जागृती अधिक आहे.
- संपूर्ण सृष्टीतील ज्ञान हे मानवी मनातून झालेले आहे. यावर त्यांचा विश्वास आहे. हे सर्व मानवी सुप्तावस्थेतून झालेले आहे. म्हणून मानवी मन हे मोठे ज्ञानाचे प्रयालय आहे.
- मानवी मनाला याद्वजगाच्या ज्ञानाच्या प्रेरणा कार्यप्रवण होत असते. त्यातून मनाचा आविष्कार होतो, त्याला स्वामी म्हणतात, मानवी मनाचे प्रगटीकरण व आविष्कार म्हणजेच शिक्षण होय.

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४. प्रत्येक व्यक्ती एक प्रकारची स्वतःची शिक्षक आहे. म्हणून त्यातून स्वतःचे अध्ययन हे उत्कृष्ट अध्ययन होते. कारण त्यातून वस्तुनिष्ठता, आत्मविश्वास त्याच्यात स्वतःत निर्माण होते. म्हणून शिक्षकाने मुलांना स्वातंत्र्य द्यावे.

५. जो स्वतःला दुर्बल समजतो तो खऱ्या अर्थाने दुर्बल असतो. म्हणून आत्मिक बळ वाढविणे आवश्यक असते.

६. व्यक्तीमध्ये सद्गुणांचा विकास करणे म्हणजेच चारित्र्य संवर्धन किंवा चारित्र्य निर्मिती करणे होय. स्वामी विवेकानंद म्हणतात, "चारित्र्य म्हणजे सवयींची पुनरावृत्ती व या पुनरावृत्तीतूनच चारित्र्य निर्माण होते. चारित्र्य निर्मितीकरिता नैतिक व अध्यात्मिक शिक्षण देणे आवश्यक ठरते.

७. शिक्षणाची सुरुवात घरापासून व्हावी, स्त्री शिक्षणातून देशाचे भवितव्य उज्वल होईल, त्यावर विश्वास होता. राष्ट्राची व समाजाची प्रगती त्या देशांच्या स्त्रियांच्या प्रगतीवर अवलंबून असते.

८. स्वामी विवेकानंदांनी लोक शिक्षणाचा पुरस्कार केला. लोकशाही शिक्षणाचा पुरस्कार केला. शिक्षणाची सर्वांना समान संधी मिळाली पाहिजे. आणि समाजाच्या सर्व स्तरांमध्ये मग तो गरीब असो की श्रीमंत, उच्च असो की नीच अशा सर्वच स्तरांमध्ये शिक्षणाचा प्रसार झाला पाहिजे. शिक्षण हे घरांघरांत पोहचले पाहिजे.

९. शिक्षकाचे अध्यापन हे विद्यार्थ्यांच्या गरजेनुसार असावे, अध्यापन करतांना मुलांच्या आवडीनिवडी व गरजेनुसार विचार करून अध्ययन अनुभूती घ्याव्यात.

१०. त्याची मागुसच शिक्षक असावा. चारित्र्य शुद्ध, निस्पृह, विद्यार्थ्यांवर अपार प्रेम व सहानुभूती असणारा, विद्यार्थ्यांच्या पातळीवर जाऊन समरस होणारा, शिक्षकाने विद्यार्थ्यांच्या डोक्याने पाहावे. कानांनी ऐकणारा व त्यांच्या भावना समजून घेणारा असावा.

#### शोध निबंध शिफारशी

शाळा व महाविद्यालयात व्यावसायिक शिक्षणाची सोय करणे.

शिक्षण हे घरांघरांत पोहचले पाहिजे, देशातली बहुसंख्य जनता ही खेड्यात राहते. काबाड कष्ट करून आपला उदरनिर्वाह करते. या कष्टकरी समाजापर्यंत ज्ञानाची गंगा पोहचली पाहिजे.

स्त्री त्यागाची मूर्ती आहे म्हणून तिला धर्म, शील, ब्रम्हचर्य, नैतिकता, अध्यात्मिकतेचे, चिरंतन मुल्यांचे शिक्षण दिले पाहिजे.

मातेच्या उदरातून महान विभूती जन्माला येतात. त्या मातेची आपण काळजी घेतली पाहिजे.

बालकाचा विकास रोपट्या प्रमाणे होतो. शिक्षकाने तशी परिस्थिती निर्माण करावी.

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## Use of ICT in Research

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### Introduction

Information and communications technology has an important role in the world since we are now in the information age era. With ICT the company can make the business easier to happen with the client, supplier and the distributor. It is also very important in our daily lives. The lack of appropriate information at the right time will result in low productivity, low quality research works and waste of time to pursue information and even to do research which actually others hand done or in other countries. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet. ICT has an prominent role in research. So in present paper researcher made an attempt to study the role of ICT in research.

### Objectives

- To mention the meaning of research
- To mention the meaning of ICT
- To study the importance of ICT in Education
- To study the use of ICT in Research.

### Meaning of Research

Research in common parlance refers to a search of knowledge. Research is a scientific and systematic search for pertinent information on a specific topic. In fact research is an art of scientific investigation. Dictionary definition of research is a careful investigation or inquiry specially though search for new act in any branch of knowledge. Some people consider research as movement from the known to unknown. It is actually a voyage of discovery.

We all possess the vital instinct of inquisitiveness. This inquisitiveness is the mother of all knowledge and the method which one employs for obtaining the knowledge of whatever the unknown can be termed as research.

Research is an academic activity and as such the term should be used in a technical sense. Research is an original contribution to the existing stock of knowledge making for its advancement. It is the pursuit of truth with the help of study, observation, comparison and experiment. In short the search for knowledge through objective and systematic method of finding solution to a problem is research. The systematic approach concerning generalization and the formulation of a theory is also research. As such the term 'research' refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solution towards the concerned problem or in certain generalizations for some theoretical formulation.

### Meaning of ICT

Information and communication technology is an extensional term for information technology that stresses the role of unified communications and the integration of telecommunication and computers as well as necessary enterprise software, middleware storage and audiovisual systems that enable users to access, store, transmit and manipulate information.

The term ICT is also used to refer to the convergence of audiovisual and telephone networks with computer networks though a single cabling or link system. There are large economic incentives to merge the telephone network with the computer network system using a single unified system of cabling, signal distribution and management. ICT is an umbrella term that includes any communication device,



encompassing radio, television, cell phones, computers and network hardware, Satellite systems and so on as well as the various services and appliance with them such as video conferencing and distance learning.

#### Importance of ICT in Education

ICT has a great impact in our daily lives. Digital computer and networking has changed our economy concept to the economy with no boundary in time and space because of ICT. ICT is one of the economic development pillars to gain national competitive advantage. It can improve the quality of human life because it can be used as a learning and education media, the mass communication media in promoting and campaigning practical and important issues such as health and social area. The use of ICT in education add value in teaching and learning by enhancing the effectiveness of learning. It is in this premise that educational technology and e-learning is taught in or out of the classroom since educational technology is used by learners and educators in homes, schools, businesses and other settings.

#### Use of ICT in Research

Application of ICT is particularly powerful and uncontroversial in higher education's research function. Four areas are particularly important. The steady increases in bandwidth and computing power available have made it possible to conduct complex calculations on large data sets. Communication links make it possible for research teams to be spread across the world instead of concentrated in a single institution. The combination of communications and digital libraries is equalizing access to academic resources, greatly enriching research possibilities for smaller institutions.

ICT had effects on many facets of social science research. They can be classified into three categories include (a) ICT application in pre-data analysis (b) ICT applications in data analysis (c) ICT application in post data analysis.

ICT applications in pre data analysis includes

i. Article Availability  
ii. Thesis and Dissertation availability  
iii. Literature search  
iv. Content search  
v. Qualitative and Quantitative data collection  
iv. Data analysis

ICT applications in Data analysis can be divided into

i. Qualitative data analysis  
ii. Quantitative Data Analysis  
Lastly ICT application in post - data analysis covers

i. References and bibliography compilation

ii. Article and Thesis Dissertation's discussion among researchers, supervisors, supervisees and during vive voce

iii. Plagiarism detection

iv. Journal manuscripts submissions

#### 1. Literature Search

Last time researchers need to perform a manual search on hard copies of literature in libraries whereby this is a tedious effort. Today lot of research materials, Literature and facts can be searched using internet search engines and databases like shodhganga, Google scholar, Microsoft Academic search, Mendelay, SSRN and other famous database.

#### 2. Content search -

Today researchers can utilize the softcopy literature's search or fined function to search for specific keywords or phrases in which this is more effective and productive. The content search also helps a qualitative researcher to count the frequency of certain keywords appears in an interviewed transcript more effectively

#### 3. Literature Tracking-

By using software like Mendeley to track a researcher's literature is saving time and efforts well as capable to manage lots of literature that the researcher was not possible in the past

#### 4. Data collection-

With the help of application of ICT Data collection can be collected via online, web based

or internet survey. For important data collection Application of ICT are Google forms and Survey Monkey.

#### B. Application of ICT in data analysis –

Data analysis can be divided into quantitative data analysis and qualitative data analysis.

##### a. Quantitative data analysis

There are some advanced and popular data analysis techniques like path analysis, covariance-based structural Equation Modeling (SEM) variance based SEM hierarchical regression analysis, hierarchical linear modelling etc. Statistical packages like SPSS are more advanced and rich with a lot of feature.

##### b. Qualitative data analysis

NVivo ATLAS ti MAXQDA, SPSS Text analytic Transana can be as used for video transcribing in certain qualitative research.

#### C. Application of ICT in post data analysis

Application of ICT in post data analysis refers to the ICTS are applied on activities of research after completing the stage of data analysis which covers

#### I. References and bibliography compilation

Recently while researchers are writing they can use certain reference management software to help select citation and populate the references or bibliography automatically. EndNote, Zotero, Mendelay are the software used for referencing and bibliography compilation

#### II. Article and Thesis / Dissertations discussion

Academia. Edu, ResearchGate are the online platforms or websites which can be used for such discussion

#### III. Plagiarism Detection

With the advancement of ICT readers or researchers can use plagiarism checker software available in markets like Grammarly, Article checker, Duplichecker etc.

#### IV. Journal manuscripts submission –

Now web based journal, manuscript management and peer review software,

electronic manuscript submission system are commonly used among researchers which can reduce their time of submission and checking the status of publishing

#### Conclusion

From the above description it is clear that the use of ICT in the field of research plays an important role. ICT increase speed and quantity, improved quality and reduced complexity as well as lower the cost of research. Research quality can be improved as the use of certain ICT based tools can improve accuracy and completeness of a research as evidenced in some ICT applications areas e.g. qualitative data collection and analysis as well as in the references and bibliography compilation. The reduction of research cost is possible with the use if ICT based tools because less man and hours are required as productivity of researchers had increased.

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**Personality Factors of Medical and Education College Students.****Dr. Vanita N. Kale**

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Everyday people meet new people and sometimes try to figure them out in order to see what kind of personality they have. People do this subconsciously or unconsciously. Personality is made up of characteristic patterns of thoughts, feelings, and behaviors that make a person unique that means, that the personality of an individual rarely changes and someone's personality will not completely be the same as the person next to him / her because they are individuals and they are unique in their own way.

Personality has fundamental characteristics that in the end from the personality of one person, some scientists believe that the personality an individual possesses can be attributed to the genes that they are born with but there are some that dispute the theory because they believe that personality is developed with time and experience.

Personality is taken as the external appearance of the individual, but in terms of philosophy, the meaning of personality has been interpreted in the sense of internal self. Psychologists explain it as the combination of both and something more than that. Personality is not a fixed state but a dynamic totality which is continuously changing due to interaction with the society / environment.

According to Allport (1937) 'Personality is the dynamic organization within the individual of those psycho - physical systems that determine his unique adjustment to his environment.' Prince (1984) defines that 'Personality is the sum-total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the acquired dispositions and tendencies - acquired by experience.'

Personality is the more or less stable and enduring organization of person's character, temperament, intellect and physique, which determine his unique adjustment to the environment. Narchal and Shukla (1986) results indicate that girls from large, medium and small families differ significantly on the various areas of adjustment and personality indicating that family size has an effect on the personality and adjustment of the adolescent girls.

**Need and Significance of the problem**

A person's personality may not necessarily have a very high impact on person's job or productivity per se, depending upon the type of work being done. As discussed by Sean P. Naubert the notion that salesperson who exhibit high levels of extraversion will have better overall job performance is pretty evident, for being a salesperson required a lot of social interactions and an introverted salesperson would obviously be less effective than an extravert. Another point brought up is about conscientiousness is addition to extraversion and it's positive correlation with job performance in terms of the social atmosphere present in most workplaces; a conscientious persons is obviously more likely to be more productive worker and an extraverted person will experience an optimal level of arousal in a social workplace.

Introversion has the greatest chance of negatively affecting students learning ability. Students that are afraid of embracing themselves by speaking incorrectly or by not being able to speak at all may try to avoid opportunities that would otherwise aid their learning (Zhang 2008) Hence the investigator made an attempt to study the personality factors of Medical and Education College Students.

**Objectives of the Study**

- 1) To study the personality factors of Medical and Education college students.
- 2) To compare the personality factors of Medical and Education College Students.
- To compare the personality factor (Extraversion) of medical and Education College Students.

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- 4) To compare the personality factor (Introversion) of Medical and Education College Students.

#### Hypotheses

- 1) There is no significant difference between personality factor Extroversion among the Male students of the Medical and Education College.
- 2) There is no significant difference between the personality factor Extroversion among the Female students of Medical and Education College.
- 3) There is no significant difference between the personality factor Introversion among the Male students of Medical and Education college.
- 4) There is no significant difference between the personality factor Introversion among the Female students of Medical and Education College.

#### Method

##### Sample

The sample comprises of 800 students in which 400 (Male 200 + Female 200) of Medical College and 400 (Male 200 + Female 200) of Education College were selected randomly from Amravati University

##### Tool

Personality Inventory developed by Dr. Y. Singh and H. M. Singh (1997) was used to assess and analyze the personality factors of Medical and Education College Students.

##### Statistical Technique

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

Inferential statistics such as 't' test was employed. 't' value was calculated to know the significant difference between the personality factors amongst the students of Medical and Education Colleges.

##### Analysis of data

**Table 1 - Comparison between the means of personality factor (Extroversion) among the students of Medical and Education Colleges.**

Group	N	Mean	S.D.	t Value	Level of Significance	
Medical	400	29.24	5.13	4.44	0.01	0.05
Education	400	30.88	5.30		Significant	Significant

The above table shows that 798 df; 0.01 and 0.05 level of significance the calculated 't' value is 4.44 which is more than the table value.

Therefore it is inferred that there was significant difference found in between the means of personality factor extroversion among the students of Medical and Engineering Colleges.

Hence it is concluded that Education College students are more extrovert than Medical College students.



**Table 2 - Comparison between the means of personality factor (Extroversion) among the Male students of Medical and Education Colleges.**

Male Students	N	Mean	S.D.	t Value	Level of Significance	
Medical	200	29.67	5.22	3.65	0.01	0.05
Education	200	31.54	5.03		Significant	Significant

The above table shows that 398 df; 0.01 and 0.05 level of significance the calculated 't' value is 3.65 which is more than the table value.

Therefore it is inferred that there was significant difference found in between the means of personality factor extroversion among the male students of Medical and Education Colleges.

Hence it is concluded that Male students of Education College are more extrovert than Male students of Medical College

**Table 3 - Comparison between the means of personality factor (Extroversion) among the Female students of Medical and Education Colleges.**

Female Students	N	Mean	S.D.	t Value	Level of Significance	
Medical	200	28.81	5.03	2.67	0.01	0.05
Education	200	30.22	5.49		Significant	Significant

The above table shows that 398 df; 0.01 and 0.05 level of significance the calculated 't' value is 2.67 which is more than the table value.

Therefore it is inferred that there was significant difference found in between the means of personality factor extroversion among the Female students of Medical and Education Colleges.

Hence it is concluded that Female students of Education College are more extrovert than Female students of Medical college.

**Table 4 - Comparison between the means of personality factor (Introversion) among the students of Medical and Education Colleges.**

Group	N	Mean	S.D.	t Value	Level of Significance	
Medical	400	26.73	5.15	4.82	0.01	0.05
Education	400	24.95	5.25		Significant	Significant

The above table shows that 798 df; 0.01 and 0.05 level of significance the calculated 't' value is 4.82 which is more than the table value.

Therefore it is inferred that there was significant difference found in between the means of personality factor Introversion among the students of Medical and Education Colleges.

Hence it is concluded that Medical College students are more introvert than the Education college students..

**Table 5 - Comparison between the means of personality factor (Introversion) among the Male students of Medical and Education Colleges.**



Male Students	N	Mean	S.D.	t Value	Level of Significance	
Medical	200	26.31	5.23	3.67	0.01	0.05
Education	200	24.40	5.07		Significant	Significant

The above table shows that 398 df; 0.01 and 0.05 level of significance the calculated 't' value is 3.67 which is more than the table value.

Therefore it is inferred that there was significant difference found in between the means of personality factor Introversion among the Male students of Medical and Education Colleges.

Hence it is concluded that Male students of Medical College are more Introvert than the Male students of Education college.

**Table 6 - Comparison between the means of personality factor (Introversion) among the Female students of Medical and Education Colleges.**

Female Students	N	Mean	S.D.	t Value	Level of Significance	
Medical	200	27.16	5.03	3.17	0.01	0.05
Education	200	25.50	5.38		Significant	Significant

The above table shows that 398 df; 0.01 and 0.05 level of significance the calculated 't' value is 3.17 which is more than the table value.

Therefore it is inferred that there was significant difference found in between the means of personality factor Introversion among the Female students of Medical and Education Colleges.

Hence it is concluded that Female students of Medical College are more Introvert than Female students of Education college.

#### Conclusions

- 1) Education College students are more Extrovert than the Medical college students.
- 2) Male students of Education college are more Extrovert than Male students of Medical college.
- 3) Female students of Education college are more Extrovert than the Female students of Medical college.
- 4) Medical College students are more Introvert than the Education college students.
- 5) Male students of Medical College are more Introvert than Male students of Education college.
- 6) Female students of Medical College are more Introvert than Female students of Education college.

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A COMPARATIVE STUDY OF ADJUSTMENT AMONG THE FEMALE STUDENTS OF MEDICAL  
AND ENGINEERING COLLEGE

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**Abstract**

*In the Complex structure of the society today, Personal Adjustment is essential. Adjustment is an important state of person, which influences the relationship to others. The adjusted person is said to be mentally sound, who seems to be happy in every walk of life and make success in his professional and family life. On the other hand, a maladjusted person is disturbed with marked failures in life and unsatisfactory relations with others. The sample of 400 male students of Engineering and Medical colleges were selected randomly from Amravati University. Researcher made Adjustment inventory was used as a tool for data collection. Mean, S.D. and 't' value were used to analyse the data. The study concluded that the female students of Medical colleges have more adjusted than the female students of Engineering colleges.*

Principal

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Amravati

**Introduction**

Adjustment according to modern concept is both a process and a state. As a process, it is continuous and complex. It depends upon the entire organization of psychophysical systems within the individual and the relation of this organization to the environment. As a state it is the condition of harmony arrived at by a person whom we may call adjusted. Proper adjustment is necessary for leading happy life. Vasishta (1989) reveals that well adjusted students demonstrate a realistic self concept and high academic achievement while maladjusted ones may back in both the self concept and academic achievement.

Adjustment is a harmonious relationship with the environment in which most individual needs are satisfied in socially acceptable ways, and resulting in forms of behavior which may range from passive conformity to vigorous action. According to Singh (1983) adjustment is a precarious and everchanging balance between the needs and desires of the individuals on the one hand and the demands of the environments or society on the other. Adjustment is process by which a twinge organism maintains a balance

between needs and circumstances that influence the satisfaction of these needs.

**Need and Significance of the Problem**

In our complex society, human needs with which adjustment is directly related, are also complex. As a result no person is wholly adjusted. Cent percent adjustment is a psychological myth. Every person tries to adjust according to the best of his ability and intelligence. Krishna's (1982) Findings reveal that youth have significantly more problems of adjustment in home, health, social and emotional areas than adolescents.

In the colleges and Universities in India, we find that students are very much maladjusted and that is one of the main reasons of their poor academic achievement and also day to day conflicts (Sinha 1966; Badami, 1969; Baxi, 1969 and Singh, 1980) However Sharma (1979) observed that non-professional college students had more adjustment problems than the professional college students. Rao in his studies with professional and non professional students found that adjustment of a student positively affects his scholastic achievement. Keeping fact in view the present study attempts

to find out the nature of adjustment of male students of Engineering and Education College.

### Objective of the Study

1. To study and compare the home adjustment among the female students of Medical and Engineering colleges
2. To study and compare the health adjustment among the female students of Medical and Engineering colleges
3. To study and compare the social adjustment among the female students of Medical and Engineering colleges.
4. To study and compare the emotional adjustment among the female students of Medical and Engineering colleges
5. To study and compare the educational adjustment among the female students of Medical and Engineering colleges.
6. To Study and compare the overall adjustment among the female students of Medical and Engineering colleges.

### Hypotheses

1. There is no significant difference between the home adjustment among the female students of Medical and Engineering colleges.
2. There is no significant difference between the health adjustment among the female students of Medical and Engineering colleges.
3. There is no significant difference between the social adjustment among the female students of Medical and Engineering colleges.
4. There is no significant difference between the emotional adjustment among the female students of Medical and Engineering colleges.
5. There is no significant difference between the educational adjustment among the female students of Medical and Engineering colleges.

6. There is no significant difference between the overall adjustment among the female students of Medical and Engineering colleges.

### Method:-

#### Sample

The sample comprised of 400 female students of which 200 Engineering and 200 Medical college students were selected randomly from the Engineering and Medical colleges of Amravati University.

#### Tool

Adjustment Inventory developed by the researcher was used to assess and analyse the adjustment of male students. Adjustment Inventory measures adjustment in five areas (home, health, social, emotional and educational) The validity and reliability coefficient of co-relation of inventory is 0.81 and 0.92 respectively.

#### 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. 't' value was calculated to know the significant difference between the adjustment among the Engineering and Educational college male students.

#### Analysis of Data

Table-1 : Comparison between the Means of Home adjustment among female students of the Medical and Engineering colleges

Students	N	Mea n	S.D	t valu e	Level of significance	
Medical	20	1.65	1.9	4.35	0.01	0.05
	0		0			
Engineering	20	2.69	2.7	4.35	Significa nt	Significa nt
	0		7			

The above table shows that at 398 df; 0.01 and 0.05 level of significance the calculated 't' value is 4.35 which is more than table value,

Therefore, it is inferred that there was significant difference between the home adjustment among the female students of Medical and Engineering. Hence it is concluded that female students of Engineering colleges (M=2.69) are more home adjusted than the female students Medical college (M=1.65)

**Table-2 :** Comparison between the Means of Health adjustment among the female students of Medical and Engineering colleges.

Students	N	Mea n	S.D	t valu e	Level of significance	
Medical	20	3.55	2.4	1.54	0.01	0.05
Engineering	20	3.96	2.8	2	Not significant	Not significant

The above table shows that at 398 df; 0.01 and 0.05 level of significance the calculated 't' value is 1.54 which is less than the table value.

Therefore, it is inferred that there was no significant difference between the Home adjustment among the female students of Medical and Engineering. Hence it is concluded that female students of Medical colleges and Engineering colleges are much similar in respect of health adjustment.

**Table-3 :** Comparison between the Means of Social adjustment among the female students of Medical and Engineering colleges.

Students	N	Mea n	S.D	t valu e	Level of significance	
Medical	20	6.66	3.8	0.22	0.01	0.05
Engineering	20	6.57	3.7	3	Not significant	Not significant

The above table shows that at 398 df ; 0.01 and 0.05 level of significance the calculated 't' value is 0.22 which is less than the table value.

Therefore, it is inferred that there was no significant difference between the social adjustment among the female students of Medical and Engineering. Hence it is concluded that female students of Medical college and

Engineering college are much similar in respect of social adjustment

**Table-4 :** Comparison between the Means of Emotional adjustment among the female students of Medical and Engineering colleges.

Students	N	Mea n	S.D	t valu e	Level of significance	
Medical	20	9.71	5.0	0.64	0.01	0.05
Engineering	20	10.0	4.3	2	Not significant	Not significant

The above table shows that at 398 df; 0.01 and 0.05 level of significance the calculated 't' value is 0.64 which is less than the table value

Therefore, it is inferred that there was no significant difference between the Emotional adjustment among the female students of Medical and Engineering. Hence it is concluded that female students of Medical colleges and Engineering colleges are much similar in respect of Emotional adjustment.

**Table-5 :** Comparison between the Means of Educational adjustment among female students of Medical and Engineering colleges.

Students	N	Mea n	S.D	T valu e	Level of significance	
Medical	20	4.55	3.3	2.64	0.01	0.05
Engineering	20	5.44	3.4	1	Significant	Significant

The above table shows that at 98 df; 0.01 and 0.05 level significance the calculated 't' value is 2.64 which is more than the table value.

Therefore, it is inferred that there was significant difference between the educational adjustment among the female students of Medical and Engineering. Hence it is concluded that female students of Engineering colleges (M=5.44) are more educational adjusted than the female students of Medical colleges (M=4.55)

**Table-6:** Comparison between the Means of overall adjustment among female students of Medical and Engineering Colleges.

Students	N	Mean	S.D	T value	Level of significance
Medical	20	26.13	12.9	1.99	0.01
Engineering	20	28.68	12.62		

The above table shows that at 398 df 0.05 level of significance the calculated 't' value is 1.99 which is more than the table value.






Therefore, it is inferred that there was significant difference between the overall adjustment among the female students of Medical and Engineering. Hence it is concluded that female students of Engineering colleges (M=28.68) are more adjusted than the female students of Medical colleges (M=26.13)

#### Conclusions

1. The female students of Engineering colleges have better home adjustment than the female students of Medical colleges.
2. The female students of Engineering colleges and female students of Medical colleges are much similar in respect of health adjustment.
3. The female students of Engineering colleges and female students of Medical colleges are much similar in respect of social adjustment.
4. The female students of Engineering colleges and female students of Medical colleges are much similar in respect of emotional adjustment.
5. The female students of Engineering colleges have better educational adjustment than the female students of Medical colleges.
6. The female students of Engineering colleges have better overall adjustment than the female students of Medical colleges.

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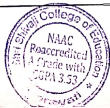
Research Paper in Education	    
<b>DR. KISHOR KSHATRIYA</b>  Associate Professor Shri Shivaji College Of Education, Amravati (M.S)	<p align="center"><b>FUNDAMENTAL ASPECT OF LANGUAGE: TEACHING AND LEARNING</b></p> <p><b>ABSTRACT</b>  <i>The teaching and learning of reading is a fundamental aspect of education. In modern society the ability to read reflectively is a prerequisite to being able to cope with the complexities of twentieth century living and for skilled employment opportunities. Indeed the Kingman Report (1988) suggested that 'the working of a democracy depends on the discriminating use of language on the part of all its people' (p7). That need, for advanced levels of reading, is recognized globally and is reflected in such organizations as the International Reading Association and the many national reading associations worldwide. Such organizations facilitate the learning from each other on aspects of the teaching of reading. And, interestingly, that learning from each other is also part of a major view about the process of learning to read in the classroom.</i></p> <p><b>KEYWORDS:</b> reading, intonation, pitch, vocabulary</p>

### Introduction

In the Classroom the view of reading as a socio-psycholinguistic activity is important because it serves to remind us that not only is reading and writing a language skill requiring cognitive involvement from the child but there is also a social element. That social element can be interpreted in a number of ways. However, in the classroom it is frequently used to emphasize the social interactions that occur between the teacher who knows about reading and the child who is learning about reading and to read. Of course, in some forms of paired reading those social interactions are student/student where both the able and less able reader can benefit from the interaction. The concept of reading together where the child as a learner is supported by the teacher is reflected in a number of literacy activities which occur in the primary classroom. The most obvious example of that are the story readings that are provided by the teacher in the classroom. The teacher reading from a story book to the whole class is a

continuation from the parents reading to their own children which will be a feature in many homes. And that interaction contains the key factors needed. The role of the teacher is important not only to read the book with careful attention to intonation, pitch and with appropriate pausing but also to respond to the children's comments, to provide links between the text and the children's own experiences and to question in order to support the learning. In such circumstances the children can learn new vocabulary, meanings and discourse patterns as well as developing a view of story structure and an understanding of their cultural heritage.

Story readings are regarded as being highly supportive to children's development as readers and many of the positive features were noted in the previous paragraph. Indeed, although recent reading debates have tended to emphasize differences in approaches, nevertheless, a feature of agreement is the facilitative effects of story reading. As we would expect the whole language approach has stories



as a basis for a good deal of the learning that takes place. However, more skilled based approaches also recognize the importance of story reading: 'It is not just reading to children that makes the difference; it is enjoying the books with them and reflecting on their form and content. It is to shown children that we value and enjoy reading and that we hope they will too'.

The story readings in the classroom can on occasions be developed into shared book experiences with big books. Those readings of the stories where all the children can see the print that is being read extends the learning. In particular, for young children with less experience of reading and writing, the shared book experience provides an opportunity for the teacher to model the reading process and to demonstrate the link between the squiggles on the page and the words read. It also is a time when the children can join in the reading aloud alongside the teacher especially where the rhyme or repetition of the story encourages an involvement. That involvement by the children helps them to see themselves as readers and the less advanced children can learn from others in the group as they echo the words that are read. As well as working with the whole class, or groups within the class, the teacher will also from time-to-time read with individuals. Those shared readings where the teacher might model the reading first for the child and then subsequently encourage the child to read the book provides a social interaction centered on a book where the child can learn directly from the teacher about reading. Those shared reading also provide an opportunity for the teacher to learn about the child's developing strengths as a reader. Some form of sustained silent reading where all the children have a short time when they know they can read without interruption is another literacy activity where the book, the child and the teacher predominate. Often teachers will read alongside the children, or

engage in other reading activities, in order to provide a role model of reading. The sustained silent reading, therefore, becomes a social occasion where reading is the central focus of everyone in the room. At the end of that reading time the teacher might briefly share with the children a short passage from their book or tell about an aspect of the story. Those comments are often the stimulus for some children to tell about the books that they are reading and therefore each child begins to learn about many books from the others in the class. Songs and nursery rhymes might be an important element in many early years' classrooms. In brief moments the teacher and the children can sing or recite a song or rhyme. And in some classrooms those songs and rhymes can be written on to big charts and be used as part of the shared book experiences which we noted earlier. The regular involvement in such an activity would appear to have beneficial effects on the children's understanding of the phonological elements of language. In particular as Goswami and Bryant (1990) noted the onset and rime elements of words may be learnt through such activity. And that learning will be helpful not only for reading but also as a support for children's spellings when writing.

Of course, the teacher will organize for other literacy activities. In particular many opportunities for writing will support also the children's development in reading. Nevertheless, those activities which have been described can form a central focus for a good deal of early reading learning. And that learning is one which has a strong social aspect as the children learn from others and in particular the teacher. Underpinning that learning, for many writers, is the concept of the 'zone of proximal development which suggests that that which learners can achieve today with support, as part of a social interaction, can be attempted later alone. Around the world, the learning from others in the classroom is extended to the wider



world where the sharing of knowledge about the teaching and learning of reading is quite substantial. It has two key features which link with those mainstream ideas. First, there is the emphasis upon the social interactions between teacher and child and, second, there is the emphasis upon stories as an important feature of the learning.

#### Conclusion

In one sense we can feel very encouraged by the evidence, some of which has been presented in this article, which suggests that educators are learning from one another across the globe in order to develop as teachers of reading and writing. Ironically, if any barriers exist it may be across disciplines rather than at national boundaries. Educators and psychologists, for instance, both have an interest in children as developing readers. Yet, very often each of those groups use different literature citations, publish in different journals, attend different conferences and come to different conclusions often about how to support children's learning. Educators and psychologists need to share ideas in the way that teachers across the world have been doing in order to support the literacy learning of

children. But the encouraging signs which suggest that story reading, shared book experience, shared reading, silent reading, writing, literacy based play activities and songs or nursery rhymes to encourage phonemic awareness are being developed world-wide indicates that we can learn from each other, just as the children are learning in school from their peers and their teachers.

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## संशोधन व सिध्दांत

डॉ. किशोर ज. क्षत्रिय

श्री. शिवाजी शिक्षण महाविद्यालय, अमरावती

मानव हा यतत विविध प्रकारच्या समस्यांना व अडचणींवर उपायोजना करण्याचा प्रयत्न करत असतो. या समस्या सोडविण्यासाठी तो शास्त्रशुध्द मार्गांचा अवलंब करण्याचा प्रयत्न केव्हा करतो तेव्हा तो खऱ्या अर्थाने संशोधनाकडे वळत असतो. संशोधनात समस्या सोडविण्याचा पध्दतशोर प्रयत्न केला जातो. त्यासाठी वैज्ञानिक पध्दतीच्या आधारे समस्यांचे निराकरण केले जाते व समस्यांचा उत्तरे शोधली जातात. एखाद्या विषयाची वैशिष्ट्ये जाणवण्यासाठी केलेला व्यापक शोध किंवा चिकित्सा म्हणजे संशोधन होय.

(ऑगस्टाईन डिब्रानगेनुयार) 'व्यवस्थितशास्त्राचा कारकांने शोध घेण्यासाठी केलेला अल्ब्यार म्हणजे संशोधन असे म्हटले आहे. अर्थात संशोधन हे वैज्ञानिक पध्दतीवर आधारित असते तसेच संशोधन हे पध्दतशोरपणे केले जाते. संशोधन हा नैसर्गिक व सामाजिक घटनेचे निरीक्षण करून त्याच्याबद्दल, पध्दतशोर. तर्कसंगत विधारांच्या साहाय्याने प्राकृतिक शक्तीबद्दलच्या नियमांचा शोध घेत असतो. त्यांच्या स्पष्टीकरणार्थ सिध्दांताची मांडणी करत असतो. याचा अर्थ असा की, 'ज्ञानाशी' संबंधित विषयाव्यवस्थेला सिध्दांत असे म्हणतात. अर्थात सिध्दांताच्या मांडणीकारिता संशोधन आवश्यक असते.

"सिध्दांत म्हणजे काही चैक त्याचे मूल्य तो वापरणाऱ्यावर अवलंबून आहे. त्याने कोणताही आकडा टाकावा असे असले तरी केवळ अनुमान किंवा अंदाज म्हणजे सिध्दांत नव्हे तर अनुभव आणि निरीक्षण या क्रमोटीयर टिकणाऱ्या विधानाला सिध्दांत असे म्हणतात. कोणत्याही विषयाचे उपलब्ध ज्ञान प्राप्त करण्यासाठी त्या विषयातील सिध्दांतांना जाणून घेणे आवश्यक असते. घटनेच्या कार्यांकरण संबंधाची मिमांसा करण्यासाठी काही सिध्दांत कल्पना अथवा कथास मनाशी बंधावा लागतो. अन्यथा त्या घटनेचे अथवा विषयाचे यथाय व्यवस्थित स्वरूप माहोत होणार नाही. तथातील आंतरसंबंध म्हणजे सिध्दांत होय. व्यक्ती हा तथ्य किंवा विषय मानला तर व्यक्तित्व हा त्याचा सिध्दांत ठरतो. म्हणजेच सिध्दांत हा काही निरीक्षणयोग्य घटनावर

आधारित निष्कर्ष होय. सामाजिक संशोधनात तथ्यांचे अध्ययन के जाते. त्यामुळे तथ्ये, सिध्दांत व संशोधन यांचा पारस्परिक संस आहे.

सिध्दांताचा अर्थ :-

१. रॉबर्ट के मर्टन (Robert K. Merton) यांच्या मते :-

"जेव्हा संकल्पना एक योजनेच्या रूपात आंतरसंबंधी असतात तेव्हा त्या अवस्थेत सिध्दांताचा विकास होण्यास सुरुळ होते."

२. पीटरमेन (Pitarmen) यांच्या मते :-

"तथ्यांना एखाद्या अर्धपूर्ण रितीने व्यवस्थित मांडणे व त तात्त्विक संबंध प्रस्थापित करणे ह्या कृतियुळे सिध्दांत निर्माण होत वरील सर्व व्याख्यांवरून सिध्दांताचा अर्थ स्पष्ट हो संशोधन व निरीक्षणानु प्राप्त झालेल्या अनुभवांमुळे उ गृहितकृत्यांचो, नियमांचो व सिध्दांताची पडताळणी होयून त आवश्यक त्या म्हणजे तथ्यांचे सारांश काढून त्याचे सामाज्यीक करणे. या सुरुवाते व्यक्ता करणे व त्या आधारे पविष्यातील घटना पूर्वांनमान करणे होय.

चांगल्या सिध्दांताची वैशिष्ट्ये :-

संशोधनात तथ्यांसाठीचे निरीक्षण व त्यांचे तंत्र निरि करण्यासाठी सिध्दांताची गरज असते. संशोधनात सुसंगत व्यवस्थितपणे सिध्दांताची निर्मिती अत्यंत महत्त्वाची असते. दृष्टीने चांगल्या सिध्दांतांचो प्रमुख वैशिष्ट्ये पुढील प्रमाणे स येतील.

१. सिध्दांत म्हणजे तथ्यांच्या आधारावर निर्माण के निष्कर्ष होय. तथ्यांच्या तात्त्विक अनुक्रमामुळे व व्यवस्थेनुसार ांतो.

२. सिध्दांत मध्ये साध्य नव्हे तर एखादी घटना किंवा प्र समजून घेण्याचे साधन होय. ते अमूर्त स्वरूपात प्रकट होते.

३. सिध्दांताच्या आधारावर सिध्दांतातील पुढील का दिशा मिळत असल्यामुळे सिध्दांताबद्दलचे विधान संकालित व तिची मांडणी व विश्लेषण करणे शक्य होते. सिध्दांत हा संशोध आधारावरच विकसित होतो.

४. सिध्दांत हे अनुभवातील तथ्यांशी जुळणारे र असावेत. त्यात पूर्वीच्या संबंधित सिध्दांतामध्ये विसंगती न सिध्दांत निर्माण होण्यासाठी सर्व संकल्पनामध्ये तर्कसंगत रूपाने र आंतरसंबंध असावा.

५. सिध्दांतविषयक विधान पुढील अनुभवांनी पड पाहण्यायोग्य असावे. चांगल्या सिध्दांताची व्यापकता विस्तृत

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त्यामुळे जास्त जास्त तथ्यांचा समावेश स्पष्टीकरण होणे शक्य असते. प्रत्येक सिध्दांताला संरचनेच्या बाबतीत विशिष्ट संदर्भ असतो.

६. सिध्दांत हे तथ्यांच्या परस्पर संबंधाच्या किंवा त्यांच्या परिणामाबद्दल तर्कयुक्त संकल्पनेच्या स्वरूपात असतात. त्यांच्या उपयोग अनुभवाचे स्पष्टीकरण आणि अनुमान करण्यात आला जातो. संशोधनात त्यांचे अस्तित्त्व गृहित धरून त्याचा उपयोग केला जावू नये.

७. काही सिध्दांत दौर्घकालीन महत्त्वाचे असतात तर काही अल्पकालीन महत्त्वाचे किंवा तात्पुरते असतात. दौर्घकालीन महत्त्वाचे असणारे सिध्दांत हे वास्तविक सिध्दांत होय.

८. उपलब्ध ज्ञानात व्यवस्था लावणे, निरीक्षित घटनांचे स्पष्टीकरण, त्यातील संबंध स्पष्ट करणे, त्यांचा क्रम लावणे, त्यांचे वर्गीकरण करणे आणि त्या ज्ञानाच्या आधारे भावी घटनासंबंधी अचूक अंदाज वर्तवणे हे सिध्दांताचे उद्दिष्ट होय.

**सिध्दांत आणि तथ्यांचे परस्पर संबंध :-**

सिध्दांत व तथ्ये यांच्या सततच्या क्रिया व प्रतिक्रिया यातूनच विज्ञानाचा विकास होत असतो. सिध्दांताची रचना प्रारंभी अनुभव व तथ्यांच्या आधारावरच होत असते. त्यातील अंतरसंबंध म्हणजे सिध्दांत होय. अनुभवातील घटकांचे संबंध विश्लेषण करून त्याबद्दल आपण सामान्यीकरण करून नियम, गृहितकृते व सिध्दांत यांची रचना, कल्पना आणि तर्क यांच्या सहाय्याने करीत असतो. अनुभव आणि तथ्यांशिवाय सिध्दांत निर्मिती अशक्य आहे. पुढे नवीन अनुभव मिळाल्यानंतर त्यानुसार पूर्वनिर्मित सिध्दांताची तपासणी करून त्यात सुधारणा घडवून आणण्यास चाव मिळतो. नवीन ज्ञानाचा अथवा माहितीचा वेळ घेवूनच नवीन सिध्दांत मांडता येतात. विज्ञानाच्या दृष्टीने हे एक प्रगतीचेच पाऊल आहे. परंतु सिध्दांत तात्पुरते का होईना मांडल्याशिवाय कोणत्या दिशेने तथ्ये संकलित केली पाहिजेत हे समजणे कठीण असते. सिध्दांत निर्मितीत जशी तथ्यांची गरज असते त्याचप्रमाणे सिध्दांताशिवाय नुसतंच तथ्ये हे निरर्थक असते. तथ्ये संकलित करण्यापूर्वी त्याबद्दल पद्धतशीर आयोजन हे अत्यंत आवश्यक असते. अनावश्यक, असंबद्ध, कितीही तथ्ये गोळा केली तरी त्यांचा संशोधनाच्या दृष्टीने विशेष उपयोग होत नाही. म्हणूनच तथ्यांमुळे सिध्दांत उभे करता येतात तर सिध्दांतामुळे तथ्यांना आवश्यक असणारी दिशा उपलब्ध होते. सिध्दांत व तथ्ये यांच्या परस्पर क्रियेतील सिध्दांताची कार्ये पुढील प्रमाणे सांगता येतील.

**सिध्दांताचे कार्य :-**

**१. तथ्ये संकलनास दिशा:-**

सिध्दांताची रचना म्हणजे तथ्यांचे सारांश काढून त्याचे

सामान्यीकरण करणे व त्यांना सूत्ररूपाने व्यक्त करणे होय. संशोधनातील समस्या सूत्रणानंतरची पायरी ही तथ्ये संकलनाची असते व तिची सुरुवात निरीक्षणातून होत असते. परंतु डोळ्यांना जे दिसते ते-ते पाहणे म्हणजे निरीक्षण नव्हे. त्यात निवड असते. पद्धतशीरपणे असले म्हणजेच तथ्ये संकलन कोणत्या दृष्टीने करायचे हे प्रथम निश्चित करावे लागते. त्यात सिध्दांताचे कार्य महत्त्वपूर्ण असते. कारण सिध्दांतामुळेच तथ्ये संकलनाला दिशा मिळते. एखाद्या घटनेचा अभ्यास कोणत्या दृष्टीने करायचा हे सैद्धांतिक निकषाच्या आधारावरच ठरविले जाते. हा दृष्टीकोन एकदा निश्चित झाल्यानंतर अभ्यासविषयासंबंधी तथ्ये संकलन कोणत्या दिशेने करायचे हे सहजगत्या ठरून जाते.

**२. तथ्यांचे स्पष्टीकरण (Explanation of Data) :-**

सिध्दांत रचनेत तथ्यांच्या वंशशृंखलांचा सखोल अभ्यास करून त्याचे स्पष्टीकरण किंवा व्याख्या निश्चित, असांदिग्ध व मूर्त स्वरूपात करणे आवश्यक असते. त्या दृष्टीने तथ्ये संकलित केली जातात पण ती गुंतागुंतीची असतात तसेच संशोधकासमोर तथ्यांचा ढिगच असतो. अशा अस्ताव्यस्त स्वरूपातील तथ्यांतून काही अर्थ काढणे शक्य नसते. संशोधनातील गृहितकृते तथ्ये संकलनासाठी मार्गदर्शक ठरतात. बुद्धी किंवा अभिप्राय यांचे संशोधन करण्यापूर्वी त्यांची लक्षणे, वंशशृंखले व संशोधनासाठी निश्चित ठरविलेले तथ्यांचे घटक याबद्दल स्पष्ट निवेदन अत्यंत आवश्यक असते. सिध्दांतातील संकल्पना व वर्गीकरणाची पद्धती, ग्रामुळे अस्ताव्यस्त स्वरूपातील तथ्यांना अर्थपूर्ण रूप देता येते. संकल्पना व व्याख्या यामुळे तथ्यांची चौकट उभी करता येते. संकल्पनांच्या आधारे वर्गीकरणाचे महत्त्वाचे पाऊल टाकता येते. कारण या संकल्पना वर्गीकरणात एक मौलिक आधार प्राप्त करून देतात. तसेच पूर्वानुमान करणेही शक्य होते.

**३. तथ्यांचे सारांश रूप:-**

कोणत्याही घटनेचे स्पष्टीकरण करण्याकरिता आपण त्यामागील संबंध व कारणांचा शोध घेण्यासाठी अंदाज, तर्क, अनुमान, गृहितकृते व सिध्दांत यांचा उपयोग करीत असतो. यांच्या सहाय्याने अव्यवस्थित स्वरूपात असलेल्या तथ्यात सुसंबद्धता निर्माण होते. हे कार्य अर्बुडितपणे प्रवाहित होत असते. पिकलेले पान केव्हातरी गळणारच हा निर्मानियम अनुभवातूनच निर्माण झाला. अशाप्रकारे अनुभवाधिष्ठीत संशोधनाच्या सहाय्याने काही सामान्य नियम मांडले जातात आणि त्यांचा उपयोग तथ्यांचे सारांशीकरण करण्यासाठी होत असतो. याचाच अर्थ तथ्यांचे सारांशीकरण करताना प्रस्थापित सिध्दांताची मदत घ्यावीच लागते. ज्ञानाचा सतत विकास करण्यासाठी विखुरलेल्या तथ्यांना केवळ माहितीच्या स्वरूपात प्रस्तुत न करता

त्यांना सांख्यिक आधारावर अंतःसंबंधित कथनाच्या रूपात मांडले जाते.

तथ्यांचे मराठीकरण दोन प्रकारे होत असते.

**i. अनुभूतीतून आलेले सामान्य नियम :-** साधारणतः

आयत्या अवतीभवती घडणाऱ्या घटनांच्या निरीक्षणानुन जो अनुभव येतो, त्या आधारावर काही सामान्य नियम मांडले जातात. अशा घटनांची वेळेवेळी, पुन्हा-पुन्हा प्रचलणे येत असल्यामुळेच असे सामान्य नियम मांडणे शक्य होते. जसे 'वर फेकलेला दगड खाली पडणारच', 'ज्याला जन्म आहे त्याला केव्हातरी मरणही आहेच.' 'ज्या कार्याची सुरुवात केली त्याचा शेवटही केव्हातरी होईलच' ही सर्व सामान्य विषयां अनुभवातूनच निर्माण झालेली असतात.

**ii. विविधतेतून आलेले सामान्य नियम :-** अनुभवातून

आलेले असंख्य नियम अवगो-धवरी असतात परंतु त्या नियमांमधी एक सर्वसामान्य संबंध प्रस्थापित करण्याचा प्रयत्न केला जातो. जगत कोणताही घटना अकारण घडत नाही. सुंगी मरो अथवा धरती भूकंप होतो त्याच्या पाठीशी कोणतेही कारण असते. त्यालाच कार्यकारण संबंध मानले जाते. अशा विविध घटनेत कार्यकारण संबंध अथवा सहसंबंध प्रस्थापित करून तथ्यांचे सामान्यीकरण करता येते. अध्ययनातून हे कार्यकारण संबंध समजु शकतात.

**४. पूर्वाभूतान :-** तथ्यांच्या अनुभवाच्या आधारे

मांडलेल्या सिध्दांताच्या सहाय्याने संबंधित युक्तील घटनांबद्दल पूर्वानुमान बरणे शक्य होते. जेव्हा विशिष्ट परिस्थिती विद्यमान असेल तर विशिष्ट घटना घडेल हे अगोदरच सांगणे म्हणजेच पूर्वकथन करणे होय. पूर्वकथन म्हणजे भविष्य नव्हे. भविष्यात परिस्थितीचा विचार नसतो. गतिच्छ घस्ती व बालगुहेगारी वगैरे पातील सहसंबंधाची कल्पना आल्यावर पातील एका घलाचो माहितो प्राप्त झाल्यावर दुसऱ्या घलाचे परिमाण व त्याची संभाव्यता याबद्दल अनुमान करता येते. तसेच भंगलेल्या कुडंबातील अनीतक घातावरण, वाईट शेजार, वाईट संगत असे घातावरण असेल तर मुलांमध्ये गुहेगारी प्रवृत्ती निर्माण होण्याची अधिक शक्यता असते. त्यातून जे सामान्य सिध्दांत मांडले जातात त्याच्याच बळावर पूर्वकथन करता येत विशिष्ट परिस्थितीच्या संदर्भात काय घडू शकते हे पाहूनच सिध्दांत मांडले जातात.

**५. आवश्यक संशोधनाचे निदर्शन :-** सिध्दांतामुळे

पूर्वानुमान करणे शक्य होत असल्यामुळे ज्याबद्दल आपल्याला अधिक ज्ञानप्राप्त्याची आवश्यकता भासते, ज्याच्या संशोधनाची आवश्यकता आहे अशा विषयांचे निदर्शन सिध्दांताद्वारे होत असते. रामजा एखाद्या संशोधकाला छेडक्या विद्याच्या शैक्षणिक अध्ययनावरून शारीरिक

सुस्थिती आणि प्रविषय यांच्यातील सहसंबंध अधिक असतो, या निष्कर्षाला अधिक व्यापकता देण्यासाठी शहतातील, नगरातील, विविध वयोगटातील विद्यार्थ्यांमध्ये अशा सहसंबंधाचा पडताळा घेत येतो. गुहेगारीच्या संशोधनात खोली, खून, दरोडे इत्यादी प्रकारच्या गुन्हांच्या शोध पूर्वी समाजातील खालच्या वर्गीयुक्ताच मर्यादित होतात. पण त्यामुळे अनेक इतर प्रकारच्या गुन्हांचा शोध लागणे कठीण झाले होते. नंतर म्दरलँड यांनी मध्यमवर्गीय, व्यापारी व सुस्थितीतील वर्गातील शोध घेतल्यावर पूर्वी तपास न लागणाऱ्या इतर प्रकारच्या गुन्हांबद्दल शोध लावणे शक्य झाले. अशा आवश्यक क्षेत्राचे निदर्शन करण्यासाठी सिध्दांताची मोठे मदत होते.

**६. उपलब्ध ज्ञानातील जुटीचे निदर्शन :-** सिध्दांत हे नेहमी

उपलब्ध तथ्यांच्या आधारावर मांडले जातात. पण असे सिध्दांत नेहमी त्रिकालाबाधित सत्यच ठरतील असे नाही. अशा सिध्दांताचा पडताळा घेत असताना नवीन तथ्यांच्या संदर्भात विद्यमान ज्ञानात भर पडू शकते. त्यातूनच सिध्दांताच्या आगारे नवीन तथ्ये गोळा करावीत व ते सिध्दांत तपासून पाहावेत ही प्रेरणा मिळू शकते. त्यामुळे सर्वसामान्य सिध्दांत ज्या माहितीवर अथवा ज्ञानावर आधारले असतात त्या ज्ञानातील जुटी लक्षात येतात. गुहेगार हा जन्माने असतो, घडवणूकानुन नाही हा एकेकाळचा मान्यताप्राप्त सिध्दांत आजच्या परिस्थितीत असान्य केला जातो तर 'गुहेगारी हे सामाजिक परिस्थितीचे फळ आहे' ही विचारसरणी आज सर्वत्र मान्यता पावली आहे. याचाच अर्थ प्रचलित सिध्दांतामुळेच नवीन ज्ञान मिळविण्याची प्रेरणा मिळते.

**७. सैध्दांतिक पुनर्निर्माण :-** संशोधनात आतापर्यंत जी

तथ्ये दुर्लक्ष राहिलीत अशा तथ्यांचे चारंवार निरीक्षण केले जाते. त्यांना नवीन पद्धतीने मांडता येईल काय याचा विचार केला जातो. प्रचलित सिध्दांत हे जोपर्यंत पूर्णपणे परिपूर्ण तथ्यांवर आधारित नसतात तोपर्यंत तो केवळ शक्यता असते. त्यामुळे समाजात असे काही घटक असतात की ज्याकडे आतापन दुर्लक्ष झाले होते. म्हणूनच मटन लिहितात की आम्ही ज्या तथ्यांचे निरीक्षण करतो ते अनपेक्षित आणि आश्चर्यकारक असतात. परंतु खरी वस्तुस्थिती अशी आहे की आपण पूर्वी त्याबाबत विचारच केलेला नव्हता. म्हणूनच संशोधनाचे महत्त्वपूर्ण कार्य म्हणजे नवीन तथ्यांच्या आधारावर जुन्या सिध्दांताचा विस्तार करणे होय. अशा प्रकारे सैध्दांतिक पुनर्निर्माणत सिध्दांत व संशोधन यात परस्पर संबंध आहे.

एकंदरीत तथ्यांचा उपयोग सिध्दांत रचनेत, त्याच्या विपदीकरणत व त्याचा पडताळा पाहण्याने होत असतो, तर सिध्दांतामुळे आवश्यक तथ्यांचा शोध घेवून संशोधनास निश्चित मार्गदर्शन प्राप्त होत असते. म्हणूनच सिध्दांताचे कार्य संशोधनाच्या

सुदृष्टीने अधिका अर्धपूर्ण व मतिमान स्वरूपाचे आहे तत्परमेकत्वनाम दिशा देणे, तथ्यांचे स्पष्टीकरण, तथ्यांचे सांगोशोकरण, पूर्वांनुमान, आवश्यक संशोधनाचे निर्देशन, उपलब्ध ज्ञानातील वृद्धीचे निर्देश, संशोधनात्मक पुनर्निर्माण हे तर सिध्दांतांमूळे सामान तेंच पण त्याचबरोबर रसाशन फार्यांत उत्तरांतर भगती साधण्यासाठी सिध्दांत प्रेरणादायी ठरतात.

**सिध्दांताचे महत्व :-**

सिध्दांत हे एक शाखाचे साधन आहे. शास्त्रीय ज्ञान मिळविणे आणि शास्त्राचा विकास करणे यामध्ये सिध्दांताचे विशेष योगदान आहे. सिध्दांताचे महत्त्व पुढील प्रमाणे सांगता येईल.

१. सिध्दांत हा संकलित करण्यात येणाऱ्या तथ्यांच्या मर्यादा निश्चित करण्यास सहाय्य करतात.

२. सिध्दांत हे शास्त्रास दिशा देण्याचे कार्य करतात. संकलित केलेल्या तथ्यांचा व्याख्या करून कोणती तथ्ये अमूर्त आहेत, हे सिध्दांताद्वारे स्पष्ट केले जाते.

३. सिध्दांत हे संबंधित घटनाक्रमांना व्यवस्थित, वर्गीकृत करण्यासाठी त्याच्या आंतरसंबंधाचे स्वरूप निश्चित करण्यासाठी संकल्पनांची योजना ठरवितो.

४. सिध्दांताद्वारे तथ्यांना अनुभवाधिष्ठित सामान्यीकरण आणि सामान्यीकरणाच्या नियमांची व्यवस्था अशा दोन स्वरूपात सामान्य रूपाने प्रस्तुत करता येते.

५. तथ्याद्वारे पूर्वांनुमान करता येते. पूर्वकथन म्हणजे भविष्यकथन नव्हे तर पूर्वकथन म्हणजे विशिष्ट परिस्थिती असले तर निश्चितपणे काय घडेल हे अगादीर प्रातिपादन करणे होय. भविष्यात परिस्थितीचा विचार केला जात नाही.

६. सिध्दांत आपल्या विद्यमान ज्ञानसंबंधीच्या वृद्धी सुचत करतो.

कोणताही वैज्ञानिक अथवा संगोभक प्रथम आपल्या कल्पनेत अथवा डोक्यात एखादी तर्कपूर्ण विचार व्यवस्था किंवा तार्किक अनुमान आणतो. त्यानंतर त्या विचारांना अथवा सिध्दांताला सार्थ बर्नादण्यासाठी कोणकोणत्या प्रकारची तथ्ये आवश्यक आहेत हे ठरवितो. तसेच आपले पूर्वांनुभव जसे निरीक्षण किंवा चिंतन यांच्या आधारावर एक गृहितकृत्य तयार करतो व त्या गृहितकृत्याला उपयुक्त अशी तथ्ये गोळा केली जातात.

सिध्दांत आणि व्यवहार हे एकमेकांना पूरक असतात.

सिध्दांत निर्माण करण्याचे कार्य हे सांघे नसून त्यासाठी अनेक संशोभकाचे सतत प्रयत्न व दिघांशोभ लागतात. काहींचे तर आपुघ्य त्यात खर्ची पडतात. प्राकृतिक विघ्नानाच्या क्षत्रात या बाबतीत बरींच

धमती घाली अमृत निर्मिती शक्तीची संगोभनासोबत, मृश्या आणि घेशानिर्माण प्राल करणत यश मिळविने आहे. व्युत्पन्ने प्रथ्यांशवा वेलेल्या भुक्त्याबरोबरीगाळा सिध्दांत प्रथमतः गुणधमक स्वरूपाचा होतो. त्या सिध्दांताला मृश्रक प्राप्त होण्यासाठी संशर वर्षांचा कालावधी लागता. अशी अनेक उदाहरणे आहेत सिध्दांत रचनेच्या प्रारंभिक अयश्यात घटना व त्यांच्या अनुभवांचे व्यवस्थित वर्गीकरण करून त्यातील मर्यादाचे स्पष्ट ज्ञान तर्कसंगत विचारसरणीद्वारे प्राप्त करण्यात येते. या जनाध्या आधारावरच पुढील संशोभनासाठी गृहितकृत्यांची रचना केली जायून वैज्ञानिक घटनासंबंधी समर्पक अशा नियम अथवा फार्यांशी भांडणी करण्यात येते. पुढे या सिध्दांती पुनर्निर्माण, वाढवणी, फर्यांदी साधक्यावर त्यांना सिध्दांताचे सारथ होत. सध्यांशक प्रायोगिक व व्यवहकतेच्या दृष्टीने या सिध्दांतात बदला क्रम म्हणजे गृहितकृत्य - नियम सिध्दांत असा अमृत सिध्दांत निर्माण करणे हे वैज्ञानिक प्रक्रियेचे मर्यादा कार्य आहे. अशा प्रकारे संशोभन व सिध्दांत यांचा पारम्यारिक संबंध दिसून येतो.

**संदर्भ सूची :-**

१. डॉ. पारसानस न.रा.. शिक्षणाची तात्त्विक व समाजशास्त्रीय भूमिका, नूतन प्रकाशन, पुणे दिवसीय आयदुती जने, १९९७.
२. प्र. मूळे रा.ज., शैक्षणिक संशोभनाची मूलतत्वे, विद्या बुक्स औरंगाबाद तृतीये आयदुती, १९९८
३. डॉ. पारसानस हेमलता, शैक्षणिक कृती संगोभन, नूतन प्रकाश, पुणे प्रथम आयदुती १९९८
४. डॉ. जगदी विजय मूल., सामाजिक शास्त्राचा संशोभन प्रणाली, अद्यत प्रकाशन २२ औरदो.



महिलांचे सक्षमीकरणासाठी कायदे व शासकीय योजना

डॉ. किशोर ज. क्षत्रिय

सहा. प्राध्यापक श्री. शिवाजी शिक्षण महाविद्यालय, अमरावती

प्रस्ताविक :-

प्राचीन भारतीय महिलांचे शिक्षण तुलनात्मकदृष्ट्या आजच्या काळापेक्षा प्रगत असल्याचे जाणवते. ऋग्वेद काळात महिला शिक्षणाला विलक्षण महत्त्व असून ते मुक्त होते. 'नास्ति विद्यासमचसुर' या प्रमाणे विद्येसारखा दुसरा चसू नाही या सुत्रावर आधारित होते. नंतरच्या काळात महिलांच्या अधिकारांवर हक्कांवर गदा आणण्यात आली. इतके नव्हे तर 'चूल आणि मूल' या दोन शब्दांमध्ये तिला बांधून टाकण्यात आले. महात्मा गांधी डॉ. बाबासाहेब आंबेडकर, गोपाळ गणेश आगरकर, डॉ. सर्वपल्ली राधाकृष्णन या सर्व महान नेत्यांनी महिला शिक्षण ही संकल्पना व्यापक दृष्टीने समजून घेणे आवश्यक आहे असे म्हटले होते. मात्र अंकुशित बुद्धिच्या लोकांनी त्याकडे दुर्लक्ष करून त्यांनी पौळघणूक - छळ करणे सुरुच ठेवले. मात्र स्वातंत्र्योत्तर काळात महिलांच्या सक्षमीकरणासाठी अनेक योजना महिलांच्या उत्थानासाठी सुरु करण्यात आल्या. त्याविषयी पुढील प्रमाणे माहिती गोळा केली आहे.

महिला हक्कांचे बळकटीकरण

१. गाव नमुना सात-बारा सदरी सहहिस्सेदार म्हणून पत्नीच्या नावाची नोंद घेणे
२. 'अंतर्गत तक्रार समिती' गठीत करणे.
३. "बेटी बचाव बेटी पढाओ" अभियान.
४. 'हुंडा प्रतिबंधक सल्लागार मंडळ'
५. माझी कन्या भाग्यश्री योजना
६. महिला वारसांची नावे कम्बेदार सदरी दाखल करणे
७. हक्कसोड पत्राबाबत.
८. महिला हक्कांचे फलक
९. महिलांचे कायदेशीर हक्क
१०. भा.द.वि. ४१४
११. बाल विवाह अधिनियम
१२. भा.द.वि. ३७६/३७७
१३. भा.द.वि. ४९६/४९७
१४. भा.द.वि. ३५१/३७४
१५. भा.द.वि. ३५४
१६. भा.द.वि. ३०४-ब
१७. भा.द.वि. ४९८-अ
१८. मुंबई दारुबंदी कायदा १९४९, कलम ५४ व ५६
१९. स्त्रियांना असभ्य प्रदर्शित करण्यास प्रतिबंध अधिनियम १९८६

मनाई आहे. याच धोरणामुळे पुरुष आणि स्त्री यांना समान अधिकार आणि हक्क प्राप्त झाले आहेत. महिलांच्या संरक्षणासाठी अनेक कायदे, शासन निर्णय, परिपत्रके असूनसुद्धा त्यांची प्रभावी अंमलबजावणी न झाल्याने अद्यापही महिला त्यांच्या हक्क आणि अधिकारांपासून वंचित आहेत.

खालील अधिकार व कायदांची प्रभावी अंमलबजावणी केल्यास महिलांना त्यांचे हक्क आणि अधिकार मिळवून देण्यास निश्चितच मदत होईल.

गाव नमुना सात-बारा सदरी सहहिस्सेदार म्हणून पत्नीच्या नावाची नोंद घेणे :-

दिनांक १५ सप्टेंबर १९९२ रोजी, महाराष्ट्र शासन, महसूल व वन विभाग, परिपत्रक क्र. एस-१४/२१६१८१६/प्र.क्र.४५८/ल-६ अन्वये स्त्रियांचे हक्क सुरक्षित रहावे यादृष्टीने गाव नमुना सात-बारा सदरी सहहिस्सेदार म्हणून पत्नीच्या नावाची नोंद घेण्याची तरतूद करण्यात आली आहे. या परिपत्रकाची प्रभावी अंमलबजावणी प्रत्येक गावात होणे आवश्यक आहे



**'अंगतंत्र तक्रार समिती' गठीत करणे :-**

महाराष्ट्र न्यायपालनेचे एकरूप प्रकरणात दिलेल्या निर्देशानुषंग, दिनांक १९ जून २०१४ रोजी, महाराष्ट्र शासन, महिला व बालविकास विभाग यांच्याकडून शासन निर्णय क्र. म.क.प्र.-२०१३/प्र.क्र.६३/म.क. अन्वये कामाच्या ठिकाणी महिलांच्या होणाऱ्या लॉकडाऊम तक्रारीची चौकशी करण्यासाठी प्रत्येक कार्यालयात 'अंगतंत्र तक्रार समिती' गठीत करण्याच्या सूचना आहेत. शासन निर्णयाची प्रभावी अंमलबजावणी प्रत्येक कार्यालयात होणे आवश्यक आहे.

**" बॅटी बचाओ-बॅटी पडाओ " अधिनियम:-**

केंद्र शासनाचे बॅटी बचाओ- बॅटी पडाओ हे अधिनियम दिनांक २१ फेब्रुवारी २०१५ पासून मुलींचा जन्मदर कमी असलेल्या, देशातील १०० जिल्ह्यांत सुरू करण्यात आले आहे. यात महाराष्ट्रातील १६ जिल्हांचा समावेश आहे.

**'हुंडा प्रतिबंधक सल्लागार मंडळ' :-**

महिला व बालविकास विभाग यांच्याकडून शासन निर्णय क्र. संकीर्ण- २०१६/प्र.क्र.१२४/का-२, दिनांक ३ जून २०१६ अन्वये केंद्र शासनाच्या हुंडा प्रतिबंधक अधिनियम, १९६१, कलम ८-ब(४) अन्वये जिल्हास्तरीय 'हुंडा प्रतिबंधक सल्लागार मंडळ' स्थापन करण्याचे निर्देश आहेत. या निर्णयाबाबत सर्वत्र जागरूकता निर्माण करणे आवश्यक आहे.

**माझी कन्या भाग्यश्री योजना :-**

महाराष्ट्र राज्यामध्ये मुलींचे शिक्षण, आरोग्य यामध्ये सुधारणा करणे, त्यांच्या उज्ज्वल भविष्यासाठी आर्थिक तरतूद करणे, बालविज्ञान भूषण हत्या रोखणे, मुलींच्या जन्माबाबत समाजामध्ये सकारात्मक विचार आणणे, बालविवाह रोखणे, मुलींचा जन्मदर वाढविणे या उद्देशाने राबत्यात शासन निर्णय दिनांक १३ फेब्रुवारी २०१४ अन्वये 'सुकन्या योजना' सुरू करण्यात आली होती. सुकन्या योजनेचे लाभ दिनांक ०१ जानेवारी २०१४ पासून जन्मणाऱ्या मुलींसाठी अनुज्ञेय होते. ही 'सुकन्या योजना', योजनेचे लाभ कायम ठेऊन 'भागी कन्या भाग्यश्री' या नव्या योजनेमध्ये विलीन करण्यात आली आहे.

**महिला चारसोची नावे कळजेसदर सदरी दाखल करणे:-**

केंद्र व राज्य शासनात चारसो कायद्यात एकत्रित करून महिलांनाही पुरुषांप्रमाणेच मिळवतात चारसो हक्क मान्य केला आहे. या सुधारणेनुसार, महाराष्ट्र जमाने महामुक्त आजीवनियम १९६६, कलम १४९ अन्वये अधिलेखात उतराधिकाराने बदल करताना महिलांची नावे इतर हक्कात ठेवण्याची प्रचलित पद्धत बंद करून, सर्व महिला चारसोची नावे कळजेसदर सदरी दाखल होणे कायदेशीर आणि आवश्यक आहे. इतकेच नव्हे तर याआधी ज्या महिलांची नावे, चारसो म्हणून इतर हक्कात नोंदविण्यात आलेली आहेत, त्याबाबत विशेष मोहीम राबवून अशी सर्व इतर हक्कातील नावे कळजेसदर सदरी नोंदविण्यात यावीत.

**हक्कसोड पत्राबाबत :-**

अनेकदा महिलांवर दबाब आणून, मिळवतातही त्यांच्या हिस्साबाबत हक्कसोडपत्र करून घेतले जाते. हक्कसोड पत्राबाबतचे दस्त बरतताना दुय्यम निबंधक यांनी तसेच अशा नोंदी प्रमाणित करताना, प्रमाणन अधिकार्यांनी, त्या महिलांला, मिळवतातही त्यांच्या हक्काबाबत जाणोय करून देणे आवश्यक आहे.

**महिला हक्कांचे फलक :-**

सर्व शासकीय आणि सार्वजनिक कार्यालयात महिला हक्कांबाबतचे फलक लावून, त्याबाबत जागृती करण्यात यावी.

**महिलांचे कायदेशीर हक्क :-**

महिलांना मोफत कायदेशीर सल्ला मिळविण्याचा हक्क आहे. महिलांना पोलीस ठाण्यात बोलविता येत नाही, जरूर तर पोलीसांनी महिलांच्या धरी जाऊन चौकशी करावी. पोलीस महिलांची तक्रार नाकारू शकत नाहीत. सूर्यास्तानंतर महिलांला अटक करता येत नाही. महिलांने दिलेला जबाब, विनंती केल्यास गोपनीय ठेवता येत. महिलांच्या परवानगीशिवाय तिची ओळख उघड करता येत नाही.

**भा.दं.वि. ४९४ :-**

या कायदानुसार एकपत्नीत्व बंधनकारक आहे. पहिली पत्नी जीवत असताना तिला कायदेशीर घटस्फोट न देता दुसरे लग्न करणे हा भारतीय दंड संहिता कलम ४९४ अन्वये शिक्षापात्र गुन्हा आहे.

**ब्रात विवाह अधिनियम :-**

काँग्रेसीही मुलींचा विवाह तो सशान झाल्याशिवाय (वयाची १८ वर्षे पूर्ण) करणे हा बाल विवाह अधिनियम १९२९ कलम ३, ४, ५ अन्वये शिक्षापात्र गुन्हा आहे.

**भा.दं.वि. ३७६/३७७ :-**

महिलांच्या संमतीशिवाय तिच्याबरोबर शारीरिक संबंध ठेवणे हा भारतीय दंड संहिता कलम ३७६, ३७७ अन्वये बलात्काराचा शिक्षापात्र गुन्हा आहे.

**भा.दं.वि. ४९६/४९७ :-**

महिलेसोबत व्याभिचार करणे हा भारतीय दंड संहिता कलम ४९६, ४९७ अन्वये शिक्षापात्र गुन्हा आहे

भा.सं.वि. ३५९/३७४ :-

महिलेला तिच्या संमतीशिवाय घेऊन जाणे हा भारतीय दंड संहिता कलम ३५९, ३७४ अन्वये अपहरणाचा शिक्षापात्र गुन्हा आहे.

भा.सं.वि. ३५४ :-

महिलेसमोर गिला लज्जा उपत्र होईल असे फोणतेही कृत्य करणे हा भारतीय दंड संहिता कलम ३५४ अन्वये विनयभंगाचा शिक्षापात्र गुन्हा आहे.

भा.सं.वि. ३०४-ब :-

महिलेचा विवाह झाल्यानंतर सात वर्षांच्या आत तिचा संशयास्पद मृत्यू झाल्यास भारतीय दंड संहिता कलम ३०४-ब अन्वये हुंडाबळीचा गुन्हा दाखल होऊ शकतो.

भा.सं.वि. ४९८-अ :-

विवाहीत महिलेला तिच्या नातेवाईकांनी क्रूर वागणूक देणे हा भारतीय दंड संहिता कलम ४९८-अ अन्वये हुंडाबाडी छळ या प्रकारचा शिक्षापात्र गुन्हा आहे.

मुंबई दारूबंदी कायदा १९४९, कलम ५४ व ५६ :-

एखाद्या गावात, देशी दारूच्या व्यसनामुळे सामाजिक स्वस्थय व शांतता धोक्यात आल्याचे नियेदन किंवा तक्रार, नांदणांकृत महिला मंडळ किंवा महिला कल्याणकारी संघटनेमार्फत प्राप्त झाल्यास, तक्रारीची शाहनिशा केल्यानंतर, अशा देशी दारूच्या दुकानाचा परवाना निलंबित किंवा रद्द करण्याची तरतूद मुंबई दारूबंदी कायदा १९४९, कलम ५४ व ५६ मध्ये आहे.

स्त्रियांना असभ्य रितीने प्रदर्शित करण्यास प्रतिबंध अधिनियम १९८६ :-

स्त्रियांना असभ्य रितीने प्रदर्शित करणारे कोणतेही पुस्तक, लिखित मजकूर, पत्रक, स्लाईड, फिल्म तयार करणे, विकणे, प्रदर्शित करणे, पोस्टाने किंवा अन्य प्रकारे पाठविणे हा स्त्रियांना असभ्य रितीने प्रदर्शित करण्यास प्रतिबंध अधिनियम १९८६ कलम ६ अन्वये शिक्षापात्र गुन्हा आहे.

या कायदे व नियमांची सर्वत्र जागरूकता निर्माण करणे आवश्यक आहे तरच महिलांच्या हक्कांचे बळकटीकरण होईल.

शासकीय योजना :-

१. निराधारांसाठी शासनाचा आधार
२. बालिका समृद्धी योजना
३. इंदिरा गांधी महिला संरक्षण योजना
४. देवदासी पुनर्वसन योजना
५. महिलांसाठी व्यावसायिक प्रशिक्षणाची योजना
६. सुवर्ण जयंती ग्राम स्वयंरोजगार योजना
७. महिला बचत गट

महिलांच्या सहमोकरणासाठी राज्य शासन नेहमीच सकारात्मक दृष्टिकोन ठेवून वेगवेगळ्या मार्गाने त्यांना मदत करत असते. महिला स्वायत्तबी व स्वयंपूर्ण काळ्यात, त्यांचा विकास व्हावा, त्या जोमाने विकासकामांत सहभागी व्हाव्यात यासाठी शासन अनेक योजना राबवित आहे. महिला बचत गट, सुवर्ण जयंती ग्राम स्वयंरोजगार योजना आदी विविध योजना वेगवेगळ्या विभागांमार्फत राबविल्या जातात. याशिवाय सर्वसमावेश असे महिला धोरणही राबविण्यात येत आहे. महिलांसाठीच्या योजनांचा थोडक्यात आढावा...

महाराष्ट्रातील सर्व विद्यापीठात व महाविद्यालयांमध्ये पदवी अभ्यासक्रमासाठी महिलांसाठी ३० टक्के आरक्षण ठेवण्यात आले आहे. मुलांसाठी सैनिकी शाळा स्थापन करण्यात आल्या आहेत. शासकीय कादपत्रांमध्ये पाल्यांच्या बडिलांसोबत आईच्या नावाचा उल्लेख सुद्धा केला जात आहे. महिलांसाठी सावित्रीबाई फुले योजना, मातृत्व अनुदान स्त्री, डॉक्टरच्या सेवा अशा अनेक योजना शासनाने महिला विषयक धोरणात जाहीर केल्या आहेत.

शासनामार्फत महिलांच्या कल्याणासाठी अनेक योजना सातत्यपूर्ण पध्दतीने राबविण्यात येत आहेत. महिलांची सुरक्षा आणि कल्याण यांची सर्वस्वी जबाबदारी शासनावर असते.

निराधारांसाठी शासनाचा आधार :-

निराश्रित महिलांसाठी स्वयंसेवी संस्थामार्फत आधारगृहाची निर्मिती झाली. दरडोई मानधन दिले जाते. तसेच या महिलांना घराचे भाडे, औषध, प्रसाधन बाबतीतील साहित्य दिले जाते. ज्या महिलांचा सांभाळ करणार असं कोणी नाही, त्यांना आश्रय देवून त्यांचे पुनर्वसन करण्यासाठी सुद्धा शासकीय महिला राज्यगृहे स्थापन केलेली आहेत. परितारक्या, कुमारी माता, संकटप्रस्त अशा महिलांना आश्रय देण्यासाठी आश्रयस्थान उपलब्ध करून दिलेले आहेत. त्यांच्या आरोग्याची देखील येथे काळजी घेतली जाते, तसेच अन्न, वस्त्र, निवारा याची सोय करून त्यांना प्रशिक्षण, शिक्षण तसेच कायदेशीर मार्गदर्शनीही केले जाते.





**बालिका समृद्धी योजना :-**

केंद्र शासनाच्या या योजनेअंतर्गत फुटुबातील जास्तीत जास्त दोन मुलींसाठी अर्धसाहाय्य दिले जाते. शहरी ग्रामीण बालिकांसाठी ही योजना राबवली जाते, परंतु त्या १९९७ नंतर जन्मलेल्या असल्यात. राष्ट्रीय बचत योजना, सार्वजनिक मनुष्य निर्वाह निधी इत्यादी योजनेत हा निधी गुंतवला जातो आणि मग दरवर्षी शिष्यवृत्तीच्या रुपाने त्यांना लाभ दिला जातो.

**इंदिरा गांधी महिला संरक्षण योजना :-**

पोड्डा महिलांसाठी इंदिरा गांधी महिला संरक्षण योजना सुरु करण्यात आलेली आहे. पोड्डित महिलांचे पूर्णपणे पुनर्वसन होईपर्यंत मानधनाच्या स्वरुपात मदत दिली जाते.

**देवदासी पुनर्वसन योजना :-**

या योजनेअंतर्गत ज्या देवदासी असतात त्यांना किंवा त्यांच्या मुलींना विवाहासाठी १० हजार रुपये इतके अनुदान दिले जाते. तसेच त्यांना शिक्षणासाठी सुध्दा प्रोत्साहित केले जाते. त्यांना शिक्षणासाठी ५०० ते ६०० रुपयांपर्यंतचे अनुदान दिले जाते.

**महिलांसाठी व्यावसायिक प्रशिक्षणाची योजना :-**

१५ वर्षांच्या वरील महिलांना व्यावसायिक प्रशिक्षण उपलब्ध करून देणे हा या योजनेचा उद्देश आहे. यात निराधार निराश्रित राखीव गटातील स्त्रिया, विधवा अशा महिलांना प्राधान्य दिले जाते. यात उमेदवारांना ठरवून दिलेले विद्यावेतन नियमित मिळते.

**सुवर्ण जयंती ग्राम स्वयंरोजगार योजना :-**

शहरी भागातील माहितीसाठी सुवर्ण जयंती शहरी रोजगार योजना राबविली जाते. ग्रामीण भागातील आर्थिकदृष्ट्या दुर्बल असलेल्या महिलांना स्वयंरोजगाराद्वारे आर्थिक मदत भागविण्यासाठी बचत गटाच्या माध्यमातून अर्धसाहाय्य करणारी महिला स्वावलंबन योजना राबविते. कामधेनु योजनेद्वारे महिला आर्थिकदृष्ट्या स्वावलंबी व्हाव्यात म्हणून अशा महिलांना ५० टक्के काम देण्याचा राज्य शासनाचा मानस आहे.

**महिला बचत गट :-**

आज महिला बचत गटांच्या माध्यमातून महिलांनी स्वबळावर उभे राहिले पाहिजे, यासाठी शासन मदत करत असते. बचतगटांमुळे महिला अभ्यासू तसेच बोलक्या होऊन दुःखामधून सावरण्याची शक्ती त्यांना मिळत आहे. जिद्द, मेहनत, धाडस या बळावर उद्योग व्यवसायातून महिलांना यशस्वीपणे समृद्धी खेचून आणता येऊ शकते. त्यासाठी त्यांना शासनाची सदैव साथ समारोप :-

या सर्व कायदांचा व शाकीय योजनांचा अभ्यास सर्व व्यक्तीना तर असणे गरजेचे आहे मात्र भारतातील सर्व महिलांपर्यंत याचा लाभ जो पर्यंत पोहचत नाही. तो पर्यंत महिलांचे सक्षमीकरण बळकटीकरण होणार नाही. खऱ्या अर्थाने भारतीय संविधानाचा धिचार करून आपण सर्व भारतीयांनी ही माहिती प्रत्येकापर्यंत पोहचविणे ही काळाची गरज आहे.

१) भारताचे संविधान

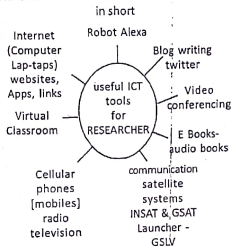
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right' in research is automatically attract the attention of the researcher.

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## Perception Of Research Scholars Towards Use Of Information Communication Technology As Essential Tool For Research

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## ABSTRACT:

This research paper was an attempt to gathers opinion of Ph.D. research scholars of SGBAU towards use of ICT as essential tool for their research work. the population for the study consists of all Ph.D. registered students of SGBAU university and sample of study consists of forty research scholars from interdisciplinary field of study for regular ph. D. course, work. A five point Likert type questionnaire titled as perception of research scholars towards use of information communication technology as essential tool for research was used to generate data via on line Google form. The data generated was analyzed using percentage mean chi-square to answer the research questions while hypothesis was tested using percentage as statistical tool. From tabulated data it was revealed that most of research scholar was strongly favorable in perception to use ICT, as essential tool for research work Ph.D., ICT as interactive tool for research scholars and positive perception towards its use for behavioral beliefs to develop intelligence, more independent learner, more confident researcher, enjoyable research tool, more efficient person. There was no significant difference between gender towards use of information

communication technology as essential tool for research.

**Key words :** Perception, Research Scholars, ICT, Essential Tool, Research INTRODUCTION :

ICT is an extended term for Information technology which is a technological source to make information available at the right time, right place in the right form to the right user. Information and Communication Technology is the convergence of Information technology, and communication Technology (Internet, satellite, Telecommunication, broadcast). According to UNESCO (2002), "ICT refers to forms of technologies that are used to create, store, share or transmit, exchange information. ICT includes radio, television, video, DVD, telephone (fixed line & mobile), satellite systems, computer and network hardware and software; equipment & services associated with these technologies, such as videoconference electronic mail". ICTs can contribute to universal access to education, equity in education, the delivery of quality learning, and teaching, teachers' professional development as well as improve education management, governance and administration provided the right mix of policies, technologies and capacities are in place. It plays an important role in forging links between schools, local and global communities. It can promote innovation, increase productivity and enrich quality of life. 21<sup>st</sup> century is characterized with the emergence of knowledge based society wherein ICT plays a critical role. The National curriculum framework 2005 (NCF 2005) has also highlighted the importance of ICT in school education. Keeping in mind the importance of ICT, a major paradigm shift is imperative in education characterised by imparting instructions collaborative learning, multidisciplinary problem-solving and promoting critical and creative thinking skills. A new technology such as ICT is developed as an aid to helping to solve certain types of problems

that people deem to be important. Education was not the driving problem that led to the development of ICT. However, ICT has proven to be a powerful aid in addressing a wide range of problems in education and in many other fields. A new technology creates problems. First, there are the problems of change, as old ways of addressing certain problems give way to new ways to address the same problems. Second, the new technology facilitates the identification of old and new problems that can make effective use of the technology.

**PURPOSE OF THE STUDY :** The main purpose of the study was find out perception of research scholars towards use of information communication technology as essential tool for research. Specifically the study aims towards use of ICT as essential tool for research.

1. To find perception of research scholars towards use of ICT as essential tool for research
2. To find perception of research scholars towards use of ICT as interactive tool for research
3. To find perception of research scholars towards use of ICT as useful tool for research.
4. To find perception of research scholars towards use of ICT as scholars behavior beliefs

**HYPOTHESIS :** There was no significant difference between gender towards use of information communication technology as essential tool for research.

#### METHODOLOGY

The descriptive survey research design was adopted to find out perception of research scholars towards use of information communication technology as essential tool for research. Specifically the study aims towards use of ICT as essential tool for research.

The population of the study consisted of all research scholars registered for regular Ph.D. course work of SGBAU in interdisciplinary field of study. Purposefully sampling technique was used to draw a sample of forty research scholar among them 22 female and 18 male research scholars

The instrument for data collection was a researchers structured 34 item modified Likert-point type of questionnaire to find out perception of research scholars towards use of information communication technology as essential tool for research. It was divided into 2 sections; Section A dealt with respondents demographic variables while Section B dealt with items related with the objectives of the study with responses ranging from Strongly Agree (SA) = 5 points, Agree (A) = 4 points, neutral (N)=3 points, Disagree (D) = 2 points to Strongly Disagree (SD) = 1 point. The instrument was administered to the respondents through Google form via email and quick responses were received. They were briefed on the purpose of study and assured that any information given will be used for the research purpose only. The instrument was collected on line responses.

**RESULT**

Percentage responses; perception of research scholar towards use of ICT as essential tool for research work in Ph.D.

**TABLE 1**

Sr.No	Statements	SD	D	N	A	SA
	ICT AS ESSENTIAL TOOL FOR RESEARCH WORK Ph.D.					
1	I can cover material related to Ph. D. More quickly by the use of ICT.				43	57
3	I use ICT because it gives me control over things I want to do in my study.			10	32	58
13	I use ICT because it provide accurate information for my Ph.D. Work.				33	67
14	I use ICT because it provide all related reviews for my Ph. D. work.				22	78
22	I use ICT because it put me ahead for my Ph.D. work.		10		12	78
23	I use ICT because it is compulsory for my Ph.D. work.		12		13	65
28	I use ICT because It is easily access able for my Ph.D. work.					18 82

From the collected data it is clear that ICT is an essential tool for research work by

research scholars. 57% research scholars are strongly agree that they can cover material related to Ph. D. more quickly by the use of ICT. 78% strongly agree it provide all related reviews for my Ph. D. work and put them ahead for Ph.D. work, 65% research scholar strongly agree it is compulsory for my Ph.D. work and 82% of them are of views that it is easily access able for Ph.D. work. No one among them was there that ICT was not essential tool for research work.

Percentage responses regarding perception of research scholar towards use of ICT as interactive tool.

**TABLE -2**

Sr.No	Statements	SD	D	N	A	SA
	ICT AS INTERACTIVE TOOL					
7	I find ICT flexible to interact with Ph.D. Work.				22	78
8	I use ICT because It is relevant to my Ph. D. Work.				31	69
12	I use ICT because it increases standard of Ph.D. Work			23	34	53
16	I use ICT because it helps to find data collection tools for my work.				02	98
18	I use ICT because it is necessary for my Ph.D. work.				45	54
21	I use ICT because It is most reliable source of information for my Ph.D. work.		12		25	63
25	I use ICT because it is reliable for my Ph.D. work.				06	94

From above table it easily concluded that for 78% research scholars ICT flexible to interact with Ph.D. Work. 69% it is relevant to my Ph.D. Work. 53% it Increases standard of Ph.D. 98% strongly agree that it helps to find data collection tools for my work. 54% it is necessary for my Ph.D. work and for 94% research scholar it is reliable for my Ph.D. work.

Percentage responses regarding perception of research scholar towards use of ICT as useful tool for research.

TABLE -3

Sr.No	Statements	SD	D	N	A	SA
	ICT AS USEFUL TOOL					
4	I use ICT because it is required for my Ph. D Work.					65.35
27	I use ICT because it is cheap source of information for my Ph. D. work					51.49
28	I use ICT because it is easily access able for my Ph. D. work.					72.28
29	I use ICT because it avoids duplicity in research.					12.88
30	I use ICT because it provides latest information about research in any field.					24.76
31	I use ICT because it provides any needed information at any time.					12.88
32	I use ICT because it is convenient source of information for Ph.D.					46.54
33	I use ICT because it is helpful for my research.					50.50

65% research scholar agrees and 35% strongly agrees that ICT is required for Ph. D. Work., 49% strongly agrees that it is cheap source of information for my Ph.D. work, 72% it is easily access able for my Ph.D. work. 88% because it avoids duplicity in research, 76% it provides latest information about research in any field., 88% it provides any needed information at any time. 54% it is convenient source of information for Ph.D. 50% it is helpful for their research.

Percentage responses regarding perception of research scholar towards use of ICT as scholars behavior beliefs,

TABLE -4

Sr	STATEMENTS	SD	D	N	A	SA
	USE OF ICT AS SCHOLARS BEHAVIOR BELIEFS					
2	I find easy to become skillful in using ICT for Ph. D. work					11.89
5	I use ICT because it allows me to learn wherever I need to at my Ph. D					12.88
6	I use ICT because it allows me to have all the information I need for my Ph. D. Work in different location.					23.77
9	I use ICT because it makes me more effective learner.					66.35
10	I use ICT because it makes me prepare things in time for Ph. D.					67.33
11	I use ICT because it is enjoyable to use it for Ph. D. Work					35.65
26	I use ICT because it makes me confident for my Ph. D. work.					56.44
17	I use ICT because it makes me more efficient for my Ph. D. work.					20.80
18	I use ICT because it makes me knowledgeable for my Ph. D. work.					22.78

20	I use ICT because it makes me more intelligent for my Ph. D. work.					11.87
34	I use ICT because it increases my abilities for research.					14.86
15	I use ICT because it reduces dependency on others for my Ph. D. work					12.88

From above table 89% research scholars find easy to become skillful in using ICT for Ph. D. 88% research scholar use ICT because it allows them to learn wherever they need to at their Ph. D. 77% use ICT because it allows them to have all the information they need for their Ph. D. Work in different location. 65% agrees that makes them more effective learner. 67% agrees that ICT makes them prepare things in time for Ph. D. 65% strongly agree that it is enjoyable to use it for Ph. D. Work. 55% says that it makes them confident for Ph. D. work. 78% strongly agrees with that use of ICT made them knowledgeable for Ph. D. work. 87% because it makes me more intelligent for my Ph. D. work. 86% ICT because it increases abilities for research 88% I use ICT because it reduces dependency on others for their Ph. D. work.

CONCLUSIONS: There is no significance difference between gender on perception of research scholars towards use of information communication technology as essential tool for research. All research scholars have strongly positive perception to use ICT in research. From table one ICT is an essential tool for research work by research scholars. From table two ICT is interactive tool for research. From table three ICT is useful tool for research. From table four ICT acts a powerful tool in behavioral beliefs. Thus it easy to conclude that research scholars of SGBAU have favorable perception towards use of ICT in research work.

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## Role Of ICT In Research

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### Introduction:

In the age of information explosion, Information Technology is progressively replacing the traditional methods of research information collection, storage and retrieval. Through internet, a person can share his knowledge with peers in the subject, a researcher can collect information on his area of research from anywhere in the world and a student can clarify his doubts which may not be possible in the classroom. The introduction and adoption of information technology has brought fascinating development in the field of research and education.

The role of the researcher, the nature and context of research, as well as the reliabilities of the research have all been challenged and redefined. Researchers those who are technophobic have limited scope in this new world order. This paper aims at to know how applications of ICTS are particularly powerful and uncontroversial in higher education's research function. This paper also deals with very pertinent questions.

- How for is ICT useful to researcher?
- What is the role of ICT in research?
- What kind of methods can be used to overcome researcher's problem?
- Can it really empower research community?
- Can it improve their quality of research?

We are living in era of information explosion, once there was shortage of information, today we are drowned in the deluge



10/11/20

## PERCEPTION OF STUDENTS TOWARDS USE OF OPEN EDUCATIONAL RESOURCES IN TEACHING LEARNING PROCESS

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### ABSTRACT:

In this research paper perception of B.Ed. students towards use of open education resources (OER) and their opinion regarding use of OER in enhancing quality education and obstacle arising in its implication was studied. In all 200 B.Ed. students were sample of study and all B.Ed. students of SGBAU university were population for study researcher developed questionnaire was used to collect data online from sample. Data collection tool consists seven open ended questions and were included in research tool firstly concept was introduced and then sample was encouraged to participants in survey. 96% participants strongly agreed to share OER by SGBAU their academic and other institutions and other universities with students. There are multiple indicators which suggest that completion, quality, and affordability are the three greatest challenges for higher education today in terms of students, student learning, and student success. Many colleges, universities, and state systems are seeking to adopt a portfolio of solutions that address these challenges. OER address affordability, completion, attainment gap concerns, and learning.

My university SGBAU should share educational resources for free with students. 80% students was strongly agreed with this perception. My university SGBAU should share educational resources with academics and other universities. 89% students was strongly agreed with this perception that universities shares its resources with other universities to improve quality of higher education. All teachers should use educational resources developed by other universities and institutions in teaching process. All students should use all educational resources in learning. All student had positive perception towards use of OER in Teaching learning process. The study concluded that open educational resources are important tool for future education which can enhance quality of Higher Education. SGBAU should take initiative to share OER with other universities and institutions and students too.

**KEY WORDS:** OER, Knowledge Resources, Sharing Of Resources, Creating Common Licensing.

### INTRODUCTION:

Open education is primarily a goal, or an educational policy. An essential characteristic of open education is the removal of barriers to learning. It can mean no prior qualifications to study, no discrimination by gender, race, age or religion, affordability for everyone, and for students with disabilities, through a determined effort to provide education in a suitable form that overcomes the disability (for example, audio recordings for students who are visually impaired). Ideally, no-one should be denied

access to an open educational program. Thus open learning must be scalable as well as flexible. Open Educational Resources (OER) are important learning materials with the potential to facilitate the expansion of learning worldwide. The flexibility, both technological and legal, afforded by openly licensed content is an important precondition for supporting the educational use of content. Open standards support the deployment of learning objects as OER on a wide variety of different devices, whether mobile, on the desktop or in print. The



open licensee frees instructors and learners from concerns about permissions, as well as about how, when, where and how long the content, video, audio or application can be used. Open Educational Resources (OER) aim to promote open access to digital educational resources "that are available online for everyone at a global level" (Caswell et al. 2008). The term was introduced by UNESCO (2002), which defined OER as the "technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes." Principles of OER David Wiley is one of the pioneers of OER. He and colleagues have suggested (Hilton et al., 2010) that there are five core principles of open publishing: **Re-use**: The most basic level of openness. People are allowed to use all or part of the work for their own purposes (for example, download an educational video to watch at a later time); **Re-distribute**: People can share the work with others (for example, send a digital article by-email to a colleague); **Revise**: People can adapt, modify, translate, or change the work (for example, take a book written in English and turn it into a Spanish audio book); **Re-mix**: People can take two or more existing resources and combine them to create a new resource (for example, take audio lectures from one course and combine them with slides from another course to create a new derivative work); **Retain**: No digital rights management restrictions (DRM); the content is yours to keep, whether you're the author, an instructor using the material, or a student.

This research paper is an attempt to search out B.Ed. students views and perception about open educational resources , its concept, idea, utility and its impact on teaching learning process and role of university to share OER for students and their view regarding sharing of OER , use of OER

in teaching learning and its impact on educational process. Survey was conducted on line for this purpose consisting of two major part first part includes their feeding about sharing of OER by university, teachers and other universities and institution and their problems. To access them some questions regarding finding of resources , sharing of resources and commonly used resources by them to check their knowledge about open educational resources . In second part of questionnaire their views about OER and its impacts on educational awareness was included.

**NEED OF THE STUDY :** As OER is common concept used in higher education as a part of teaching learning process teacher have to modify conceptually and practically so creator OER and monitoring OER is need of teacher and teacher training institution have to develop their repository of OER . So keeping creative view in mind for social benefits and enhancing standard of teacher education institution researcher selected the topic to study.

#### OBJECTIVES OF THE STUDY :

- i) To find out conceptual information of students regarding OER
- ii) To search ways of sharing of knowledge used by the students.
- iii) To study perception of students towards use of OER in their courses.
- iv) To study opinion of students about sharing of open educational resources and its impact on teaching learning process.

Hypothesis of the Study : Following hypothesis was formulated to test.

H1: There will be no significant difference between gender and faculty on use of open educational resources.



H2: There will be no significant difference

between age groups and use of knowledge sharing process.

H3: There will be no significant difference between perception of students and teachers about sharing and use of OER to enhance education.

### RESEARCH METHODOLOGY:

Purposeful sampling method was used to collect data immediately from student teacher of Amravati city. The data used for analytical purpose is primary data survey questionnaires which includes qualitative as well as quantitative data. The primary data was collected with the help of specially designed researcher made questionnaire. The questionnaire includes three major items to collect relative information. First part was general information, in second part their conceptual knowledge based questions were formulated their views about open educational resources, types of resources, sharing method of knowledge, collecting resources were analyzed, third part consist of their feeling about resource finding and sharing with other universities, and use of resources in teaching learning process and mainly role of their own SGBAU university was tested in sharing and own contribution in opinion and use of OER. In last their own opinion regarding OER were formulated to check their perception.

**DATA INTERPRETATION:** From data collected 20% student were unknown about the concept of open educational resources though they used it for knowledge sharing. Most commonly used resources among them was use of Wikipedia, you tube videos, search engines, various app, and e-books.

Percentage of perception of students towards use of OER in teaching learning process

Sl. No.	Statement	Yes	No	Total	%	%	%	%
1	OER are used to enhance in all subjects	345	150	495	69.7	30.3	69.7	30.3
2	OER support knowledge only	114	91	205	55.6	44.4	55.6	44.4
3	OER are of no use without guidance of teachers	455	182	637	71.4	28.6	71.4	28.6
4	OER is the most useful resource for all courses	114	91	205	55.6	44.4	55.6	44.4
5	OER is not useful resource for professional courses	409	159	568	72.0	28.0	72.0	28.0
6	OER provides accurate information easily	272	91	363	74.7	25.3	74.7	25.3
7	OER search is difficult	227	169	396	57.3	42.7	57.3	42.7
8	OER are limited search and are not useful in practical purposes	189	408	597	31.7	68.3	31.7	68.3
9	OER will improve quality of education	440	159	599	73.5	26.5	73.5	26.5
10	OER are necessary because it includes all type of resources	432	189	621	71.2	28.8	71.2	28.8
11	OER increases awareness of students	455	227	682	66.7	33.3	66.7	33.3
12	OER have positive effect on teaching learning process	445	182	627	71.0	29.0	71.0	29.0
13	OER are more cost effective	159	26	185	85.9	14.1	85.9	14.1
14	OER are more cost effective	419	159	578	72.5	27.5	72.5	27.5
15	OER are more cost effective	272	408	680	39.9	60.1	39.9	60.1
16	OER are more cost effective	114	408	522	21.8	78.2	21.8	78.2
17	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
18	OER are more cost effective	114	408	522	21.8	78.2	21.8	78.2
19	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
20	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
21	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
22	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
23	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
24	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
25	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
26	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
27	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
28	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
29	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
30	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
31	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
32	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9
33	OER are more cost effective	455	159	614	74.1	25.9	74.1	25.9

TABLE SHOWS STATEMENT AND RESPONSES FREQUENCY IN PERCENTGE

**CONCLUSION :** All the three hypothesis was accepted from collected data. There was no difference in the perception of male and female

about use of open educational resources. Also there faculty also not barrier in use. All students regardless of gender and faculty had favorable positive perception towards use of OER in teaching learning process. 48.8% Students had positive perception as OER includes all types of resources, it also add values to education, and important tool which can change traditional teaching learning system. My university SGBAU should share

educational resources for free with students. 80% students was strongly agreed with this perception. My university SGBAU should share educational resources with academics and other universities. 89% students was strongly agreed with this perception that universities shares its resources with other universities to improve quality of higher education. All teachers should use educational resources developed by other universities and institutions in teaching process. All students should use all educational resources in learning. All student had positive perception towards use of OER in Teaching learning process. The study concluded that open educational resources are important tool for future education which can enhance quality of Higher Education. SGBAU should take initiative to share OER with other universities and institutions and students too.

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## Role Of Digital Library In Research

: Special Reference To National Digital  
Library Of India

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### ABSTRACT :-

Today the advent of information technology has paved the way of reducing the size of libraries from biggest to the very small in fast modern libraries are moving towards smaller & smaller but with rich potential of information their smallness of the libraries is due to the digitization of information which has outcome a number of problems faced by traditional libraries since long.

Libraries are moving towards digital resources which are found to be less expensive & more helpful for early access of information. In the digital era the commonly available digital resources like CD-ROMS, online databases. Library OPACS & Internet etc. which are replacing the print media. This paper Focus on National Digital Library and Its Role In Research.

Key words – Digital, e-Resources, OECD

Library

### INTRODUCTION:-

Academic libraries are changing in response to changes in the learning and research environment and changes in the behavior of library users. The changes are evolutionary. Libraries are adding new, digital resources and services while maintaining most of the old, traditional resources and services. Finding and funding the appropriate balance of digital and traditional initiatives challenges

strategic and financial planners.

National Digital Library of India Plays important role in Research with digitize material at one place all over India. This all information taken from NDL website. I want to introduce all with this National Digital Library and number of Digital Resources which are helpful for Research purpose.

### AIMS & OBJECTIVES OF STUDY:-

1. To know the availability of different types of digital resources & services Available in National Digital Library Of India
2. To Introduce National Digital Library to students and Researchers.
3. To know how the different types of digital resources are useful for students, Research.
4. To know the Digital resources are Available in more than 70 languages on NDL
5. Educational material available for users ranging from Primary to Post Graduate
6. To study the Impact of digital resources over the traditional one.

### METHODOLOGY

Study And Evaluation of Online Digital Library Of India

### DIGITAL LIBRARY

### MEANING & DEFINITIONS

There are no of terms which are used by Authors to represent the concept of digital library. There terms are polyglot library, electronic library, desktop library, online library, library without walls etc. of these the term digital library is the common used by majority of Authors digital library are heterogeneous in nature. These include work related to information & how to digital, store, Find link, visualizes, use pulses, manage & store information. Digital libraries provide instant access to digitize information by waltzing the avenues of information technology. However digital library could be referred to a computerized network system where all the information is stored in electronic format, which

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can be accessed & transmitted through networks enabling retrieval of desired information by a large number of users. Users will normally access the information the desire using a terminal desktop computer at their place of work..

#### DEFINITIONS OF DIGITAL LIBRARY

1. According to Berkeley digital library project of California, "The digital library will be a collection of distributed information source, products of information will find it Perhaps through the help of automated agents".

2. Powell (1994), defined a virtual library as "A Library with or no physical plant of books, periodicals, reading space or supports staff but one that disseminates selective information directly to distributed library customers usually electronically".

3. According to Clifford Lynch "Digital libraries are system provides used users with coherent access to a vary large, organized repository of information & knowledge".

4. Martin (1992) referred to "The virtual library as a concept of information housed electronically & deliverable without regard to its location or time".

5. R.R. Larson defines, "Digital library as a global virtual library. The library of thousand of networked electronic library".

6. In simple language we can define the digital library as library which have number of machine readable publication & facilities for remote asters to several database & enable into have access to information working at ones terminal.

#### National Digital Library Of India:-

National Digital Library is an initiative of Ministry of Human Resource Development (MHRD). It is developed and hosted at IIT Charagpur. The National Digital Library (NDL) is an all-digital library that will integrate all existing digitized and digital contents across institutions of the nation to provide a single-window access with e-learning facility to

different groups of users ranging from primary level to higher education level and even life-long learners of our country. It will provide educational materials in various languages, in all disciplines, in different forms of access devices and will cater to differently-able learners as well.

#### NATIONAL DIGITAL LIBRARY CONTENT

- Educational material available for users from primary to Post Graduate
- This Digital library contain multiple subject domain like Technology, Science Humanities, Agriculture and other
- More than 60,types of Resources are Available.
- 10 mill inlons Items are authored by 3 lakhs Authors
- Resources are available in more than 70 languages

• NDL Repository Contents from different Indian Institutional Repositories

#### LEARNING RESOURCE TYPE

Books- More Than 7 Lakhs books 3 lakhs authors in 70 languages

Thesis- More Than 95,000 Thesis from different Indian Institute

Audio Lectures - More Than 262 Audio Lectures in English and Tamil

Articles\_ More than 3 lakh articles by 2 lakhs authors from different publishers

Manuscripts - Manuscripts from satyajit Roy Society, Vidya Prasarak Mandal and Others.

Video Lectures - More than 18,000+ Video lectures from 11 sources

Question Papers \_more Than 33,000 Question Papers from 23 sources

Web Courses - web courses from different domain like Agriculture, Physics and others

Annual Report - Annual Reports From 12 sources

Solution- Solutions from different school boards

Data Set- Data sets from OECD iLibrary

(Organisation for Economic Cooperation and Development) South Asia Archives and others  
**Report**— More Than 12,000 Reports from 17 sources

**Technical Report** – Technical Reports from 17 sources

**Manual** – Manuals from 4 sources

**Album**- Album from 6 sources

**Monographs**- From 8 sources

**Technical Manual**- Technical Manuals from 6 sources

**Law Judgment**- Law Judgment From 2 sources

**SUBJECT DOMAIN**

Computer science, Information and General work

Literature and rhetoric

History and Geography

Philosophy and Psychology

Religion

Language

Social Science

Natural Science and Mathematics

Technology

The Art Fine And Decorative Art

**FEATURED SOURCES**

• **NPTL** - MHRD Sponsored Project That hosts 10,000 + Video Lectures in Engineering Domain

• **NCERT** - Hindi and English Books for Different Subjects for students from primary to 12<sup>th</sup> standards

• **KRISHIKOSH** - More Than 50,000 Agricultural books , Journals, articles and Reports

• **SHODHGANGA** – INFLIBNET Hosts 38,000 +Thesis and Synopsis Reports authored by Indian Researchers from Different Institute

• **LIBRIVOX** – Free public domain Audio books more than 2 Lakh Audio Books

**NEWS AND EVENTS** – All News and Events From NDL

**REGISTRATION-**

To use of different resources Registration

is necessary, once we registered then able to take use of any resource at any time any where 24/7 service is available.

Bulk Registration is also available to register no. of users from Institute No any fee, Totally free of cost.

**CONCLUSION**

National Digital Library of India Which contents different types of digital resources like Books, Thesis, Audio lectures ,question sets, reports and so many things. Which is useful for all kinds of users from school students to Research workers, Librarian, Library users, Professionals, differently abled users and life long learners. It covers all subjects. Single Window search facilities. It plays Important Role in Research .National Digital Library is Very important tool for all kind of users. Hence every one must Register and member of National Digital library to collect tremendous resources, to collect information, and develop personality with all type of information on finger tip ,service is available 24X7As wel as Help and videos on uTubes are available for help of users

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08

## Information and Communication Technology(ICT) and Research

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### Abstract:

The use of ICT in the field of research plays an important role. The rapid development of Information and Communication Technology (ICT), particularly the Internet, is one of the most fascinating phenomena characterizing the Information Age. Information and communication technology is a broad subject and is divided in several research areas such as Information science and technologies, Telecommunications and Societal Aspects of ICT. ICT powers our access to information, enables new forms of communication, and serves many on-line services in the spheres education. Applications of ICTs are particularly powerful and uncontroversial in higher education's research function. With the use of ICT and the increase speed of research, more research articles, theses, dissertations et al. can be produced in which this will increase the knowledge contribution within the research community. Moreover, research quality can be improved as the use of certain ICT-based tools can improve accuracy and completeness of a research as evidenced in some ICT application areas. Another important dimension of ICTs in research is the use of online full text databases and online research libraries/virtual libraries which are the direct outcome of the growth in telecommunications networks and technology.

### Introduction:

Information and Communication Technologies (ICTs) are referred to as the varied collection of technological gear and resources

which are made use of to communicate. They are also made use of to generate, distribute, collect and administer information. ICT is a force that has changed many aspects of the way we live. Information and Communication Technologies consist of the hardware, software, networks, and media for collection, storage, processing, transmission and presentation of information (voice, data, text, images), as well as related services. ICTs can be divided into two components, Information and Communication Infrastructure (ICI) which refers to physical telecommunications systems and networks (cellular, broadcast, cable, satellite, postal) and the services that utilize those (Internet, voice, mail, radio, and television), and Information Technology (IT) that refers to the hardware and software of information collection, storage, processing, and presentation. When looking at the integration of ICT to support the achievement of educational objectives, it can be found that after almost a decade of using ICT to stimulate development, it is not yet fully integrated in development activities and awareness rising is still required. Information and Communication Technology (ICT) is a term which focuses on the use and integration of communication technologies in information technology (IT). ICT refers to any device or product which enables the "capturing, storing, transmitting and displaying data and information electronically." This includes the Internet and all computer hardware and software together with radio, digital television, wireless networks, cellular phones and satellite systems. The use of information and communication technologies provides greater access to information and enables people from around the world to communicate in real-time via services like instant messaging, video and conference calls, voice over IP (VoIP), email and social networks. ICT also helps businesses, governments and different organizations to store, process and share information among each other with one click. Digital communication is the process of storing, receiving and sharing information electronically.

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### ICT in Research

ICTs are particularly powerful and uncontroversial in higher education's research function. Four areas are particularly important: The steady increases in bandwidth and computing power available have made it possible to conduct complex calculations on large data sets. Communication links make it possible for research teams to be spread across the world instead of concentrated in a single institution. The combination of communications and digital libraries is equalizing access to academic resources, greatly enriching research possibilities for smaller institutions and those outside the big cities. Taking full advantage of these trends to create new dynamics in research requires national policies for ICTs in higher education and the establishment of joint information systems linking all higher education institutions. The most straightforward use of ICTs in research is in data processing. The unprecedented growth in bandwidth and computing power provide opportunities for analyzing/processing huge amounts of data and performing complex computations on them in a manner that is extremely fast, accurate and reliable. Computer data processing not only frees researchers from the cumbersome task of manually analyzing data but more importantly facilitates quick and accurate analysis of huge amounts of data from national samples or even multi-national samples covering tens of thousands of respondents. Another important dimension of ICTs in research is the use of online full text databases and online research libraries/virtual libraries which are the direct outcome of the growth in telecommunications networks and technology. These databases and libraries provide researchers with online access to the contents of hundreds of thousands of books from major publishing houses, research reports, and peer-reviewed articles in electric journals.

#### Applications of ICT in Research:

1. Article Availability
2. Thesis and Dissertation Availability
3. Literature Search

4. Content Search
5. Literature Tracking
6. Quantitative Data Collection
7. Qualitative Data Collection
8. Big Data and Its Analytics
9. Quantitative Data Analysis
10. Qualitative Data Analysis
11. References and Bibliography Compilation
12. Article and Thesis / Dissertation's Discussion among Researchers, Supervisors, Supervisees and during Viva Voce
13. Plagiarism Detection
14. Journal Manuscripts Submission
15. Link to individual databases for more specialized searching.
16. Select favorite resources and e-journals, save searches and records, and setup email alerts.

Information and Communication Technologies in teaching, learning and research has come a long way. ICT tools are mainly used by researchers for its ability to ease knowledge-gathering process and to enhance resource-development. Researcher in general value creativity and originality, thus the ICT tools which provide with the most open situations with great autonomy to the researcher can really help in identifying and solving research problems in the most creative ways. The use of ICT is based on the individual's logical assessment of how various applications increase his/her effectiveness and efficiency in work and provide ease in communication with peers. Use of ICT tools for making research data and information available are plenty in numbers today, but the best use of ICT tools would be to improve cognitive skills and thus help discriminate, analyze and create information rather than simply accumulate. The possibilities of conducting research with Internet and its virtual components by individuals and organizations are innumerable. While going thru the research papers among others, several authors have mentioned that ICTs support: instantaneous information exchange despite geographical distances, costless accumulation of data and

documents, improvements in the precision of knowledge reproduction, innovative and more effective routines to design new products and conduct problem solving activities both at individual and organizational level.

Search Engines A feature of the Web that enhances learning and research is the use of search engines. A search on the Web can be very effective in providing a context for an unknown quote or theory, in a timely manner. The use of search engines can save precious time in research. Research indicates that about 85% of Internet users use basic search engines and search services like Google to find specific information. However, it is also found that users are not satisfied with the performance of the current generation of search engines for not giving focused results by way of providing articles and notes from personal blogs etc. along with quality research articles. so ordinary search engines are helpful for researching business and popular culture, but they're not very useful for finding academic research papers or scholarly journal articles. Journal articles are available in a variety of formats, ranging from citations or brief abstracts to full text delivered electronically or in hard copy. Some articles are provided free. Often, a fee is required, or access is restricted in some way. Searching the invisible web resources also can be very useful.

#### Evaluating and citing Web sites:

There are some words of caution while gathering information from web:

1. All types of information are not available on the Web, and especially not for free.
2. Unlike traditional published sources, Web documents have not necessarily been evaluated hence the need to assess the quality of the documents is very crucial for a researcher. Information on the Web can originate from many different sources including individuals, organizations, governments, academic institutions and companies. It is therefore important to quickly assess the reliability of the sources found.

### 3. Design the study and develop your method(s):

In this phase of research there has to be active Participant Involvement. The researchers has to have proper Survey Design, correct Sampling and have to sort out all Statistical issues for conducting Qualitative/Quantitative Research. Following three ways ICT Tools can be used by researchers for qualitative research. As a medium of communication ICT tools provide powerful communication channels mostly text based but increasingly enhanced with moving and still images and sound, thus competing fairly with the traditional medium of interaction. Researchers can log into any of these channels and practices, either for studying the way people use computer mediated communication in cultural context or can utilize these to interact with participants by initiating a discussion. As a network of computers -Internet, the most popular and powerful ICT tool, breaks all boundaries and makes physical distances between people disappear thus providing a platform like online communities, blogs and discussions forums to reach out to people all across the globe for collective and collaborative research with seamless possibilities for the researcher to utilize this space particularly for collecting information.

### 4. Collect and collate the data

Data collection requires Collaboration. A word of caution to the researcher is to take care of Intellectual property related issues in advance before using Internet for data collection and storage. The qualitative research process starts with a Questionnaire / Survey Design. Survey can be created using ICT tools Web, Word Processors (WP), Spreadsheets and now most popular online tools like Google-forms and surveymonkey.com, and can be distributed using email and discussion boards. The data collected using one or many such online tools needs a proper Database structure for storage and retrieval thus tools like relational databases (SQL Server, ORACLE etc.); open sources databases using MySQL and Access, Flatfile



database using Spreadsheet, wikis, GIS [Google earth, Google Maps, Flickr, Arcview/explorer]] can be used.

Data Analysis is an area where a lot of work is being done and a huge collection of open source tools are available for researcher e.g. for Relationship mapping techniques like Herring or fish bone mind maps, SWOT Analysis, PMI, Venn etc. software like Inspiration, smart ideas, Cmap, Mindmapper, free mind would be useful and also the open source Online tools available at [www.gliffy.com/](http://www.gliffy.com/), [www.mindmeister.com](http://www.mindmeister.com), [www.drawanywhere.com/](http://www.drawanywhere.com/). An open source statistical software programming language like R is found very useful by researcher. For preparing Graph using Spreadsheet, digitizer, for typical data analysis using Calc or excel, preparing Checklist (any Word Processor, Spreadsheet) and Mashing tools like intel mash up is now very common.

The applicability of ICT based analytical tools in qualitative research is debated as it is argued, that the original meaning inherent in the data could be distorted or lost in the process of data analysis. Thus the employment of computer programs in qualitative data analysis is a practice that should be viewed with caution. Analyzing qualitative material that is based on speech or texts derived from interviews and conversations must have regard for the context and the integrated whole. Computer based systems to aid with analysis are, often based on the natural scientific view of the world that sees social phenomena as reflections of the higher level ordering of an objective social structure. The ideal data type here is one which is amenable to quantifying and segmentation into discrete categories as this allows for numerical manipulation and analysis. Researchers who make use of these packages must remain alert to the need to preserve the integrity and context of the original material and not lose sight of this during the process of coding and subsequent analysis.

#### 5. Reporting and dissemination

The final step in the process of any

research activity is writing up Research by Research Reporting Guidelines advised using the word processors. To make the research outcomes reach maximum numbers of stake holders proper planning for printing, mailing and/or posting on community forums plus translation is required. Making research results accessible to various audiences through website, Research Portfolio, Newsletter, and other Community reports is now a common practice. Presenting research at Conferences/Seminars and thus making findings known to users should be planned. Events happening across the globe on the theme of research can be found out easily today through Internet.

Web pages, as with journal articles, books, encyclopedias and other material consulted while researching, need to be properly cited in a bibliography, a reference list or a list of works cited. There are a lot of Citation & Style Guides online which provide more information on citation. Thus, there are some innovative tools available today that support researchers in the entire research process i.e. researcher can get help to Search intelligently, assess the quality of search results, help in recording, organizing and producing information using online note cards, and also help in formatting the bibliography in MLA, APA, or Chicago/Turabian whichever style that is required.

**Conclusion:** Information and communication technology is a top national objective in many countries. These include the achievement of increase speed, increase quantity, improved quality, reduced complexity as well as lower the cost of Research. Through the use of ICT-based research tools, research cycle or duration can be shortened. e.g. qualitative data collection and analysis as well as in the references and bibliography compilation. Using ICT-based tools also can reduce research complexity in large dataset manipulation. Last but not least, the reduction of research cost is possible with the use of ICT-based tools because less man hours are required as productivity of researchers had increased.

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09

## The importance of statistics techniques in Research

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In research the systematic investigation is important. Hence study of material and sources statistically plays an important role in research. Generally statistics means the practice or science of collecting and analyzing, especially for the purpose of inferring proportions in a whole from those in a representative sample. Statistics is a branch of mathematics dealing with data collection, organization, analysis, interpretation and presentation. It is helpful in the study of many other fields, such as science, medicine, economics, Psychology, politics and marketing. It refers to numbers that are used to describe data or relationship.

If we shuffle the pages of related books we will find that the first known statistics are census data. The Babylonians did a census around 3500 BC. The Egyptians around 2500 Bc. And the Chinese around 1000 B.C. starting in the 16th century mathematicians such as Gerolamo, Cardano, developed probability theory which made statistics a science. Since then people have collected and studied statistics on many things. Trees, rocks, stars, words, starfish, almost everything that can be counted has been a subject of statistics.

According to Netoor and washerman statistics refers to the body of technique or methodology, which has been developed for the collection, presentation and analysis of quantitative data and for the use of such data in decision making. That's why research is concerned, whatever the field of research it may

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## COMPARATIVE STUDY OF SPEED AND POWER BETWEEN VARIOUS LEVELS OF FEMALE ATHLETES

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### Abstract

The purpose of the study was to compare the speed and power ability between various levels of female athletes. For this purpose researcher has selected 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. Ages of the female athletes were ranged between 18 to 25 years. Subjects did not use any ergogenic aids or motivational aids and also they were all free from any injuries during the collection of data. Speed was measured with the help of 50 meters run and power was measured with the help of vertical jump. Statistical analysis was done on the basis of ANOVA at 0.05 level. Result shows that there was significant difference in speed and power among state players, inter collegiate players and inter university players as obtained F-ratio was 3.84 & 8.52 which is greater than that of required tabulated 'F' value of 3.158 at 0.05 level of significance with (2, 57) degree of freedom. Hence, post hoc test was applied to see the mean difference. It revealed that the significant difference was found between inter collegiate players and inters university players in reference to both the variables speed as well as power balance as the mean difference was 1.7 & 4.9 which is greater than the critical difference whereas other mean difference shows insignificant difference. By observing the paired mean difference it revealed that only inter collegiate players and inter university player's shows significant difference. It may be attributed that the practice time and practice schedule is difficult and complex as compared to state players and inter collegiate players.

**Keywords:** Speed, Power, Female Athletes, etc.

### Introduction

Motor development encompasses the development of ability which is essential to the movements and subsequent acquisition of the performance of any skill. In general motor skills are developed from the childhood onwards when the children run, jump or play. These are then gradually converted to specific motor skills, when advanced training takes place in a particular event and it goes a long way in making a person proficient in that particular field or sports. Motor fitness is concerned with the capacity to move the body efficiently without

undue fatigue, with special regard to big muscle groups. It is actually a limited aspect of general motor ability, emphasis being placed on the underlying elements of vigorous physical activity, but does not include the neuromuscular co-ordination involved in motor skills. Muscular power, agility, speed and flexibility are added to basic physical fitness components of muscular strength, muscular endurance and circulatory, respiratory endurance to compose motor fitness.

### Speed



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Speed can be said as the ability to move one's body swiftly. Speed is generally associated with running, yet different activities, like throwing, jumping or kicking a ball, depend upon moving your arms or legs rapidly. Speed of an athlete can also be measured with a 40-yard dash. It is the capacity of an individual to move the body rapidly. This is to what extent it takes for an individual or a question travel a specific separation, and the quicker something moves, the more noteworthy its speed. Speed is estimated in meters every second (m/s). Speed = Distance/Time. Speed is an imperative factor in many group activities as it helps the players in beating their enemies. For instance, netballers require speed so they can get into spaces more quickly than their adversaries. Notwithstanding for rugby players speed is a need to have the capacity to vanquish their adversaries to the attempt line. Speed is frequently said to be something that one is brought into the world with, albeit a few progressions can be made by partaking in quality preparing and run preparing.

#### Power

Power is a blend of speed and solid power. A football linebacker utilizes capacity to impact through a line of men. An athlete utilizes control amid an execution on the rings and uneven bars. Measure your capacity by tossing a substantial protest or lifting weights.

Power is characterized as the measure of work performed per unit of time. Power is a component of aptitude related wellness that is expected to exceed expectations in athletic execution. Expanded quality does not generally convert into expanded power. For instance, a solid abdominal area lifts a high measure of weight. Anyway a solid abdominal area does not generally be able to toss a shot put extremely far if enough speed can't be produced.

It has been seen that in untrained competitors just making them more grounded

(expanding the power) would result in more prominent power (as estimated by hop stature) this is just a single part of the condition and regardless how does this relate sports where there is a low power required, for example, in running. Is it better to create control by expanding power generation or increment compression speed and to what degree does one influence the other? Hence researcher has taken the study 'Comparative Study of Speed and Power between various levels of female athletes'.

#### 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. Ages of the female athletes were ranged between 18 to 25 years. Subjects did not use any ergogenic aids or motivational aids and also they were all free from any injuries during the collection of data.

##### Administration of the test

The following test was administered on female athletes to collect the data:-

##### Sargent Jump (Vertical Jump Test):

The purpose of the test is to measure the leg muscle power. The athlete stands closer to the wall and reaches up with the hand closest to the wall. Keeping the feet parallel to the ground, the point of the fingertips is marked or recorded. Then the player asked to jump and to touch the wall at the highest point of the jump. The difference in distance between the standing reach height and the vertical jump height is taken as a score. The total distance in centimeter is recorded as score.

**50 meter run (Speed):** The purpose of the test is to measure speed. The players were asked to take position behind the starting line. The command 'Ready' and 'Go' were given by the starter. The command 'go' was accompanied by the down ward sweep of the starter's arms to give the timer, a visual signal, on hearing the starter's command 'go' the female athletes has to run from the starting line and has to crossed the finishing line. The score is measured to the nearest tenth of the second.

**Statistical Analysis:**

In order to find out the significant difference of Speed and Power between different levels of achievement of female athletes the Analysis of Variance (ANOVA) was applied at 0.05 level of significance.

**Analysis Of Variance of Speed and Power among State, Inter Collegiate and Inter University Female Players**

Variable s	SV	SS	df	MS	F
Speed	between n	6.84	2	3.42	3.84 *
	error	50.73	57	0.89	
Power	between n	21.14	2	10.57	8.52 *
	error	70.68	57	1.24	

\*Significant at 0.05 level Tabulated 'F' 0.05 (2, 57) = 3.158

Above table revealed that there was significant difference in speed and power among state players, inter collegiate players and inter university players as obtained F-ratio was 3.84 & 8.52 which is greater than that of required tabulated 'F' value of 3.158 at 0.05 level of significance with (2, 57) degree of freedom. Hence, post hoc test was applied to see the mean difference among state, inter collegiate and inter

university players in reference to speed and power.

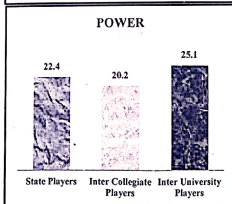
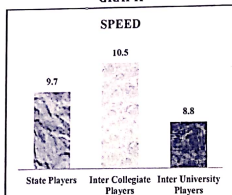
**Post Hoc Test**

Variables	State Players	Inter Collegiate Players	Inter University Players	MD	CD
Speed	9.7	10.5		0.8	1.49
	9.7		8.8	0.9	
		10.5	8.8	1.7*	
Power	22.4	20.2		2.2	3.59
	22.4		25.1	2.7	
		20.2	25.1	4.9*	

\*Significant at 0.05 level

The significant difference was found between inter collegiate players and inters university players in reference to both the variables speed as well as power balance as the mean difference was 1.7 & 4.9 which is greater than the critical difference whereas other mean difference shows insignificant difference.

**GRAPH**



Concluding we revealed that there was significant differences found in speed and power among State Players, Inter Collegiate Players and Inter University Players. By observing the paired mean difference it revealed that only inter collegiate players and inter university player's shows significant difference. It may be attributed that the practice time and practice schedule is difficult and complex as compared to state players and inter collegiate players.

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## Study of Obesity amongst Working Women and Household Women

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## Abstract

The purpose of the study was to know the obesity and compare amongst working women and household women. For the present study researcher had collected data from Amravati. Twenty (40) Women (20 Household Women and 20 Working Women) were selected as subjects with purposive sampling methods. The age of the subjects were ranged between 30 to 35 years. BMI is calculated from body mass (M) and height (H),  $BMI = M / (H \times H)$ , where M = body mass in kilograms and H = height in meters. The higher the score of BMI usually indicate the higher levels of body fat. Statistical analysis was done on the basis of 't' test. The level of significance was kept on 0.05 of degree of freedom. Result shows that on the basis of mean different there was different between mean of Working Women and Household Women. To see this different is significant or not at 0.05 level of significance. Researcher further calculated 't' test & above table shows that there is significant difference between Working Women and Household Women in BMI as the calculated 't' value 2.67 is greater than the tabulated 't' value 2.021. On observing according to the classification we found that 75 percent of household women were under the category of Obese Class I & II as compared to working women 50 percent only. In Overweight category working women were maximum with 35 percent as compared to household women with 15 percent. In conclusion we can say that both working women as well as household women were found obese, household women were found more obese than working women.

Keyword: Obesity, Body Mass Index, Working and Household Women.

## Introduction

Women are painstaking to be the backbone of a family as they have a high level of patience to deal with every issue arises in her family. Since many decades, the world has been seeing the power of women as women empowerment.

Now a day's ladies are likely to remain as housewives they wants to make their own identity chose their own career while some choose to keep working even after marriage. Prior, the people across the world were constricted minded and they restricted women from working.

## Household Women

A household woman has to spend more time with her family and kids. They are always busy with their household activities, they do not think about their life or career. They do not have any burden of anyone, a household women is free from the control of an angry or depressed boss and can take her own time in doing the household activities. A household woman is always free from the job stress and meeting the deadline of her work. One of the most major reasons why most of the marriages fail is due to the constant stress. A household woman is free of this stress. A household women experiences more freedom than the working women in respect to their daily activities. A household woman enjoy a lot of time to spare for the activities they like. They can engage themselves in household activities such as: sewing, cooking classes, gardening, etc and explore new skills. They can regular practice their existing skills and can develop those existing skills in better way. This gives household women a feeling of achievement and keeps them happier throughout their life

## Working Woman

A working woman can be affirmed as a woman who earns a salary, wages, or other income through regular employment, outside the home. The main advantage favored to a working woman is that they are a major monetary support to their family in this world of ever rising inflation. Working women always act as a fountain of motivation for their children's as well as their family. They come across the various difficulties and problems of the outer world and also find a solution to them.

The dual roles of the women in her working place and at home, imply that the degree of involvement in various "homemaker" roles such as "Chief Cook", "Mother", "Housekeeper", will differ from the non-working women for whom such roles are the focal point of her existence. Consequently, the time and effort devoted



household women, as well as concepts of appropriate behavior of household women, may differ from those of the working women. The lifestyle of household women is much different from the working women.

Lifestyle can be stated as an attitude, interests, opinions, behaviours, and behavioural orientations of an individual, group, or culture. Lifestyle is a style of life or living style which not only affects the individual who adopts it but also affects society as a community. Moreover it also includes pattern of social interactions, consumptions, entertainments and dressing style it reflects person's views, habits, attitude and the way of living style which make direct influence on the person daily life.

Weather the lifestyle activities of household women or working women make them obese, Obesity in India has reached epidemic proportions in the 21st century, with morbid obesity affecting 5% of the country's population. India is obtaining a trend of other developing countries that are steadily becoming more obese.

### Materials and Methods

#### Subject:

For the present study researcher had collected data from Amravati. Twenty (40) Women (20 Household Women and 20 Working Women) were selected as subjects with purposive sampling methods. The age of the subjects were ranged between 30 to 35 years. The BMI has been recognized worldwide as an effective method of quantifying obesity by the World Health Organization, the National Institutes of Health, and the Centers for Disease Control and Prevention, USA. It is a simple and cost effective method of assessment that can be used with great benefit everywhere. It is derived from a formula that uses the weight and height to estimate body fat and health risks.

$$\text{BMI} = \frac{\text{Weight in Kilograms}}{(\text{Height in Meters})^2}$$

#### Equipment required:

Weighing Machine, scales and stadiometer as for weight and height.

#### Procedure:

Body Mass Index is calculated through body mass (M) and height (H).  $\text{BMI} = M / (H \times H)$ , where M = body mass in kilograms and H = height in meters. The higher the score of BMI usually indicating the higher levels of body fat.

#### Scoring:

Score is taken as a unit determine on BMI rating.

#### Classification of Obesity

BMI (kg/m <sup>2</sup> )	Classification
< 18.50	Underweight
18.5 - 24.99	Normal
25.00 - 29.99	Overweight
30.00 - 34.99	Obese Class I
35.00 - 39.99	Obese Class II
≥ 40.00	Obese Class III

#### Statistical Analysis

Statistical analysis was done on the basis of 't' test. The level of significance was kept on 0.05 of degree of freedom. Statistical analysis is shown in the following table.



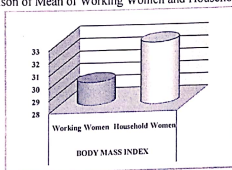
Table-1  
Comparison of BMI between Working and Household Women

Variables	Subject	Mean	SD	SE	MD	Obt 't'	Cal 't'
BMI	Working Women	29.24	4.88	1.42	3.80	2.67*	2.021
	Household Women	33.04	4.07				

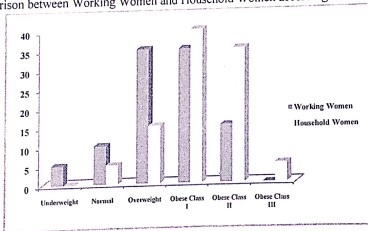
\*Significant at 0.05 (38df) tabulated  $t = 2.021$

Above table shows that on the basis of mean different there was different between mean of Working Women and Household Women. To see this different is significant or not at 0.05 level of significance. Researcher further calculated 't' test & above table shows that there is significant difference between Working Women and Household Women in BMI as the calculated 't' value 2.67 is greater than the tabulated 't' value 2.021.

Graph - 1  
Comparison of Mean of Working Women and Household Women



Graph - 2  
Comparison between Working Women and Household Women according to Classification



### Conclusion

Concluding the above study we can observe that on the basis of mean different there was different between mean of Working Women and Household Women. To see this different is significant or not at 0.05 level of significance. Researcher further calculated 't' test & above table shows that there is significant difference found between Working Women and Household Women in reference to Body Mass Index. On observing according to the classification we found that 75 percent of household women were under the category of Obese Class I & II as compared to working women 50 percent only. In Overweight category

working women were maximum with 35 percent as compared to household women with 15 percent. In conclusion we can say that both working women as well as household women were found obese, household women were found more obese than working women.

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